unesco
Institute for Statistics

unesco

SDG 4 Monitoring Framework and Indicators

Sustainable Development Goal (SDG) 4

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

- **Universal relevance -** both global North and global South
- **Rights-based** and a **public good**
- **Inclusion, equity and gender equality** as fundamental principles
- Addresses all forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education.

"No one left behind"

EFA and SDG4-Education 2030 – the difference

SDG4/Education 2030 is…

More **comprehensive**: Expanded **access** to all levels of education

- *at least 12 years of free, publicly funded, quality primary and secondary education, higher education, TVET.*

More **outcome/skills** oriented

*Renewed focus on **effective acquisition of foundational skills***
*New focus on **relevance of learning for decent work***
*New focus on **relevance of learning** for **social and civic life***

More **integrated** with other goals (e.g. SDG 8.7)

Needs more resources

The 10 Targets

Outcome Targets [7]

4.1 Quality primary/secondary education for all

4.2 Early childhood & pre-primary education

4.3 Equal access to TVET & higher education

4.4 Relevant skills for work

4.5 Gender equality & equal access for all

4.6 Youth and adult literacy

4.7 Global citizenship education for sustainability

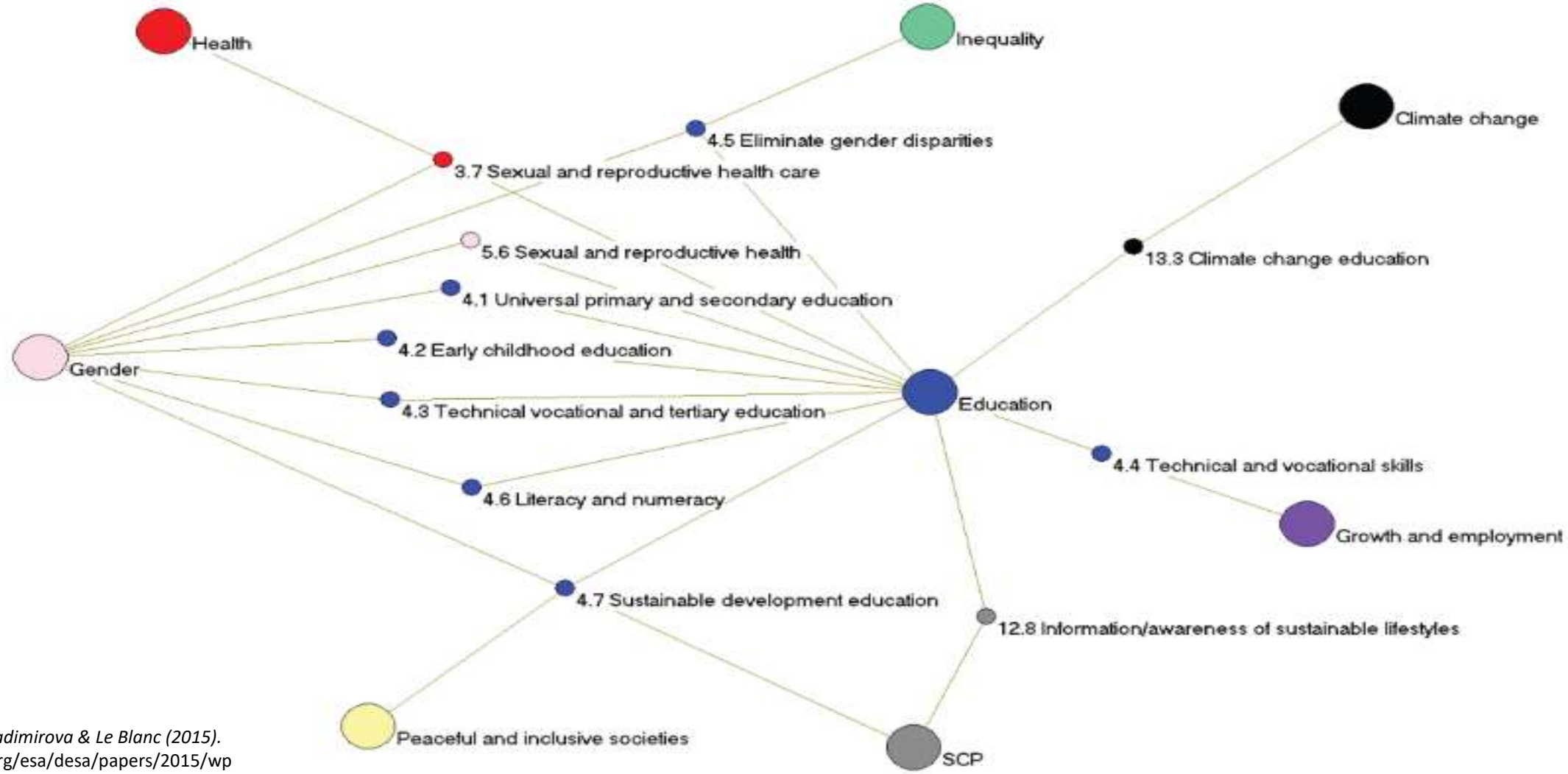
Means of implementation [3]

