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# Monitoring Progress of SDG4 at global and regional level

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## SDG4 Indicators development process and current status

UIS is able to build consensus on international reporting and measurement of education indicators based on fit-for-purpose methodological approaches and practices.

The TCG and GAML bear the core responsibilities to develop or approve:

- Methodologies for SDG 4 global and thematic indicators
- Reporting standards, guidelines and tools to support countries in collecting, analyzing and using data.

The global and thematic indicators were developed in 2014–2015 by the TAG and agreed upon in 2016 by the United Nations Statistical Commission (UNSC) and the TCG, respectively. Both sets of indicators were subjected to several rounds of open consultations before being finalized and reaching a consensus among countries.

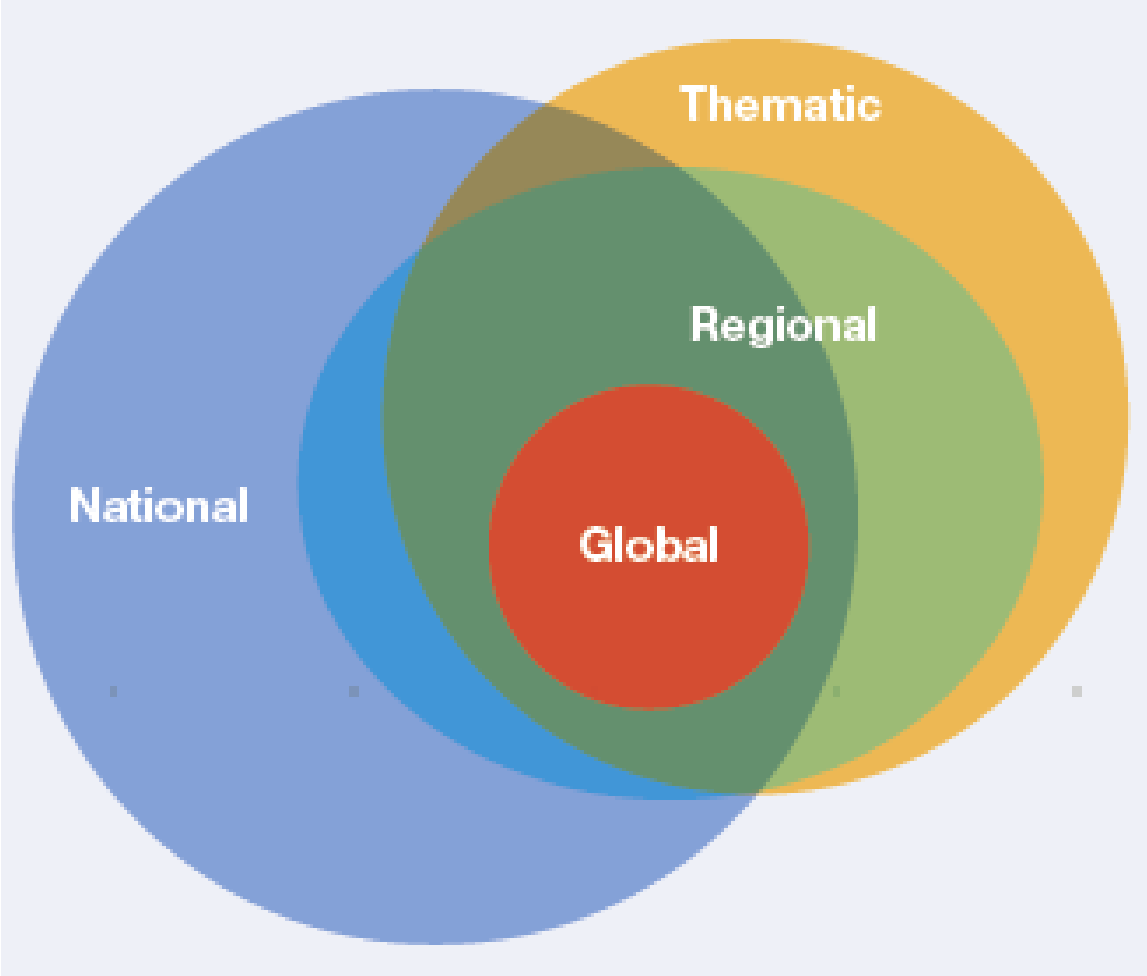
By June 2020, 12 global and 31 thematic indicators make up the 43 indicators of the SDG 4 monitoring framework. The UIS is the custodian agency for 10 of the 12 SDG 4 global indicators

