

4 QUALITY  
EDUCATION



# Tier Classification for SDG 4

## UNESCO

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# Criteria for TIER Classification

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- Tier 1 conceptually clear, established methodology and standards Available but data is produced regularly by countries
- Tier 2 conceptually clear, established methodology and standards Available but data is not produced regularly by countries
- Tier 3: Indicators for which there are no standard and methodology are being developed/tested

# Why SDG 4.1. is TIER I and II?

- SDG 4.1. has 3 points of measurement: i) grades 2/3; End of Primary; and iii) End of Lower High School
- Encompasses National Learning Assessments, Cross National Assessment of regional and Global Coverage at different level of education.
- Involved various initiatives and agencies depending on the Level.
- Each point of measurement has different “coverage” and agreed standards with End of Primary and End of Lower HS

# 4.1. all assessment

| Region                       | # of countries with assessments |           |                | # of countries with no assessments | # of countries with at least 1 assessment | Total #    | % of region |
|------------------------------|---------------------------------|-----------|----------------|------------------------------------|---|------------|-------------|
|                              | National                        | Regional  | Cross-national |                                    |   |            |             |
| East Asia and Pacific        | 22                              | 14        | 14             | 8                                  | 32  | 40         | 90          |
| Europe and Central Asia      | 41                              | 0         | 46             | 9                                  | 28  | 57         | 84          |
| Latin America and Caribbean  | 26                              | 18        | 17             | 14                                 | 27  | 41         | 66          |
| Middle East and North Africa | 3                               | 0         | 2              | 1                                  | 3   | 4          | 75          |
| South Asia                   | 8                               | 0         | 1              | 0                                  | 8   | 8          | 100         |
| Sub-Saharan Africa           | 30                              | 27        | 3              | 11                                 | 37  | 48         | 77          |
| <b>TOTAL</b>                 | <b>146</b>                      | <b>59</b> | <b>101</b>     | <b>47</b>                          | <b>173</b>                                | <b>220</b> | <b>79</b>   |

# Cross National Initiatives

| Name   | Name description  |
|--------|---|
| PIRLS  | Progress in International Reading Literacy Studies                              |
| TIMSS  | Trend in International Mathematics and Science Studies                          |
| PISA   | Programme for International Student Assessment                                  |
| TERCE  | Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación (LLECE) |
| SACMEQ | Southern and Eastern Africa Consortium for Monitoring Educational Quality       |
| PASEC  | CONFEMEN Programme for the Analysis of Education Systems                        |
| PILNA  | Pacific Island Literacy and Numeracy Assessment                                 |

# Cross National Assessments

| Grade   | Assessment          | # of countries | Reading | Numeracy and mathematics |
|---------|---------------------|----------------|---------|--------------------------|
| 2       | PASEC               | 10             | X       | X                        |
| 3       | TERCE               | 15             | X       | X                        |
| 4       | PRILS               | 48             | X       |                          |
|         | PILNA               | 13             | X       | X                        |
|         | TIMSS               | 63             |         | X                        |
| 5       | N/A                 | N/A            | N/A     | N/A                      |
| 6       | TERCE               | 15             | X       | X                        |
|         | PASEC               | 10             | X       | X                        |
|         | PILNA               | 13             | X       | X                        |
|         | SACMEQ              | 15             | X       | X                        |
| 7       | N/A                 | N/A            | N/A     | N/A                      |
| 8       | TIMSS               | 63             |         | X                        |
| 9 or 10 | PISA (15-year olds) | 65             | X       | X                        |

# 4.1. UNESCO TIER PROPOSAL

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- 4.1.1:
- TIER 1: End of Primary and End of Lower Secondary
  - Wide coverage and the existence of agreed methodologies and initiatives
- Early grades (2/3) assessment could be considered in Tier II.

## 4.5.1 Parity Indices

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- ❑ The fact that we can not disaggregate for all categories is the only problem in this case
- ❑ Disaggregation in some cases is already public and available (e.g. Gender)
- ❑ The problem is data collection not methodology and once collected the estimate of indicator is simple does not need any harmonization criteria.
- ❑ Not all indicators need disaggregation



## 4.7.1 and 12.8.1 GCED

- ❑ Methodology is based on national reporting on progress towards a UNESCO convention
- ❑ A revised reporting template will be submitted to UNESCO EB and once approved, countries will begin submitting their reports
- ❑ Tier II seems to be the right classification
- ❑ Methodology of data collection and reporting indicators again is simple

| GCED    |                 |                  |            |     |     |
|---------|-----------------|------------------|------------|-----|-----|
| Level   | National policy | Teachers curricu | Curriculum | NLA | NLA |
| Primary |                 |                  |            |     |     |
| HS      |                 |                  |            |     |     |

# Education 2030 Technical Coordinating Group

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- Builds on the work of the Technical Advisory Group which developed the proposals for the thematic and global indicators for monitoring SDG4
- Has mandate to advise on implementation and to map capacity building and financial needs, and the methodological development of indicators
- UIS/UNICEF/World Bank and OECD are launching on April 5th an Interagency group on disaggregated indicators in education to ensure harmonization of standards and methodologies for equity.



# Thank you!

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