4.a Safe & inclusive learning environments

4.b Scholarships for higher education

4.c Teachers' training and working conditions

SDGs all connected: Centrality of Education



Source: Vladimirova & Le Blanc (2015).
www.un.org/esa/desa/papers/2015/wp146_2015.pdf
Graph Credit: M. Dayan

Education targets/indicators in other SDGs : 1,3, 5, 8

No Poverty

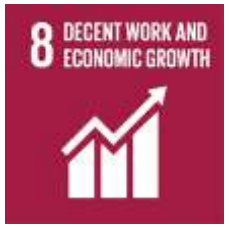
Global indicator: Proportion of total government spending on essential services (education, health and social protection)

Health and Well-being

Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

Gender Equality

Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education



Decent Work and Economic Growth

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training

Education targets/indicators within other SDGs - 12, 13, 16

Responsible Consumption & Production

Target 12.8: By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

Climate Change Mitigation

Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

Peace, Justice and Strong Institutions

Global indicator: Primary government expenditures as a proportion of original approved budget by sector (or by budget codes or similar)

SDG indicators intersecting

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
4.1	x			x	x			x									
4.2	x	x	x	x	x			x								x	
4.3				x	x			x									
4.4				x	x			x									
4.5																	
4.6																	
4.7	x										x	x	x			x	
4.a	x										x					x	
4.b	x			x	x			x		x							x
4.c				x	x			x		x	x						

16.1 End abuse, exploitation, trafficking and all forms of violence against and torture of children

8. 5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

Effective implementation of SDG4 calls for a system-wide change

Broaden the conceptual understanding of inclusion and equity
Develop relevant **measurements** for inclusion/inclusiveness
Embed inclusion, equity and **gender equality** in existing and core education policy and plans – not as separate policies
Address **policies at all levels** of a national education system, including the classroom level
Ensure **multiple level and cross-sectoral interventions**, ranging from education, health, social, economic, legal, political, cultural or attitudinal are required.
Collect and build **evidence** from various sources to inform policy making and planning processes.
Make effective **use of ICT and assistive technology** to facilitate access and participation in learning

SDG4 Monitoring Framework and Indicators

The role of Monitoring in achieving SDG4

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 policy and ensure accountability of all stakeholders- UNSD, 2017

Data Priorities in SDG4

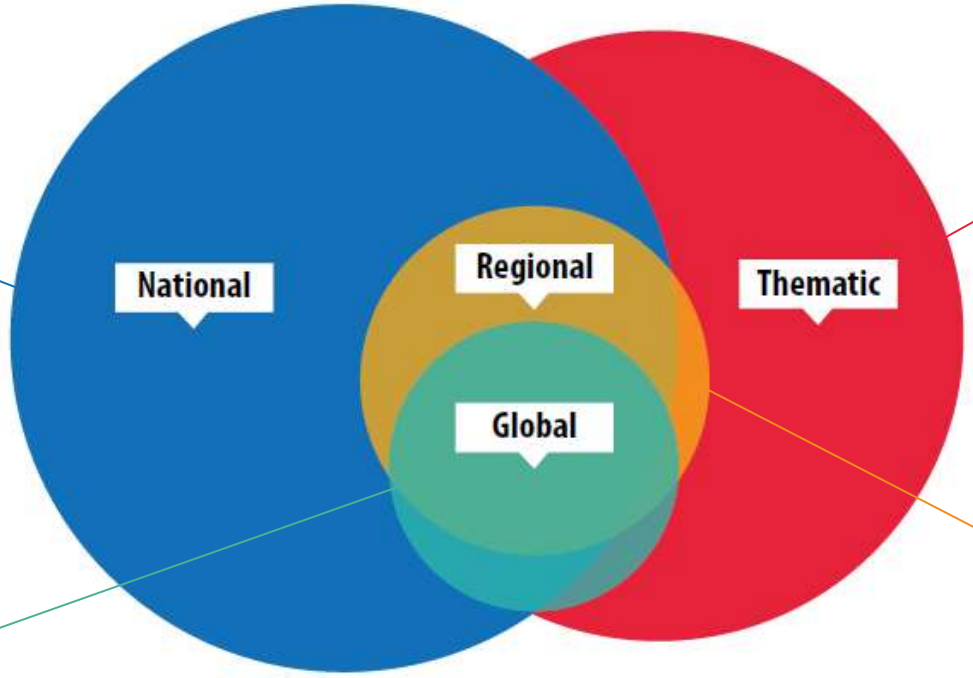
Data not limited to formal education but for all levels and all forms of education

