



Status of SDG4 indicators and regional monitoring mechanism

South Asia regional workshop on education expenditure data collection and processing

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United Nations
Educational, Scientific and
Cultural Organization

UNESCO
INSTITUTE
for
STATISTICS

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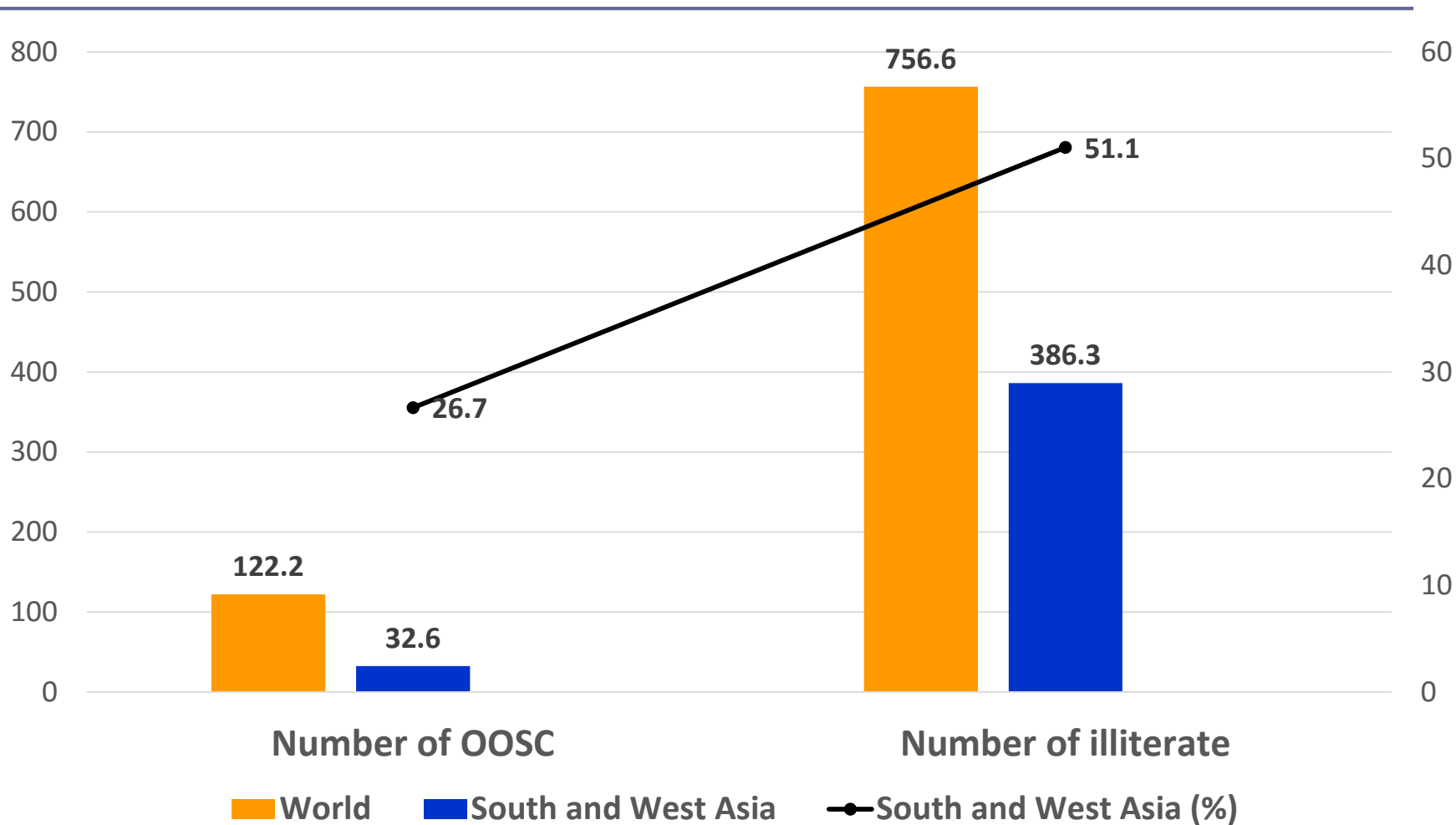
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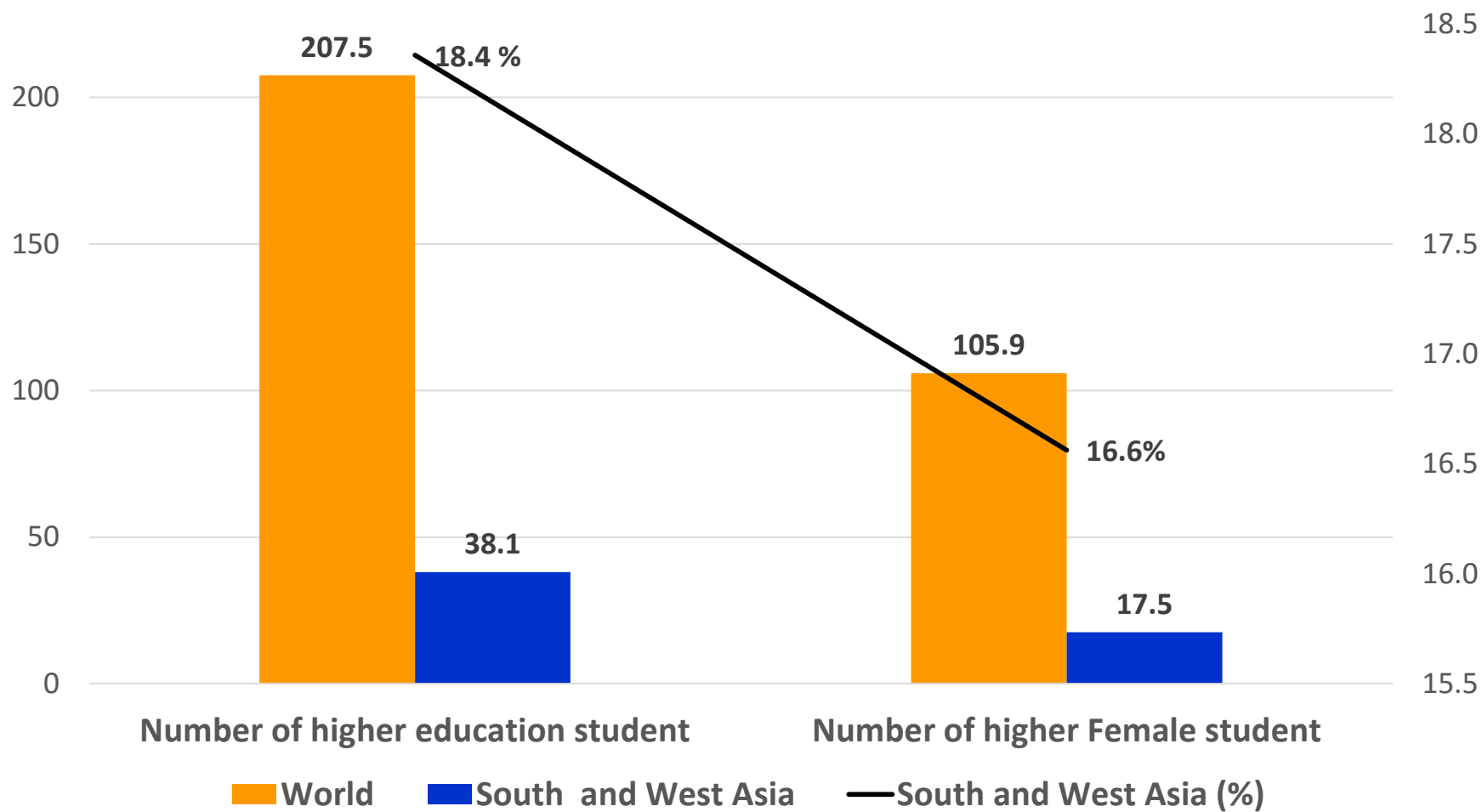
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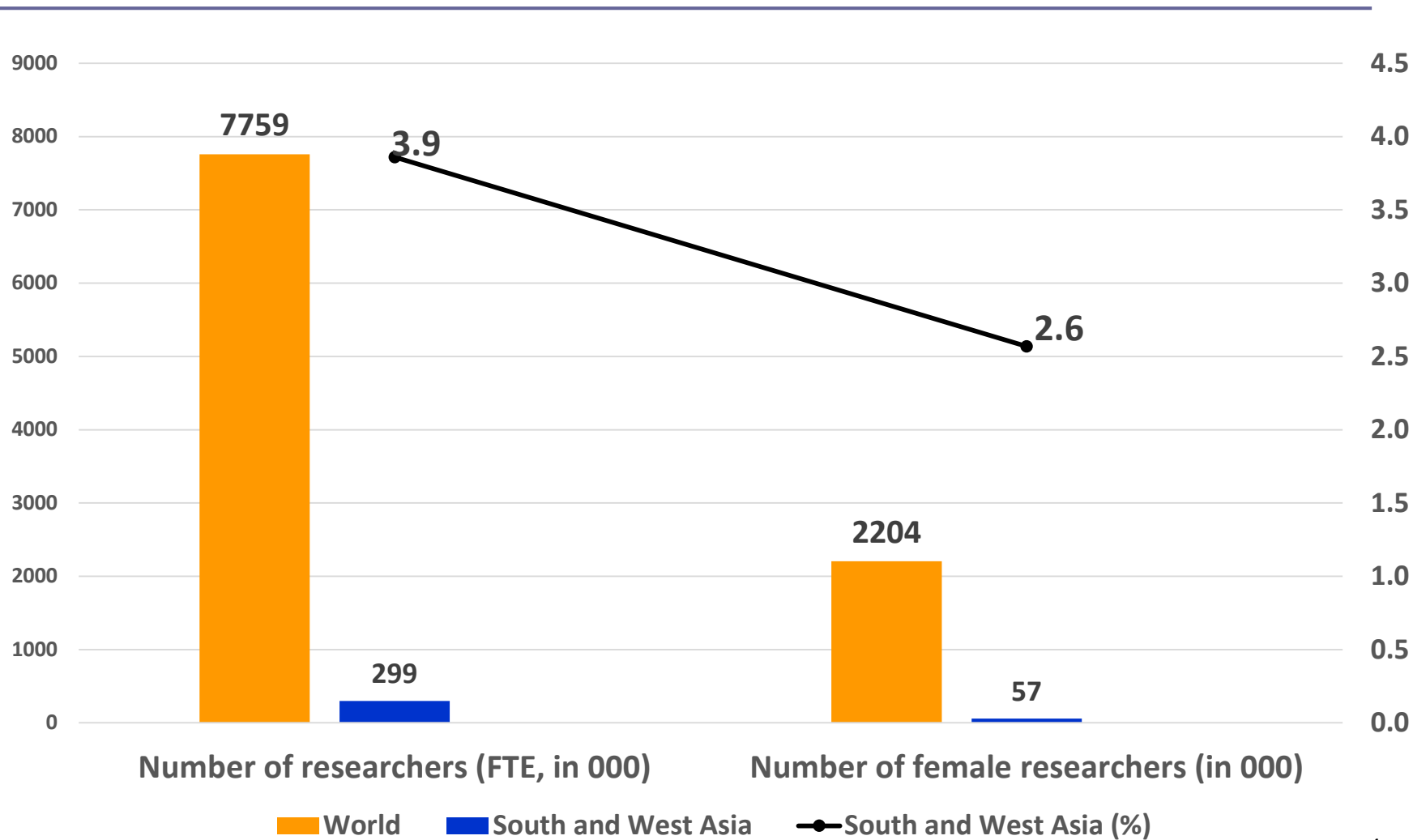
Number of Out-of-School Children and adult illiterate number



