

Monitoring of SDG4: Global and Regional Level



The 2030 Education Agenda: from MDGs, EFA to **SDG4**



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

Sustainable Development Goal 4

“Ensure **inclusive** and **equitable**, **quality** education and promote **lifelong** learning opportunities for all’

- **Universal relevance** - both global North and global South
- **Rights-based** and a **public/common good**
- **Inclusion, equity and gender equality** as fundamental principles
- Addresses all forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education.

“No one left behind”

Global Education Agendas compared

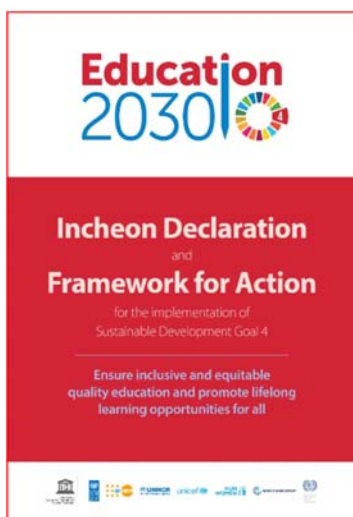
	MDG2	EFA	SDG4
Scope	Primary Education (children)	Basic Education (children, youth & adults)	Basic education + Post-basic education with Lifelong perspective
Coverage	Low-income countries; Conflict-affected	Universal in intention; Focus on lower-income countries	Universal agenda Global North and South
Process led by	UN	UN	Member States
Policy focus	Access to and completion of primary education for all	Access to quality basic education for all	Access to quality basic learning for all + Equitable access to post-basic education + Relevance of learning for work & citizenship
No of targets	2	6 goals	10

(Source: adaptation from the PPT by S.Tawil, UNESCO)

- Blurring of boundaries between formal/informal learning
 - Re-contextualizing the right to education
 - Changing role of teachers
- Blurring of boundaries between the public and the private
 - Growing private engagement in education & changing role of state
 - Re-contextualizing education as a public good
- Blurring of boundaries between global and local
 - Citizenship education in a plural and interconnected world
 - Local knowledge/languages and globalization
 - Growing focus on 21st century / transversal skills
 - Global versus national/local monitoring

(Source: adaptation from the PPT by S.Tawil, UNESCO)

SDG 4-Education 2030 Framework for Action



1. Vision and principles
2. Goal, targets, and strategic approaches
3. Implementation modalities:
 - Governance, accountability and partnerships
 - Effective coordination
 - Monitoring, follow-up and review
 - Financing

Indicator framework to monitor progress

Outcome Targets [7]

- 4.1 Quality primary/secondary education for all
- 4.2 Early childhood & pre-primary education
- 4.3 Equal access to TVET & higher education
- 4.4 Relevant skills for work
- 4.5 Gender equality & equal access for all
- 4.6 Youth and adult literacy
- 4.7 Global citizenship education for sustainability

Means of implementation [3]

