



Shared Prosperity Dignified Life



## **An Interagency and Experts Collaboration to Improve the Production and Dissemination of SDG Indicators from Official National Sources**

**Series of SDG Webinars for the Arab Region:**

**UNESCO-UIS**

**SDG 1.a.2, 4.1.2, 4.2.2, 4.3.1, 4.4.1, 4.6.1, 4.7.1/12.8.1/13.3.1, 9.5.1, 9.5.2 and 11.4.1**

**9-11 May 2022**

### **Summary**

The United Nations Economic and Social Commission for Western Asia (UN ESCWA), in collaboration with UNESCO-UIS organized a series of webinars on selected SDG indicators that are less produced in the Arab region to create a common understanding among data producers on how to collect, measure and disseminate SDG indicators to increase data production and enhance national data flow to policymakers, other users, and custodian agencies.

The webinar, as part of the second wave of the series of SDG webinars, aims to create a common understanding among data producers on how to collect, measure, and disseminate SDG indicators to increase data production and enhance national data flow to policymakers, other users, and custodian agencies. The training encouraged interactive dialogue, sharing of national experiences in collecting SDG indicators including challenges, queries, and concerns.

1. The United Nations Economic and Social Commission for Western Asia (UN ESCWA), in collaboration with UNESCO-UIS organized a series of webinars on selected SDG indicators that are less produced in the Arab region, on 9, 10, and 11 May 2022— on Zoom platform, as part of the second wave of series of SDG webinars. The webinar is in response to the resolution (A/RES/70/1) on the adoption of the 2030 Agenda of Sustainable Development in September 2015 to strengthen the capacity of national data systems through collaboration between national statistical systems and the relevant international and regional organizations to enhance data reporting channels and ensure the harmonization and consistency of data and statistics for the indicators used to follow up and review the Sustainable Development Goals and targets. It also responds to Member States' request to the 14th Statistical Committee for ESCWA to organize capacity-building webinars emphasizing the methodology, method of computation, and data collection tools of selected SDG indicators.
2. The webinar was attended by 155 representatives from 16 countries namely: Algeria, Bahrain, Djibouti, Egypt, Iraq, Jordan, Lebanon, Morocco, Qatar, Saudi Arabia, State of Palestine, Sudan, Syrian Arab Republic, Tunisia, United Arab Emirates, and Yemen.
3. The main objectives of the webinars are to enhance understanding of metadata and nature of data in the UNSD SDG database, improve statistical capacities to invigorate production and use of comparable SDG indicators, strengthen inter-institutional coordination to invigorate production of SDG indicators and data flow and share and discussing country challenges in measuring SDG indicators.
4. The Workshop agenda covered the following items:
  - SDG indicator 1.a.2 Proportion of total government spending on essential services (education, health and social protection)
  - SDG indicator 4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)
  - SDG indicator 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
  - SDG 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 indicator 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
  - SDG indicator 4.6.1 Proportion 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 indicator 4.7.1/12.8.1/13.3.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education, and (d) student assessment
  - SDG indicator 9.5.1 Research and development expenditure as a proportion of GDP and SDG indicator 9.5.2 Researchers (in full-time equivalent) per million inhabitants
  - SDG indicator 11.4.1 Total per capita expenditure on the preservation, protection, and conservation of all cultural and natural heritage, by source of funding (public, private), type of heritage (cultural, natural), and level of government (national, regional, and local/municipal)
  - Update on the 2022 UIS round of SDG 4 data collection
  - Update on the 2022 UIS round of data collection for R&D and Culture
5. SDG indicator 1.a.2 is used to assess a government's emphasis on education relative to its investments in other sectors. The indicator shows how much of a priority education is for a given government, over time or in comparison with other countries. It is defined as total general (local, regional and central) government expenditure on education (current, capital, and transfers), expressed as a percentage of total general government expenditure on all sectors (including health, education, social services, etc.). Government expenditure on education covers educational expenditure by all levels of government (local, regional, central) on the formal education system, from early childhood to tertiary education, in both public and private instructional and non-instructional institutions within the borders of a country. Data on this indicator are submitted by countries' governments including Ministries of Finance and Ministries of Education in response to the annual UIS survey on formal education.
6. SDG indicator 4.2.2 measures children's exposure to organized learning activities when they are aged one year before the official entrance age to primary education. It is defined as the percentage of children in the given age range who participate in one or more organized learning programmes, including programmes that offer a combination of education and care. An organized learning programme is one that consists of a coherent set or sequence of educational activities designed with the intention of achieving pre-determined learning outcomes or the accomplishment of a specific set of educational tasks. Early childhood and primary education programmes are examples of organized learning programmes. Main data sources for this indicator are administrative data from schools and other centers of organized learning or from household surveys on attendance by single year of age in early learning programmes; population censuses and surveys for population estimates by single year of age (if using administrative data on enrolment); and administrative data from ministries of education on the official entrance age to primary education.

