

Global Education Indicators and SDG 4 benchmarking

4 QUALITY
EDUCATION

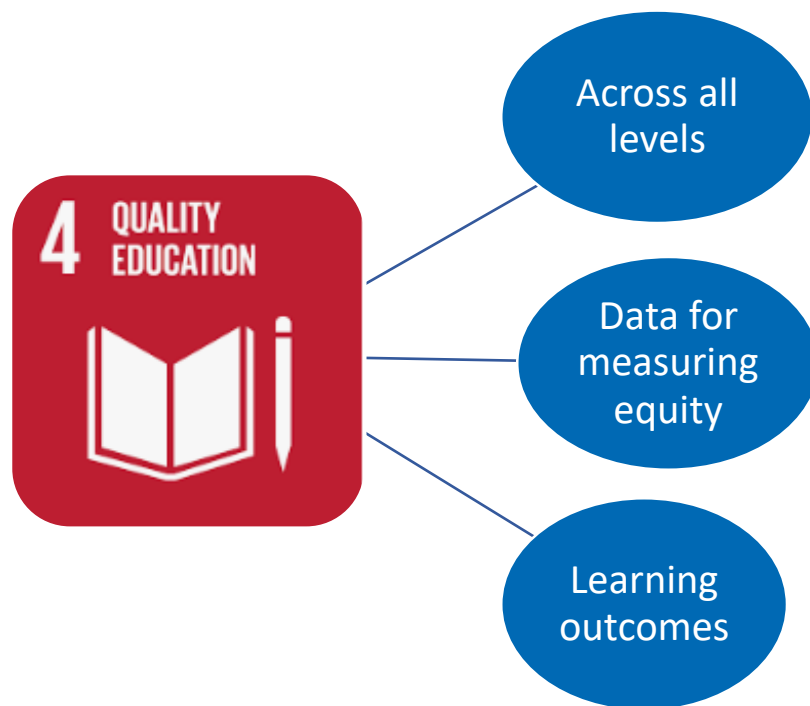


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The Role of Monitoring in achieving SDG 4

“A robust follow-up and review mechanism for the implementation of the 2030 Agenda for Sustainable Development requires a solid framework of indicators and statistical data to monitor progress, inform policymaking and ensure accountability of all stakeholders” (UNSD, 2017)

Data Priorities in SDG 4



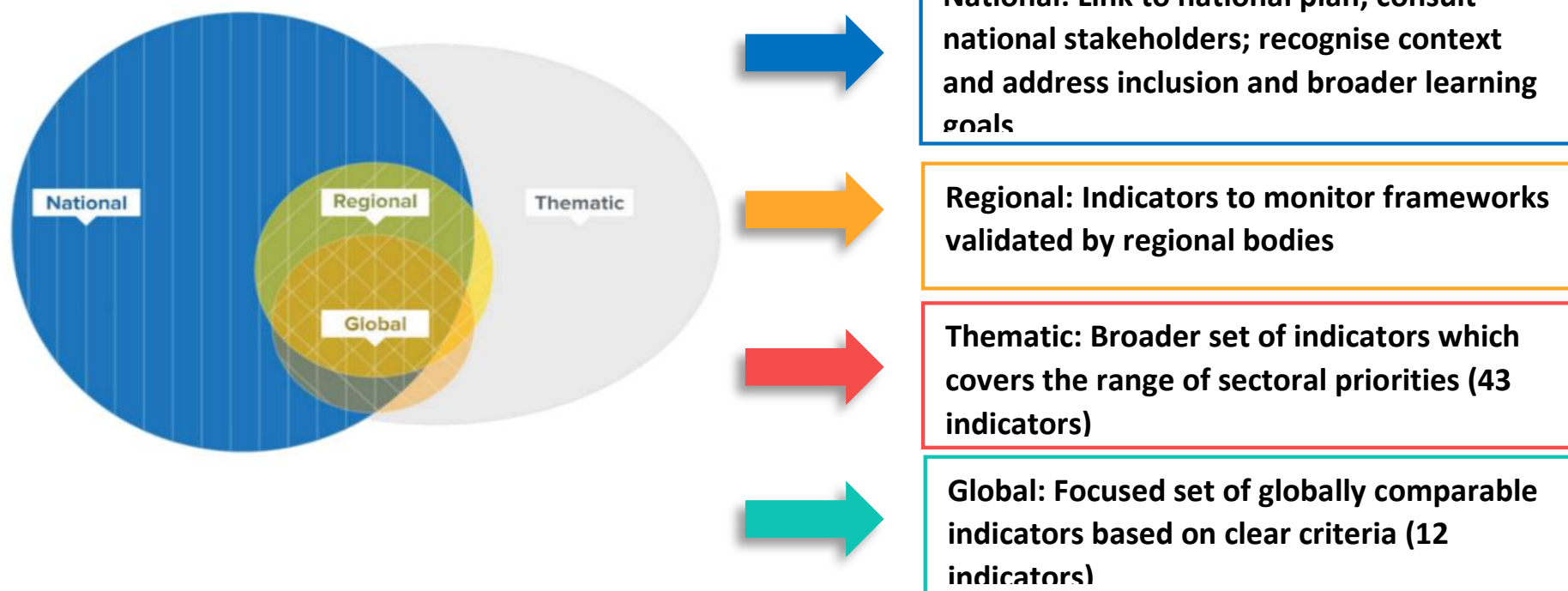
Broad scope across the life cycle: Indicators for areas which are on the “margins” of the formal education system, but recognized as critically important to achieving the development goals

