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Country readiness to monitor SDG 4 education targets

Regional survey for the Arab States

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Table of contents

1. Monitoring the new global compact on education and development

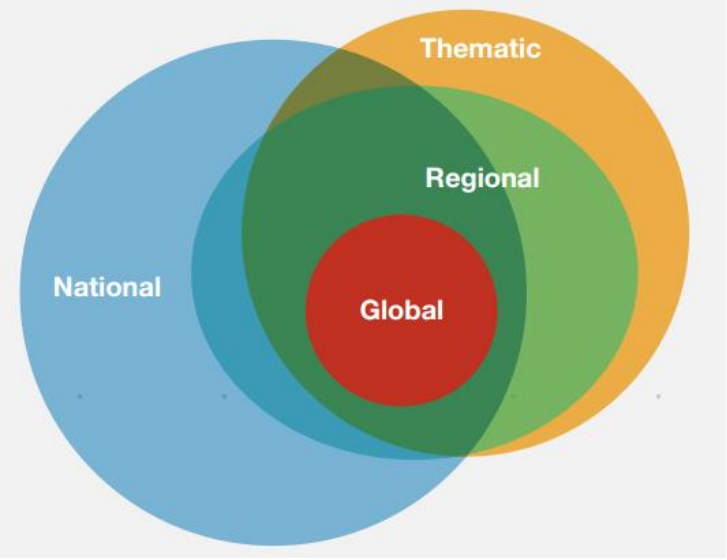
A new agenda for Sustainable Development, reached by consensus across the world, has become a reality. The 17 goals and 169 targets that comprise the Sustainable Development Goals (SDGs) were adopted by UN Member States in September 2015. The education goal (Goal 4) aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

The education goal is made up of seven key targets and three means of implementation that focus on how to best achieve the outcomes described in the targets (*see* ***Annex A*** for *target and indicator definitions*). The scope of the education goal is broad – from ensuring effective early learning to accessing adult learning opportunities. Ensuring educational quality and equity are two themes that are at the heart of the SDG education goal and which provide the lens through which countries will assess progress towards the achievement of the goal.

Attention has turned to the development of a similar global consensus around a robust set of indicators that can be used to monitor progress towards the goal. The Inter-Agency and Expert Group on the Sustainable Development Goal Indicators (IAEG-SDGs), comprising 27 Member States, was tasked with this effort and undertook global consultations and expert meetings in order to set out an indicator framework. Their proposal for a global set of 229 indicators was endorsed by the UN Statistical Commission in March 2016.

Global monitoring of the SDGs represents one level of monitoring. As presented in the United Nations General Secretary's report, there are four levels of monitoring, which have different purposes, varying numbers of indicators and different audiences *(see* ***Figure 1****).*

Figure 1. Levels of monitoring the education targets (SDG 4)



National: indicators that monitor nationally relevant education issues

Regional: indicators that monitor regionally relevant education issues (e.g., AU2063)

Thematic: indicators that cover education policy issues more comprehensively (43+ indicators)

Global: small set of leading indicators of a larger global framework (11+ indicators)

Source: Secretary General's Synthesis Report, December 2014

To more comprehensively reflect the needs of national and international education stakeholders, a broader set of thematic indicators for education was proposed in a parallel but strongly linked process. These thematic indicators were included in the Education 2030 Framework for Action (FFA) endorsed by countries in 2015. The Technical Cooperation Group (TCG), made up of measurement experts from 14 countries representing civil society and international organizations, developed a proposal for 43 indicators including the 11 global indicators based on input from technical experts and global consultations *(see **Annex B** for the list of indicators).*

The current monitoring challenge relates directly to the information systems and capacities of individual Member States across several key data sources: administrative data, assessment data and household survey data. This summary presents the results of a Regional Survey among those directly responsible for data collection and reporting at the national level to better ascertain where countries now stand in terms of monitoring the global and thematic frameworks. This policy note provides a more detailed analysis of the Regional Survey results in the Arab States Region. It is part of a new UNESCO Institute for Statistics (UIS) series – the Sustainable Development Data Digest – that examines the measurement challenges and countries' readiness to monitor the new SDG 4 targets at the global level.

Box 1. UIS and data to monitor the global development agenda

The role of the UIS was set out in the Education 2030 Framework for Action: "the UIS will remain the official source of cross-nationally comparable data on education. It will continue to produce international monitoring indicators based on its annual education survey and other data sources that guarantee international comparability for more than 200 countries and territories. In addition to collecting data, the UIS will work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO's mandate, working in coordination with the Education 2030 Steering Committee (paragraph 100).

Source: Education 2030 Framework for Action, 2015

1. Availability of indicators to monitor SDG 4: Results of the regional survey

In order to examine countries' ability to measure and report on progress made towards achieving the education goal, the UIS conducted a regional survey in the Arab States to assess the availability of the underlying data required to produce the indicators for monitoring SDG 4. The survey identified data gaps and areas where investments may be required to further extend/enhance the scope and quality of data sources on education. It also contributed to the development of a regional capacity-building strategy.