Data for each of the social groups including location and other disaggregation

Strong focus on outcomes of the learning

Monitoring Frameworks for SDG 4

Links to national plan; consult national stakeholders; recognise context and addresses inclusion and broader learning goals



Broader set of indicators that covers the range of sectoral priorities (43 indicators, including 12 global indicators)

Focused set of globally comparable indicators based on clear criteria (12 indicators)

Indicators which make up monitoring frameworks validated by regional bodies

The global indicator framework was **updated** by the General Assembly on 6 July 2017 and is contained in the **Resolution adopted by the General Assembly on Work of the Statistical Commission pertaining to the 2030 Agenda for Sustainable Development**

Global and Thematic Indicators Framework

Target	Concept	Global indicators	Thematic indicators
4.1	Learning	1	7
	Completion	1	
	Participation		
	Provision		
4.2	Readiness	1	5
	Participation	1	
	Provision		
4.3	Skills	1	2
4.4	Completion		2
	Skills	1	
4.5	Equity	1	4
4.6	Skills	1	4
	Provision		
4.7	Provision	1	5
	Knowledge		
4.a	School environment	1	5
4.b	Scholarships	1	2
4.c	Teachers	1	7

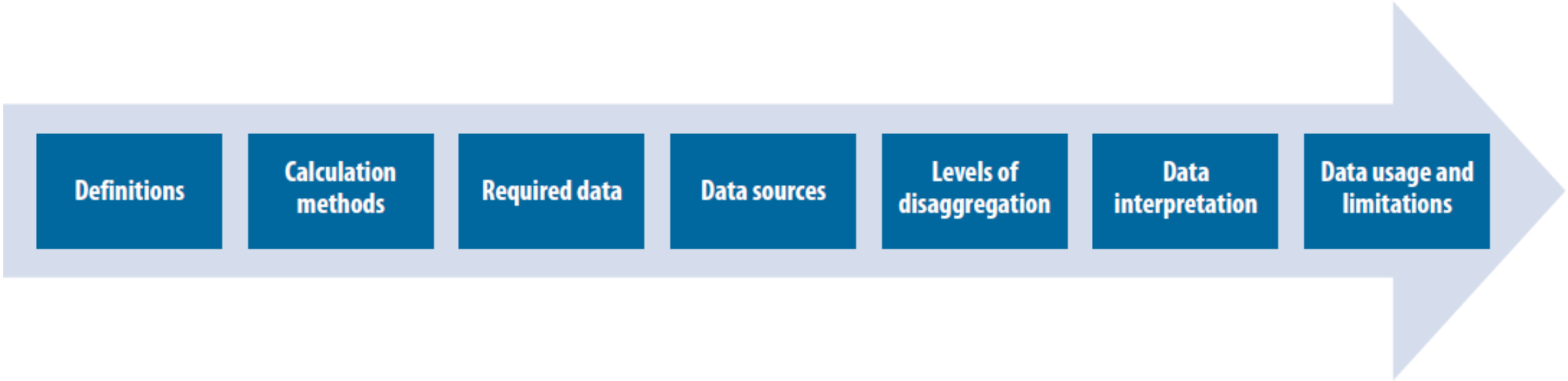
Note: Thematic indicators also include global indicators

Data Sources - Thematic and Global Indicators

27	From administrative records	**Administrative Data:** Countries produce education data mainly from administrative data, namely through an Education Management Information System (EMIS). Although this data is collected for administrative purposes, it represents the opportunity to facilitate research for scientific advances as it offers population-wide information tracked over large periods of time.
2	From government expenditure on education	**Financial and expenditure data: T**his area includes information on government spending on education, such as teacher salaries and this is maintained by ministries of finance and/or education. Public finance data is more widely reported, but data handlers face persistent difficulties in updating and maintaining information on private and other funding sources.
19	From household surveys	**Household surveys:** These surveys are used to produce indicators to examine specific individual characteristics of populations that are available only in such sources. They provide demand-side information on education, such as, participation and completion and also non-participation of the population surveyed, plus educational attainments of adults and literacy rates.
6	From learning outcomes and assessments	**Learning Assessments:** Large scale assessments focus on defined learning domains, such as reading and mathematics, which are usually measured against the knowledge required by the national curriculum at specific grade levels and defined in the assessment framework or expected competencies at different education levels.

Note: The number of indicators exceeds the total number of global and thematic indicators because some indicators can be retrieved from more than one data source.

Elements for Selecting National Indicators



It is utmost important that countries develop their national education indicator framework as part of the education sector plan and a guiding document, or metadata, to ensure everyone involved in data collection and analysis will have a single guiding document on concepts and methodologies and avoid misinterpretation of information.