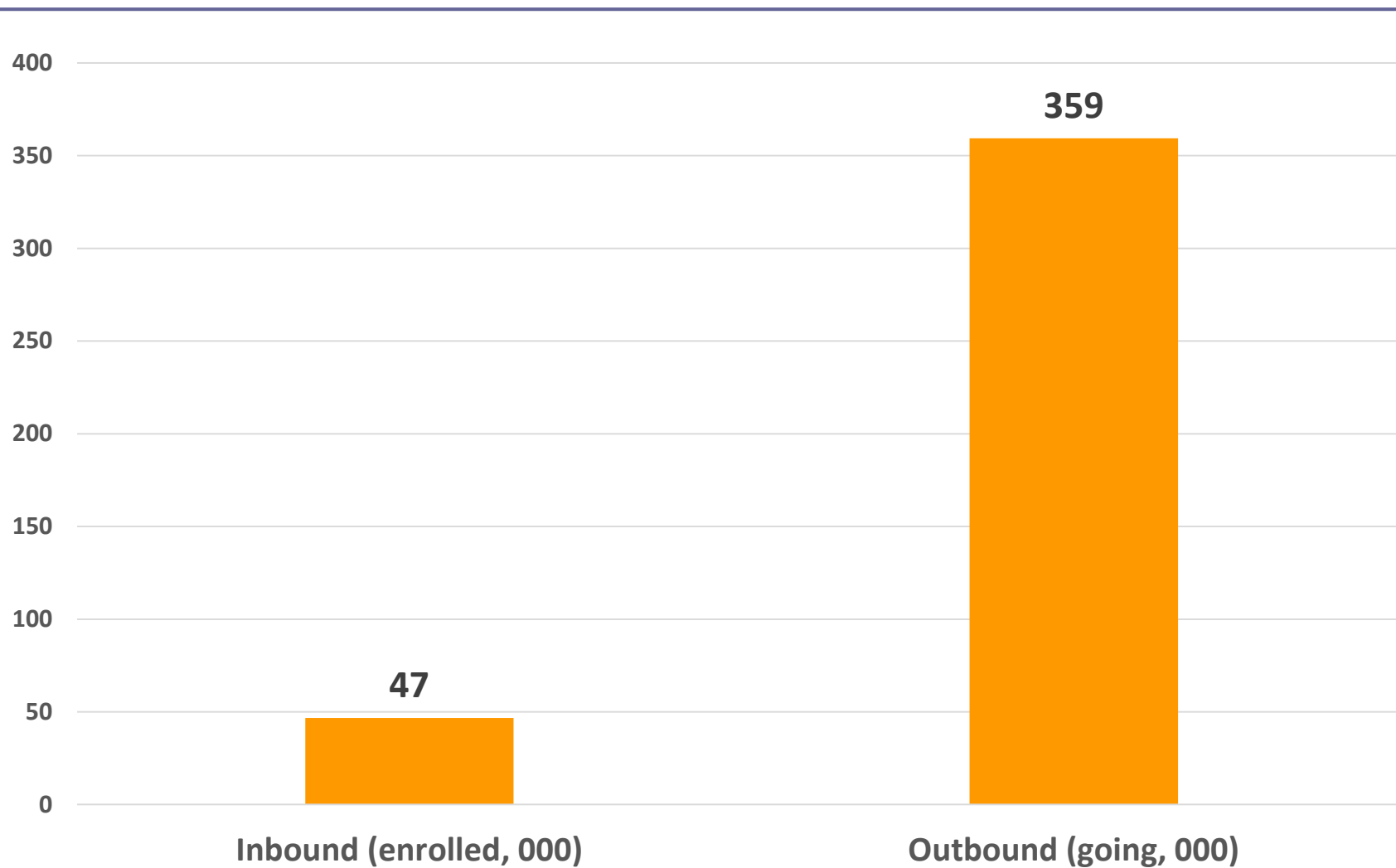
Number of tertiary education student in world and South and West Asia (in Million)



