

# SDG Follow-up and Review, Global Reporting and Monitoring

## BRIEFING NOTE 4

May 2016

This note provides an update on the status of:

1. SDG Follow-up, review and global reporting
2. Global indicator development
3. Technical Cooperation Group (TCG) on the Indicators for SDG4-Education 2030
4. Inter-Agency Group on Disaggregated Education Indicators (IAG-DEI)
5. Global Alliance for Learning
6. Global Education Monitoring Report

### 1. SDG Follow-up, Review and Global Reporting

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The UN Secretary-General's report [Critical milestones towards coherent, efficient and inclusive follow-up and review at the global level](#) of the 2030 Agenda for Sustainable Development (Jan 2016)<sup>1</sup> proposes that:

- Review and follow-up of SDGs be based on **regular, voluntary and inclusive country-led reviews of progress** at the national level feeding into reviews at the regional and global levels.
- **Regional reviews** are conducted to provide a critical overview of progress and major policy issues in each region. The regional forums on sustainable development have an important role and could help bring together existing review mechanisms. Regional review outcomes would need to be discussed in a part of the High-Level Political Forum (HLPF).
- The **HLPF** is the central body at the global level for the follow-up and review of the 2030 Agenda for Sustainable Development. It will oversee a network of follow-up and review processes.
- The HLPF would meet (i) **every four years at the level of Heads of State and Government** under the auspices of the UN General Assembly and (ii) **every year under the auspices of ECOSOC** to review progress, provide political leadership and strategic guidance and advice on the implementation of the goals.
- **There will be Thematic Reviews:** A cross-cutting theme will be selected for each HLPF. In addition, the HLPF will consider inputs from other intergovernmental bodies and forums, relevant UN entities, regional processes, major groups and other stakeholders. It will allow intergovernmental forums to contribute to the work of the HLPF on any theme and alert it about emerging issues or gaps.
- **Global SDG progress reporting:** The process of reporting will be similar to that of the MDGs, with two types of reports foreseen: (i) A UN Secretary-General report to the UNGA as specified in the 2030 Agenda, and (ii) A 'glossy' report intended for communication and advocacy purposes.
- In addition to the Sustainable Development Goals progress reports, the **Global Sustainable Development Report (GSDR)** will be a tool to inform the high-level political forum and strengthen the science-policy interface.

<sup>1</sup> Available in the six UN languages.

Informal consultations among Member States on the follow-up and review process are currently underway, co-facilitated by Belize and Denmark. They are expected to result in a draft resolution in May 2016 for adoption by the HLPF in July.

The first HLPF since the adoption of Agenda 2030 will take place from 11-20 July 2016. The cross-cutting theme is 'ensuring that no-one is left behind'. 22 states have announced that they would take part in the national reviews in the 2016 session of the HLPF. For the full list of countries, please see: <https://sustainabledevelopment.un.org/hlpf/2016>

## 2. Global Indicator Development

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**Global indicators:** The UN Statistical Commission established the [Inter-Agency and Expert Group on SDG Indicators \(IAEG-SDGs\)](#) in March 2015 to develop the global indicator framework for monitoring the SDGs. The UNESCO Institute for Statistics (UIS) provided recommendations on the global indicators on SDG 4 based on the work of the Technical Advisory Group on Education Indicators (TAG) and negotiated a common position with UN and other partner organizations. The UIS also made recommendations for indicators for education-related targets in other goals including 12.8 (sustainable consumption and production) and 13.3 (climate change), as well as in the other fields of competence of UNESCO including targets in SDG 6 (water), SDG 9 (science and innovation), SDG 11 (culture), SDG 14 (oceans) and SDG 16 (freedom of information). Following an extensive country-led consultative process, the IAEG published its final proposals in February 2016 (see Annex for proposed indicators under SDG4). The UN Statistical Commission reviewed and approved the [Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators](#) when it met in March 2016, following which the UN Economic and Social Council and then the UN General Assembly will adopt the global indicator framework in June 2016.

**Thematic indicators for education:** The thematic indicators of which the global education indicators are a sub-set, on the other hand, will be presented for endorsement at the first meeting of the SDG4-Education 2030 Steering Committee Meeting (Paris, 25-26 May 2016).