The survey covered the list of 43 thematic indicators, including the subset of 11 global indicators. It was conducted among government staff responsible for education statistics, typically in policy and planning units of education ministries, which are also mandated to report statistics to UNESCO and in some instances, the National Statistical Office. The survey, which ran from February to March 2016, covered 18 countries in the region.

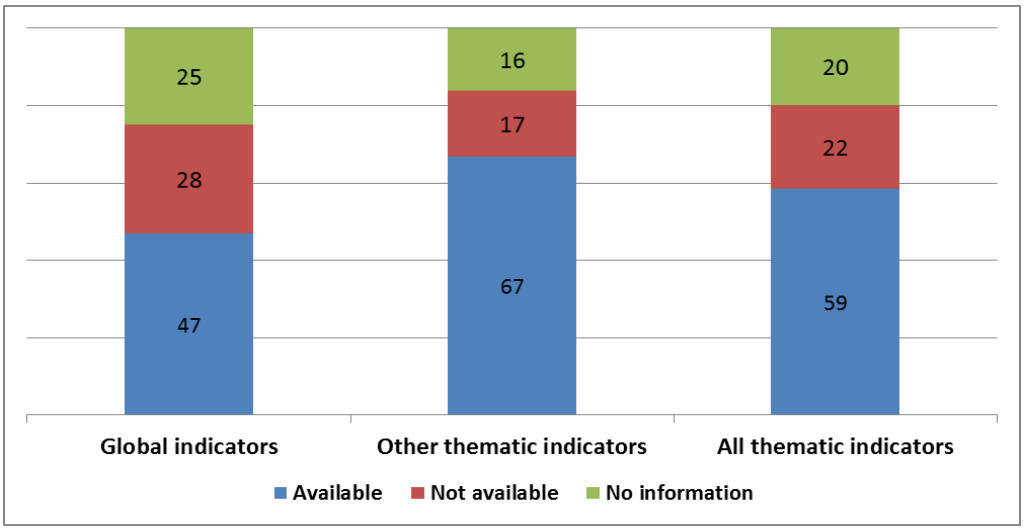
Respondents were asked to report whether or not their country produce the data required for the calculation of each of the indicators. Filtered by the availability of required data, additional details, such as latest available year, periodicity of data collection and level of disaggregation of the latest available data by individual characteristics, were collected.

It is important to note limitations in interpreting the results. This data collection exercise was meant to serve as a rapid appraisal rather than an in-depth assessment (which would have consulted more broadly among national education stakeholders). In some cases, no information was available due to the lack of a clear information source in the country. Further work is required to develop a more nuanced national strategy for monitoring the education targets. Moreover, in some cases the indicators were still not well-defined and thus it was difficult for national respondents to identify the data required to monitor the indicator.

2.1 Readiness to report global and thematic indicators

In the Arab States region as a whole, the survey shows that 47% of the data required to produce the global indicators is currently being collected (see ***Figure 2***). Data for other thematic indicators are 20 percentage points more available in the region, compared to global indicators.

Figure 2. Data availability by type of indicator (%)



Source: UIS regional assessment of system readiness to monitor SDG 4, 2016

Data availability in the Arab States appears to be consistent with the trend in the regions where this survey was conducted (*see **Table 1***).

Table 1. Data availability by region and type of indicator (%)

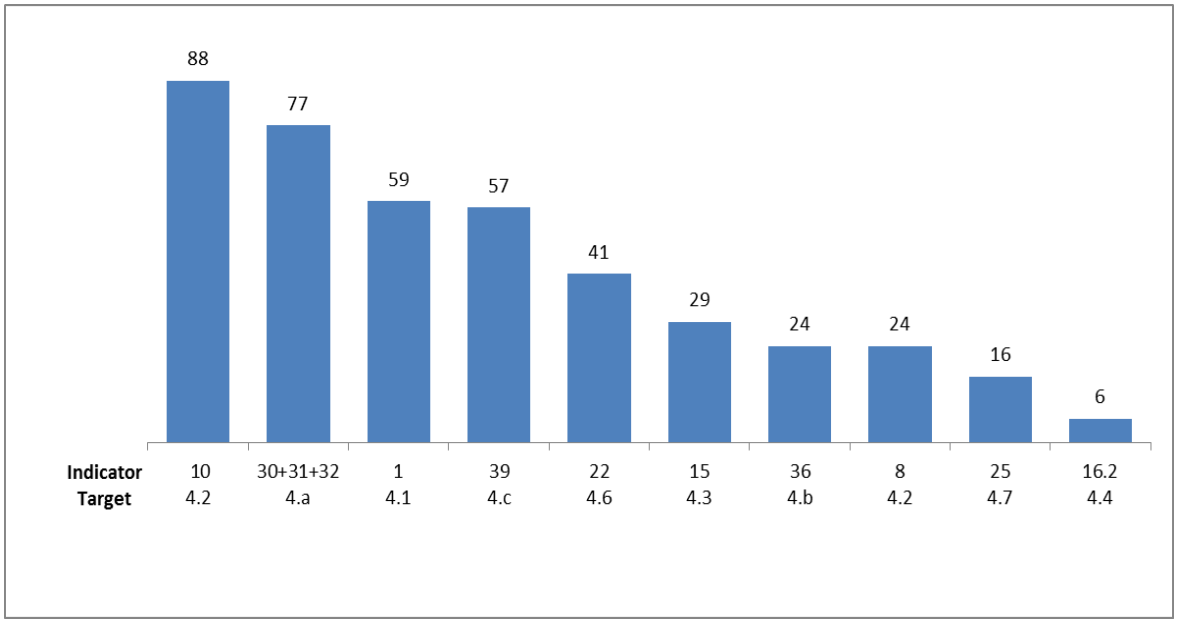
Region (# of countries)	Global indicators	Other thematic indicators
Arab States (17)	47	67
Asia and Pacific (38)	44	60
Latin America and Caribbean (26)	53	67
Sub-Saharan Africa (40)	47	62
All regions (121)	47	63