# Monitoring SDG4 and UIS role

**As a custodian agency of SDG4, the role of the UIS in ensuring the global public good of education data involves:**

- Providing global data through its platform and specifically to around 30 global partners, most notably the Global Education Monitoring (GEM) Report and the World Bank World Development Indicators database.
- Determining and disseminating metadata, standards and guidelines.
- Working in individual countries to build institutional capacities in education statistics.
- Participating in global and regional partnerships that complement its country-focused work.
- Informing the debate on global issues while advocating constructively for developing countries and increasing action at the regional level through the use and analysis of data.
- Driving agreements based on expert consultation on novel standards and data collection methods, especially with respect to the SDG 4 monitoring framework

# Four levels of SDG4 monitoring



Source: UNESCO Institute for Statistics, 2016.

- **Global Framework**
  - Linked to broadly identified common problems and global priorities
  - Appropriate for inter-country/ region comparisons
- **Thematic Framework**
  - Complete the global framework by target
  - Appropriate for inter-country /region comparisons
  - Relevant to international initiatives or to international conventions and treaties
- **Regional framework**
  - Complete the global framework by target
  - Appropriate for inter-country/region comparisons
  - Relevant to regional priorities
- **National Framework**
  - Complete the global framework by target
  - Appropriate for inter-country/region comparisons
  - Relevant to regional and country priorities

## Number of indicators for SDG4 by source of data

	Administrative	Government expenditure on education	Household survey	Learning outcomes assessment
Total number of SDG 4 targets	27	2	19	6

# SDG4 related plan and SDG4 Regional Monitoring by region

Region / organization	Current status of alignment with SDG4 on sub-regional plans /strategies and status regional monitoring of SDG4
Africa Union- CESA	In 2016, the African Union (AU) adopted the Continental Education Strategy for Africa (CESA 16-25) as the framework for transforming education systems and aligned with SDG4 targets and the indicators
SAARC / SEAMEO/ASEAN	<ul style="list-style-type: none"> <li>• SAARC Framework for Action for Education 2030 (SFFA) affirming their commitment to work together in advancing SDG 4 in the region and drafted SDG4 regional monitoring aligning with SDG4 indicators.</li> <li>• Seven priorities for the 2015-2030 Action Agenda presented at the 48th SEAMEO Council Conference for Education, aligned the targets with SDG4 targets.</li> <li>• The ASEAN work plan on Education 2016–2020 was endorsed by the 11th ASEAN Senior Officials Meeting on Education (SOM-ED) and adopted in May 2016. The workshop concluded the formulation of the ASEAN work plan on education and provided an opportunity to build consensus among ASEAN Member States on strategies to further develop the education sector. The work plan is organized in eight sub-goals and 19 priority areas and 70 activities and aligned with SDG4 targets</li> </ul>
ECLAC /Organization of Ibero-American States (OEI)/ Caribbean Community (CARICOM)/PEC Goals (SICA)	<ul style="list-style-type: none"> <li>• Statistical Conference of the Americas, a subsidiary of ECLAC, established a regional monitoring framework and a prioritized set of indicators for monitoring the 2030 Agenda from a regional perspective</li> <li>• 2021 Educational Goals of the OEI were adopted by Ibero-American countries in 2008. This framework is linked to several SDG 4 targets, but the OEI is in the process of aligning its goals with the Education 2030 Agenda</li> <li>• The CARICOM 2030 HRD Strategy is articulated in the CARICOM Strategic Plan (2015–2019) and focuses on the SDGs</li> <li>• CECC-SICA has a regional system of 26 education indicators (SRIE). Eight of these are global SDG 4 indicators and another eight are thematic SDG 4 indicators.</li> </ul>
European Union (EU)	European Council, Member States and the European Parliament adopted the Consensus on Development. The Consensus also offers guidance for the implementation of the Education 2030 Agenda in partnership with all developing countries.
Pacific Community (SPC)/ Pacific Regional Education Framework (PacREF)	The Framework for Pacific Regionalism, the regional priorities identified in the Small Island Developing States (SIDS) Accelerated Modalities of Action (SAMOA) Pathway and the commitments of the SDGs.
Arab Region	The Arab Regional Roadmap for SDG 4 - Education 2030 was agreed upon and endorsed between 2015 and 2016 and a number of Arab Regional Meetings on Education 2030 (AR-MED), not developed common SDG4 monitoring framework yet

