Sustainable Development Goal 4

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Education in the 2030 Agenda

SDGs and Education

- All SDGs **interdependent**

- SDG 4 - **integral part** of the 2030 Agenda for Sustainable Development

- **Education:** one stand-alone goal (SDG 4) and within targets and indicators of other SDGs

➢ **Sustainable Development starts with Education**

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

Sustainable Development Goal 4
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 and Education for Sustainable Development

Means of implementation [3]

4.a Safe andinclusive learning environments

4.b Scholarships for higher education

4.c Teachers training and working conditions

Education in other SDGs

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
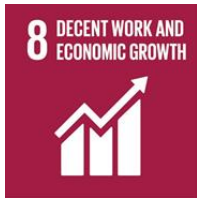
Decent work and economic growth

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

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 action

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

SDG 4 - Key Features

Principles

- **Universally-relevant**
- **Rights-based** and a **public good**

Scope

- Expanded **access** to all levels of education and all types of learning
- Holistic and **lifelong learning** approach

Equity

- Renewed focus on **inclusion**, **equity** and **gender equality, leaving no one behind**

Quality and reaching relevant and effective learning outcomes

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

SDG 4-Education 2030
Framework for Action
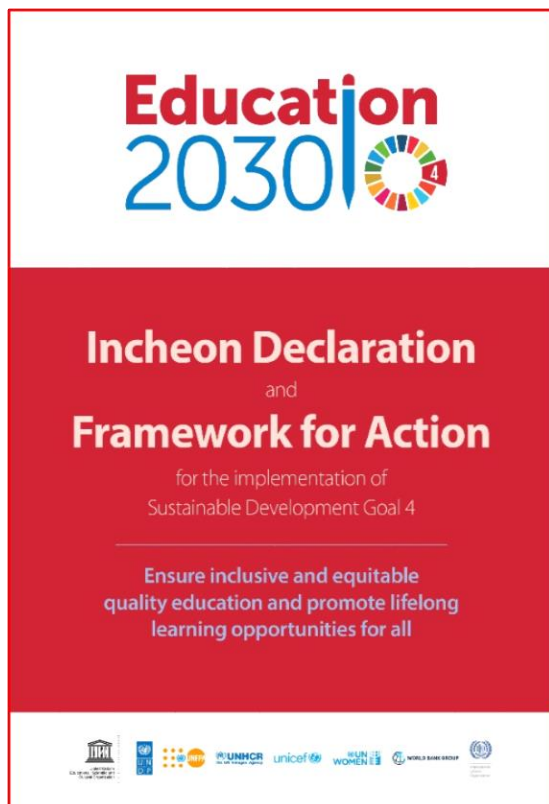
1. Vision, rationale and principles