Source: UIS regional assessments of system readiness to monitor SDG 4, 2016

The survey revealed some uncertainty amongst national respondents about the availability of data required to produce specific indicators. Some respondents answered “don’t know” when they were asked whether or not certain data are produced in their countries. For instance, 24% of respondents did not know if the data required for Indicator 8, on the development of children under 5 years of age, are collected in their own countries. In addition, 18% did not report any information on the availability of these data. In general, this rate of doubt amounted to 25% of data for the global indicators and 16% for other thematic indicators. The “don’t know” answers and missing information were merged in Figure 2 in the “no information” category.

Data for the ten[1] global indicators are not widely collected in the region. Only 47% of the data required to produce the SDG 4 global indictors are collected. By indicator, as shown in ***Figure 3***, the availability rate varies from as low as 6% (one country out of 17) for Indicator 16.2 – Proportion of youth and adults with information and communication (ICT) skills by type of skill – to as high as 88% for Indicator 10, which measures the participation rate in organized learning of children one year younger than the official entry age for primary education.

Figure 3. Data availability by global indicator (%)



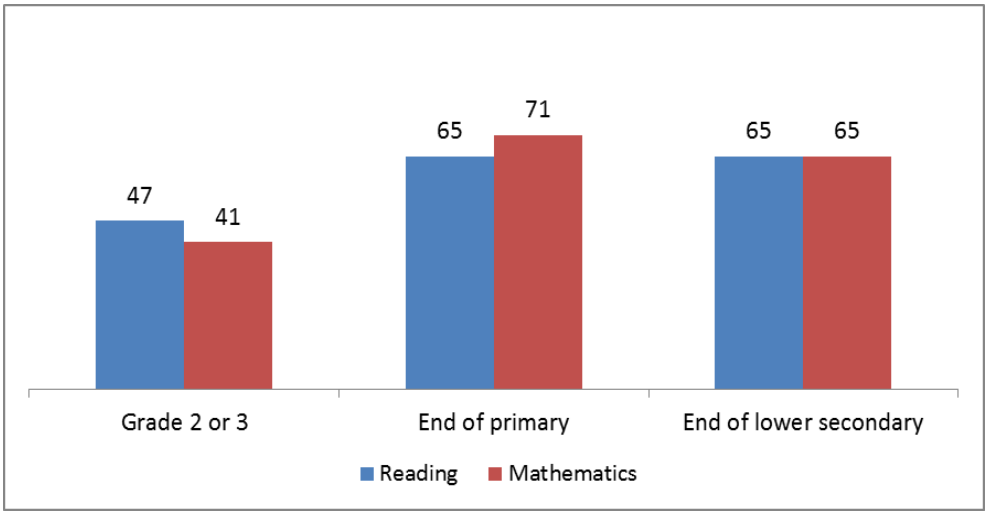
Source: UIS regional assessment of system readiness to monitor SDG 4, 2016

The direct assessment of learning outcomes is a key element of the SDG 4 indicators. More than half of the countries (59%) reported having the data required to measure the proficiency level that students achieve in reading and mathematics at different stages in the education system (Ind.1). For this particular indicator, there are three points of measurement (early grades, end of primary education and end of lower secondary education) and for two subjects (reading and mathematics). Thus six separate indicators

[1] The global indicator for equity (4.5.1) comprises the parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all SDG education indicators that can be disaggregated.

would be required to measure students' proficiency and eventually monitor the target. ***Figure 4*** presents data availability for reading and mathematics proficiency in the region at different stages of education.