Source: UIS regional reports on regional monitoring and benchmarking : <http://tcg.uis.unesco.org/regional-frameworks-for-sdg4/>

# Alignment of regional agendas to SDG 4 – Education 2030

Target	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.a	4.b	4.c
Africa Union	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CARICOM	Yes		Yes	Yes	Yes	Yes	Yes			Yes
Central American	Yes	Yes	Yes	Yes	Yes	Yes	Yes			Yes
ECLAC	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Commonwealth	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
EU	Yes	Yes	Yes	Yes		Yes				
OEI	Yes	Yes	Yes	Yes	Yes	Yes	Yes			Yes
Pacific Community	Yes	Yes	Yes		Yes	Yes	Yes	Yes		Yes
PacREF	Yes	Yes	Yes	Yes		Yes	Yes			Yes
SAARC	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SEAMEO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Source: Regional Frameworks for Sustainable Development Goals (SDGs). TCG6/REF/10

# Regional Frameworks of SDG4 monitoring and latest available SDG4 indicators

## Arab Region



## Asia and the Pacific



## Latin America and the Caribbean



## Europe, North America and the Caucasus Region



Source: <http://tcg.uis.unesco.org/regional-frameworks-for-sdg4/>



# Progress towards achieving SDG4, Asia and the Pacific region- Access

## a) Primary

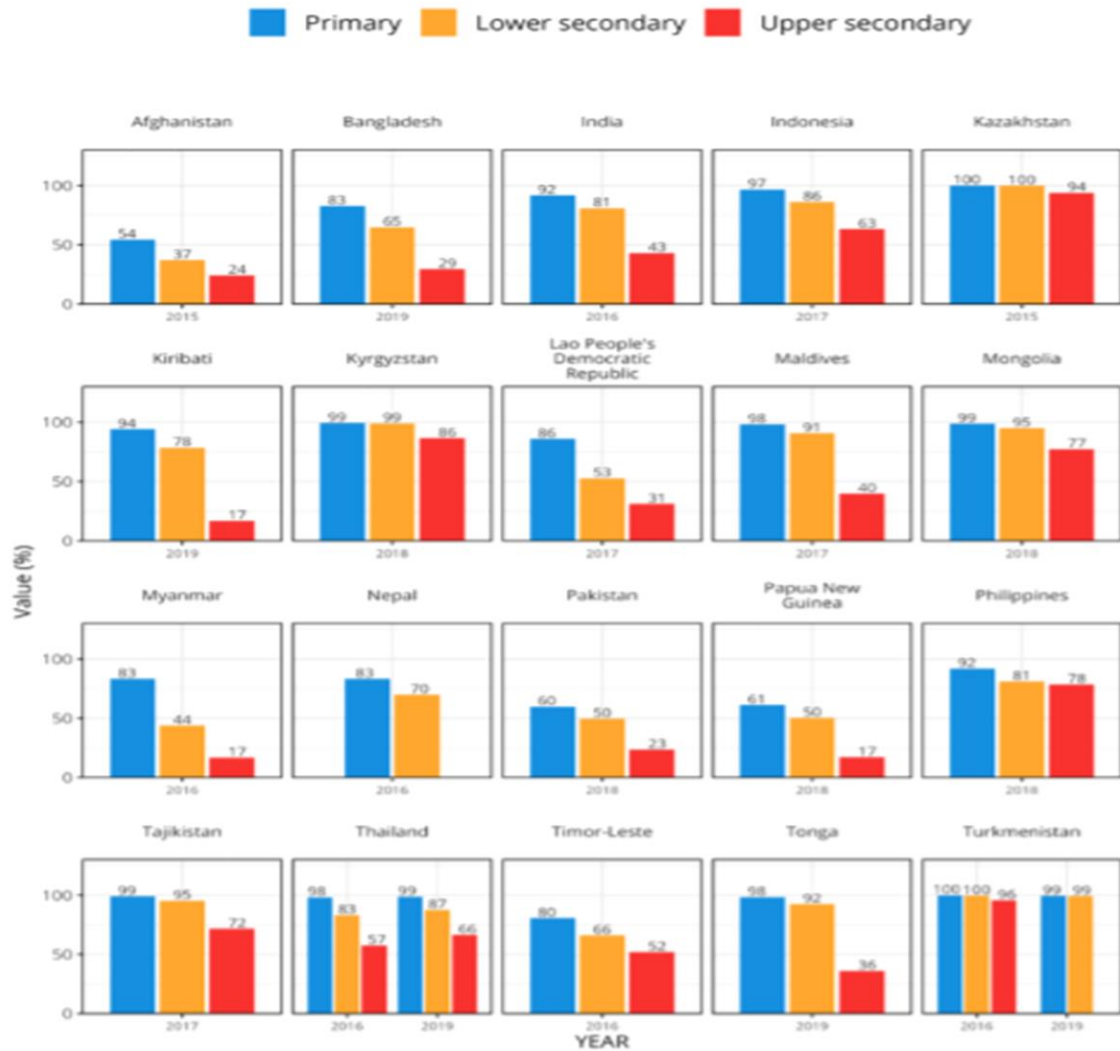


## b) Lower and upper secondary

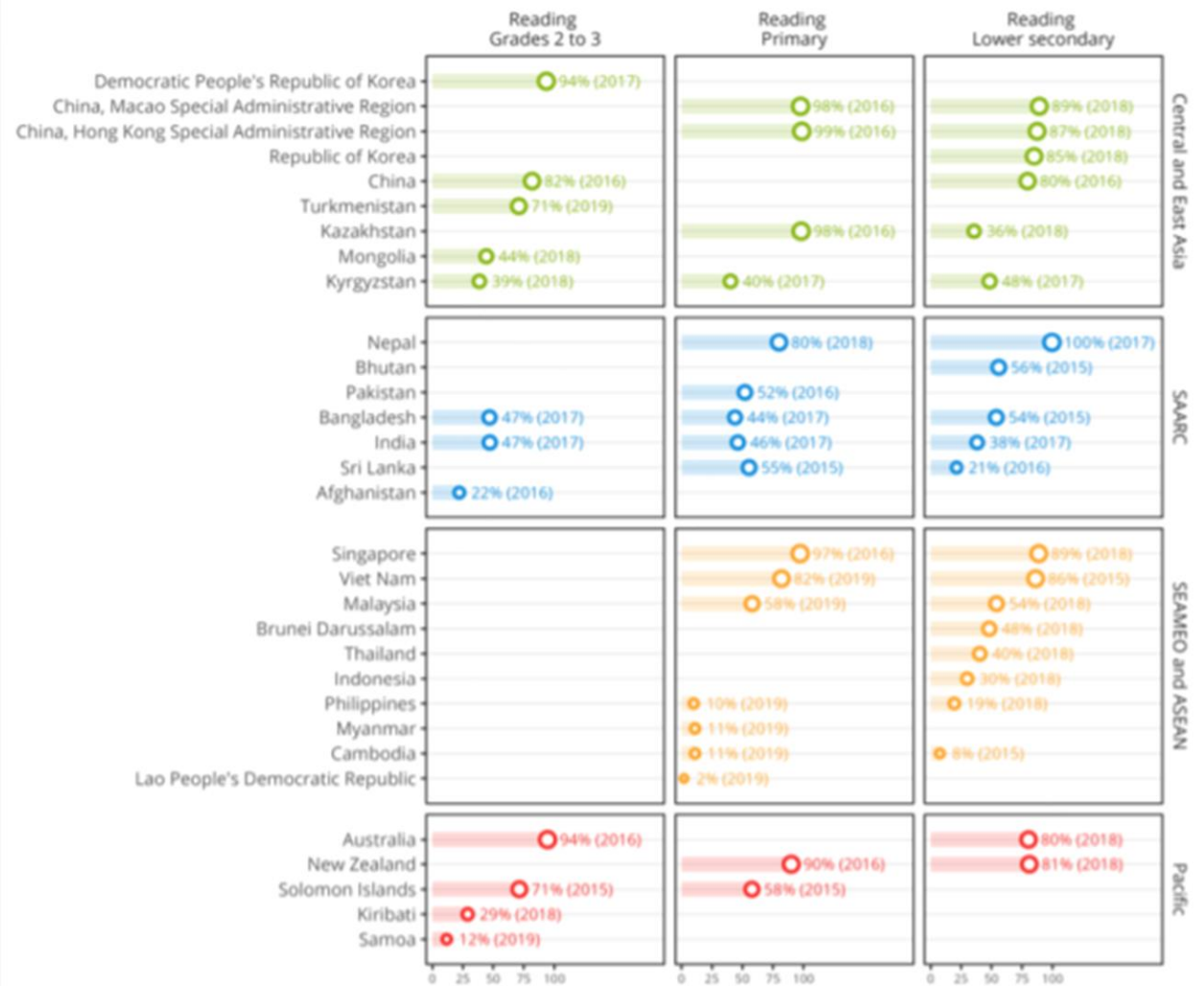


Out-of-school rate for children of primary and secondary age, both sexes (%) by sub-region