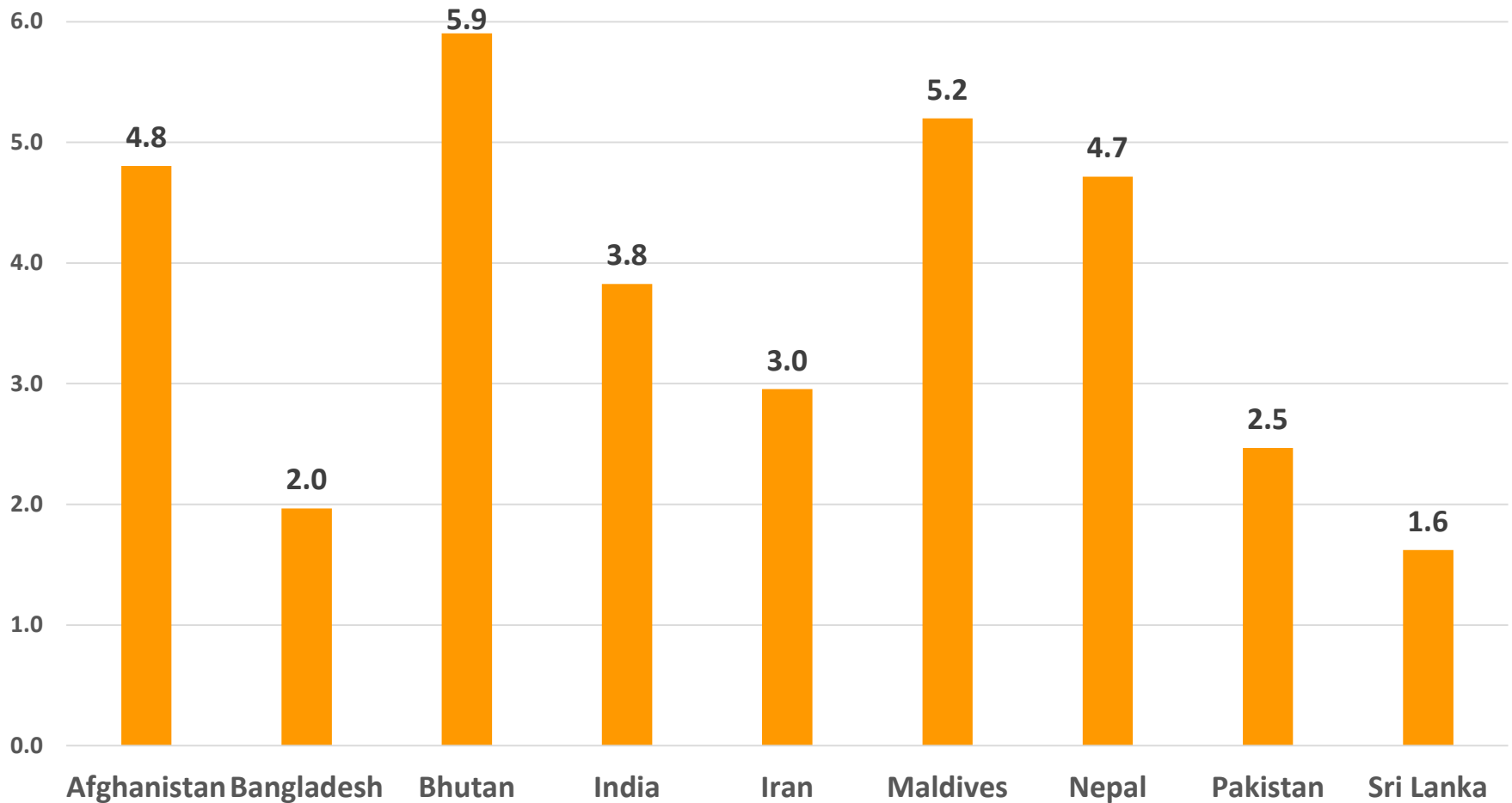
Number and proportion of researchers by region



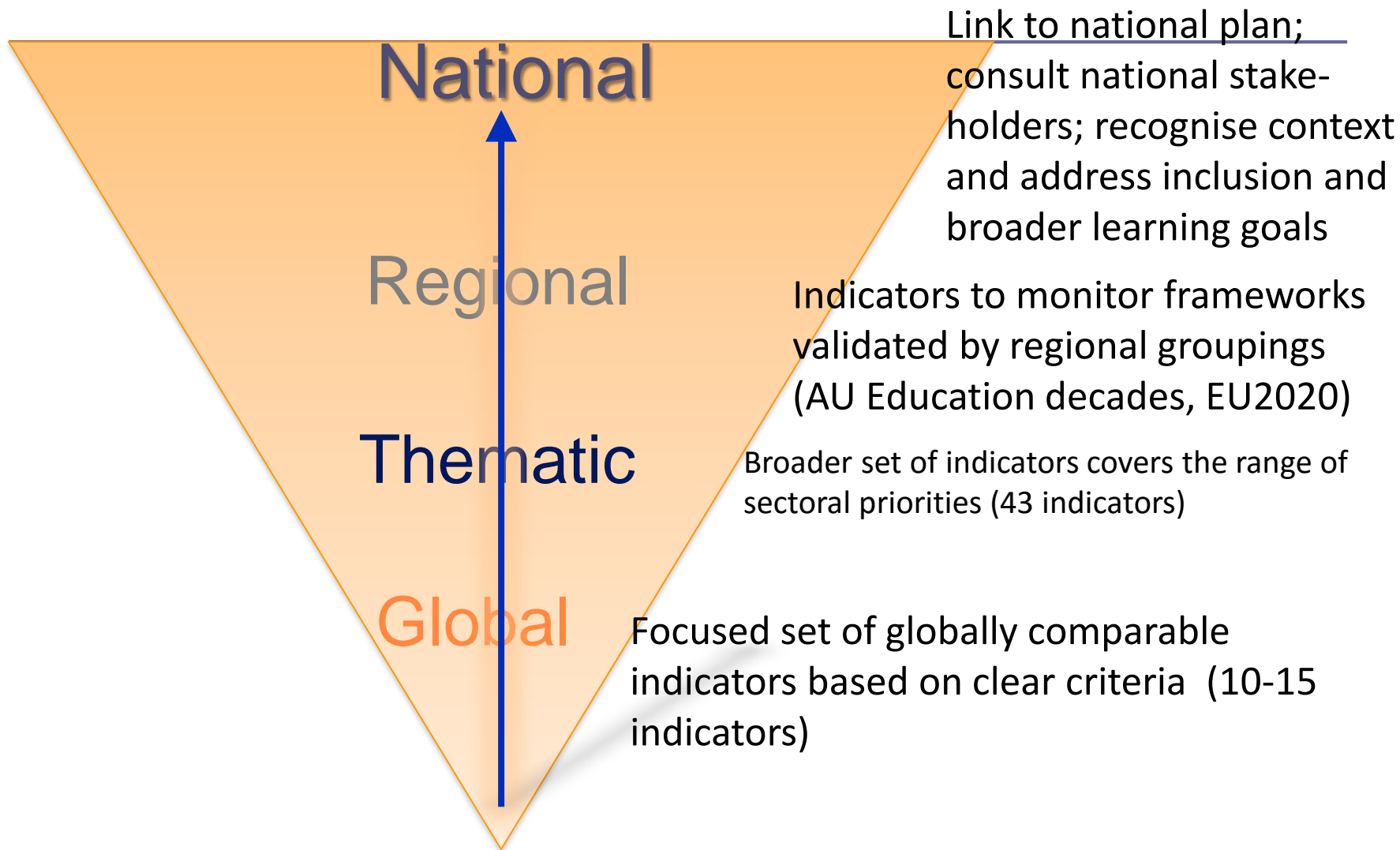
Inbound and outbound foreign student at tertiary level (in thousand)