Figure 4. Data availability required to measure students' proficiency in reading and mathematics (%)



Source: UIS regional assessment of system readiness to monitor SDG 4, 2016

By contrast, only one country reported collecting data for global Indicator 16.2, which measures skills in information and communication. In addition, 41% of the countries reported available data to calculate global Indicator 22, which measures the adult population's functional literacy and numeracy skills.

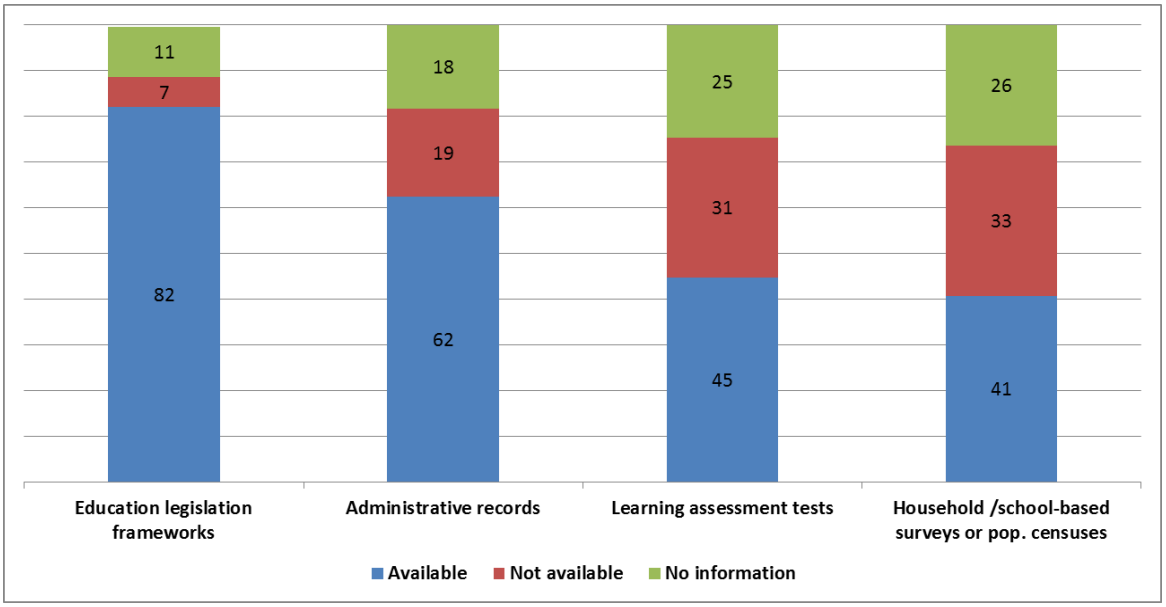
It is apparent that countries in the region will need to develop their systems to order to properly assess learning outcomes at various levels of education and age groups covering areas such as functional literacy and numeracy, ICT skills, global citizenship and sustainability.

The availability of thematic indicators varies significantly by the typical data source. The survey confirms that indicators derived from educational legislative frameworks ranked first in terms of data availability, with an average regional rate of 82% followed by indicators based on administrative records with a rate of 62%. Some traditional EMIS-based indicators, such as gross enrolment ratios or out-of-school rates, are available in most countries (*see* ***Figure 5***).

On average, 45% of indicators that rely on assessments of learning or skills are reported to be available in the region. This rate varies from as low as none to no country reported having data for monitoring thematic Indicator 26, which measures the percentage of students showing adequate understanding of issues relating to global citizenship and sustainability, to 59% of the data to produce Indicator 1 on students' level of proficiency.

Thematic indicators requiring data that are normally collected through household or school-based surveys are less available in the region. The survey shows that on average only 41% of the required data are currently collected. It is worth mentioning that many of these data are normally collected through specialized surveys aiming to measure population competencies, which are less common in the region.

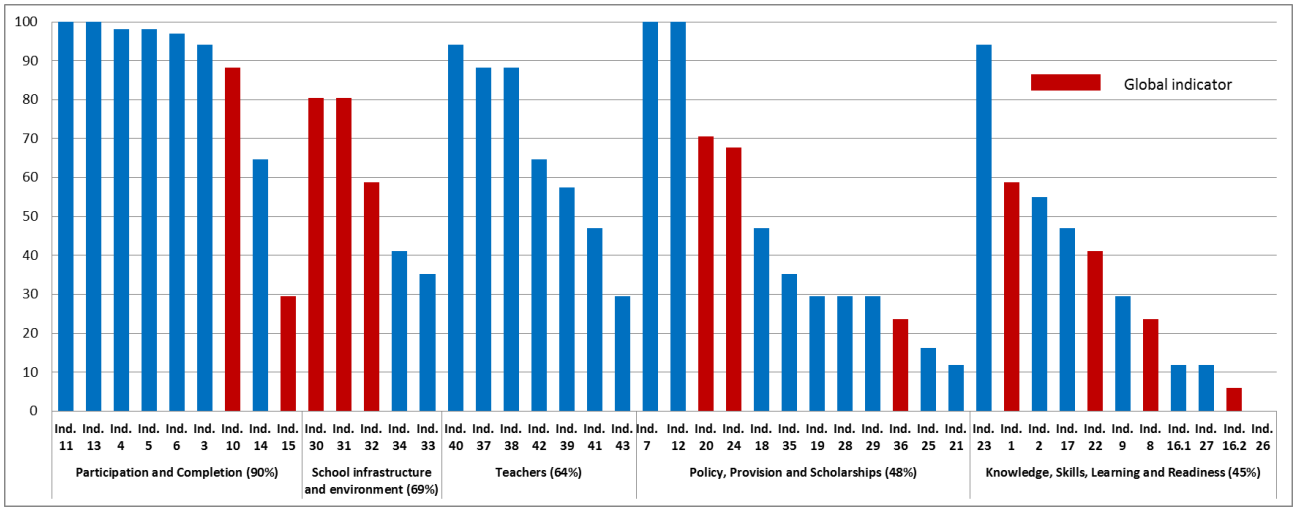
Figure 5. Data availability for thematic indicators by source (%)



