

Sixth Session of OIC-StatCom

5 – 6 November 2016, Konya-Turkey

Session on

“Implemented Activities of the OIC-StatCom”

Workshop on the

“Impact of Post-2015 Development Agenda on Education Statistics”

1 Introduction

Education is definitely more than just reading, writing, and arithmetic. It is one of the most important investments a country can make in its people and its future. It is the core of human capital formation and central to development of a society. It is widely accepted that investment in education and quality research at various national institutions are vital in achieving higher economic growth and reducing poverty and inequality. Quality education generates benefits to the society that go beyond the gains secured by the individuals involved. There is overwhelming evidence that education improves personal health, encourages stronger national identity and promotes peace and stability. According to UNESCO (2010), each additional year of schooling raises average annual gross domestic product (GDP) growth by 0.37%. Similarly, education is associated with lower levels of child mortality and better nutrition and health. Each extra year of a mother’s schooling reduces the probability of infant mortality by 5% to 10%.

Despite these findings, the OIC Member Countries are lagging behind in the education sector and many indicators for the OIC countries are not impressive. With an average adult literacy rate of 74.5% in 2014, OIC countries as a group lagged well behind the world average of 84.3% and also the non-OIC developing countries’ average of 87.0%.

While the average net enrolment rate (NER) in the world has reached 89.3% in 2014, the average NER in OIC countries has been recorded at 82.0% based on most recent data as of 2014. This indicates that more than one-fifth of the children in OIC countries who are at their primary school age have not registered in primary schools – as compared to only 4.0% in developed countries.

Despite having generally a lower average secondary school gross enrolment rate (GER) as compared to non-OIC developing countries, average NER in OIC countries, which was recorded at 58.1% in 2014, shows that more needs to be done by the member countries to increase their secondary education enrolment levels at which the education system can be deemed to be fairly inclusive.

In terms of tertiary school GER, OIC member countries, with an average enrolment rate of 25.4% as of 2014, lagged behind non-OIC developing countries (32.1%) and far behind the developed countries (74.3%). In the same year, the world average GER was 34.4%.

In order to develop policies to overcome these challenges, quality statistics with no gaps are required. In this regard, the targets under SDG #4 are of high value. In line with these targets of SDG #4 and the relevance of education in the development of a society, the Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC), a subsidiary organ of the Organisation of Islamic Cooperation, signed a Memorandum of Understanding (MoU) on 14 April 2016 with the Islamic Educational, Scientific and Cultural Organization (ISESCO). Under this MoU, SESRIC and ISESCO agreed to co-organise the Workshop on “The Impact of Post-2015 Development Agenda on the Education Sector” on 24 - 25 August 2016 in Ankara, Turkey.

2 Background and Rationale

In 1990, the countries committed themselves to achieve universal primary education (UPE) and reduce illiteracy by the year 2000 at the World Conference on Education for All (EFA) in, Thailand. As the new millennium approached, it was clear that many countries were still very far from reaching these targets, so the international community met again at the World Education Forum (WEF) in 2000 in Senegal, and committed themselves to achieving EFA by 2015. The Dakar Framework for Action pledges to expand learning opportunities for every child, youth and adult through six key goals:

- Expand early childhood care and education
- Provide free and compulsory primary education for all
- Promote learning and life skills for young people and adults
- Increase adult literacy by 50%
- Achieve gender parity by 2005 and gender equality by 2015
- Improve the quality of education

In September 2000, world leaders came together to adopt the United Nations Millennium Declaration, committing their nations to a new global partnership to reduce extreme poverty and setting out a series of time-bound targets – the Millennium Development Goals (MDGs) – with a deadline of 2015. Two of the eight MDGs directly deal with education:

- **Goal 2: Achieve universal primary education.**
 - Target: Ensure that by 2015 children everywhere, boys and girls will be able to complete a full course of good quality primary schooling.
- **Goal 3: Promote gender equality and empower women.**

- Target: eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015.

Following the end of MDGs, the main processes to structure the SDGs were carried out by the Open Working Group (OWG) on Sustainable Development Goals and the Intergovernmental Committee of Experts on Sustainable Development Financing. Both these processes came out of the Rio+20 Conference on Sustainable Development, held in 2012, in Rio de Janeiro, Brazil. The OWG started its work in the beginning of 2013 and the first year has been devoted to exploring the different elements of a sustainable development agenda through so called thematic sessions. The actual negotiations started in March 2014 and the SDGs have been endorsed by the UN General Assembly in September 2015.