Education expenditure as % of GDP by country



Proposed levels of monitoring (UNSG*)



*UN Secretary General's Synthesis Report, December 2014

Monitoring and evaluation (M&E) at South and West Asia level

- All countries have clear M&E framework with measurable indicators and targets included in the plan
- Sub-sector included in the framework: Country wise

Sub-sectors included in the framework	Countries under each sub-sector
1. Early Childhood care and education including pre-primary education	Bhutan, Maldives, Pakistan, Nepal
2. Primary education	Bhutan, Maldives, Sri Lanka, Pakistan Nepal, Afghanistan, India
3. Secondary education	Bhutan, Maldives, Sri Lanka, Pakistan Nepal, Afghanistan
4. Higher education	Bhutan, Maldives, India, Pakistan,
5. Technical and vocational education	India, Maldives, Pakistan Nepal, Afghanistan
6. Non formal and informal education	Bhutan, Sri Lanka, Pakistan, Nepal, Afghanistan

Challenges for integration of the Education 2030 targets in national education sector planning and monitoring

Country	Challenges	What needs to be done to overcome these challenges
Afghanistan	Insecurity in the country Lack of technical capacity at the decentralized level, Lack of required budget and resources, Instability in terms of political and economical	Provision of security all over the country, Provision of technical supports particularly at sub national level and National commitment and responsiveness at different levels Provision of sustainable international funding, Stable national political and economic situation
Bhutan	Financial Resource and Human Resource	
Iran	There is no challenge. There are many similarities between Iranian National Development Documents and Education 2030 Targets	
Nepal	Co-ordination with the line-ministries to prepare a holistic plan and monitoring (especially: ECCE, Non-formal education and TEVT related programme)	Eliminating the duplication in planning, resourcing and implementation by establishing the efficient co-ordination and one-door system of the resource allocation.
Maldives	Co-ordination with the line-ministries to prepare a holistic plan and monitoring (especially: ECCE, Non-formal education and TEVT related programme)	Recently different modalities for conducting courses, to continue education, were introduced: e.g. block mode and e-learning
Pakistan	Capacity Building of EMIS Technical Staff and Education Mangers on SDGs Strengthening of overall implementation and monitoring mechanism among Federal and Provincial Governments	
Sri Lanka	Defining the national goals and set the targets	Conduct Sector diagnosis covering all targets

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Data on sub-sectors of Education

- ❑ All countries have system to collect data on primary and secondary education.
- ❑ All countries except Afghanistan have system to collect data on Early Childhood care and education including pre-primary education
- ❑ All countries except for Maldives have system to collect data on higher education and non-formal and informal education.
- ❑ Afghanistan, India, Pakistan, Nepal and Sri Lanka have system to collect data on Technical and vocational education.

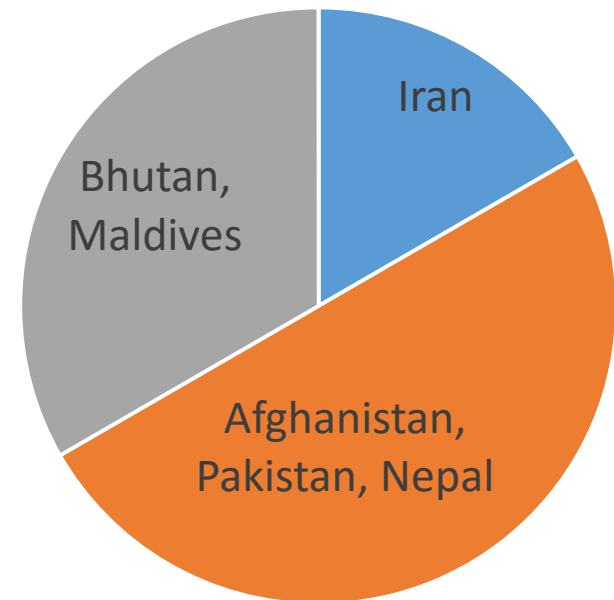
Technical and Financial Resources

Are the **technical** resources in place involved in the data production are sufficient to cover /meet the country needs in terms of monitoring the SDG's Goals?



■ yes ■ no ■ don't know

Are the **financial** resources in place involved in the data production are sufficient to cover /meet the country needs in terms of monitoring the SDG's Goals?