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

Monitoring Frameworks for SDG 4

- SDG 4 consists of **7+3 targets** and **43 indicators**.
- There are **4 monitoring levels**.
- The **12 global indicators** are led by *IAEG-SDGs*.
- *TCG SDG4-ED2030* leads the methodological development and implementation of the **43 thematic indicators**.



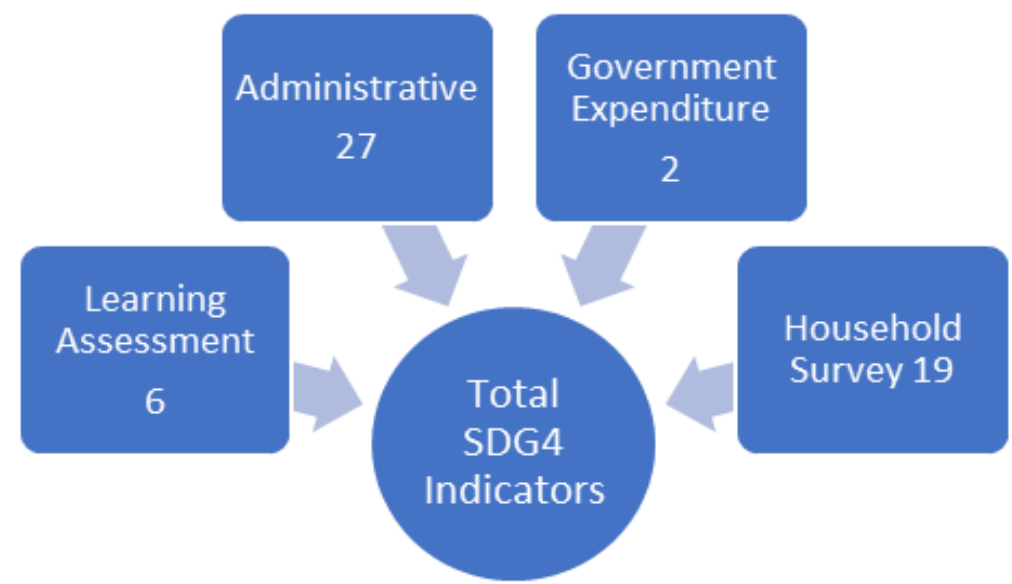


Global and Thematic Indicators Framework

Target	Concept	Global indicators	Thematic indicators
4.1	Learning	1	5
	Completion	1	
	Participation		
	Provision		
4.2	Readiness	1	3
	Participation	1	
	Provision		
4.3	Skills	1	1
4.4	Completion		1
	Skills	1	
4.5	Equity	1	3
4.6	Skills	1	3
	Provision		
4.7	Provision	1	4
	Knowledge		
4.a	School environment	1	4
4.b	Scholarships	1	1
4.c	Teachers	1	6
Total		12	31