2. Goal, targets, and strategic approaches

3. Implementation modalities:

   - Governance, accountability and partnerships
   - Effective coordination
   - Monitoring, follow-up and review
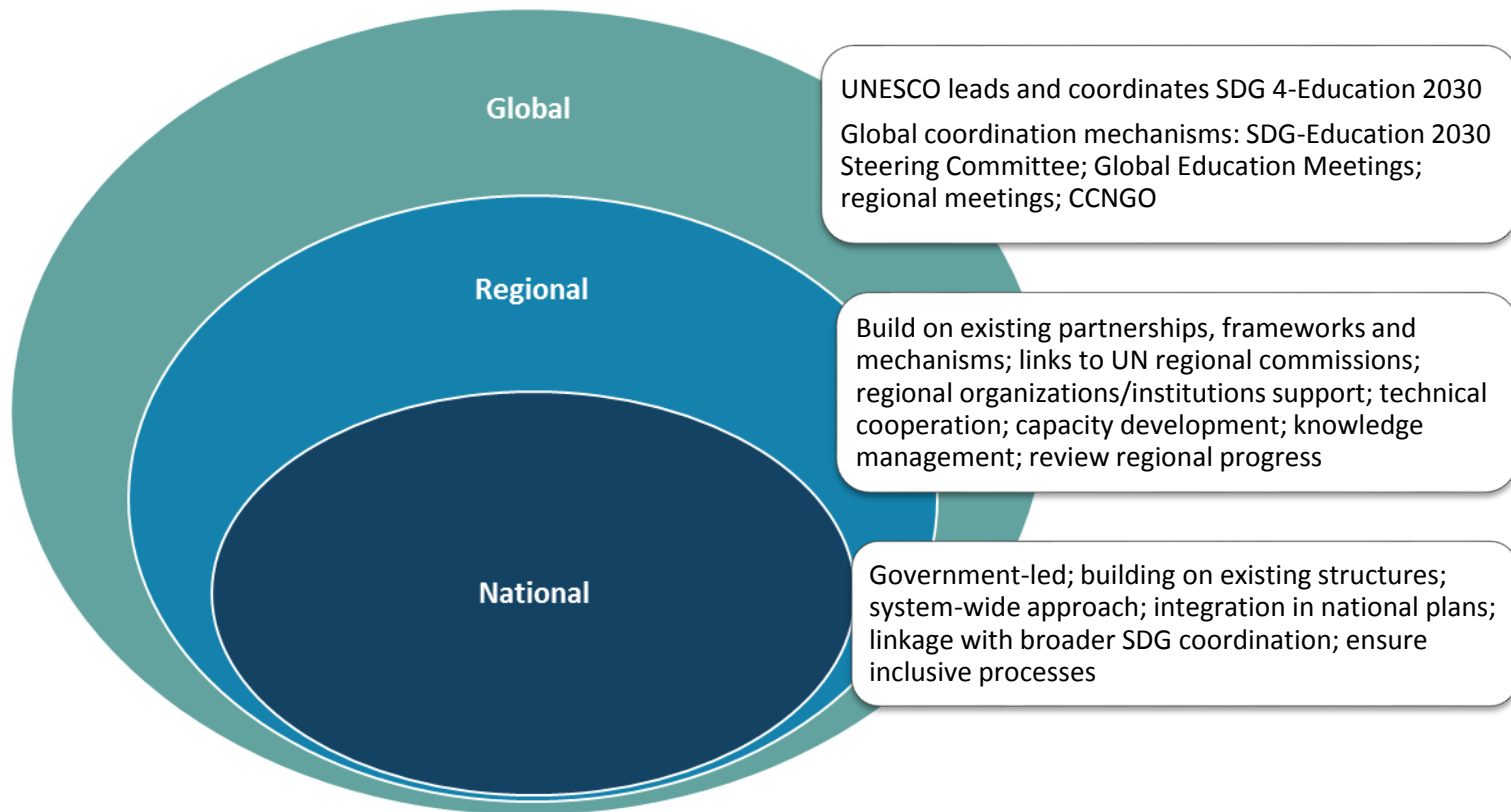   - Financing

Indicator framework to monitor progress

Governance, Accountability and Partnerships

- **Country-led** action, supported by collective efforts

- Principles of **inclusiveness, participation, transparency** and **mutual accountability**

- **Strong and multifaceted partnerships**: governments, co-convening agencies and international organisations, NGOs, civil society, youth organizations, teachers and educators, communities and parents, private sector, philanthropic organizations and foundations
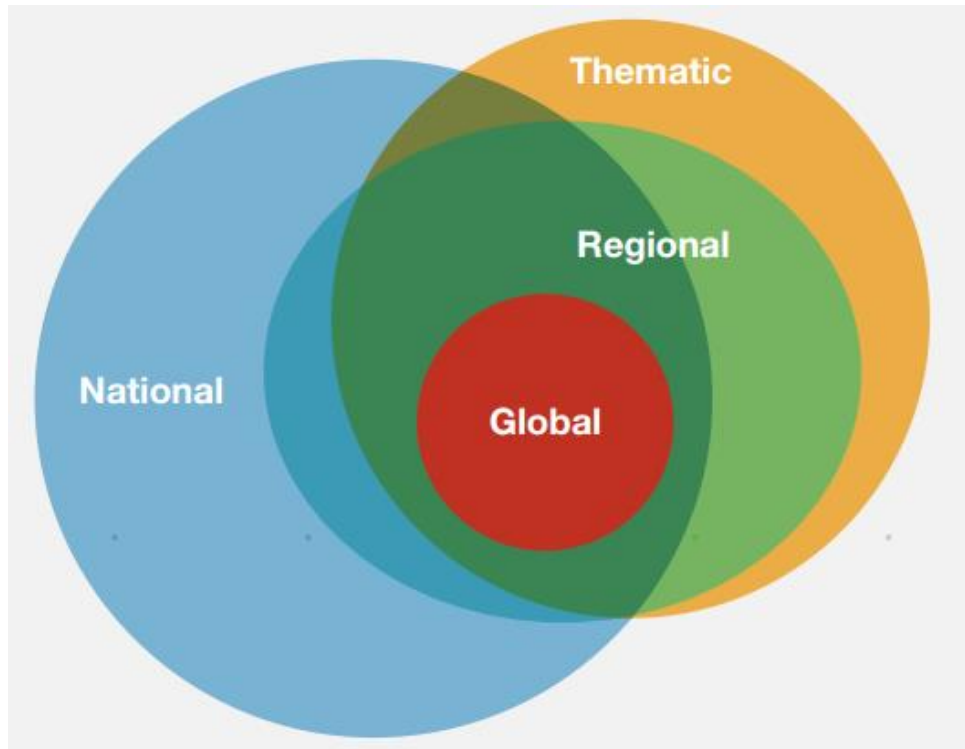
National, Regional and Global coordination