Setting Regional and National benchmarks – Establishing linkage between Global, Regional and national monitoring

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

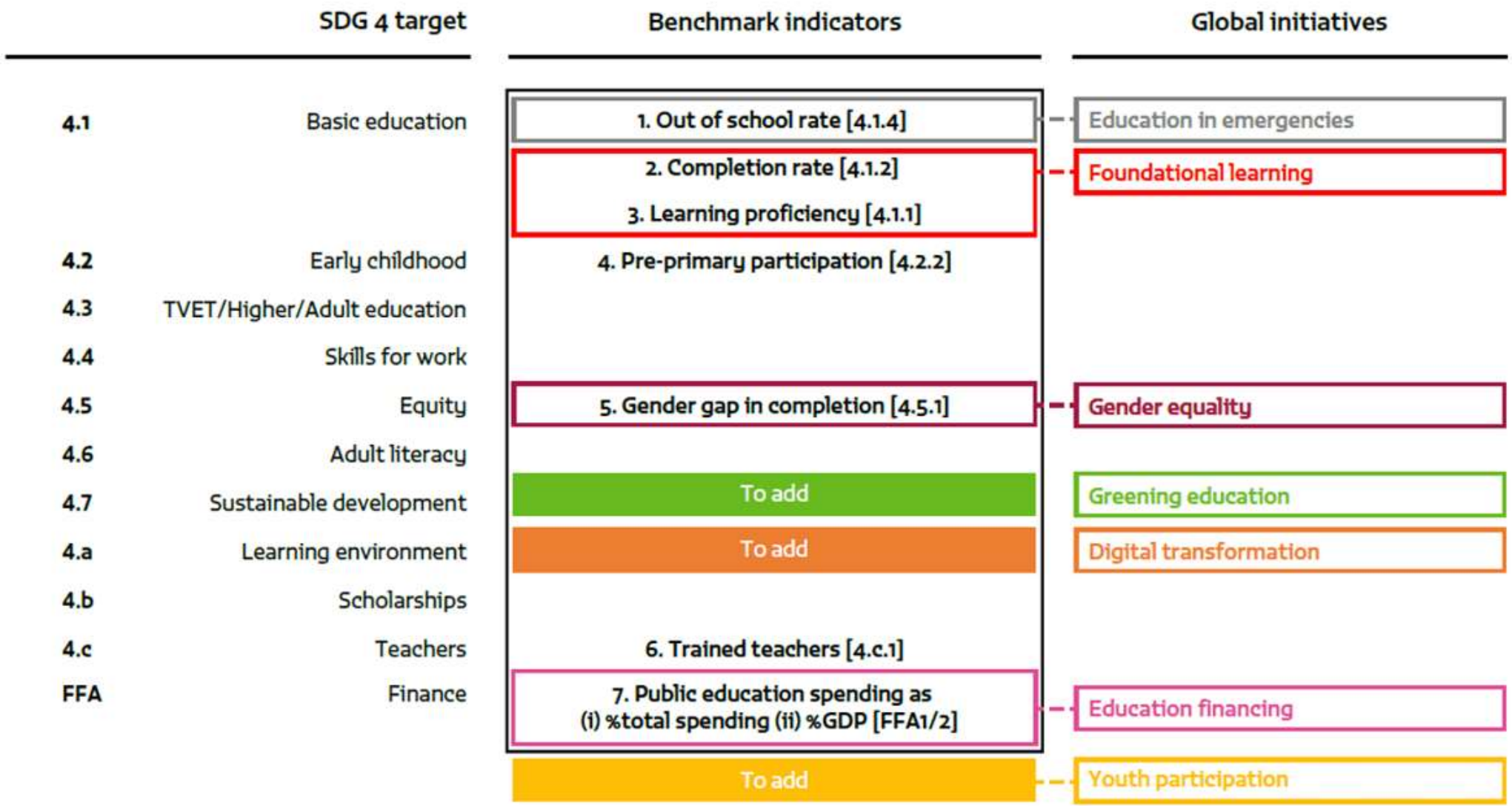
"We request UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to … accelerate the progress and propose relevant and realistic **benchmarks** of key SDG indicators for subsequent monitoring" (§10)