Key data sources and data availability/gaps

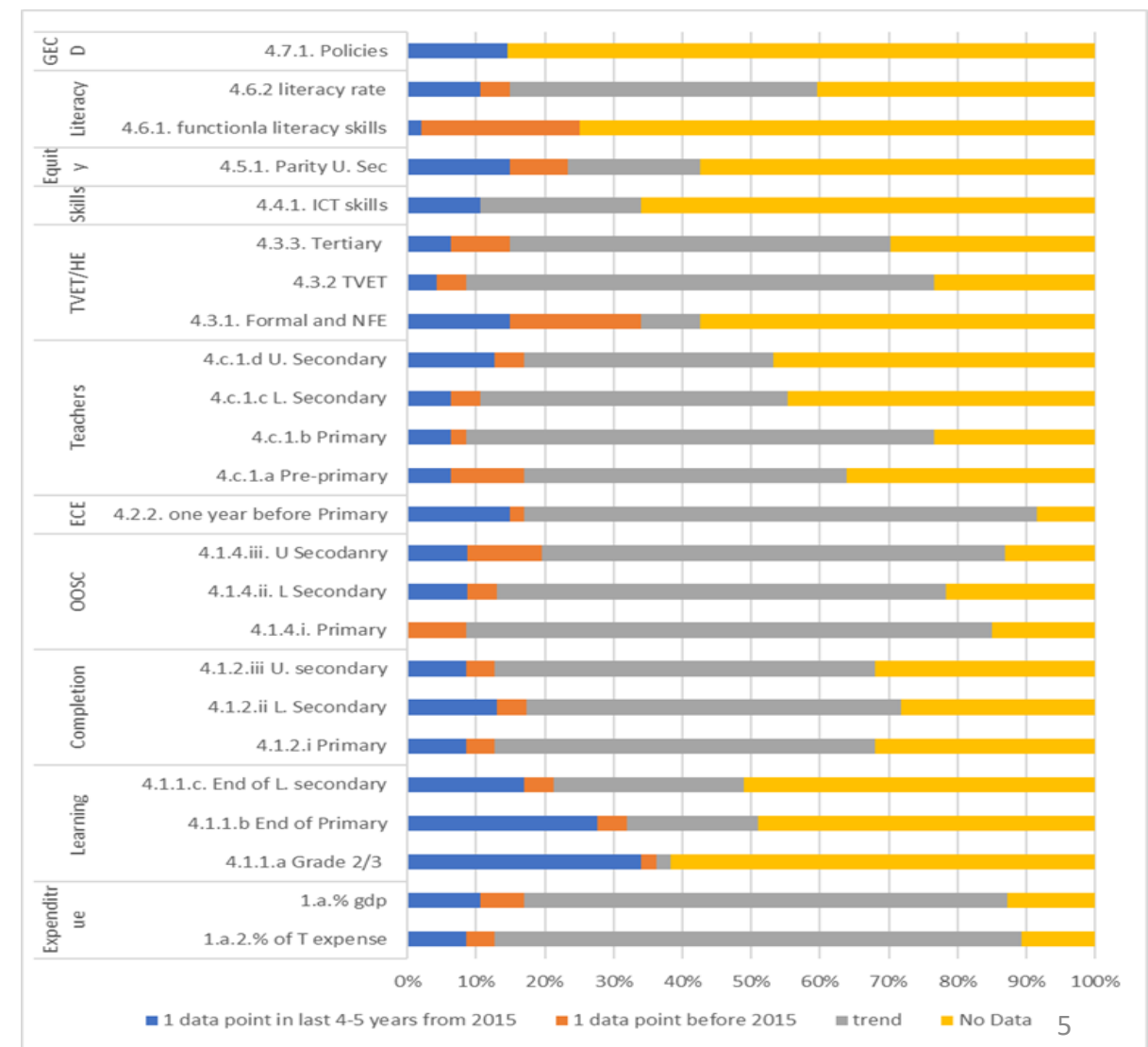
Key data Sources



On average, countries are missing data for around 38% of the indicators

Main data gaps are in learning outcomes, TVET, skills, GCED/ESD (4.7) and equity

Availability of data



Issues and challenges with education data and statistics

Conducive environment

- Lack of precise **legal frameworks**, clarity in mandates for data collection and compilation,
- Adequate **human and financial resources**
- **ICT** infrastructure.