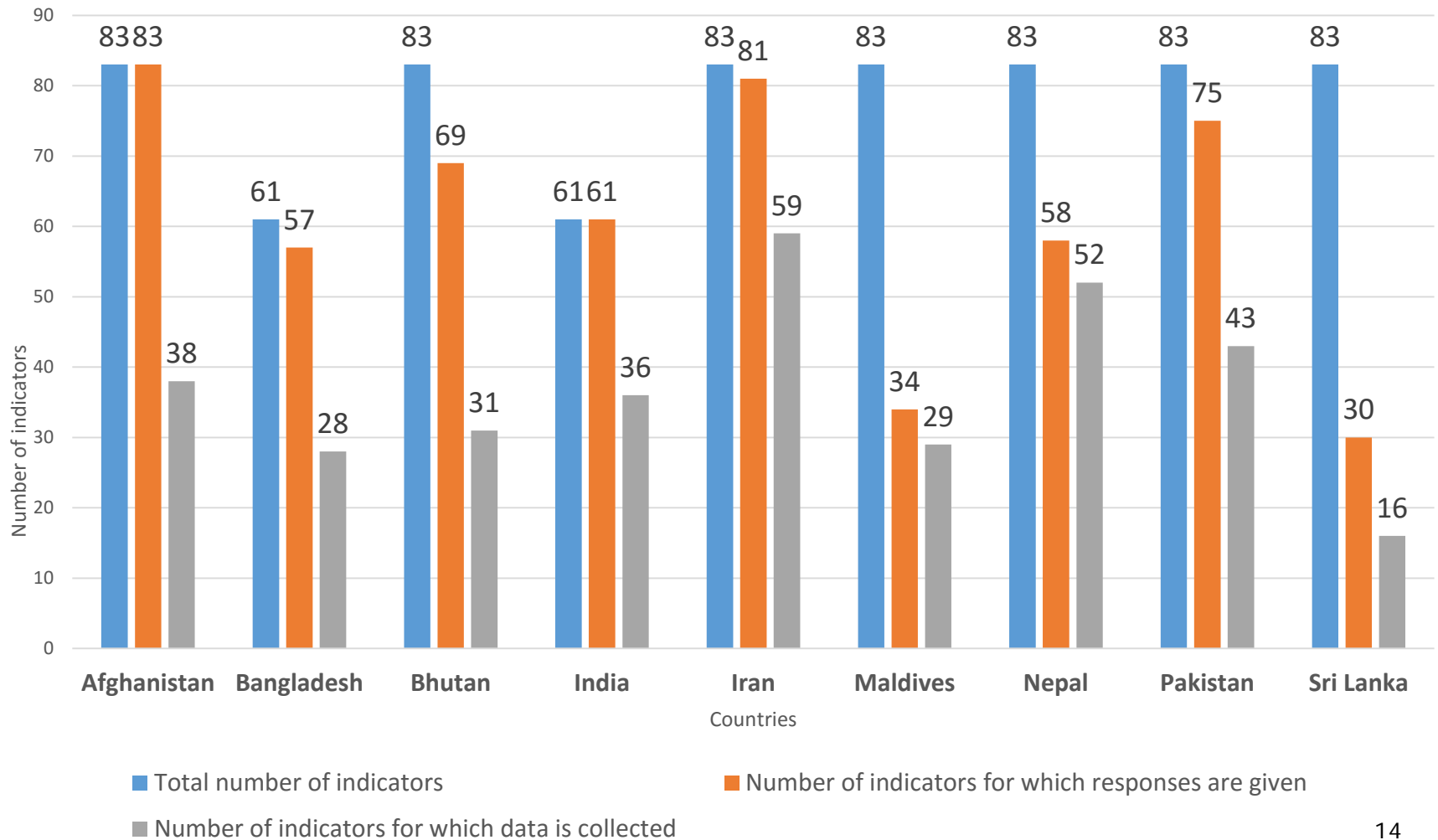


■ yes ■ no ■ don't know

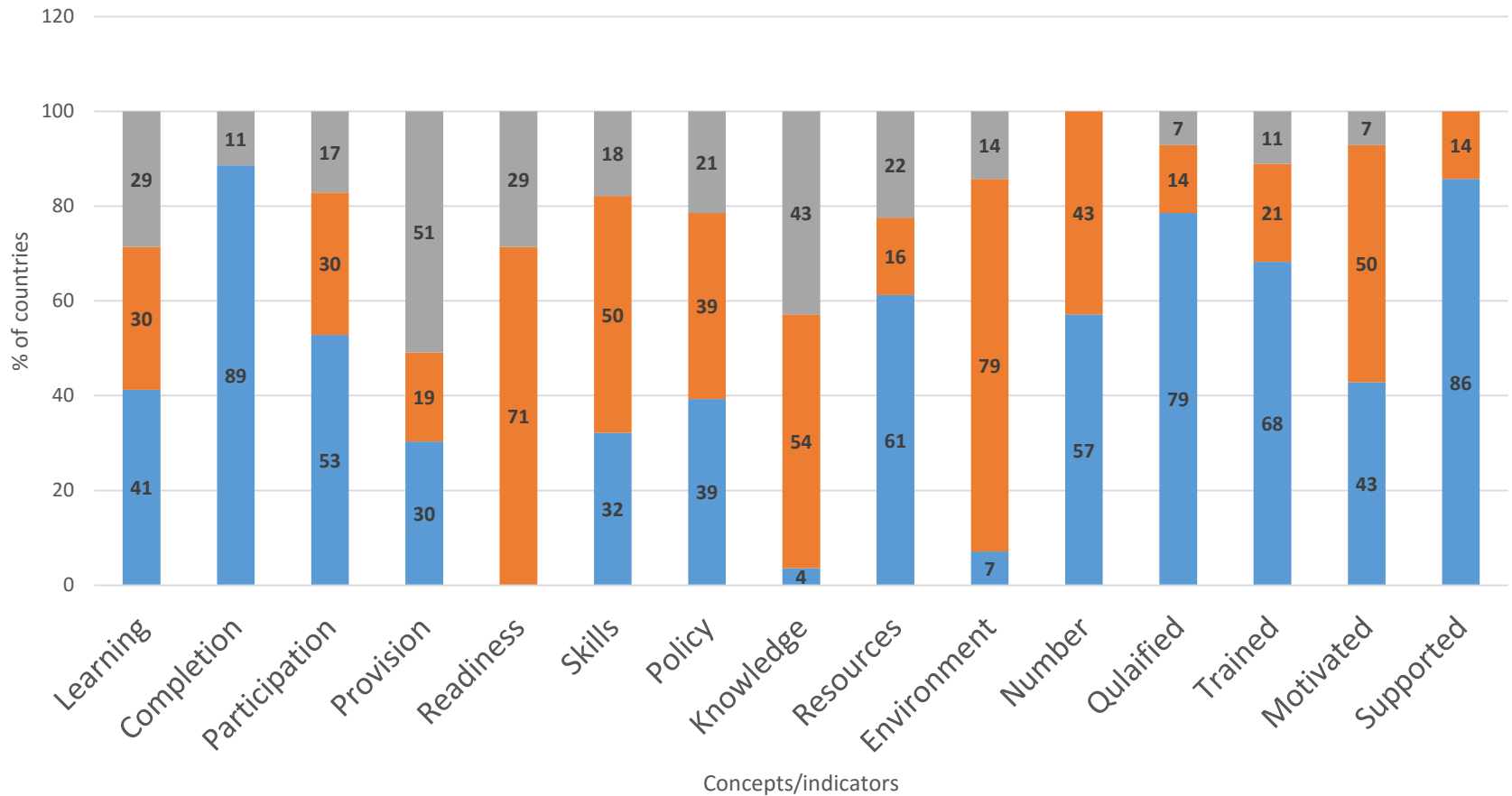
Latest Household survey and Population census which has sufficient data /information on education conducted