Source: UIS regional assessment of system readiness to monitor SDG 4, 2016

It is easier to compare availability of thematic indicators when grouped by theme or concept. Most countries in the region reported high levels of data availability related to measuring completion and participation and school infrastructure and environment with an average regional rate of 90% and 69%, respectively. Administrative data on teachers are moderately available with an average of 64%. At the same time data that are required for the measurement of policy, provision and scholarships are reported being less likely to be covered by the national data collection systems in the Arab States, with an average availability rate of 48% followed by data required to measure knowledge, skills, learning and readiness, with an average rate of 45% (*see* ***Figure 6***).

Figure 6. Data availability by broad concept and indicator (%)

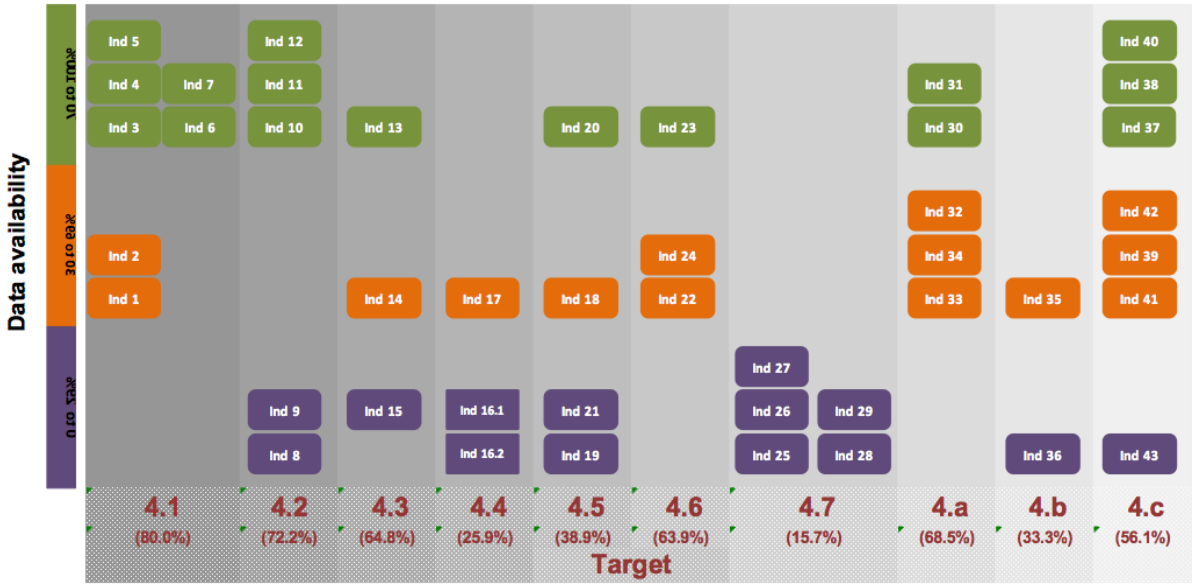


Source: UIS regional assessment of system readiness to monitor SDG 4, 2016

Again, these average rates conceal significant variations across different indicators within the same concept. For instance, although 45% of data needed to monitor knowledge, skills, learning and readiness are reported to be available in the region, only one country stated that they collected data to measure the global indicator on ICT skills, compared to 16 countries (out of 17 total) that reported having enough data to measure the traditional self-reported literacy, which belong to the same concept.

The survey also reveals that Target 4.7 (global citizenship education) has the least available data in the region, with an average rate of 16%. In addition, three more targets have less than 40% available data. These targets are 4.4 (work and skills), with 26% available data, 4.5 (equality and equity), with 39% available data and the mean of implementation Target 4.b (scholarships), with 33% available data (*see* ***Figure 7***).

