



United Nations
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SUSTAINABLE
DEVELOPMENT
GOALS

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 Report

Two complementary role for monitoring SDG 4

UIS

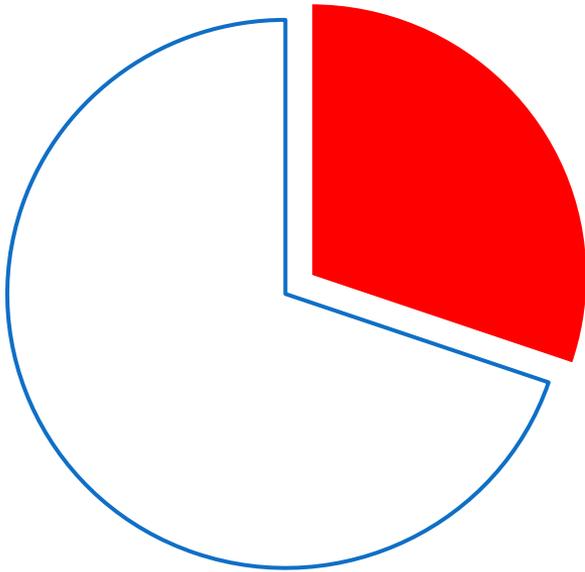
**Data and
methodologies**

GEM Report

**Policy analysis and
monitoring**

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

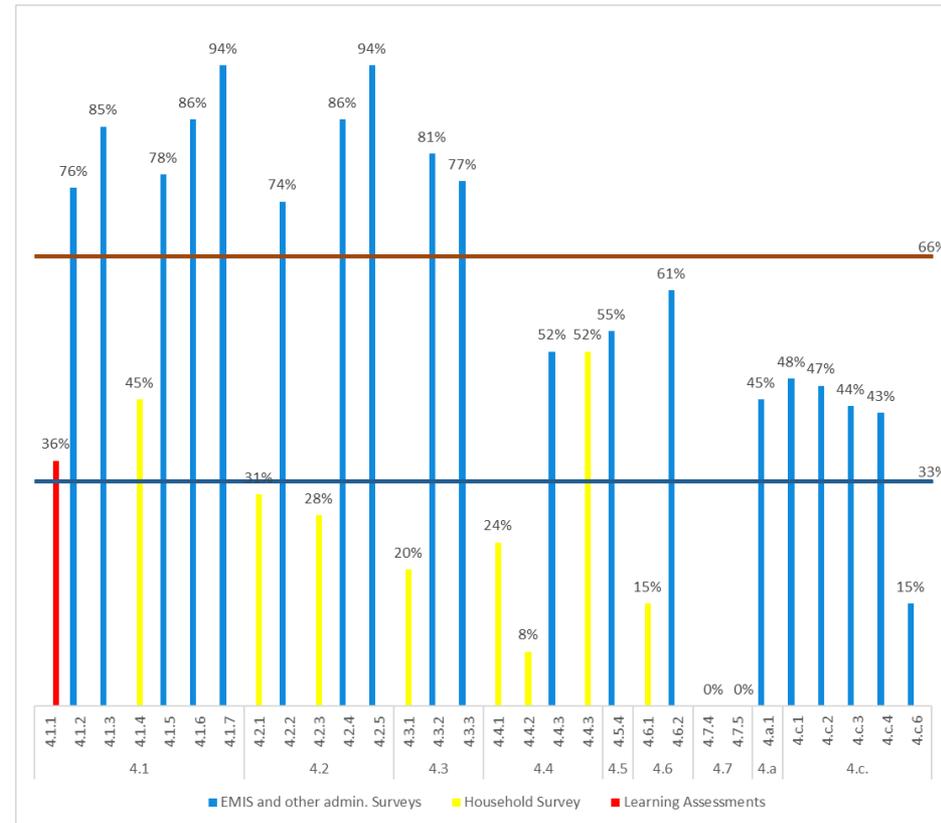
Target 4.c: qualified and trained teachers

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

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

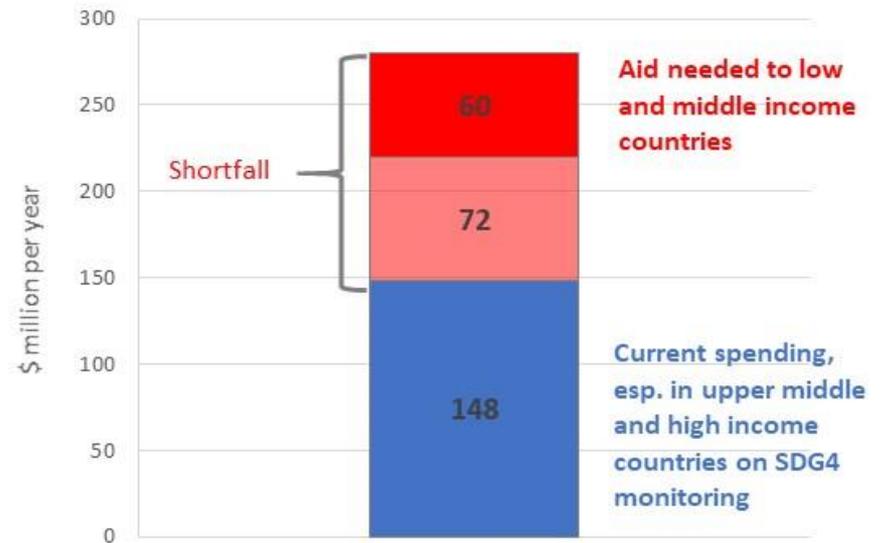
- Most essential data of **countries**
 - to manage education system
 - for which they lack technical capacity and need donor support

- Objectives and means of **donors**
 - to support data production
 - to act in coordinated way using the SDG 4 monitoring framework as reference

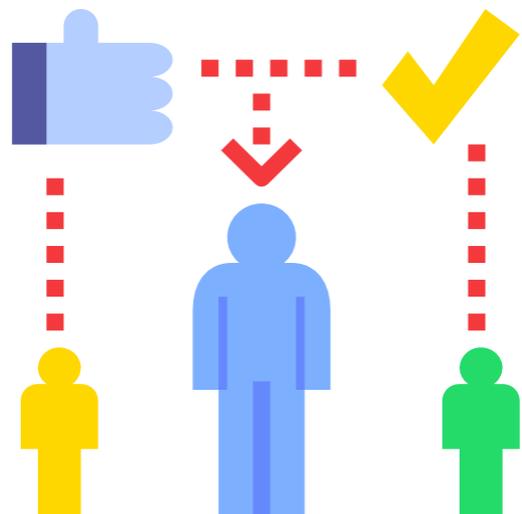
2. Data demand and funding supply need to be bridged

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



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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