

CONFERENCE OF EUROPEAN STATISTICIANS

Approved

Meeting of the 2016/2017 Bureau
Ottawa, 11-12 October 2016

Item VI (a) of the Provisional
Agenda

**REVISED GUIDE ON MEASURING HUMAN CAPITAL FOLLOWING THE CES
AND GLOBAL CONSULTATIONS**

Note by the Secretariat

*The note summarizes the revisions made to the Guide on Measuring Human Capital following consultations among the CES members and subsequently globally among all United Nations Member States and relevant international organizations. **The Bureau endorsed the Guide on Measuring Human Capital, in document ECE/CES/BUR/2016/OCT/17/Add.1, and decided to launch follow-up work to test the compilation of satellite accounts for education and training.***

I. BACKGROUND

1. In 2013, the Bureau of the Conference of European Statisticians (CES) set up a Task Force on Measuring Human Capital to pursue the conceptual development of human capital measurement, develop guidelines and compile best practices to help countries construct experimental satellite accounts for human capital.
2. The Task Force presented the draft *Guide on Measuring Human Capital* to the CES Bureau in February 2016. Following the decision of the Bureau, a consultation on the draft Recommendations with all countries participating in the work of the Conference was conducted in February-March 2016. Thirty two countries and international organizations replied. The results of the consultation were presented to the CES plenary session in April 2016 (ECE/CES/2016/2/Add.1).
3. As requested by CES, the Guide was then circulated for consultation among all United Nations Member States and other relevant national and international organizations in July-August 2016, in cooperation with the United Nations Statistics Division. A further 12 responses were received from this global consultation.
4. At its 2016 plenary session, the Conference supported the Guide and asked the Task Force to:
 - a) Review the comments made during the electronic consultation and the discussion at the CES plenary session and reflect them in a revised version of the Guide;
 - b) Review the proposals made for further work;

- c) Present the revised Guide and the plan for further work to the 2016 October meeting of the CES Bureau.

II. SUMMARY OF REVISIONS

5. The consultation responses were generally supportive of the content of the Guide, with a number of suggestions for editorial changes, clarifications and additions, and a few substantive comments requiring consideration by the Task Force. The revised Guide as contained in document ECE/CES/BUR/2016/OCT/17/Add.1 has been agreed by the Task Force.
 6. The principal change made to the Guide following the consultation was the addition of chapter 8, Recommendations and further work, which consolidates the main conclusions.
 7. Section 8.2 on **further work** draws together the Task Force's suggestions and the proposals put forward by countries in the consultation. The Guide recommends to undertake further work to improve data availability and quality, and to develop more detailed practical guidance for the compilation of the satellite accounts on human capital.
 8. The Guide also proposes that some countries work together to produce internationally comparable satellite accounts on education and training, based on the Guide's recommendations. At the meeting of the UNECE Group of Experts on National Accounts (Geneva, 17-20 May 2016), Belarus, Israel, Norway, Russian Federation and United Kingdom volunteered to pilot satellite accounts for education and training. Several other countries are also considering possible pilot studies. This work may lead to the preparation of a more detailed compilation guide for such satellite accounts in the future.
 9. Reference to the National Education Accounts project undertaken by the UNESCO Institute for Statistics was added to the Guide, noting that future activities under CES should be aligned with this work. An acknowledgement of the need for methods and models to be adapted to the circumstances of developing countries was added. Clarifications were made to the distinctions between formal, informal and non-formal education.
 10. In response to some comments, a number of other editorial changes, clarifications, footnotes and references were added or altered to improve the accuracy and readability of the Guide.
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