



Objectives, process, and approaches of the National Mid-Term Review of SDG 4

Why a Midterm Review?

“Follow-up and review based on robust monitoring, reporting and evaluation policies, systems and tools are essential for the achievement of SDG4-Education 2030.”

-- Incheon Declaration, 2015

**Education
2030**

Incheon Declaration and Framework for Action

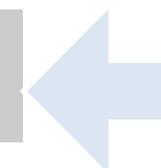
for the implementation of
Sustainable Development Goal 4

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

Regional SDG4 Roadmap (2015-2030)

Expected Outcomes

- Bangkok Statement 2022 adopted by the Ministers.
- TES outcome document shared with AP countries and partners.
- Countries' gaps, challenges and best practices identified
- Countries capacity to monitor and report progress on SDG4 enhanced



Years	SDG4 Implementation Phases	
2015-2016	PHASE I	Foundation Building
2017-2019	PHASE II	Clarification of Targets; Towards Implementation, and 1 st Progress Review
2020-2023	PHASE III	Implementation and Midterm Review
2024-2027	PHASE IV	Acceleration / Reviewing Success
2028-2030	PHASE V	Into the Future

Purposes



Ensure monitoring, follow-up and review of all targets as a key strategic approach to achieving SDG4



Identify progress and gaps, summarize lessons learnt; highlight, good practices, clarify priorities and strategies going forward, and shape the future of education



Strengthen national capacities for monitoring and evaluation of education



Strengthen national capacities for monitoring and evaluation of education

What will be Assessed/Reviewed ?

Assessing

progress towards
the 10 SDG4
Targets

Reviewing

SDG4
implementation
strategies

Identifying

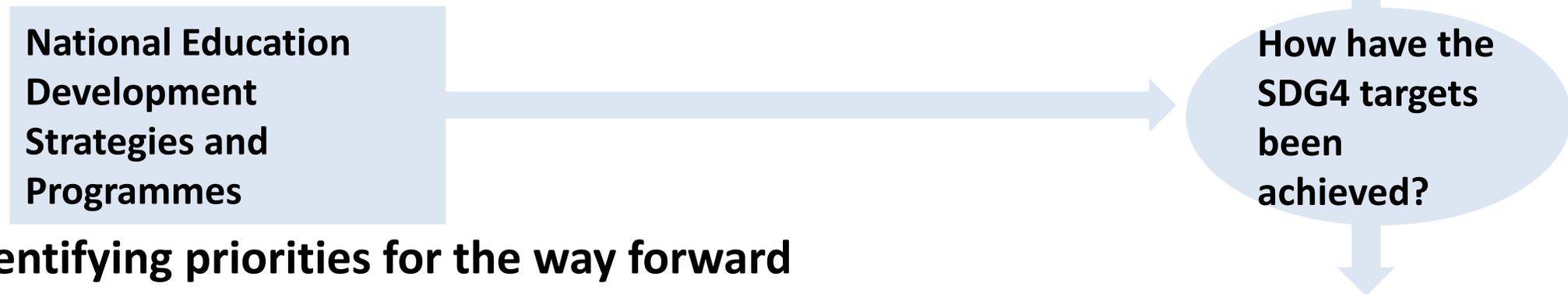
priorities for
moving forward

The National SDG4 Midterm Review Process

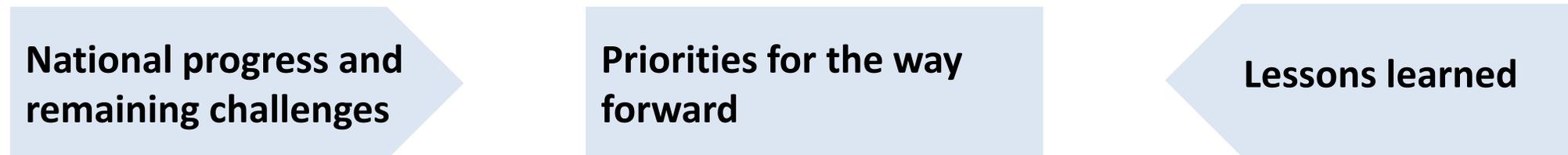
1. Assessing progress towards the 10 SDG4 targets



2. Reviewing implementation strategies to achieve SDG4



3. Identifying priorities for the way forward



Expected outputs and outcomes

Outputs

- **National reports** focusing on the current strategies, progress, and remaining challenges of SDG 4 and the Education 2030 Agenda.
- **Regional report** that will synthesize findings from national reports and documented progress toward regional benchmarking.