The Seven SDG 4 and Regional Benchmarks Indicators

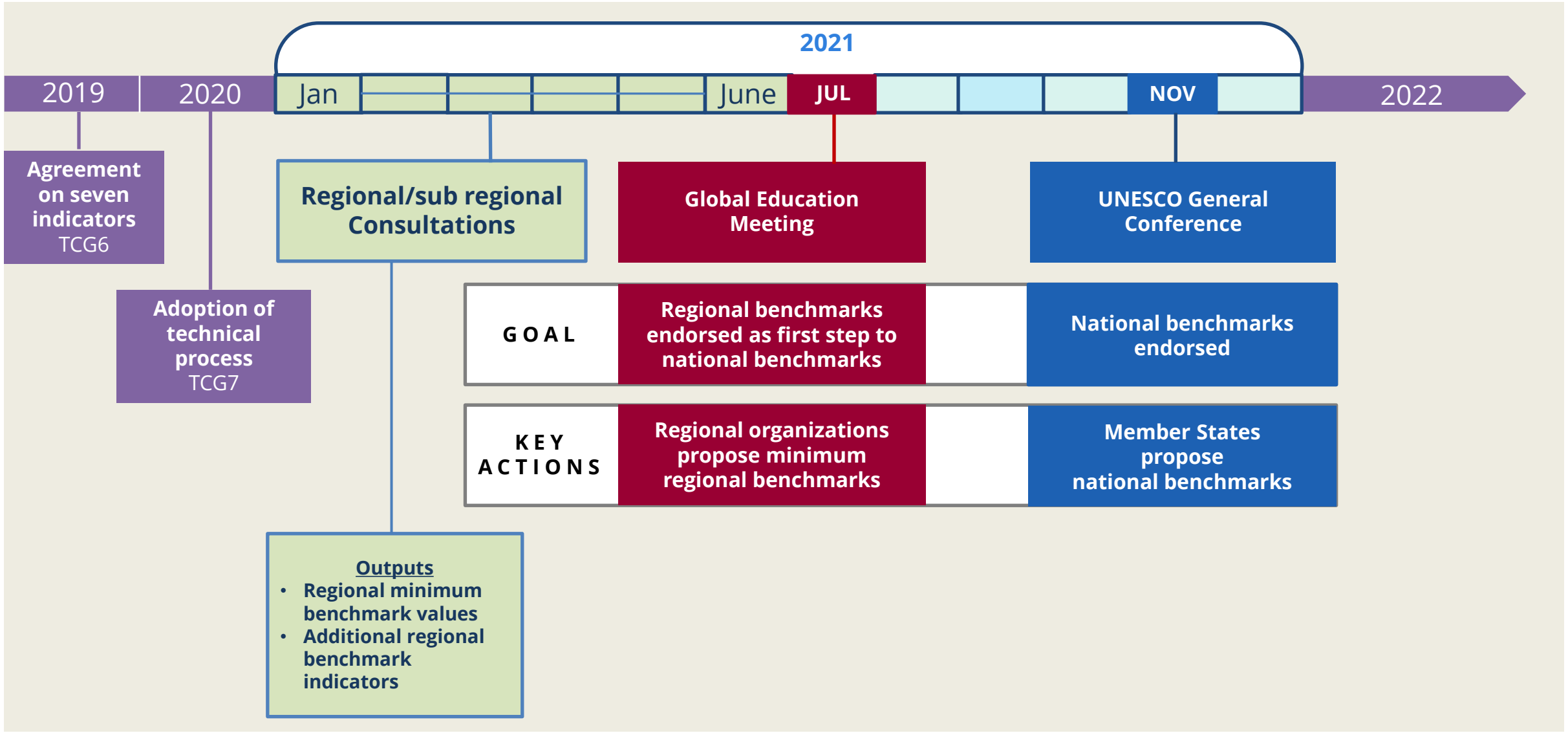
Priority policy areas	GLOBAL SDG 4 benchmark indicators	REGIONAL
Basic education	**4.1.1** Minimum proficiency in reading/mathematics **4.1.2** Completion rate **4.1.4** Out-of-school rate	**Definition of regional minimum levels for global indicators** + **Indicators selected from regional frameworks:** • Africa • Arab States • Asia/Pacific • Europe/North America • Latin America/Caribbean
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		**Africa: +2 (NEET; STEM)** **Asia/Pacific: +3 (adult education; tertiary GER; STEM)** **Europe: +2 (adult education; tertiary GER)**
Skills for work		**Africa: +1 (Participation TVET grads in LF)** **Asia/Pacific: +1 (youth/adult TVET participation)** **Europe: +2 (VET graduates work-based learning; digital skills)**
Learning environment		**Africa: +2 (schools with electricity/Internet/computers; WASH)**