Global

Regional

National

UNESCO leads and coordinates SDG 4-Education 2030

Global coordination mechanisms: SDG-Education 2030 Steering Committee; Global Education Meetings; regional meetings; CCNGO

Build on existing partnerships, frameworks and mechanisms; links to UN regional commissions; regional organizations/institutions support; technical cooperation; capacity development; knowledge management; review regional progress

Government-led; building on existing structures; system-wide approach; integration in national plans; linkage with broader SDG coordination; ensure inclusive processes

Global and thematic indicators

Levels of SDG monitoring: different purposes and indicators

Education 2030

Source: UNSG, 2015

National: indicators that monitor nationally relevant education issues

Regional: indicators that monitor regionally relevant education issues (AU2063)

Thematic: more indicators to cover education policy issues more comprehensively (43+ indicators)

Global: small set of leading indicators part of larger global framework (11+ indicators)

	GLOBAL INDICATORS for all SDGs	**THEMATIC INDICATORS** for SDG 4
	11 indicators for SDG 4	43 indicators for SDG 4 = 11 global + 32 more
Status of reporting ▶	**Obligatory**	**Optional** (= guiding framework)
Political oversight ▶	United Nations General Assembly (UNGA)	SDG 4 / E2030 Steering Committee (SC)
Technical oversight ▶	United Nations Statistical Commission (UNSC/ECOSOC)	UNESCO
Proposes indicators ▶	Inter-Agency and Expert Group (IAEG-SDGs)	Technical Cooperation Group (TCG)
	= 28 member states (UN agencies as observers)	= 28 member states of IAEG-SDGs (agencies, CSOs and SC member states as observers)
Secretariat ▶	United Nations Statistical Division (UNSD)	UNESCO Institute for Statistics (UIS)

Global indicator framework

- **11 indicators**, one indicator per target except for 4.2 which has two indicators

- Strong focus on **learning outcomes** (targets 4.1, 4.2, 4.4, 4.6, 4.7)

- **Equity measures** (parity index) and **disaggregation** across all relevant indicators

Targets	Indicators
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	**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
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	**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
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	**4.3.1** Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	**4.4.1** Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	**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
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	**4.6.1** Percentage 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
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	**4.7.1** Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	**4.a.1** Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least-developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	**4.b.1** Volume of official development assistance flows for scholarships by sector and type of study
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least-developed countries and small island developing States	**4.c.1** Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

Thematic indicator framework

The thematic framework presents a more comprehensive and holistic perspective by adding **more concepts** and **policy themes**

Concept	Global indicators	Thematic indicators
Participation and completion	▪ Participation in ECCE ▪ Participation of youths and adults	▪ Completion of primary and secondary education ▪ Participation in primary and secondary education
Policy and provision	▪ Policies and provision of global citizenship and education for sustainable development	▪ Years of free and compulsory education from pre-primary to secondary education ▪ Public policies promoting equity ▪ Provision of GCED, HIV and sexuality education and human rights education
Knowledge, skills, learning and readiness	▪ Learning outcomes at primary and secondary education ▪ Readiness: school readiness of children under 5 ▪ Skills: ICT skills, literacy skills	▪ Readiness: stimulating home learning environment ▪ Skills: digital literacy ▪ Knowledge: environmental science and geoscience
School infrastructure and environment	▪ School resources	▪ School environment
Scholarships	▪ Volume of ODA flows	▪ Numbers of scholarships
Teachers	▪ Training	▪ Qualifications ▪ Motivation ▪ Support