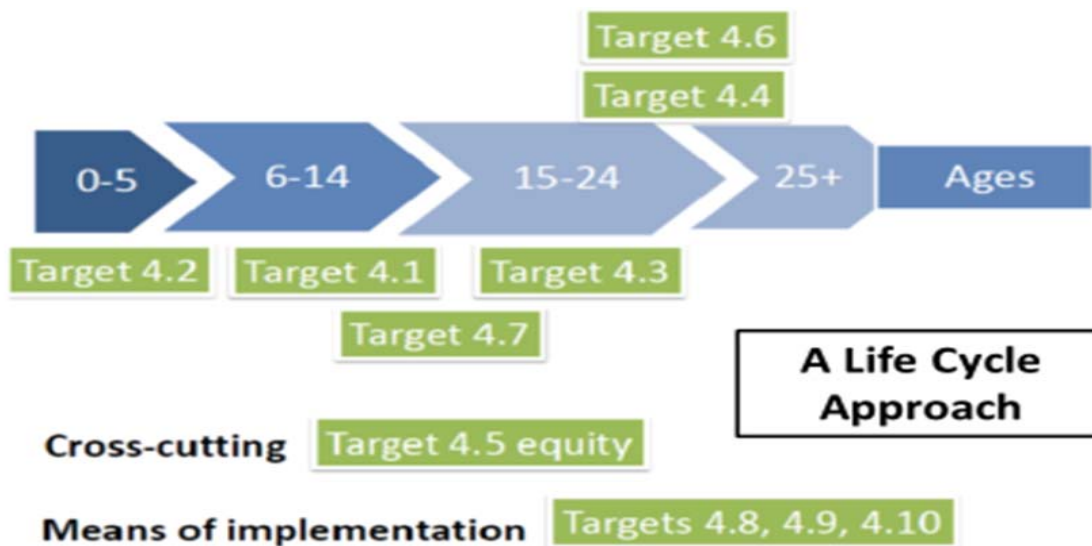
- 4.a Safe & inclusive learning environments
- 4.b Scholarships for higher education
- 4.c Teachers' training and working conditions



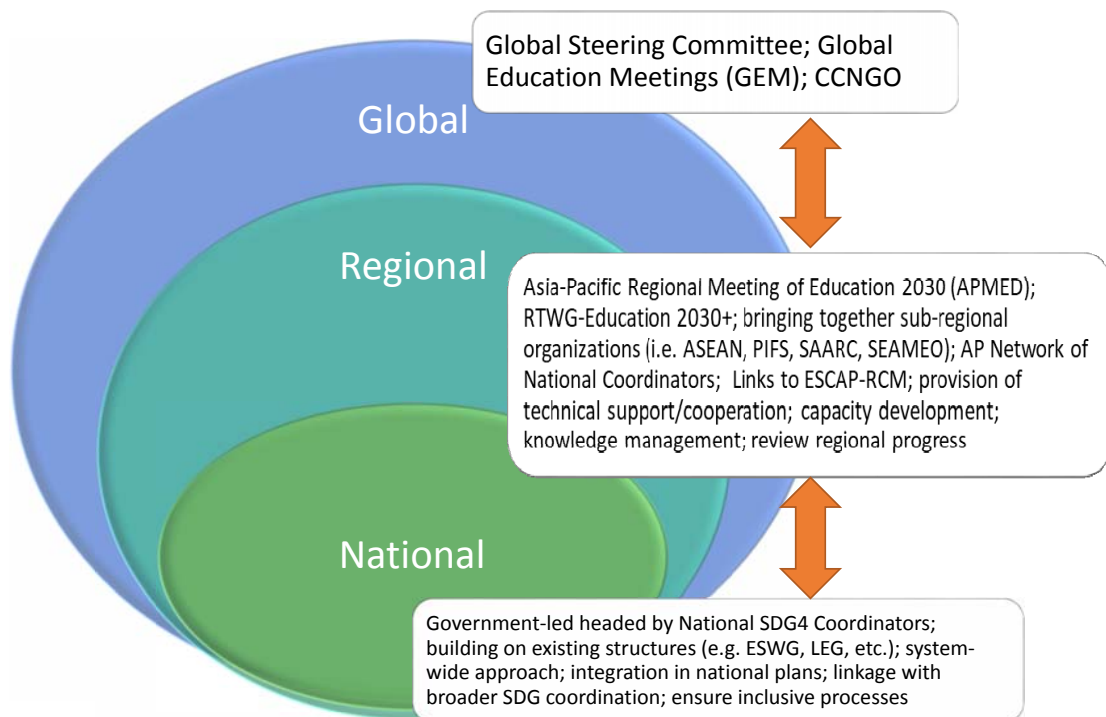
Three key data priorities for Education2030