Transforming Education and SDG 4

SDG 4 monitoring framework

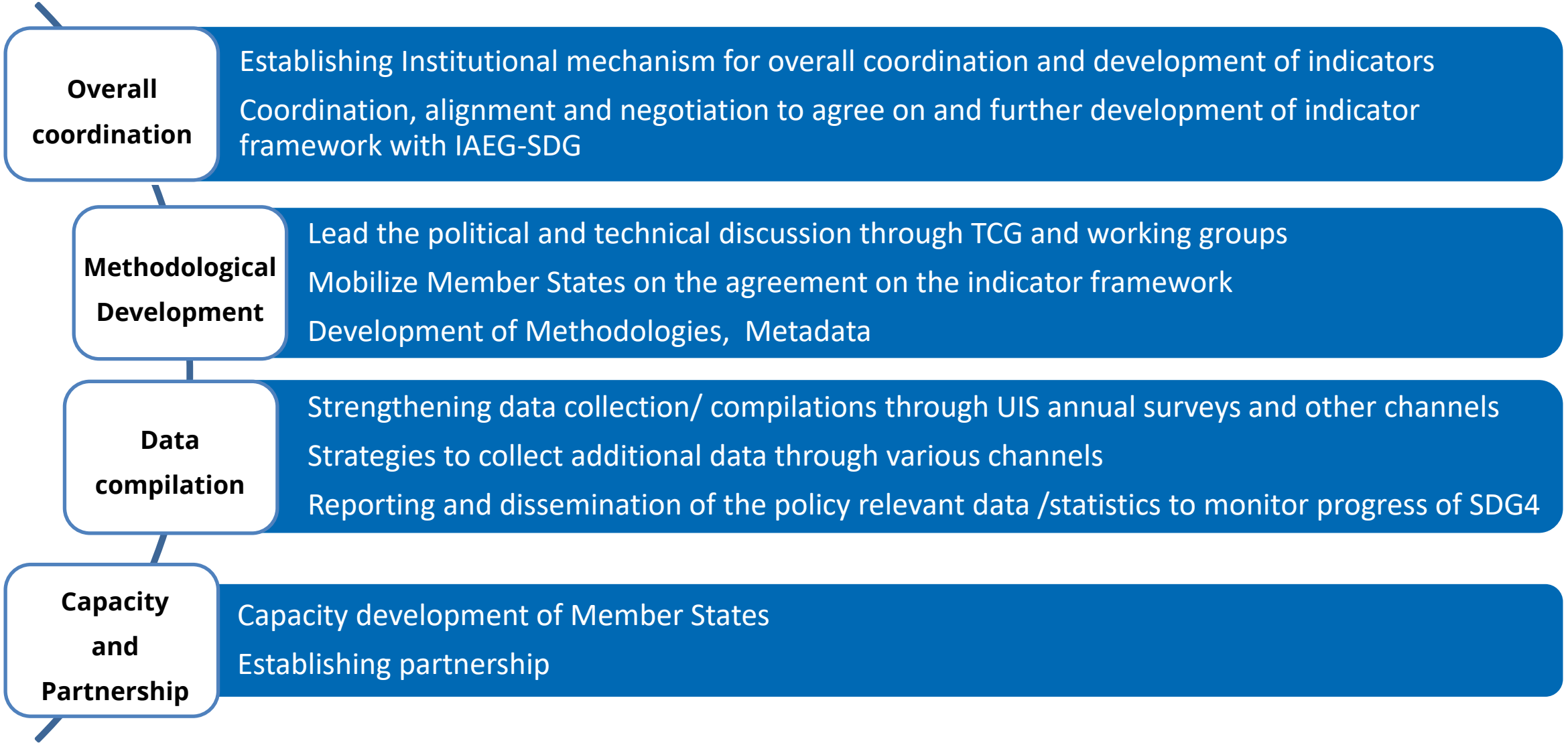


Benchmark Development Progress

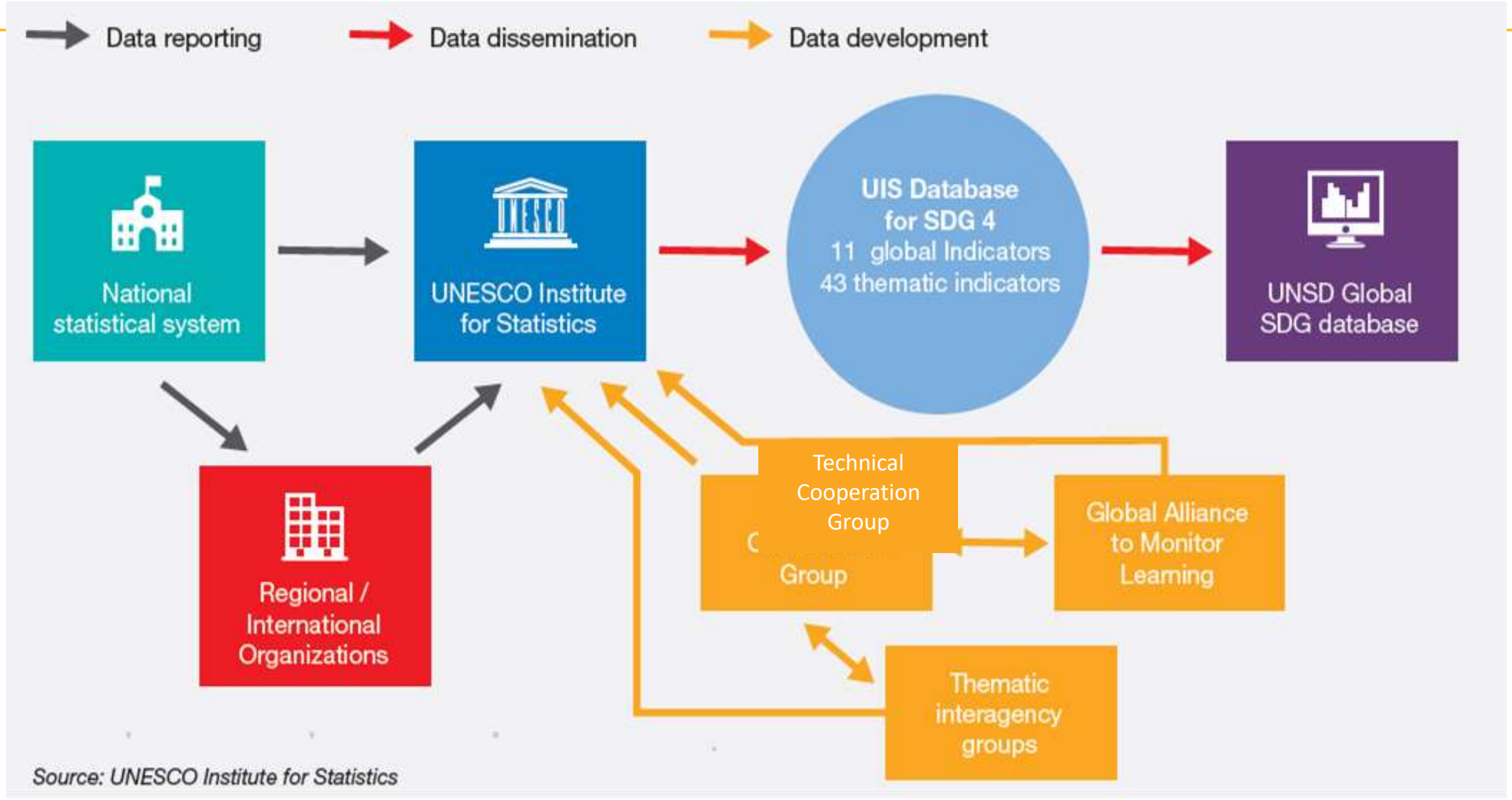


UIS's Role in Education 2030 Agenda – SDG 4

The UIS is the "*official source of cross-nationally comparable data on education*" (paragraph 100, E2030 FFA).



UIS as the main custodian agency for SDG 4 data



TCG work on SDG4 Indicators in 2016-2020

TCG1 - Washington DC
May 2016

Institutional: Organization of the TCG and work proposal,

IAEG-SDGs global indicator proposal; Proposal thematic set of indicators

TCG2 – Madrid
Oct 2016

Reporting: Placeholders/Indic

Methodological development: Metadata for SDG4 indicators

TCG3 – Montreal
Jun 2017

Reporting: 29 indicators