## 3. Technical Cooperation Group (TCG) on Indicators for SDG 4-Education 2030

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### Background and rationale

The Education 2030 Framework for Action for SDG 4 specifies that the UIS remains “the official source of cross-nationally comparable data on education”. It also clearly recognizes that: “In addition to collecting data, the UIS will work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO’s mandate, working in coordination with the Education 2030 Steering Committee”<sup>2</sup>. At the same time, it is recognized that close cooperation among partners will be necessary to strengthen relevant measurement and monitoring capacities of Member States, and the UIS will play an active role to “facilitate sharing of best practices with a view to strengthening country data systems to monitor the key themes of Education 2030, such as equity, inclusion, quality and learning”<sup>3</sup>.

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<sup>2</sup> Paragraph 100, Education 2030 Framework for Action.

<sup>3</sup> Paragraph 98 Education 2030 FFA.

## Mandate

The UIS is therefore convening the Technical Cooperation Group on the Indicators for SDG4 - Education 2030 (TCG SDG4-ED2030) to lead the development and application of the required thematic indicator frameworks needed to monitor the global education targets. The TCG SDG4-ED2030 will thus provide a platform to discuss and develop the indicators used for monitoring Education 2030 targets in an open, inclusive and transparent manner, involving the main stakeholders, and will make recommendations on the necessary actions to improve data availability, as well as the design and development of methodologies for the production of thematic monitoring indicators on education.

The TCG will be responsible for reporting to the SDG4 - Education 2030 Steering Committee (Education 2030 SC) on the implementation of the thematic monitoring framework, with emphasis on identifying data gaps and priorities for statistical capacity building and data development. Aligned with the mandates defined by the Education 2030 Framework for Action, the TCG will maintain strong links with the Global Education Monitoring (GEM) Report team, which is the mechanism for monitoring and reporting on SDG4 - Education 2030 as agreed with the adoption of the Education 2030 FFA.

The UIS will act as the secretariat of the TCG which will be composed of representatives from UNESCO, Member States, multilateral SDG 4 monitoring partner agencies and civil society organizations. The secretariat will be chaired jointly by the Director of the UNESCO Institute for Statistics and the Director of the UNESCO Division for Education 2030 Support and Coordination (ED/ESC).

## 4. Inter-Agency Group on Disaggregated Education Indicators (IAG-DEI)

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A focus on equity is a key feature of the Sustainable Development Goals. Two goals explicitly refer to equality or inequality (Goal 5 on gender equality and Goal 10 on reducing inequality), while most goals, including SDG 4, include a commitment to reducing disparities. Under the Millennium Development Goals, education indicators mostly relied on administrative data and global monitoring of inequality mainly captured differences by sex. While the value of this data is universally recognized, survey-based indicators will need to feature more prominently to enable broader equity-oriented global monitoring efforts.

In response to the call for a greater focus on equity, an *Inter-Agency Group on Disaggregated Education Indicators (IAG-DEI)* was established, with the UNESCO Institute for Statistics, UNICEF and the World Bank as the lead agencies. The goal of the IAG is to promote the use of survey data for education monitoring purposes at the global, regional and national level, ensuring standardized analysis and reporting in order to complement evidence available through administrative data. The benefit will be increased efficiency and consistency in the processing of survey data by different agencies and strong legitimacy for equity-related survey-based indicators to serve the post-2015 education agenda, with particular emphasis on the increasing use of such data by countries.

The IAG held its first meeting in Washington on 5 April 2016. Representatives of the participating agencies presented current work in the field of household survey data and discussed challenges and opportunities for monitoring of the SDG and Education 2030 indicators. As a first task, the IAG is focusing on three indicators for SDG Target 4.1:

- Completion rate (primary, lower secondary, upper secondary)
- Out-of-school rate (primary, lower secondary, upper secondary)

- Percentage of children over-age for grade (primary, lower secondary, upper secondary)

The IAG is preparing guidelines for data producers and data users that will document the data requirements and calculation methods for these three indicators, and offer information on interpretation and possible limitations.

In the longer term, the IAG is aiming to harmonize the processing of survey data; define additional indicators; harmonize the definitions of individual and household characteristics; document, evaluate and pool survey data sources; calculate current and historical values on mean and dispersion; publish estimates; consult with countries; advise on education questions in surveys; and incorporate information from administrative data.