Figure 7. Distribution of indicators by target and level of data availability



Source: UIS regional assessment of system readiness to monitor SDG 4, 2016

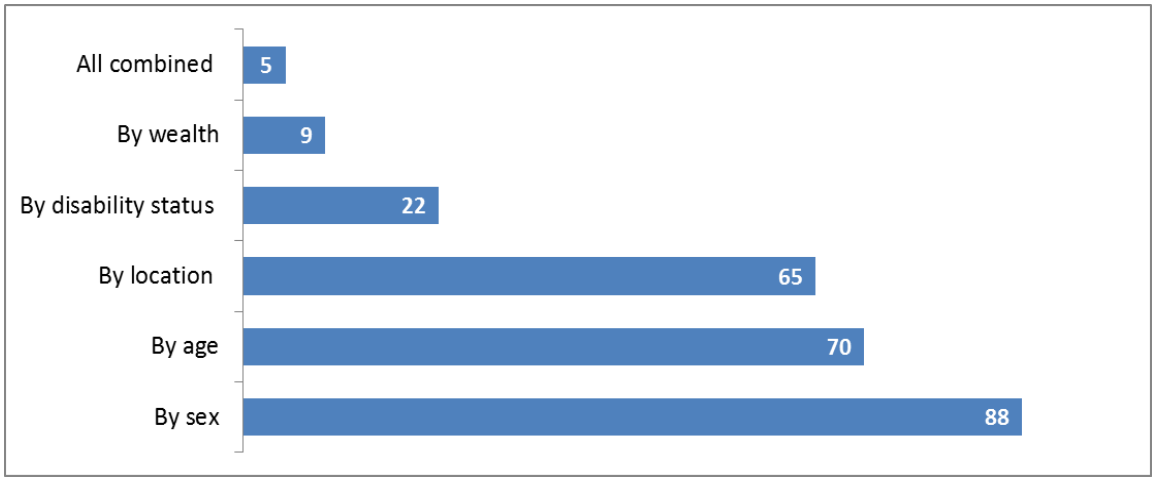
2.2 Data disaggregation

Equity is at the heart of the SDGs and Education 2030 agenda. Target 4.5 calls to "eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations". To this end, monitoring SDGs requires all relevant indicators to be disaggregated by different socio-economic characteristics, such as income, sex, age, race, ethnicity, migratory status, disability and geographic location, or other characteristics, in order to ensure the provision of equitable education to all, leaving no one behind.

The survey reveals that available data for the thematic indictors are fairly disaggregated by basic individual characteristics. Where relevant, 88% of available data can be disaggregated by sex and 70% and 65% by age and by geographic location respectively. These disaggregation factors are normally considered in the major data collection processes. However, only 9% and 22% of the data can be disaggregated by wealth and

disability status. Furthermore, only 5% of available data across the region can be disaggregated by all these characteristics combined (*see* ***Figure 8***).

Figure 8. Percentage of data that can be disaggregated by individual characteristics



Source: UIS regional assessment of system readiness to monitor SDG 4, 2016

The survey shows that, whenever available, data required for the production of the thematic indicators are available for recent years. 83% of data that are deemed available refer to the year 2014 or later. In addition, 79% of available data are reported as being collected annually.

3. Measurement challenges

The new agenda carries new challenges characterized by the variety of data sources and the diversity of possible data producers. For the last 15 years, measuring progress towards the Millennium Development Goals on education (MDG 2) relied to a great extent on administrative records – data collected at the school level – which is used to help plan and manage education systems. By contrast, monitoring the SDG 4 requires data from learning assessments, administrative records, household surveys and specialized school-based surveys. This section looks into prevailing challenges that may hinder the accurate measurement of progress towards achieving the SDG 4 targets in the Arab States by data source.

3.1 Administrative records

Student and school administrative records are known to be fairly robust in most countries in the region. However, in many counties these systems are fragmented by type of education provider and collect data on specific educational programmes. A typical country in the region has three different education information systems, which often belong to more than one supervising ministry or entity. Each of these systems manages the statistics of a certain level of education or an orientation such as general education, technical and vocational education or higher education. Furthermore, the private sector (a significant education provider in some countries), as well as early childhood education, may not be covered by any of these systems. In 7 out of 19 countries in the region, secondary technical and vocational education is managed by a specialised authority apart from the

ministry of education. In addition, in 70% of the countries, tertiary education is supervised by a dedicated ministry. Often the statistical products of these fragmented systems lack a common methodology and are not necessarily aligned in terms of the reference period, coverage, disaggregation factors, definitions, etc. Furthermore, they are separately disseminated, not exchanged and in many instances are not used together for sector-wide diagnosis and planning.

As in most countries around the world, administrative records in the region are quite limited in terms of types of disaggregation. They normally collect data by basic individual characteristics such as sex, age and location. Other equity factors such as disability status and wealth are rarely covered by these systems.