Country	Latest Household survey and Population census which has sufficient data /information on education conducted	Year of the survey
Afghanistan	MICS	2013
Bhutan	Population census/ DHS	2005/2013
Iran	Population census	2011
Maldives	Population census	2015
Nepal	1. Population census	2011
	2. MICS	2014
Pakistan	DHS	
Sri Lanka	1. DHS	2006
	2. Population Census	2012
India	NSSO Education Round	2014

Indicators for which data is collected by the countries

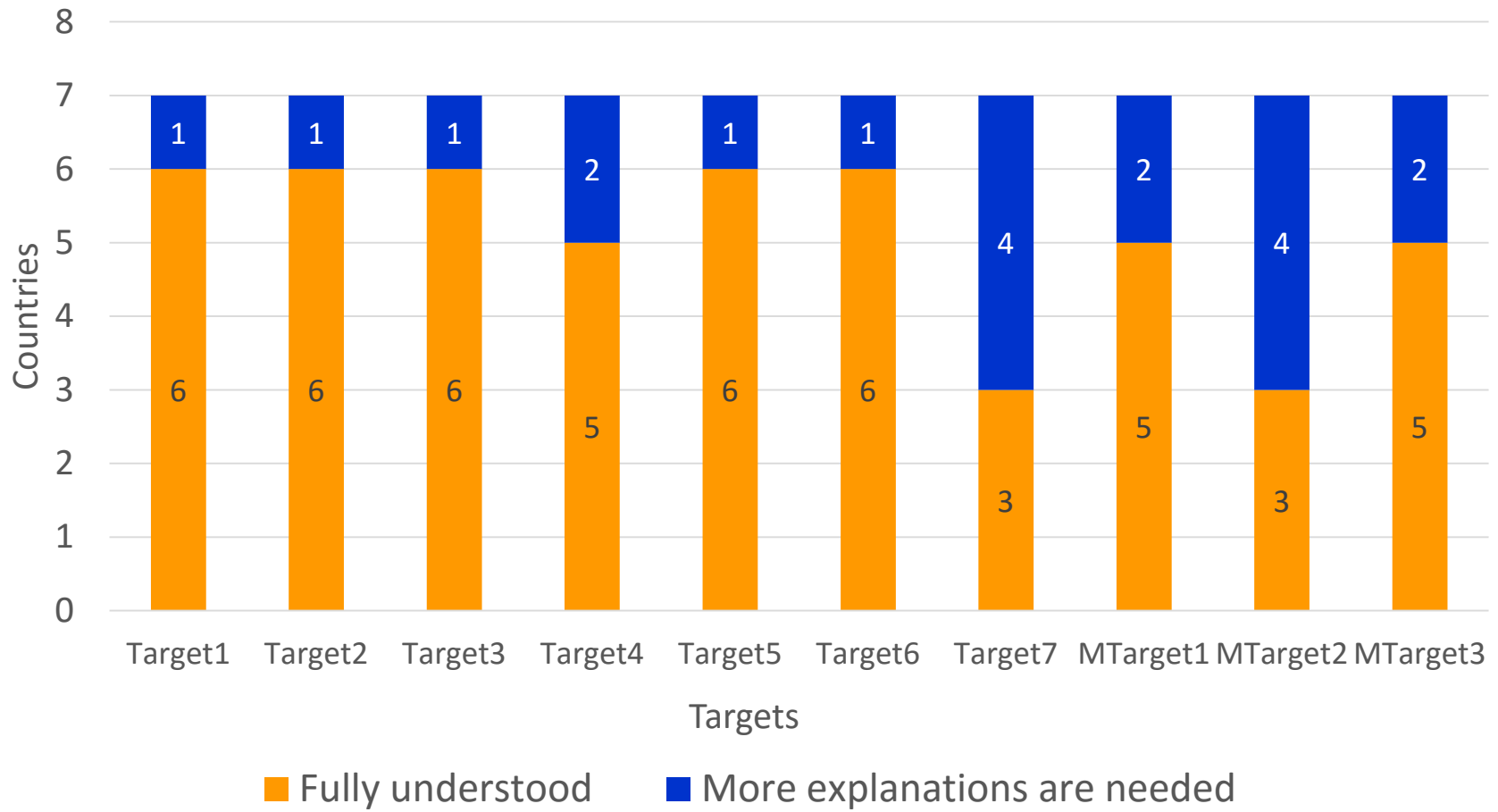


Concept/ Indicator wise classification of countries(in %)