UNESCO's mandate and role

UNESCO support for SDG4 implementation

UNESCO mandated to lead and coordinate SDG 4-Education 2030 including through:

- Convening global, regional and national stakeholders
- Policy dialogue and advice, knowledge-sharing, standard-setting
- Advocacy for political commitment and resource mobilization
- Capacity development and technical support
- Facilitating South-South and triangular cooperation
- Indicator development and support to countries (UIS)
- Monitoring progress through (GEM) Report
- Focal point for education within the overall 2030 Agenda

Composition:

3 Member State representatives for each of the six regional groups

1 representative of the E-9 countries

UNESCO, UNICEF and the World Bank and one representative of the other convening agencies (ILO, UNDP, UNHCR, UNFPA, UN Women)

1 representative of the GPE

1 representative of the OECD

1 representative of teachers organization

2 representatives of NGOs

1 representative from regional organizations for each of the six regions

Mandate:

Strategic guidance

Review progress

Recommend key priorities and catalytic actions

Monitor and advocate for adequate financing

Encourage harmonization and coordination

UNESCO's work in alignment with SDG 4

Targets	UNESCO's contribution
Target 4.1: Quality Primary & Secondary Education	• Sector-wide policy and planning • Teachers • Gender equality • Equity and inclusive education • ICTs
Target 4.2: ECCE	• Research and Policy advice • Normative work

UNESCO's work in alignment with SDG 4

Targets	UNESCO's contribution
Targets 4.3 & 4.4: TVET & Higher Education	• TVET: Policy reviews and advice; Capacity development and operational activities; Normative work • Higher ED: Quality assurance; Normative work: Conventions; Networks (Chairs)
Targets 4.5 : Equity & Gender Equality	• Operational work in targeted countries • Partnership development • Mainstreaming of equity and gender equality throughout the education system
Targets 4.6: Youth and Adult Literacy	• Policy advice • Capacity development and operational activities • Advocacy and global coalition of partners

UNESCO's work in alignment with SDG 4

Targets	UNESCO's contribution
Targets 4.7: ESD & GCED:	• ESD - Global Action Programme • GCED – teaching and learning materials, indicator development • Enhanced intersectoral cooperation
Targets 4.c: Teachers	• Technical assistance and policy advice • Capacity development • Support to teacher training institutions • Normative work • Partnerships – Teacher Task Force

Regional Consultation Meetings

Regional consultation meetings undertaken:

- West and Central Africa: 23-25 November 2015

- Asia-Pacific: 25-27 November 2015

- Arab States: 14-15 December 2015

- **Europe and North America: 24 – 25 October 2016**

Regional consultation meetings planned:

- Asia-Pacific (II): 16 – 18 November 2016
- East Africa: Nov/Dec 2016 (tbc)
- Latin America and Caribbean: 16 – 17 January 2017

Priority areas:

- **Quality of Education and Learning Outcomes; Skills and Competencies for Work and Life; Education for Refugees and Migrants; Global Citizenship Education; Financing of and Aid to Education; Indicators and Monitoring Progress; Regional Coordination and Monitoring Mechanisms**

Recommendations for Next Steps:

- **Sensitization and awareness raising on SDG 4;**

- **Mainstreaming SDG 4 into national policies and plans and setting relevant national benchmarks as appropriate;**

- **Ensuring national and regional coordination and partnership mechanisms building on existing structures;**

- **Instituting national and regional monitoring and evaluation frameworks**

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Implementation and monitoring at national level

- Build common understanding of SDG 4

- Assess existing policies, plans and data and identify entry points for mainstreaming

- Identify national policy priorities

- Identify implications of implementation (legislation, policies, finance, governance, teacher training, curriculum, assessment, etc)

Preparatory Steps (cont.)

- Review existing coordination, M&E and reporting mechanisms

- Strengthen/set up national coordination and monitoring mechanisms for SDG 4

- Strengthen/build partnerships

- Examine the availability of national and sub-national statistics and data

- Examine implications of SDG 4 for international cooperation and aid

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Advancing education monitoring - a few thoughts

- Efforts should build on the principal of national ownership

- Agree on a common language and understanding of concepts

- Identify data sources required and who is responsible

- Data collection must be sustainable and built into planning

- Identify technical capacity needs and provide capacity development

- Partnerships and collaboration are essential

Thank you!

https://en.unesco.org/education2030-sdg4

http://unesdoc.unesco.org/images/0024/002456/245656E.pdf