Expected outcomes

- A clear **awareness** and public debate about progress of the development of education within the context of learning recovery and education system transformation
- Rich **lessons learned** and **future priorities and strategies** shaped
- Strengthened integration of education into overall national developmental processes

Methodology



- Document review
- Policy analysis
- Key informant interviews
- Survey review
- Identification of the factors of exclusion relevant to the review
- Case studies
- **SDG4 Benchmarking**
- Validation exercise

SDG4 Benchmarking

- Mark the **contribution** each country is making to global agenda
- Make progress **monitoring** context-specific, given that each country has different starting points
- Link **national, regional and global** education agendas: coherence and mutual understanding of different contexts
- Focus attention on **data gaps on key indicators** that every education system needs for management purposes
- Strengthen national planning: all plans should **include targets**
- Provide **evidence** for collective initiatives

Suggested Timeline

Proposed Key Activities/Events	Tentative Timeline
APREMC-II to inform the SDG 4 Midterm Review process	June 2022
Share Midterm Review Guidelines with member states	Sept 2022
Establish Helpdesk and online support	Aug – Sept 2022
Sub-regional capacity development workshops	Sept – Dec 2022
Initiate the Midterm Review process and prepare the national reports	Jan – Aug 2023
Peer review of the national reports	Aug 2023
Regional Seminar on the progress of SDG 4	Sept 2023
Finalization of the national reports	Sept – Nov 2023
Submission of the national reports to UNESCO Bangkok	Dec 2023
Preparation of Regional SDG 4 Benchmarking Report	Sept 2023 – Mar 2024
APMED-6	2024

Suggested Content and Outline of Midterm Review Reports

Chapter 1: Socio-Economic context (5 pages)

Chapter 2: Countries' adaptation and implementation of SDG 4 (5 pages)

Chapter 3: Assessment by SDG 4 Target (50-60 pages)

- 3.1. SDG 4 Target 1 Free Primary and Secondary Education
- 3.2. SDG 4 Target 2 Equal Access to Quality Pre-primary Education
- 3.3. SDG 4 Target 3 Equal Access to Affordable TVET and Higher Education
- 3.4. SDG 4 Target 4 Increase the Number of People with Relevant Skills for decent work
- 3.5. SDG 4 Target 5 Eliminate all Discrimination in Education
- 3.6. SDG 4 Target 6 Universal Youth Literacy and Numeracy
- 3.7. SDG 4 Target 7 Education for Sustainable Development and Global Citizenship
- 3.8. SDG 4 Target a) Build and Upgrade Inclusive and Safe Schools
- 3.9. SDG 4 Target b) Expand Higher Education Scholarships for Developing Countries
- 3.10. SDG 4 Target c) Increase the Supply of Qualified Teachers in Developing Countries
- 3.11 Matrix of policies and practices applied

Chapter 4: Impact of the COVID-19 Pandemic on Progress of SDG 4 (5 pages)

Chapter 5: Anticipated way forward (5 pages)

Annex: Relevant regulatory documents, references and stakeholders and their responsibilities by SDG 4 targets and indicators