7. UNESCO-UIS Survey of Formal Education is a data collection tool used by UNESCO to collect data on administrative records (e.g. school censuses), in order to produce the indicators required to monitor SDG 4 and to produce comparable cross-country education statistics needed to analyze and monitor the development of educational systems by Member States, International Organizations, Donor agencies, academia, and others. Four distinct surveys covering students and teachers, national educational systems, and educational spending make up this questionnaire which collects internationally comparable data on key aspects of education systems, such as structure and characteristics, enrollment, participation, progress and completion, school resources, as well as the resources allotted to them in terms of both human and financial capital. It is distributed to nations each year in January, with deadlines for non-financial data in March and for educational financing data in April.
8. SDG indicator 4.1.2 is defined as the percentage of a cohort of children or young people aged 3-5 years above the intended age for the last grade of each level of education who have completed that grade. The intended age for the last grade of each level of education is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time, and had progressed without repeating or skipping a grade. This indicator is different from the attainment rate which is calculated for each level of education for the population aged 25 years and above. To compute this indicator, the data can be obtained from population censuses and household surveys that collect information on the highest level of education and/or grade completed by children and young people in a household and from ministries of education on the structure of the education system (entrance ages and durations).
9. SDG indicator 4.3.1 is the percentage of youth and adults in a given age range (e.g. 15-24 years, 25-64 years, etc.) participating in formal or non-formal education or training in a given time period (e.g. last 12 months). Formal education and training are defined as education provided by the system of schools, colleges, universities, and other formal educational institutions that normally constitutes a continuous 'ladder' of full-time education for children and young people. Non-formal education may therefore take place both within and outside educational institutions and cater to people of all ages. Main data sources for this indicator are administrative data from schools and other places of education and training or household survey data on participants in formal and non-formal education and training by single year of age and population censuses and surveys for population estimates by single year of age (if using administrative data on enrolment). Only seven Arab Countries have reported on this indicator.
10. When first developed, the SDG indicator 4.4.1 on the proportion of individuals with ICT skills, by type of skills referred to individuals that have undertaken certain computer-

related activities in the last three months. Starting from 2020 data collection a revised formulation of the indicator (i.e. the skills categories) was introduced to make the indicator independent of the device used. The main purpose behind this indicator is to assess the effectiveness of the use of information and communication technology and inform policies about the link between ICT usage and impact. Data for this indicator are collected through household surveys.