3.2 Household surveys

Household surveys are an important source of data about the demand for education, including access, participation and educational attainment. Except for educational attainment and self-reported literacy, which are normally collected through Labour Force Surveys (LFS) and population censuses, information on other aspects of education such as participation, completion, learning outcome and skills are rarely collected by national surveys in the Arab States. However, more countries currently conduct Multiple Indicator Cluster Surveys (MICS), funded by UNICEF, which collects some basic information on education and is typically carried out every three to five years. 12 out of 19 countries in the region have conducted MICS at least once since 2010. In addition, a handful of countries participate in the Demographic and Health Survey (DHS), funded by USAID, which also collects some information on education.

Household surveys are normally the responsibility of the National Statistical Offices (NSOs). In many countries of the region, NSOs allocate minimal resources to education statistics as they rely heavily on line ministries, usually the ministry of education and ministry of higher education, for the collection and tabulation of education data. Many NSOs in the region have limited capacity in terms of education statistics and indicators, which, as well as other social statistics, are normally the responsibility of a small team and, in some cases, a single technician.

With the exception of literacy data, national education statistical yearbooks, published by the ministries of education in the region, make no reference to education statistics collected though household surveys. This indicates that these types of statistics are not necessarily used by education planners. This conclusion is also supported by the relatively high uncertainty among respondents when asked about the availability of SGD 4 data based on household surveys.

This high rate of uncertainty amongst survey respondents, most of which are education planners or statisticians, reveals that many of them are not aware of the availability of some key statistics and indicators, mostly collected by National Statistical Offices (NSO’s), through household surveys. It is evident that household survey data are not necessarily used in the planning process in many countries in the region.

3.3 Learning assessments

Unlike most regions in the world, the Arab States lack a regionally harmonised approach for measuring student achievement. Furthermore, many countries rely solely on end-of-cycle examinations in this regard. However, more courtiers now participate in international large scale assessments such as the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS) managed by the International Association for the Evaluation of Educational Achievement (IEA) and the Programme for International Student Assessment (PISA) managed by the Organisation for Economic Co-operation and Development (OECD). For instance, 9 out of 19 Arab countries participated in the PIRLS round of 2016 and 15 countries have conducted TIMSS at least once since 2011. Moreover, six countries conducted PISA in 2015. Given the new education agenda and its focus on education quality, these numbers are expected to grow further in the future.

Youth and adult literacy and numeracy, as well as skills in Information and Communication Technology (ICT), are hardly assessed in the region. The regional survey showed that,only one country reported having conducted a national survey to measure ICT skills among the adult population.

4. Recommendations

- Countries may need to consider establishing an institutional setting that brings together education data producers and users to ensure a more standardized and comprehensive coverage of the education sector.

- Countries may need to assess their Education Management Information Systems to identify data gaps, data quality, timeliness, dissemination and the ultimate use of these data for accurate decisionmaking, sector diagnostic and planning, and proper monitoring of national and international goals and targets.

Countries may need to consider covering more individual characteristics in their data collection tools, such as disability status, wealth and other nationally-relevant factors, where appropriate.

- Many countries are either currently in a state of an armed conflict or have just emerged from such, and are experiencing heavy damage to the national education systems and access to learning opportunities. Under these circumstances, refugees and internally displaced persons represent important markers of disadvantage that need to be addressed.

- National Statistical Offices in the region may need to invest in their staff capacity in relation to education statistics and indicators.

- As lead of the national statistical systems, National Statistical Offices in the region need to play a greater role in supporting line ministries to develop up-to-date tools and infrastructure for collection, processing and dissemination of education statistics.

- Countries may need to invest in measuring youth and adult population skills such as functional literacy and numeracy and information and communication technology. In this regard, countries may benefit from the experience of the OECD’s Programme for

the International Assessment of Adult Competencies (PIAAC), which measures adult proficiency in key information-processing skills - literacy, numeracy and problem solving in technology-rich environments - and gathers information and data on how adults use their skills at home, at work and in the wider community[2].

5. Conclusion

The new global education agenda is both inspiring and daunting. Its ambition presents a series of unparalleled measurement challenges to countries and the wider international community. In particular, the priority given to learning and equity demands the development of a new generation of internationally comparable data on education that can be used not only to monitor progress but to better target policies and resources at regional, national and global levels.

In response, this series of reports serves as a roadmap demonstrating how the international education community can produce quality data with sufficient coverage while seizing the potential for economies of scale. Through a series of new initiatives such as the Global Alliance to Monitor learning (GAML), the UIS is operationalising its mandate to produce the data needed for SDG 4 by working with a wide range of partners. This approach is uniquely designed to maximise the comparative advantages of different initiatives at regional, national and international levels in order to:

- develop indicators, global metrics and pilot approaches at a global common scale;
- implement diagnostic tools to help map data sources and institutional structures;
- ensure quality in data collection processes;
- identify barriers and suggest interventions for improving data production and dissemination within an enabling environment; and
- promote the use of data for benchmarking progress, planning, advocacy and resource mobilisation.