# Progress towards achieving SDG4, Asia and the Pacific region, quality



Completion rate by Level of education and country



Proportion of children and young people achieving at least a minimum proficiency level in reading

## UN Secretary General Synthesis Report, 2014

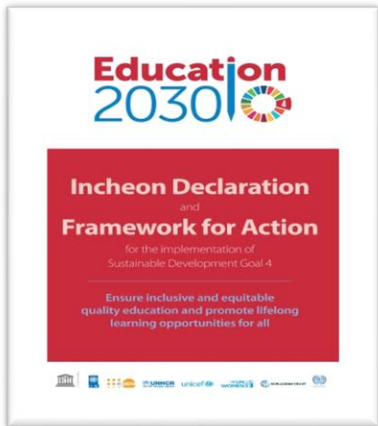
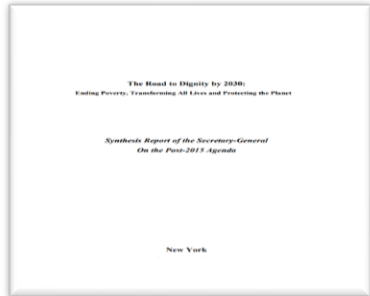
Called on countries to “embrace a culture of **shared responsibility**, one based on ... **benchmarking** for progress” (§146)