Methodological development: 4.7.2, 4.a.2, 4.3.1, 4.6.3, 4.b.2, 4.2.3, 4.7.1, 4.5.2, 4.5.3, 4.a.3

TCG4 – Dubai
Jan 2018

Reporting 33 indicators

4.a.2, 4.a.3, 4.6.3, 4.7.2
Methodological development: monitoring education and equity, 4.2.3, 4.3.1, 4.5.2, 4.5.3, 4.6.3, 4.7.1, 4.7.2, 4.a.2, 4.a.3

Benchmarking discussion

TCG5 – Mexico
Nov 2018

Reporting: 33 indicators

Methodological development: 4.1.1, completion rate (4.1.2), OOSC (4.1.4), 4.2.3, 4.2.4, 4.3.1, 4.4.3, 4.5.2, 4.a.1(d)

Results of Benchmark Consultation

TCG6 – Yerevan
Aug 2019

Reporting 37 indicators

4.7.4, 4.7.5, 4.5.2

Methodological development: benchmarks, 4.1.1, 4.1.2, 4.1.5, 4.3.1, 4.4.3, 4.5.2, 4.5.3, 4.7.1, 4.7.4, 4.7.5, 4.a.1, 4.c.1, 4.c.3, 4.c.5

Deletion: 4.b.2

Institutional: Global Coalition for Education Data (invite other organizations to contribute)