Quality data and data gaps in various data sources

- **Fragmented education databases** and data management systems
- Limited coverage of **household surveys and their utilization**
- **Data unavailability** with which to monitor inequalities in education
- Most countries **lack large-scale learning assessment** data

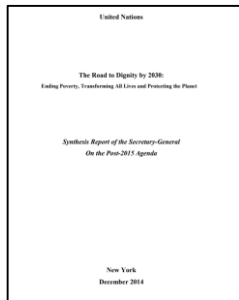
Coordination

- A culture of **data sharing** among various governmental agencies is lacking
- Lack of **data compilation tools** and skills from various sources

New data

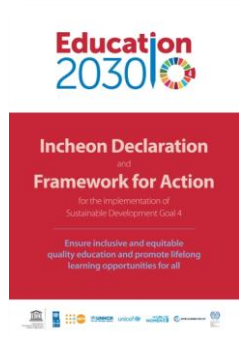
- Monitoring effective school reopening, and learning recovery and education access may require new data

Establishing Benchmarks for the Education 2030 Agenda – SDG 4



UN Secretary General Synthesis Report, 2014

Called on countries to “embrace a culture of **shared responsibility**, one based on ... **benchmarking** for progress” (§146)



Education 2030 Framework for Action, 2015

Called on countries to establish “appropriate intermediate **benchmarks** (e.g., for 2020 and 2025)” for the SDG indicators, seeing them as “indispensable for addressing the **accountability** deficit associated with longer-term targets” (§28)



Global Education Meeting, 2020

“We request UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to ... accelerate the progress and propose relevant and realistic **benchmarks** of key SDG indicators for subsequent monitoring” (§10)

The Seven SDG 4 and Regional Benchmarks Indicators

Priority policy areas



GLOBAL

SDG 4 benchmark indicators



Basic education

4.1.1 Minimum proficiency in reading/mathematics

4.1.2 Completion rate

4.1.4 Out-of-school rate



Pre-primary

4.2.2 Participation in organized learning a year before primary education entry



Teachers

4.c.1 Qualified teachers



Expenditure

1.a.2/FFA Education as % GDP / % budget



Equity

4.5.1 [To be defined]



TVET / Higher education



Skills for work



Learning environment



REGIONAL

Definition of regional minimum levels for global indicators

+

Indicators selected from regional frameworks:

- Africa
- Arab States
- Asia/Pacific
- Europe/North America
- Latin America/Caribbean

Africa: +2 (NEET; STEM)

Asia/Pacific: +4 (adult education; tertiary GER; TVET and STEM)

Europe: +2 (adult education; tertiary GER)

Africa: +1 (Participation TVET grads in LF)

Asia/Pacific: +1 (youth/adult TVET participation)

Europe: +2 (VET graduates work-based learning; digital skills)

Africa: +2 (schools with electricity/Internet/computers; WASH)

Relevancy of the benchmarking process for the Asia and Pacific

As a Process

- To link global and national targets and to monitor the progress e.g. Regional Minimum benchmarks and national benchmarks.

As a Strategy

- To identify regional policy priorities to achieve SDG4 in all countries in the Asia-Pacific region.

As an Alignment with the Regional Education Framework

- Strengthening common understanding among the partners and aligning the global benchmark indicators with regional indicators.

Regional process of benchmarks in Asia and Pacific

Establishing **Regional** Minimum Benchmarks



- Agreed on the Regional Minimum Benchmark values
- Agreed on the Regional additional benchmarks indicators

GEM July 2021, Agree on Regional Minimum Benchmarks and national processes

Establishing **National** Benchmark values



- Close to 90% of the countries in the region completed or will complete template and submit to UIS by 2021
- Remainders will submit in 2022

Success factors

Align with Regional Roadmap

- Agreed through Learning 2030+ group which helped to mobilize partners and resources
- Strong support from regional partners and regional bodies is organizing political and technical discussions in the region

High level Political support

- FEEdMM strongly support to develop Regional Benchmark for Pacific
- SEAMEO Congress and Southeast Asia Senior Officials of Ministry of Education Meeting (SOMED) also supported the initiatives

Agile Technical support

- Technical Assistance have been made available through various channels/form (Regional workshops, consultation, national meetings/consultations, through e-mails, Skypes etc.)
- Clarity in regional process with clear activities and outputs that it should achieve
- UIS dashboard for countries to establish their national benchmark values

Where do we stand?

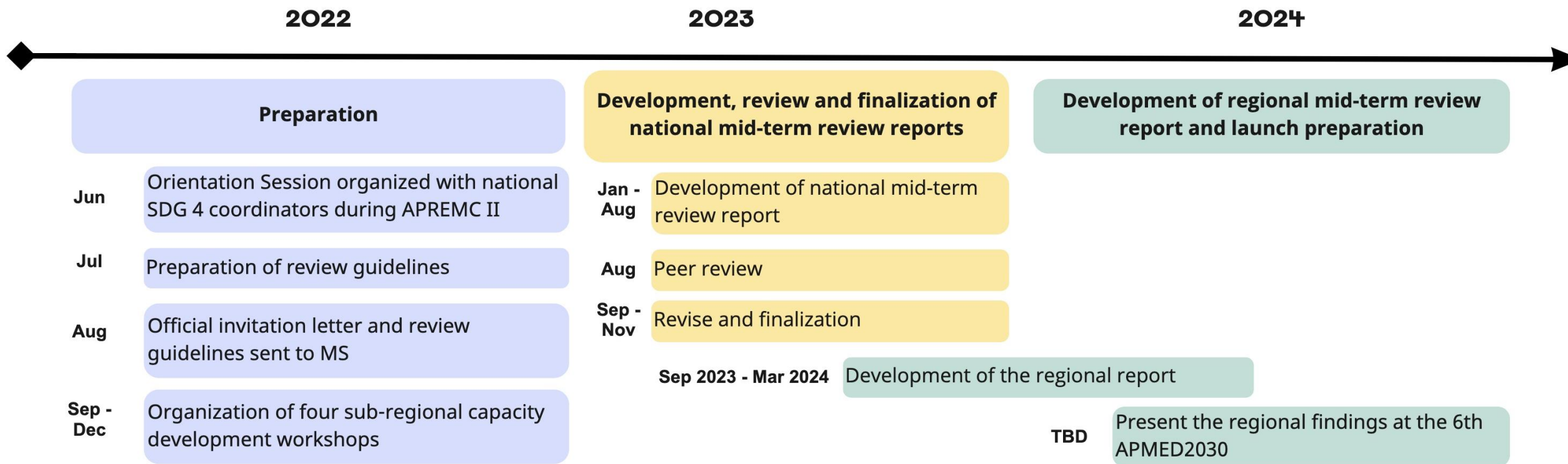
The Benchmarks process *has revived the SDG4 momentum* in the Asia-Pacific region and *have reminded countries of their forgotten commitment*.

The process has generated dialogues in many Member States on what they can and aim to achieve by 2030, as well as policies and strategies needed to facilitate the achievement of those targets.

The 2nd Asia Pacific Regional Education Minister's Conference has endorsed and recommended countries to use National and Regional Benchmarks for carrying out the SDG 4 Mid-Term Review

National SDG4 mid-term review

- Objectives: review the progress, developments, and challenges faced in achieving the SDG4 targets; reinforce national commitments
- Methodology: SDG4 Benchmarking is highly recommended
- Activities and timeline:



Thank you

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