Finally, it is essential to:

- ensure funding and capacity building for Member States; and
- better coordinate efforts at national and international levels to avoid duplicating efforts and overburdening countries while reducing the transactions costs of necessary actions.

[2] http://www.oecd.org/skills/piaac/

Annex A. SDG 4 goal and targets

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Target 4.7: By 2030, ensure all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

Target 4.a: By 2030, build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States

Annex B. Proposed global[3] and thematic indicators

Target 4.1

1 **Proportion of children/young people: (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics (4.1.1).**

2 Administration of a nationally representative learning assessment (i) in Grade 2 or 3; (ii) at the end of primary education; and (iii) at the end of lower secondary education.

3 Gross intake ratio to the last grade (primary education, lower secondary education)

4 Completion rate (primary education, lower secondary education, upper secondary education)

5 Out-of-school rate (primary education, lower secondary education, upper secondary education)

6 Percentage of children over-age for grade (primary education, lower secondary education)

7 Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks

Target 4.2

8 Percentage of children under 5 years of age who are developmentally on track in health, learning and **psychosocial well-being (4.2.1)**

9 Percentage of children under 5 years of age experiencing positive and stimulating home learning environments

10 Participation rate in organized learning (one year before the official primary entry age) (4.2.2).

11 Gross pre-primary enrolment ratio

12 Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks

Target 4.3

13 Gross enrolment ratio for tertiary education

14 Participation rate in technical-vocational education programmes (15- to 24-years olds)

[3] Global indicators are highlighted in bold font. Indicator's global code appears between brackets.

15 Participation rate of youth and adults in formal and non-formal education and training in the last 12 months (4.3.1)

Target 4.4

16.1 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills

16.2 Percentage of youth/adults with information and communications technology (ICT) skills by type of skill (4.4.1)

17 Youth/adult educational attainment rates by age group, economic activity status, level of education and programme orientation

Target 4.5

Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous people and children in vulnerable situations as data become available) for all indicators on this list that can be disaggregated (4.5.1)

18 Percentage of students in primary education whose first or home language is the language of instruction

19 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations

20 Education expenditure per student by level of education and source of funding

21 Percentage of total aid to education allocated to low income countries

Target 4.6

22 Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills (4.6.1)

23 Youth/adult literacy rate

24 Participation rate of youth/adults in literacy programmes

Target 4.7

25 Extent to which (i) global citizenship education; and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment (4.7.1)

26 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability

27 Percentage of 15-year old students showing proficiency in knowledge of environmental science and geoscience

28 Percentage of school that provide life skills-based HIV and sexuality education

29 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)

Target 4.a

30 Percentage of schools with access to (i) basic drinking water (ii) basic sanitation facilities and (iii) basic hand-washing facilities (4.a.1)

31 Percentage of schools with access to (i) electricity (ii) Internet for pedagogical purposes; and (iii) computers for pedagogical purposes (4.a.1)

32 Percentage of schools with adapted infrastructure and materials for students with disabilities (4.a.1)

33 Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse

34 Number of attacks on students, personnel and institutions

Target 4.b

35 Number of higher education scholarships awarded by beneficiary country

36 Volume of official development assistance flows for scholarships by sector and type of study (4.b.1)

Target 4.c

37 Percentage of teachers qualified according to national standards by education level and type of institution

38 Pupil/qualified teacher ratio by education level

39 Percentage of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country (4.c.1).

40 Pupil/trained teacher ratio by education level

41 Average teacher salary relative to other professions requiring a comparable level of education qualification

42 Teacher attrition rate by education level

43 Percentage of teachers who received in-service training in the last 12 months by type of training

Annex C. Methodology and coverage of the regional survey

A standardised questionnaire was used to collect data from countries in February-March 2016. In order to better capture data availability, the questionnaire collected data for 83 sub-indicators, which represent the data points covered by the set of indicators. Responses for 83 indicators were converted to 43 indicators upon analysis, using the average recurrence of the availability of sub-indicators. Country responses were reviewed and updated, if necessary, based on the existing UIS database. The questionnaire was mailed out to 18 countries in the Arab States. 18 countries (or 100%) responded to the survey. Data from one country was excluded from the analysis for quality issues.

Respondents were asked to report whether or not their country produce the data required for the calculation of each of the indicators. Filtered by whether or not the required data are available, additional details were collected, such as latest available year, periodicity of data collection, level of disaggregation of the latest available data by individual characteristics, and the country's intention to collect missing data in the future and by whom.

It is important to note limitations in interpretating the resultins. The data collection exercise was meant to serve as a rapid appraisal rather than an in-depth assessment (which would have consulted more broadly among national education stakeholders). In some cases, no information was available due to the lack of a clear source of information in the country. Further work would be needed to develop a more nuanced national strategy for monitoring the education targets. Moreover, in some cases, the indicators were still not well-defined and thus it was difficult for national respondents to identify the data required to monitor the indicator.