Suggested Guiding Questions

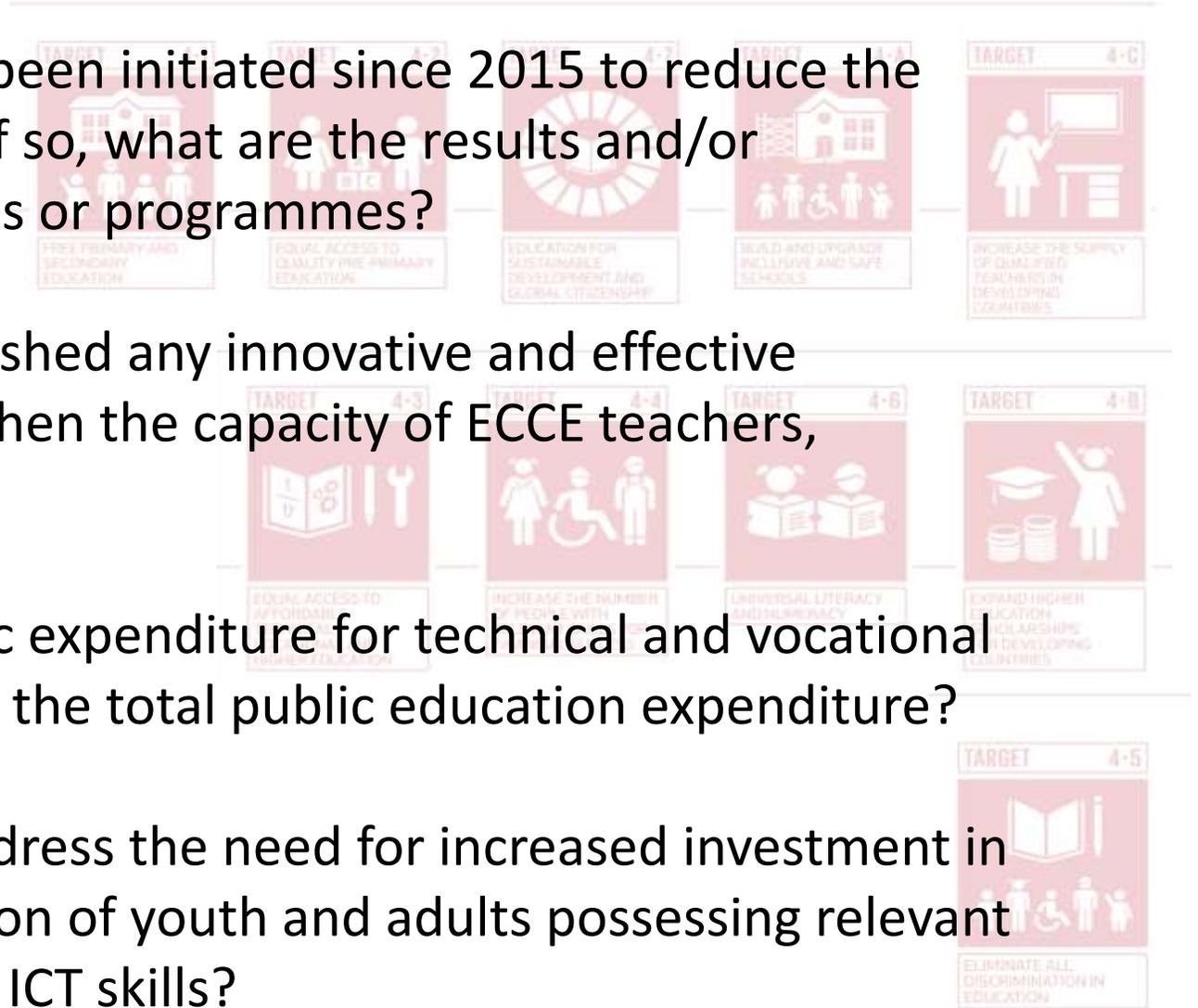
- Since 2015, what key policy initiatives and efforts have been made to achieve this target? Has the right related to this target been enshrined in the national constitution and legislation? Have the principles of equity and inclusion been provided within related legislation and/or policies?
- What are the emerging challenges? What responses have been put in place to address the barriers?
- What is the public expenditure for this target as a percentage of the total public education expenditure? What efforts have been made to ensure the need for increasing investment in this target? Has any mechanism been put in place to ensure that funds are distributed equitably, and especially for the most disadvantaged and vulnerable children to gain access?
- Have any policies and/or programmes related to this target been initiated since 2015 to ensure equity and inclusion regarding gender, urban-rural, and students from different socio-economic backgrounds? If so, what are the results and/or intermediate results of these policies and programmes?