11. SDG indicator 4.6.1 is a direct measure of the skill levels of young people and adults in literacy and numeracy based on a fixed level of proficiency defined as the benchmark of basic knowledge in a domain (literacy or numeracy) measured through learning assessments. Currently, the FLP for global reporting is the Programme for the International Assessment of Adult Competencies (PIAAC) level 2 descriptor. The indicator can be collected also from other skills assessment surveys such as the Skills Towards Employment and Productivity (STEP) Measurement program, Literacy Assessment Measurement Program (LAMP), RAMAA, and National Literacy Surveys. With data from the LAMP survey, only one Arab Country, State of Palestine, is included among the 45 countries with at least one data point for the years 2010–2017.
12. SDG Indicator 4.7.1/12.8.1/13.3.1 measures the extent to which countries mainstream Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) in their education systems. This is an indicator of characteristics of different aspects of education systems: education policies, curricula, teacher training, and student assessment as reported by government officials typically from Ministries of Education, ideally following consultation with other government ministries, national human rights institutes, and the education sector, and civil society organizations. For each of the four components of the indicator, a number of criteria are measured, which are then combined to give a single score between zero and one for each component. They are not combined to create a single overall score for the indicator and cannot easily be compared between each other. Only information for primary and secondary education is used for the calculation of this indicator. Data for this indicator is available for nine Arab Countries and 60 other countries for the reference period 2017-2020.
13. SDG indicator 11.4.1 illustrates how financial action by public authorities, at the local, national, and international levels, alone or in partnership with civil society organizations and the private sector, to protect and safeguard cultural and natural heritage has a direct impact on safeguarding heritage and in making cities and human settlements more sustainable. The indicator is calculated by dividing total public funding in heritage (i.e. including transfers paid but excluding transfers received) from the government (central, regional, local) and the total of private funding from households, other private sources

such as donations, sponsorships, or international sources in a given year by the number of inhabitants and by the PPP\$ conversion factor. Main data sources are business registers, structural business statistics, national accounts, and cultural satellite accounts as well as government statistics from the Ministries of Finance and Culture for public expenditure. Household expenditure on culture is collected through household income and expenditure survey, survey on heritage institutions, and other national surveys. Data are collected through UIS Survey of Expenditure on Cultural, and Natural Heritage sent out yearly to countries.

- Intramural R&D expenditures are all current expenditures plus gross fixed capital expenditures for R&D performed within a statistical unit during a specific reference period, whatever the source of funds. Current expenditures are composed of labour costs and other current R&D costs such as non-capital purchases of materials, supplies, equipment, and services to support R&D. Capital R&D expenditures are the annual gross amount paid for the acquisition of fixed assets that are used repeatedly or continuously in the performance of R&D for more than one year.
- Researchers are professionals engaged in the conception or creation of new knowledge. They conduct research and improve or develop concepts, theories, models, techniques instrumentation, software, or operational methods.
- The Full-time equivalent (FTE) of R&D personnel is defined as the ratio of working hours actually spent on R&D during a specific reference period (usually a calendar year) divided by the total number of hours conventionally worked in the same period by an individual or by a group.

Computation of the indicator 9.5.2 uses available population data as a denominator while the computation of the indicator 9.5.1 uses available GDP data as a denominator.

14. SDG indicators 9.5.1 and 9.5.2 are collected through Research and experimental development survey sent out every September to the institution responsible for science and technology policy or for science and technology statistics. Only eight Arab Countries have responded to the survey namely: Egypt, Iraq, Kuwait, Oman, Saudi Arabia, Syrian Arab Republic, Tunisia, and United Arab Emirates.

15. The following recommendations and the way forward were reached to shape future work and plan for upcoming webinars:

- Countries are encouraged to nominate focal points for SDG indicators 1.a.2, 4.1.2, 4.2.2, 4.3.1, 4.7.1, 9.5.1, 9.5.2 and 11.4.1.

- Countries are encouraged to participate in the data collection round of SDG indicator 11.4.1.
- Countries are encouraged to include the questions of a mini lamp in their ongoing household surveys to measure SDG indicator 4.6.1 or to conduct it in a stand-alone survey.
- Countries are encouraged to ensure the cooperation between different stakeholders at the national level to collect data on the SDG indicators.
- Countries are encouraged to include questions of SDG indicator 4.4.1 in any ongoing household survey.
- Countries are encouraged to participate in the UIS surveys.
- ESCWA and UNESCO to organize in-depth training on methodology and method of computation if needed.
- ESCWA to translate the questionnaire of SDG indicator 4.7.1 to Arabic.
- ESCWA to request special training from OECD, World Bank, and UIS on the questionnaires of SDG indicator 4.6.1 and the sampling.

