Global review of progress towards SDG 4-Education 2030 targets and commitments

Five key issues and recommendations

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1. SDG 4 monitoring at risk without more / better funds

a. Methodological developments **pending** for many global and thematic indicators

Examples:
- **Target 4.4**: digital literacy skills
- **Target 4.7**: sustainable development / global citizenship in policies, curricula, teacher education and student assessment
- **Target 4.7**: learning outcomes of sustainable development / global citizenship education
- **Target 4.c**: qualified and trained teachers
1. SDG 4 monitoring at risk without more / better funds

b. Data availability still a problem for many indicators

- **Administrative systems** have to be strengthened
- **Household surveys** (for equity) need to expand country coverage and become more frequent
- **Learning assessments** need to expand country coverage and scope (skills) and be more aligned with international standards and procedures
2. Data demand and funding supply need to be bridged

Challenges

- Insufficient investment in technical and managerial capabilities
- Inefficiency: data not integrated across sources and sector
- Ineffectiveness: data not adapted to national needs
- Funding is not sustainable
- Funding is not harmonized between donors and does not consistently support the SDG 4 monitoring framework

Solution is to broker between

- Most essential data of **countries**
  - to manage education system
  - for which they lack technical capacity and need donor support
- Objectives and means of **donors**
  - to support data production
  - to act in coordinated way using the SDG 4 monitoring framework as reference
2. Data demand and funding supply need to be bridged

**Annual monitoring cost:** $280m
- $148m spent;
- $132m gap;
  - of which: $60m **needed per year** in low / middle income countries
    (i) learning assessments (75%)
    (ii) household surveys (25%)
2. Data demand and funding supply need to be bridged: UIS as broker

In line with *Dubai* declaration

**Funding mechanism**
to address data needs to:
- implement Agenda 2030
- support statistical systems

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**Countries need:**
- Assistance
- Technical
- Financial
- Report SDGs

**Facilitator**

**Donors need:**
- Priorities
- Innovation
- Data for investment
3. TCG as the one-stop technical reference

Member States represent all regions (IAEG-SDGs) and international partners take part in the process.

Develops:
- SDG 4 indicator methodologies
- Standards and guidelines
- Tools to implement and report

But still needs:
- stronger country voice
- better representation
- more funding
4. National frameworks / benchmarks to track progress

a. National monitoring frameworks
   Often absent

   Necessary for countries to:
   ● measure progress
   ● own progress
   ● identify objectives

   + Regional monitoring frameworks

b. Benchmarking
   Mostly absent

   Necessary for countries to:
   ● define progress
   ● share information, common language and understanding (on selected global indicators)

   + Build from national to regional
   + Build from regional to global
5. Peer learning through comparative policy analysis

What countries need

**Quantitative** global and thematic indicators are only the beginning

Guidance needed from **qualitative** overviews of policies to progress towards SDG 4 targets, especially those listed in Framework for Action

What approaches exist

**Policy mapping**
- More systematic recording of policies in different areas needed

**Peer learning**
- More systematic opportunities for exchanging lessons learned in regional and global organizations
Recommendations: call to action for education community

Under the auspices of the SDG-E2030 Steering Committee:

1. Further develop **SDG 4 monitoring framework** as formative tool

2. Countries and donors ($60 million extra in aid) should:
   - invest in learning assessments and household surveys
   - use UIS to establish **data funding coordination / broker mechanism**

3. Support the **Technical Cooperation Group on SDG 4 indicators** with:
   - funding of activities
   - country / regional participation and engagement

4. Countries should:
   - develop national education monitoring **frameworks**
   - set **benchmarks** for selected global SDG 4 indicators in collaboration with UIS and regional organizations

5. Establish **systematic review** through policy mapping and peer learning mechanisms led by regional organizations with support of GEM Report
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