TCG7 – Webinar
Oct 2020

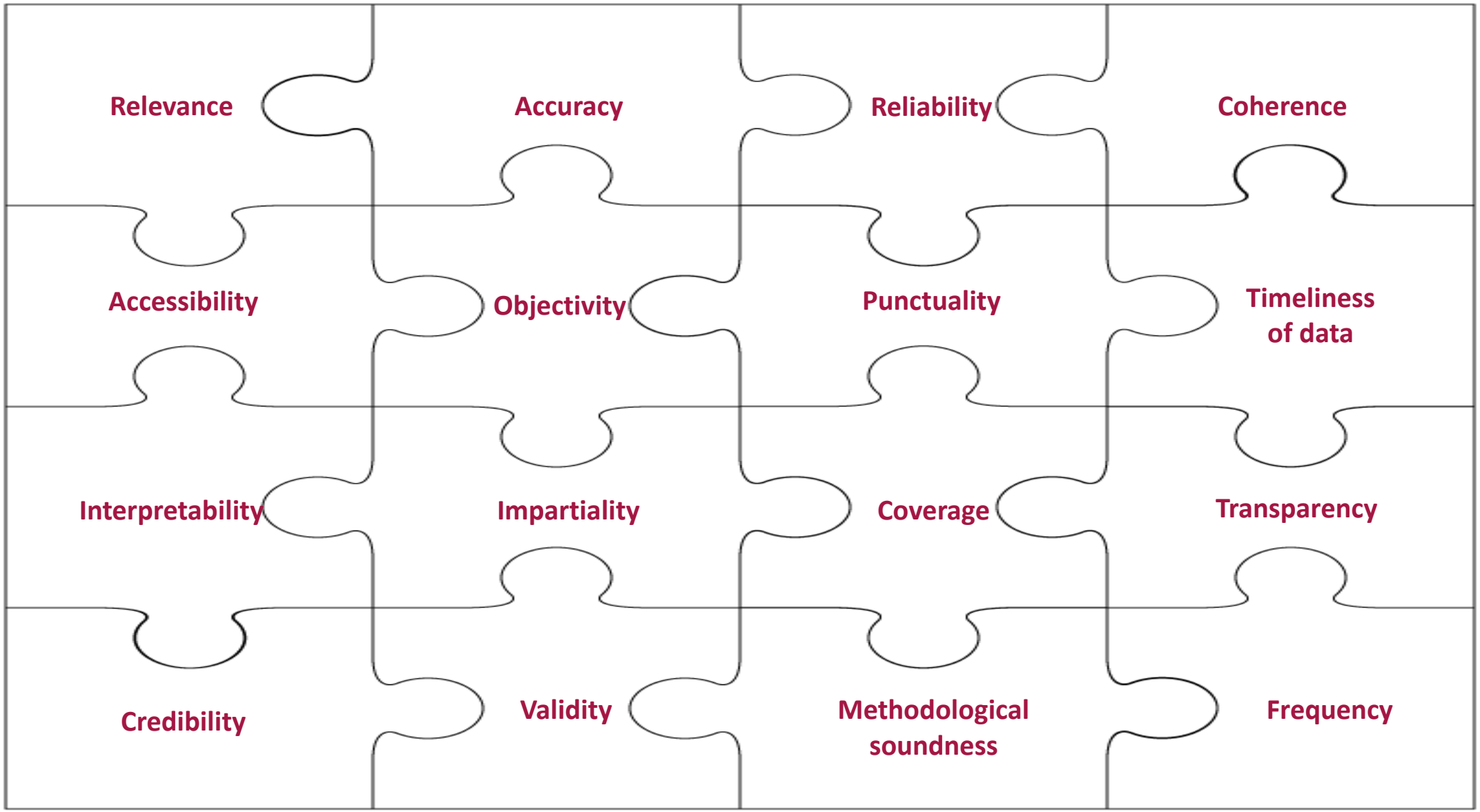
Reviewing Methodological development

Covid-19 response

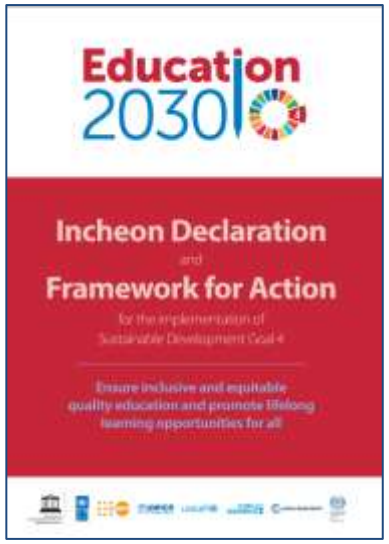
Benchmark implementation

Expansion of TCG membership

Data Quality



Main Resources for SDG 4 and Indicators



- The thematic indicators are incorporated in Annex II of the E2030 FFA.

- Metadata have been published by the UIS to present the purpose, methodologies, data required and data sources for each of the 43 thematic indicators: http://uis.unesco.org/sites/default/files/documents/sdg4-metatdata-global-thematic-indicators.pdf