Suggested Guiding Questions

- Have initiatives been introduced since 2015 to improve coordination and greater synergy among all relevant stakeholders towards achieving this target? If so, what are the results or the intermediate results?
- Has a system in your country been put in place to monitor the participation/skills development/learning outcomes of this target in a holistic manner? If so, how have the resulting data been utilized in policy development, planning, and programming?
- What have been the impacts of COVID-19 on achieving this target? What actions have been taken to remediate the negative impacts of the pandemic? What lessons have been learned, and what innovative approaches have been put in place to accelerate learning recovery and to close the learning gap?
- Looking to the post-pandemic recovery period, and in anticipation of preparing for transforming education systems, what are your country's future policy considerations and orientations to ensure it achieves this target?

Target Specific Guiding Questions

- Have any policies and programmes been initiated since 2015 to reduce the number of out-of-school children? If so, what are the results and/or intermediate results of these policies or programmes?
- Since 2015, has your country established any innovative and effective approaches and practices to strengthen the capacity of ECCE teachers, facilitators, and other practitioners?
- What has been your country's public expenditure for technical and vocational education (TVET) as a percentage of the total public education expenditure?
- What efforts have been made to address the need for increased investment in ensuring the growth of the proportion of youth and adults possessing relevant skills for the labor market, including ICT skills?



Five additional SDGs with direct reference to education

Health and well-being

SDG 3 target 3.7: By 2030, ensure universal access to sexual and reproductive healthcare services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.

Gender equality

SDG 5 target 5.6: 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 sustainable growth

SDG 8 target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training.

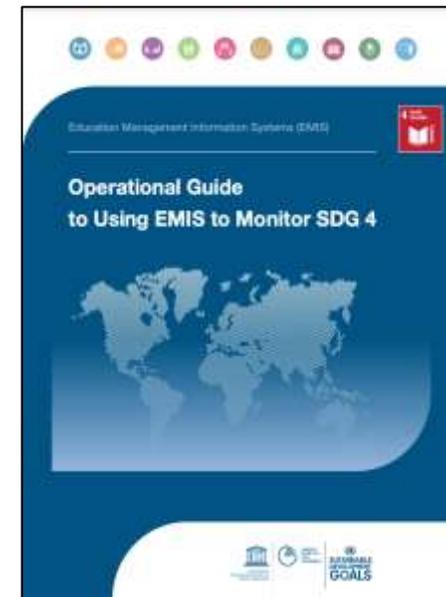
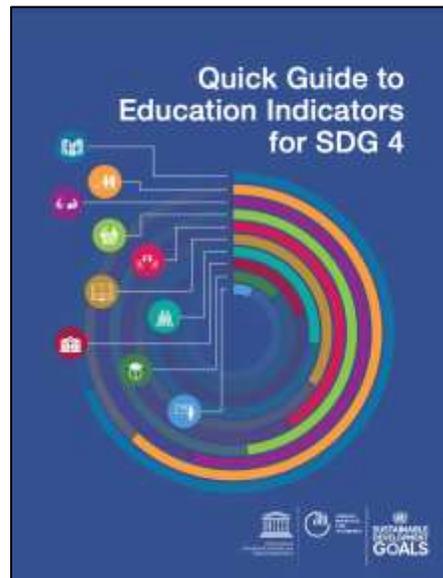
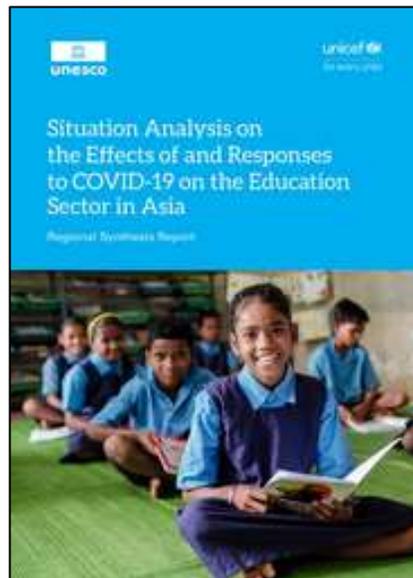
Responsible consumption & production

SDG 12 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

SDG 13 target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning.

Technical Resources



Group Work

- Does your country plan to conduct a midterm review of SDG 4 or other SDGs?
- What are the priority areas/SDG 4 targets for review in your country?
- What are the main challenges for your country in conducting the midterm review?
- How can UNESCO/the LE2030+ better support the national midterm review process?