## 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)

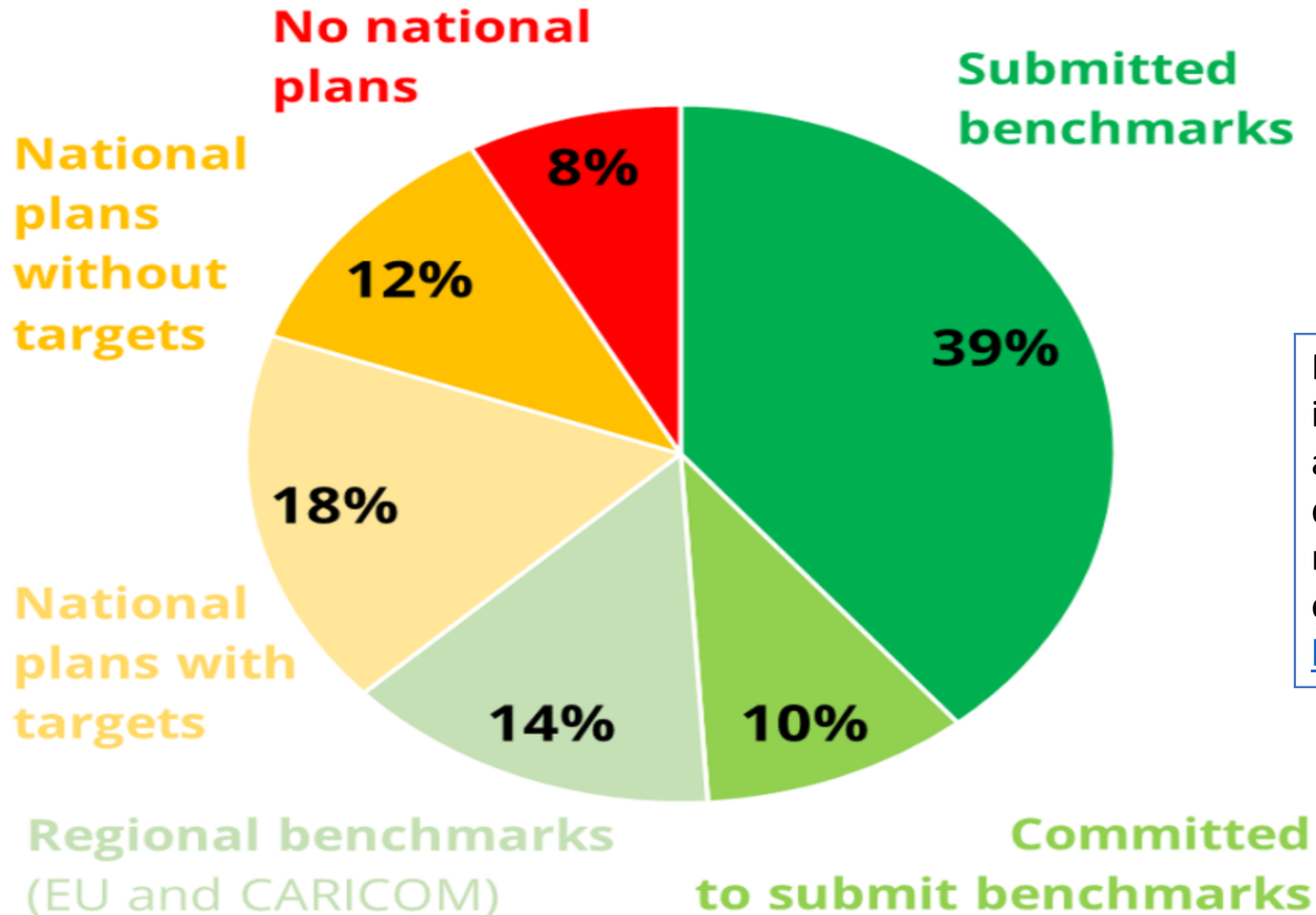




# Benchmarks for seven SDG 4 and regional indicators, 2021

Priority policy areas	 <b>GLOBAL</b> SDG 4 benchmark indicators	 <b>REGIONAL</b>
 <b>Basic education</b>	4.1.1 Minimum proficiency in reading/maths 4.1.2 Completion rate 4.1.4 Out-of-school rate	<b>Definition of regional minimum levels for global indicators</b>  +
 <b>Pre-primary</b>	<b>4.2.2</b> Participation in organized learning a year before primary education entry	<b>Indicators selected from regional frameworks:</b>
 <b>Teachers</b>	<b>4.c.1</b> Qualified teachers	Africa Arab States Asia/Pacific
 <b>Expenditure</b>	<b>1.a.2/FFA</b> Education as % GDP / % budget	Europe/North America Latin America/Caribbean
 <b>Equity</b>	4.5.1 [To be defined]	
 <b>TVET / Higher education</b>		Africa: +2 (NEET; STEM) Asia/Pacific: +3 (adult education; tertiary GER; STEM) Europe: +2 (adult education; tertiary GER)
 <b>Skills for work</b>		Africa: +1 (Participation TVET grads in LF) Asia/Pacific: +1 (youth/adult TVET participation) Europe: +2 (VET graduates work-based learning; digital skills)
 <b>Learning environment</b>		Africa: +2 (schools with electricity/Internet/computers; WASH)

# Inclusion of national quantitative targets and submission of national benchmarks, 2021



The sub-regional level benchmarks are done

Region-specific benchmarks / information for Africa, Arab States, and Asia and the Pacific, including a description of the process of setting regional benchmarks and outcomes in each region are available in <http://tcg.uis.unesco.org/>

# Current status of Proportion of students at the grade 2/3, end of primary and end of Lower Secondary- SDG4.1: World

Proportion of students at the **Grade 2 or 3** achieving at least a minimum proficiency level in **Mathematics**