16. Workshop Evaluation: Among 155 participants, 27 participants provided their feedback. Overall, 59% of the participants rated the workshop excellent, and 41% good. Participants were asked if the workshop objectives were met, 44% of the participants gave an excellent rating and 44% gave a good rating. In terms of presenters' inputs, 48% of respondents rated the presentations as excellent and 44% rated the presentations as good. Finally, 59% of the participants rated the logistics and organization of the workshop as excellent, and 41% as good.

17. The workshop presentations and resources will be available on the ESCWA website, accessible at the following link: <https://www.unescwa.org/events/series-sdg-webinars-arab-region>.

18. Further useful resources:

- Link to the metadata for SDG indicators on the UNSD website: <https://unstats.un.org/sdgs/metadata/>
- UIS questionnaires page: <http://uis.unesco.org/uis-questionnaires>
- UIS Data Portal: <http://data.uis.unesco.org/>
- Technical Cooperation Group on the Indicators for SDG 4 - Education 2030 (TCG): <https://tcg.uis.unesco.org/>
- Summary of SDG 4 Data Digest by the UNESCO-UIS: [http://uis.unesco.org/sites/default/files/documents/sdg4-data-digest-2019-en\\_0.pdf](http://uis.unesco.org/sites/default/files/documents/sdg4-data-digest-2019-en_0.pdf)
- The Sustainable Development Goals Report: <https://unstats.un.org/sdgs/report/2020/>
- Global Education Monitoring Report: <http://en.unesco.org/gem-report/>
- Human Development Reports: <http://hdr.undp.org/>
- Global Innovation Index: <https://www.globalinnovationindex.org/Home>

- International Standard Classification of Education:  
<http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>
- Frascati Manual: <http://www.oecd.org/sti/inno/frascati-manual.htm>
- UIS Guide: <http://uis.unesco.org/sites/default/files/documents/guide-to-conducting-an-rd-survey-for-countries-starting-to-measure-research-and-experimental-development-2014-en.pdf>
- Analysis of 2021 survey of expenditure on cultural and natural heritage (sdg 11.4.1):  
[http://uis.unesco.org/sites/default/files/documents/analysis\\_sdg\\_11.4.1\\_2022\\_final\\_alt\\_cover.pdf](http://uis.unesco.org/sites/default/files/documents/analysis_sdg_11.4.1_2022_final_alt_cover.pdf)



## 19. Group photo

The image shows a Zoom meeting interface with a grid of 20 participants and an open chat window on the right. The meeting is titled "Zoom Meeting" and is currently recording. The participants are arranged in a 4x5 grid. The chat window shows a conversation with a user named "JA".

**Zoom Meeting**  
Recording...

**Participants:**

- Maha Dawas
- Joelle Atallah
- Mohamed AMAGHOUD
- Said Ould Voffal
- Amjad AL-Nammourah - Civ
- muneera almarri
- Umniyat Abdul...
- Ghania Djafri
- Abdulrahman A...
- Olivier Labe
- seham dannoun
- Salah Sabbar
- ESCWA Zoom4
- ميس النداف
- RANIA HIASAT
- Talal F Hourani
- Jamel Tahar
- Muna Adil
- Hani Alodainat
- yasser
- Dr. Ayman ALOMARI
- emad AL Suqoor
- ZINEB EL KBIRI
- Neda Jafar
- eman al wrikat

**Chat:**

Send you the certificate once the webinar is done

Me to Android BlueDr... (Direct Message)

JA: Good afternoon, please can you rename yourself and send us your full name and email

thank you

Me to Everyone

JA: <https://datastudio.google.com/reporting/8f03d388-1ab8-4fd5-afdc-403b526fae8f>

<http://arabsdggateway.unescwa.org/>

Who can see your messages? Recording On

To: Everyone

Type message here...

4:09 PM 09/05/2022