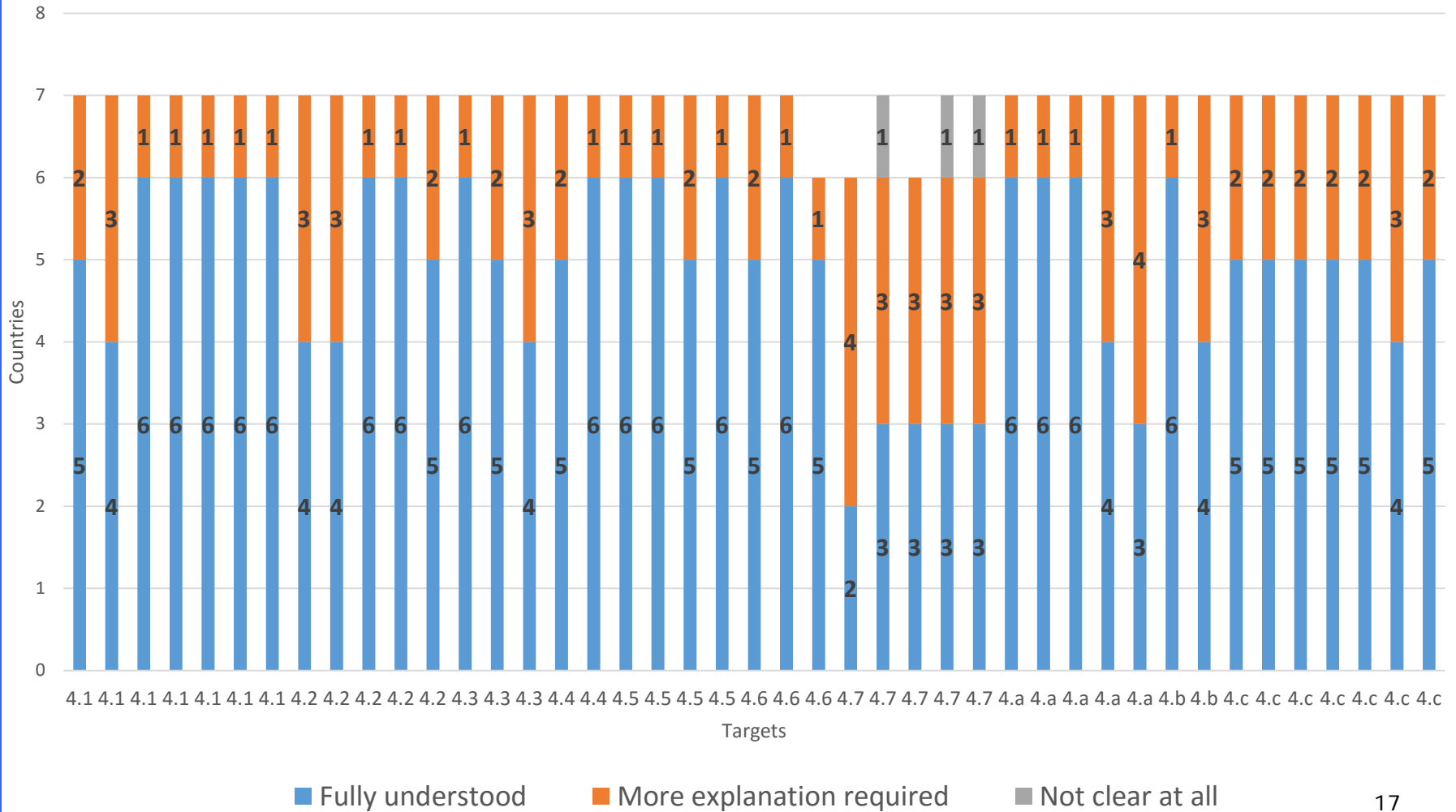


- % of countries that did not respond
- % of countries who either did not collect data or donot know if they collect
- % of countries which collect data for these indicators

Which of these Targets would need more explanations ?



To what extent have countries understood the targets of SDG4?



SDG Coordination mechanism at country level

- ❑ Ministry of foreign Affaire – Maldives and India
- ❑ Separate ministry – Sri Lanka
- ❑ Planning commission – Nepal
- ❑ In terms of indicators : with the respective ministries inputs – Social Statistical division (India)

SAARC regional monitoring mechanism

- New Delhi Agreement emphasizes a regional monitoring mechanism among SAARC countries South-Asian comparable learning assessment
- Kathmandu workshop endorsed SAARC framework of collaboration
- The October/Nov ministerial meeting will endorse **SAARC FRAMEWORK FOR ACTION: EDUCATION 2030** including regional monitoring mechanism

How it will work ?

- Short run the monitoring of Education 2030 could rely on existing UIS data collection to compile and publish factsheets.
- Long run, it will start collecting data based on the SAARC countries priority indicators out of the 43 thematic indicators by utilizing UIS revised questionnaire and tools.
- Will also publish more disaggregated analysis and lesson learned / case studies/ successful programme interventions/ strategies etc.