On 6 March 2015, at its 46th Session, the United Nations Statistical Commission (UNSC) created an Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs), composed of 28 Member States and including regional and international agencies as observers. The IAEG-SDGs provided a proposal of a global indicator framework (and associated global and universal indicators) for consideration by the UNSC at its 47th session in March 2016 which was endorsed by the member states. The 47th Session of the UNSC also classified the SDGs indicators into three tiers: (i) a **first tier** for which an established methodology exists and data are already widely available; (ii) a **second tier** for which a methodology has been established but for which data are not easily available; and (iii) a **third tier** for which an internationally agreed methodology has not yet been developed.

The upcoming meetings of IAEG-SDGs will focus on Tier II and III indicators to increase data availability and develop relevant methodologies for data production.

Given the importance of the education sector in the SDGs, the SESRIC in collaboration with the ISESCO and UNESCO Institute of Statistics will organise the ‘Workshop on the Impact of Post-2015 Development Agenda on Education Statistics’ on 29-30 November 2016 in Ankara, Republic of Turkey.

3 Objective and Expected Accomplishments

The overall objective of the Workshop is to:

- i. share the current systems of OIC member countries on the collection, collation and dissemination of education statistics;
- ii. exchange the experiences of OIC member countries from the MDGs period;
- iii. raise the awareness of the capacity of key stakeholders from OIC member countries concerning the effective integration of SDG #4 indicators into their relevant education systems; and
- iv. explore the effective coordination for a better education statistics capacity within the National Statistical Systems (NSSs) of OIC member countries.

Towards this end, the Workshop will assess achievements of participating countries pertaining to MDG #2 and #3, identify existing obstacles and challenges for SDG #4, and exchange experiences and share good practices among participating countries on ways for overcoming these.

The expected accomplishments at the end of the Workshop include:

- i. Experiences concerning education statistics systems and coordination mechanisms within the NSSs of OIC member countries
- ii. Consciousness gained from success stories and issues to pay attention concerning MDG #2 and #3;
- iii. Enhanced awareness about monitoring and reporting mechanisms for tracking activities pertaining to SDG #4; and
- iv. Improved knowledge about the required inputs to collect, collate, process and disseminate data in line with SDG #4.

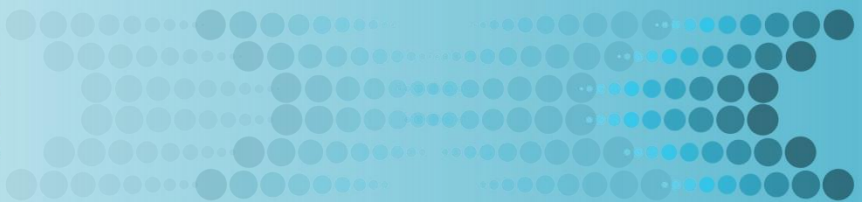
4 Methodology

The Workshop will be hosting

- i. Plenary sessions on the current education statistics landscape of participating countries, experiences from the MDGs period, preparations with current actions on SDG #4; and
- ii. Break-out sessions on education indicators and effective coordination in the NSSs for education statistics.

The following SDG #4 targets and related indicators as indicated in the initial SDGs indicator framework are the possible topics that may be covered during the Workshop:

- **SDG 4.6:** All youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
 - Indicator 4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
- **SDG 4.2:** All girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
 - Indicator 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial wellbeing, by sex
 - Indicator 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex



- **SDG 4.1:** All girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
 - Indicator 4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
- **SDG 4.3:** Equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
 - Indicator 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
- **SDG 4.a:** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
 - Indicator 4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the Water, Sanitation and Hygiene (WASH) indicator definitions)
- **SDG 4.c:** Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS.
 - Indicator 4.c.1 Proportion 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.

5 Target Group

The participants of this Workshop will include representatives of the relevant government agencies and units collecting and disseminating education statistics in OIC Member Countries, international organizations active in education statistics, academia, and relevant OIC institutions.