## 5. Global Alliance for Learning

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Through Sustainable Development Goal (SDG) 4, the international community has adopted a life cycle approach to education and skills, with the pledge to “ensure inclusive and equitable quality education and promote lifelong learning for all”. Five of the seven education targets in SDG 4 focus on learning outcomes for children, young people and adults.

The global availability of data from learning assessments has significantly improved in both scope and geographic coverage with substantial methodological advances. However, large disparities persist, with many countries still unable to sustain a long-term programme of quality learning assessment that is comparable over time and meets international standards.

The strategy to improve learning assessment within the new agenda calls for strong actions in the area of methodological innovation, technical assistance and capacity building, funding mobilization and the definition and assessment of quality standards and practices across initiatives.

In line with the Education 2030 Framework for Action’s mandate to produce comparable data, the UIS proposes to establish the Global Alliance for Learning (GAL), an institutional platform to oversee the coordination of efforts to measure learning and the harmonization of standards for measuring learning.

The GAL will hold its first meeting in Washington on 11 May 2016. Representatives of the participating agencies will present the current work in the field of learning assessments to align to SDG 4 agenda and discuss challenges and opportunities in monitoring the SDG and Education 2030 learning-outcomes related indicators. As a first task, the GAL is focusing on the following indicators in the related targets:

- Learning outcomes (end-of-primary, end-of-lower secondary) in two subject areas (Reading and Mathematics) in Target 4.1
- Levels of skills (adult age 15 and over) in two domains (Literacy and Numeracy) in Target 4.6

The GAL will be setting in place a framework to measure learning outcomes: preparing standards and guidelines for data producers and data users that will document the data requirements, establish the data validation process to ensure minimum reporting standards, develop global learning scale and reporting metric, offer information on interpretation and limitations; coordinate with regional and global partners to build capacity in countries on the use of data for policy development; and work with funder’s community to raise fund for the new international development initiatives.

In the longer term, the GAL is aiming to harmonize the processing of learning assessment data; help countries build capacity in learning assessment system; build a central database of learning assessment as public good; publish learning proficiency levels and respective methodologies on how they are produced;

consult with countries; advise on technical and policy questions in learning assessments; and incorporate information from contextual data.

## **6. Global Education Monitoring Report**

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Based on the mandate given in the Incheon Declaration and the FFA, the EFA Global Monitoring Report will be continued in the form of the Global Education Monitoring (GEM) Report. The GEM Report will be the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs, with due regard to the global mechanism to be established to monitor and review the implementation of the 2030 Agenda for Sustainable Development. It will also report on the implementation of national, regional and international strategies to help hold all relevant partners to account for their commitments as part of the overall SDG follow-up and review.

The first report in the new GEM Report series will be launched in early September 2016. It will examine different strategies and challenges related the monitoring of the 10 global education targets under SDG4. The 2016 Report will focus on 'Education, sustainability and the post-2015 development agenda', and will consist of separate sections on environmental sustainability; inclusive economic and social development; peaceful and inclusive societies; and cities and human settlements. Each section will consider the complex interrelationships and links between education and key development sectors.

# Annex

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## Proposed global indicators to monitor SDG 4 - Education 2030

[Ref: Report of the Interagency and Expert Group on Indicators - February 2016]



### SDG 4: Quality education and lifelong learning opportunities for all

#### Targets

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

4.2 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

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

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

4.5 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

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

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

#### Global indicators

- Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
- Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
- Participation rate in organized learning (one year before the official primary entry age), by sex
- Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
- Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
- 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
- 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
- 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.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.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

- 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)

- Volume of official development assistance flows for scholarships by sector and type of study

- Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; 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

## Education-related targets and indicators in other SDGs

Note: UNESCO will only be the source of indicators for targets 12.8, 13.3 and possibly 1.a.

### Targets

### Global indicator



#### SDG 1: End poverty in all its forms everywhere

**Target 1.a** Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

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



#### SDG 3: 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

- Proportion of women of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods
- Adolescent birth rate (aged 10-14 years; aged 15-19 years) per 1,000 women in that age group



#### SDG 5: Gender equality

**Target 5.6:** Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

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



#### SDG 8: Decent work and economic growth

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

- Proportion of youth (aged 15-24 years) not in education, employment or training



#### SDG 12: Responsible consumption and 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

- Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment



#### SDG 13: Climate change

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

- Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula