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

Main monitoring issues and recommendations

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SDG 4: one goal, ten targets, eleven indicators

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030

Targets:
4.1 Universal primary and secondary education
4.2 Early childhood development and universal pre-primary education
4.3 Equal access to technical, vocational and tertiary education
4.4 Relevant skills for decent work
4.5 Gender equality and inclusion
4.6 Literacy and numeracy
4.7 Education for sustainable development and global citizenship
4.a Learning environments
4.b Scholarships
4.c Teachers

Means of implementation targets
SDG 4: monitoring architecture coordinated by UNESCO

Monitoring framework
11 global indicators
Custodian agency: UIS with ITU, OECD and UNICEF
+ 32 thematic indicators

Monitoring framework development
Technical Cooperation Group
co-convened by UNESCO Institute for Statistics and UNESCO
Secretariat: UNESCO Institute for Statistics

Reporting framework
SDG Report
Global Education Monitoring Monitoring Report
Two complementary role for monitoring SDG 4

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

   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
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

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.

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; and
   - **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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