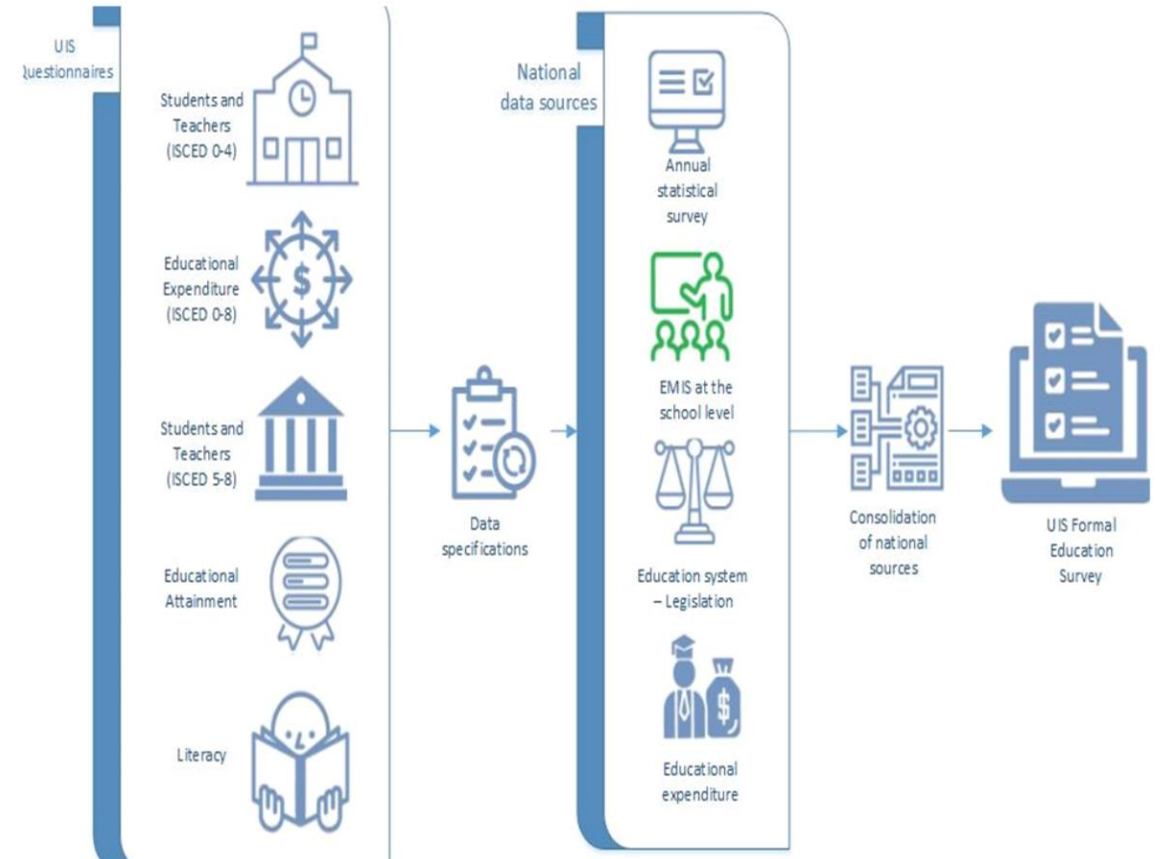
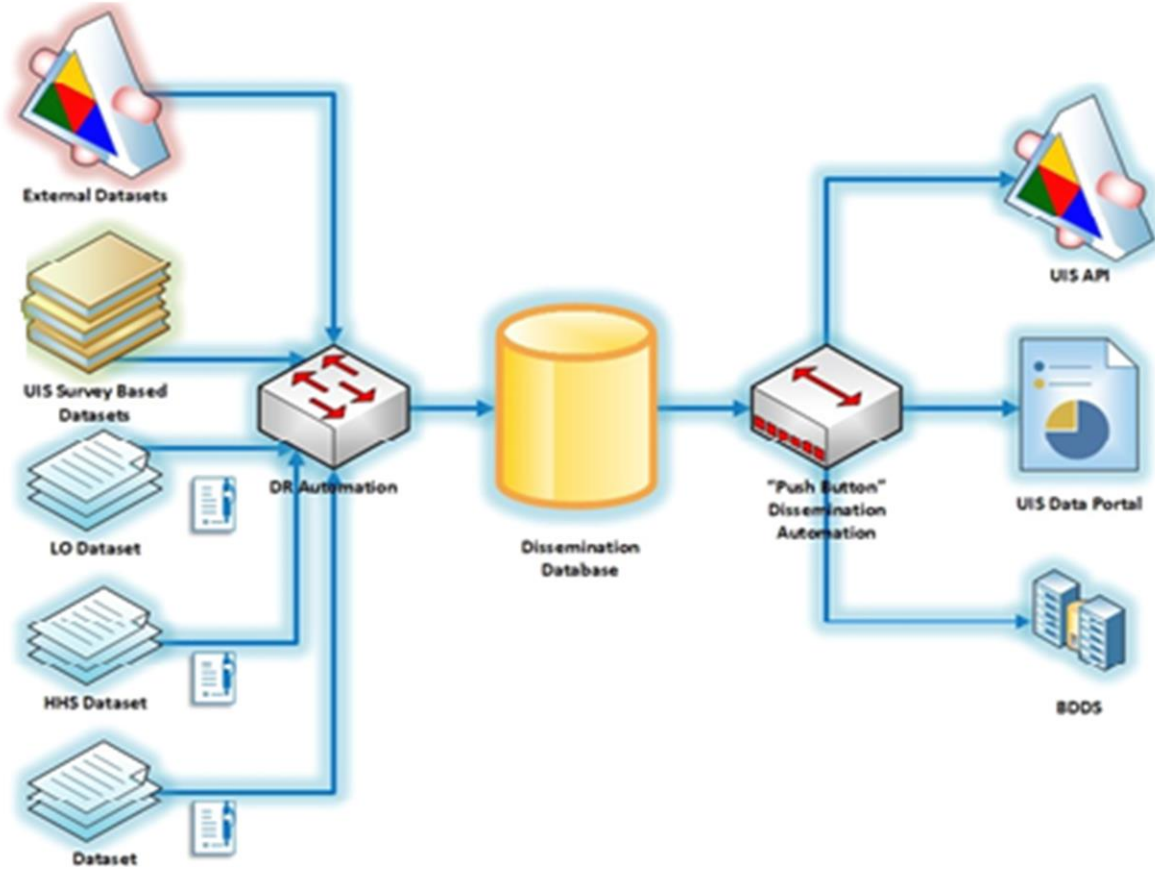
Proportion of students at the **end of primary** achieving at least a minimum proficiency level in **Mathematics**



Proportion of students at the **end of lower secondary** achieving at least a minimum proficiency level in **mathematics**



# UIS data production cycle and process of UIS survey data reporting



- For cross-country comparisons of education statistics- **International Standard Classification of Education (ISCED2011)**
- Works with the countries on review and finalization the indicators with quality control process
- Custodian agency for SDG4 monitoring, support to the member stats on methodologies and capacity building

Source: <http://emis.uis.unesco.org/>

- <http://tcg.uis.unesco.org/>: Methodological documents, list of all SDG4 indicators, metadata, glossary, Dashboard and SDG4 benchmarks and other resources
- <https://gaml.uis.unesco.org/> Resources, mapping of all SDG4 assessment related indicators
- <http://data.uis.unesco.org/> : recent indicators on SDG4, thematic, global and other indicators across the world
- <http://emis.uis.unesco.org/>: EMIS guidelines and operationalization of EMIS, UIS surveys and reports and has a repository of national EMIS from around the world
- <https://geo.uis.unesco.org/>: The Global Education Observatory (GEO) is a **gateway to education-related data** aimed to meet the needs of national, regional and global stakeholders for easy access to information for decision-making to respond to priorities



# List of SDG4 indicators

Indicator #	Indicator Name
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
4.1.2	Completion rate (primary education, lower secondary education, upper secondary education)
4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)
4.1.4	Out-of-school rate (primary education, lower secondary education, upper secondary education)
4.1.5	Percentage of children over-age for grade (primary education, lower secondary education)
4.1.6	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks
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 Note: measuring this for infants aged 0 to 23 months globally has been recognized as not feasible.
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex
4.2.3	Percentage of children under 5 years experiencing positive and stimulating home learning environments
4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development
4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks

# List of SDG4 indicators-1

Indicator #	Indicator Name
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
4.3.2	Gross enrolment ratio for tertiary education by sex
4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
4.4.2	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
4.4.3	Youth/adult educational attainment rates by age group and level of education
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
4.5.2	Percentage of students in primary education who have their first or home language as language of instruction
4.5.3	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations
4.5.4	Education expenditure per student by level of education and source of funding
4.5.5	Percentage of total aid to education allocated to least developed countries
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
4.6.2	Youth/adult literacy rate
4.6.3	Participation rate of illiterate youth/adults in literacy programmes
4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education
4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)
4.7.4	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability
4.7.5	Percentage of students in the final grade of lower secondary education showing proficiency knowledge of environmental science and geoscience
4.7.6	Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems

Indicator #	Indicator Name
4.a.1	Proportion of schools offering basic services, by type of service
4.a.2	Percentage of students experiencing bullying in the last 12 months
4.a.3	Number of attacks on students, personnel and institutions
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study
4.c.1	Proportion of teachers with the minimum required qualifications, by education level
4.c.2	Pupil-trained teacher ratio by education level
4.c.3	Percentage of teachers qualified according to national standards by education level and type of institution
4.c.4	Pupil-qualified teacher ratio by education level
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification
4.c.6	Teacher attrition rate by education level
4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training

# Thank you

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