- **Broad scope across the life cycle:** Indicators for areas which are on the “margins” of the formal education system, but recognized as critically important to achieving the development goals (levels and types)
- **Education quality:** results of learning at all stages of education provision or learning opportunities
- **Equity:** measures that capture those who are excluded from education provision or learning opportunities

Scope of the education targets in the SDGs



Articulating SDG4 Coordination Mechanisms : global, regional & national



Monitoring of SDG 4 : global, regional & national

Figure 1. Four levels of monitoring education targets

National level monitoring of SDG 4:

- linked to the needs of national and sub-national governments in developing education sector plans and informing education policies.
- adapt to the specificities of the national context – such as in sub-national geographical units, specific disadvantaged groups or by wealth

Regional level of monitoring:

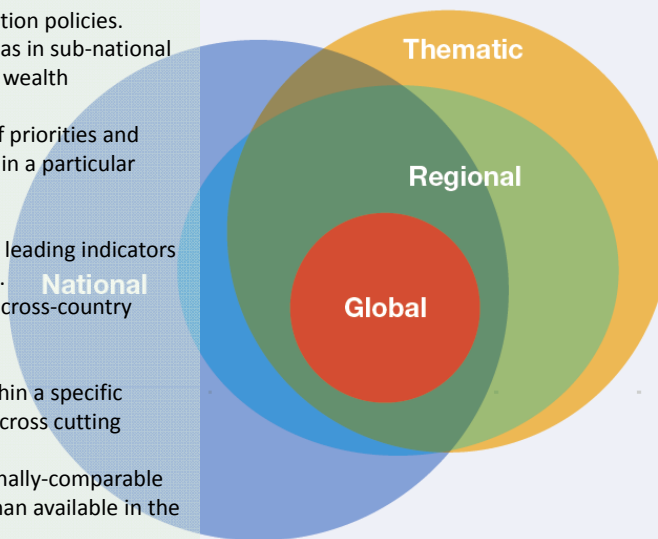
- a set of indicators may be developed to take account of priorities and issues of common interest that are shared by countries in a particular region

Global level monitoring:

- relies on a more limited and carefully-selected group of leading indicators to provide an overview of progress towards each target.
- harmonisation of monitoring and reporting of SDGs for cross-country comparability is also of critical importance.

Thematic monitoring:

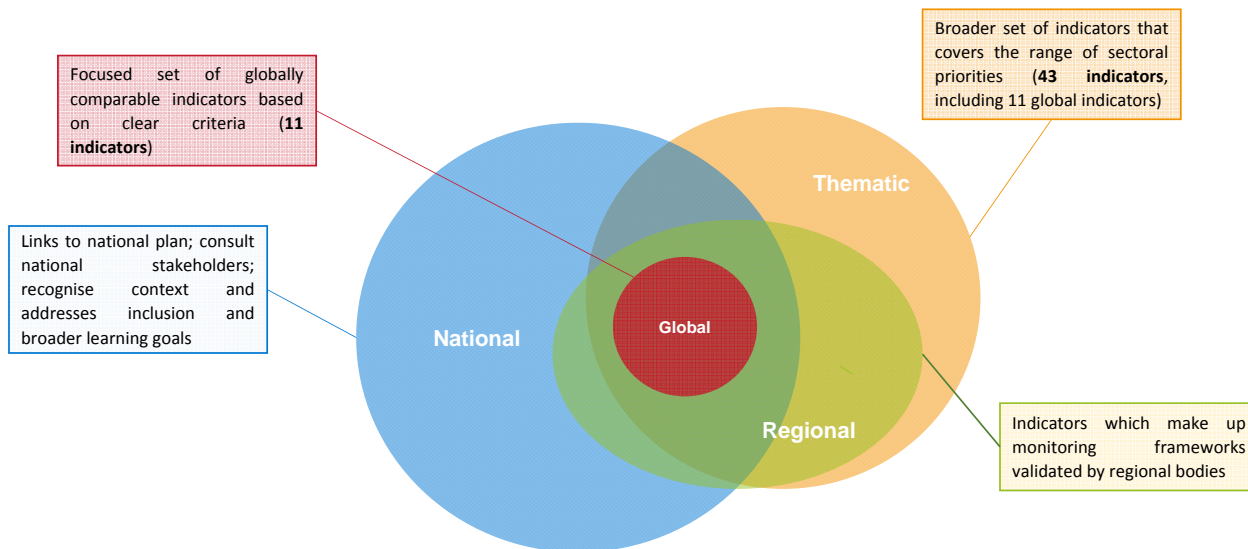
- adds a level of monitoring of comparable indicators within a specific sector (e.g. education, environment, energy, health) or cross cutting theme (e.g. gender).
- serve as a framework to track progress on a cross nationally-comparable basis, with a more in depth view of sectoral priorities than available in the global monitoring framework.



Source: UNESCO Institute for Statistics, 2016.

Monitoring Frameworks for SDG 4

- SDG 4 consists of **7+3 targets** and **43 indicators**. There are **4 monitoring levels**.
- The **11 global indicators** are led by *IAEG-SDGs*. *TCG SDG4-ED2030* leads the methodological development and implementation of the **43 thematic indicators**.



Source: UIS, 2016, based on UNSG, 2014

Monitoring Frameworks for SDG 4

Inequity (parity)

Areas of Monitoring	Possible Sources of data at national level
Policies and provision	Policy documents/Legislations
Access and participation	Administrative/Household surveys
Completion	Administrative/Household surveys
Skills	Administrative data/Household surveys
Learning outcomes	Examinations/Periodic assessments
Teacher quality	Administrative data
School environment & resources	Administrative records

- Diverse monitoring areas; from policies to learning outcomes and skills of children to skills of adults.
- One single source of data will not be able to monitor all indicators.
- Need for strong collaboration in identifying the different data sources and their strengths.

Monitoring Frameworks for SDG 4

A set of 43 indicators produced on an internationally-comparable basis

- Framework to follow-up of progress at the global level. To track progress on the SDG4 with wider view– Education 2030 Agenda

It includes the 11 indicators proposed by the IAEG-SDGs for tracking SDG 4

- 11 global indicators
- 32+ additional indicators

A reference for regional reviews and national monitoring

- Should serve as a “Menu” to respond to regional and national priorities






Developed by the Technical Advisory Group (TAG) in the context of discussions on new education agenda to:

- Provide recommendations for education indicators
- Help guide the establishment of a measurement agenda

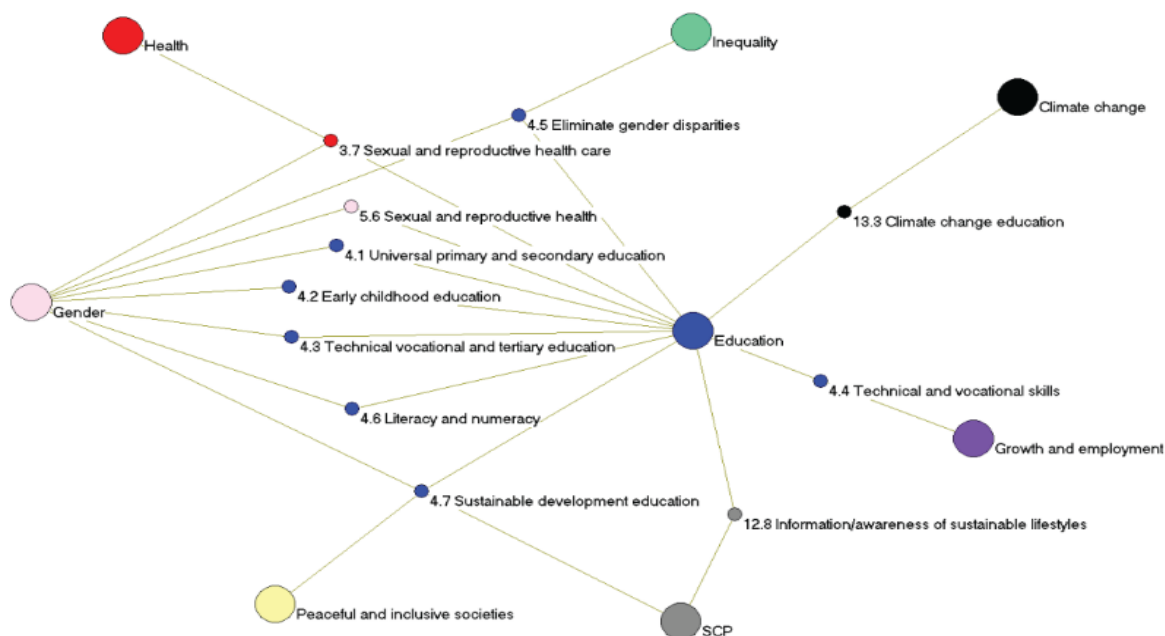
- **Relevance:** to reflect the most **critical policy themes** in the targets. Emphasis is placed on measuring **learning with equity**.
- **Alignment:** The construct to be measured must be valid and reliable, such that the indicator has the **same meaning and significance in all settings**.
- **Global comparability:** Global tracking is most effective when the data are collected on a regular basis and all or nearly all countries routinely collect the data in a similar manner.
- **Communicability:** The indicators selected must be **easily understood** and lend themselves to the construction of a clear narrative regarding progress towards the goals and targets

Monitoring of SDG 4: Global Indicators

Table 2. SDG 4 global indicators and custodian agencies

Indicator	Custodian agency
 4.1.1 Proportion of children and 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, by sex	UNESCO-UIS
 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	UNICEF
 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	UNESCO-UIS
 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	UNESCO-UIS
 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	UNESCO-UIS, ITU
 4.5.1 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 education indicators on this list that can be disaggregated	UNESCO-UIS
 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	UNESCO-UIS
 4.7.1 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	UNESCO-UIS
 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 WASH indicator definitions)	UNESCO-UIS
 4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	OECD
 4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; 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, by sex	UNESCO-UIS

Centrality of Education: Links between other SDGs



Education targets/indicators within other SDGs



No Poverty

Global indicator: Proportion of total government spending on essential services (**education**, health and social protection)



Health and Well-being

Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, **information and education**, and the integration of reproductive health into national strategies and programmes



Gender Equality

Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, **information and education**



Decent Work and Economic Growth

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, **education or training**

Education targets/indicators within other SDGs



Responsible Consumption & Production

Target 12.8: By 2030 ensure that people everywhere have the relevant **information and awareness** for sustainable development and lifestyles in harmony with nature



Climate Change Mitigation

Target 13.3: Improve **education, awareness raising** and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning



Peace, Justice and Strong Institutions

Global indicator: Primary government expenditures as a proportion of original approved budget **by sector** (or by budget codes or similar)

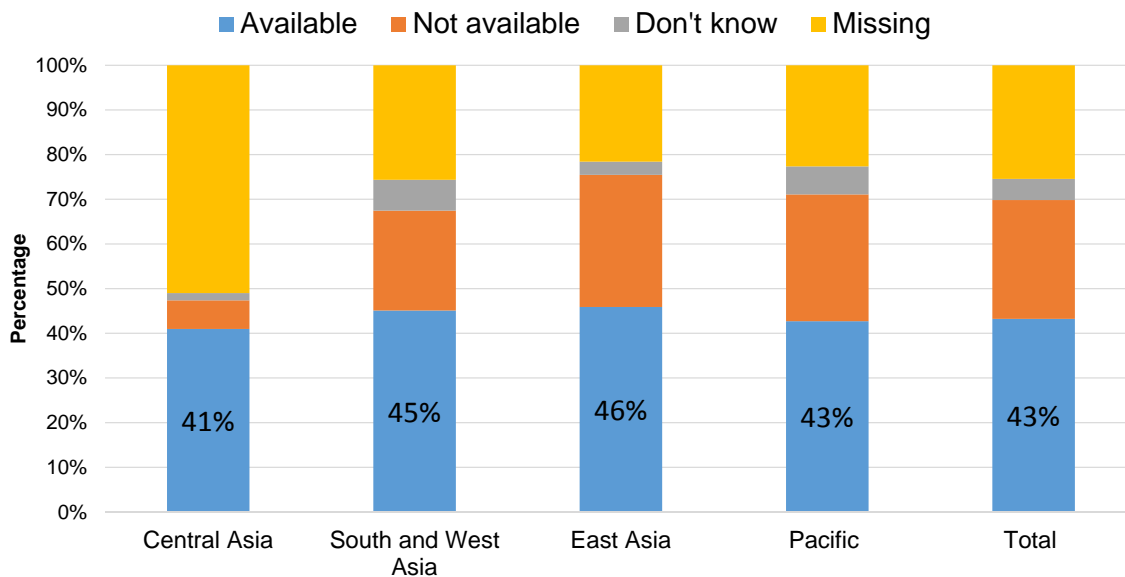
Thematic indicator framework for SDG4

- A set of 43 indicators to track progress on the SDG4 – Education 2030 Agenda on an internationally - comparable basis
- It includes 11 indicators proposed by the IAEG-SDGs for tracking SDG 4
- A reference for regional reviews and national monitoring
- Developed by the Technical Advisory Group (TAG) established by UNESCO in the framework of the SDG 4 education agenda

Target	Number of Indicators	Concepts
4.1	7	Learning
		Completion
		Participation
		Provision
4.2	5	Readiness
		Participation
		Provision
4.3	3	Skills
4.4	2	Completion
		Equity

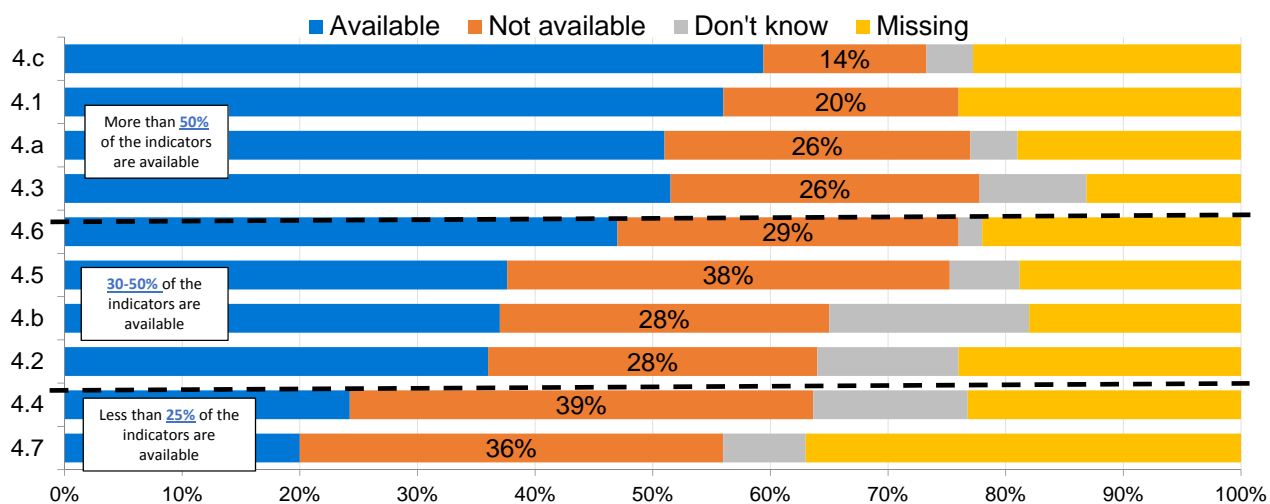
Target	Number of Indicators	Concepts
4.5	Parity indexes	
	4	Policy
4.6	3	Skills
		Provision
4.7	5	Provision
		Knowledge
Means of implementation		
4.a	5	School environment
4.b	2	Scholarships
4.c	7	Teachers
Total:	43	

Indicator availability by regions



All the sub regions have around 40-45% of the total proposed indicators available.

Indicator availability by targets

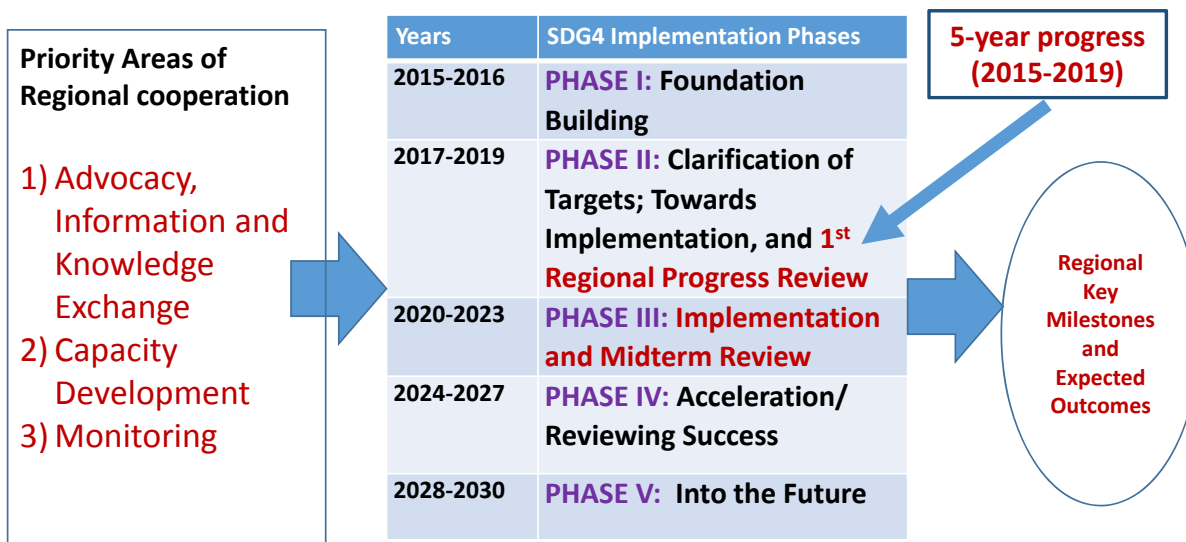


On average only 43 % of the total proposed indicators are available in country level.

ECOSCO Reviews: Themes & Goals by Year

Theme	Goals	Year
Eradicating poverty and promoting prosperity in a changing world	1, 2, 3, 5, 9, 14	2017
Transformation towards sustainable and resilient societies	6,7,11,12,15	2018
Empowering people and ensuring inclusiveness and equality	4,8,10,13,16	2019

Regional Support to SDG4 Implementation: the Roadmap



Technical Advisory Group Proposal: Thematic Indicators to Monitor the Post-2015 Education Agenda

- <https://en.unesco.org/world-education-forum-2015/file/270/download?token=FFfipvJ->

Technical report on SDG indicators (UNSC)

- <https://sustainabledevelopment.un.org/content/documents/6754Technical%20report%20of%20the%20UNSC%20Bureau%20%28final%29.pdf>

WEF Reference documents

- <http://en.unesco.org/world-education-forum-2015/resources/reference-documents>

Quick Guide to Education Indicators for SDG 4

<http://uis.unesco.org/sites/default/files/documents/quick-guide-education-indicators-sdg4-2018-en.pdf>



<http://uis.unesco.org/en/topic/sustainable-development-goal-4>

Thank you

Learn more: <http://bangkok.unesco.org/>



@UNESCO_AsiaPac