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Sixth TCG Meeting

Regional indicator frameworks on education

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Background ⁽¹⁾

- The TCG recommends to the Education 2030 Steering Committee (Dubai, Jan. 2018):
 - to encourage the discussion and establishment of regional benchmarks taking special care to establish a well-defined participatory processes; and
 - to highlight the formative side of benchmarks as helping to understand national realities on a comparative basis.

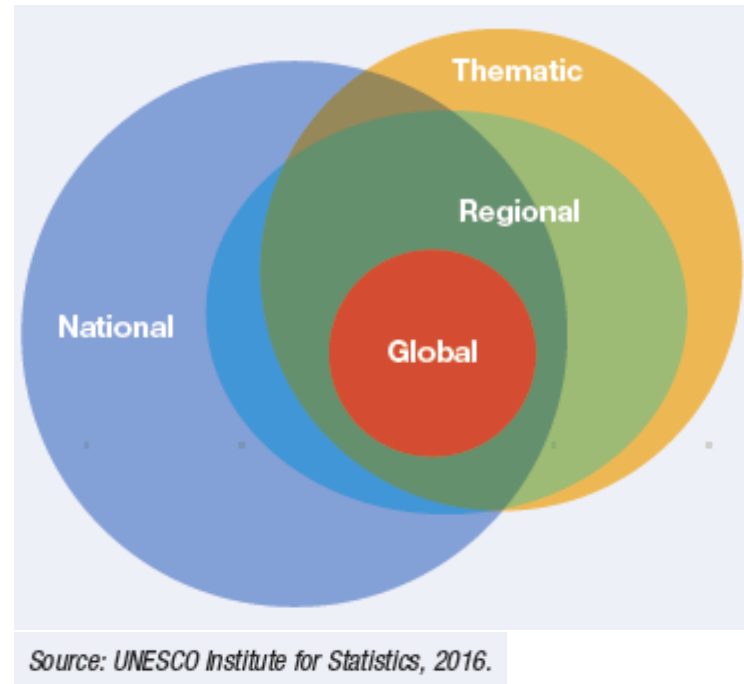
Background ⁽²⁾

- E2030 Steering Committee recommended (2018):
 - Regional and other cross-national coordination mechanisms and organizations with their Member States are encouraged to develop regional and/or sub-regional monitoring and reporting frameworks, including the setting of regional benchmarks, as feasible and contextually appropriate.
 - These frameworks should build on the SDG4 Thematic Indicator Framework, taking into account national priorities, and working closely with the UNESCO Institute for Statistics and the Global Education Monitoring Report.

Background ⁽³⁾

- TCG meeting (Nov. 2018): presentation of mapping of regional organizations and education agendas / strategies
- Main findings:
 - Several – not all – regional organizations with education mandate have education strategies or plans in place (influenced strongly by SDG 4)
 - Many organizations have (or are in the process of) a monitoring framework (but few use them to report against the implementation of their education strategies)
 - No definition of benchmarks or minimum thresholds for its education agenda indicators

Regional indicators and the four levels of SDG 4 monitoring



- Regional level of monitoring: a set of indicators to consider the priorities and issues of common interest that are shared by countries in a particular region, as outlined in regional planning documents or frameworks.
- A crucial step to promote efficiency is to start by mapping the global and regional strategies to then coordinate the implementation of actions and avoid duplication of efforts.

Alignment of regional agendas to SDG 4 – Education 2030

Target	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.a	4.b	4.c
Africa Union	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CARICOM	Yes		Yes	Yes	Yes	Yes	Yes			Yes
Central American	Yes	Yes	Yes	Yes	Yes	Yes	Yes			Yes
ECLAC	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Commonwealth	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
EU	Yes	Yes	Yes	Yes		Yes				
OEI	Yes	Yes	Yes	Yes	Yes	Yes	Yes			Yes
Pacific Community	Yes	Yes	Yes		Yes	Yes	Yes	Yes		Yes
PacREF	Yes	Yes	Yes	Yes		Yes	Yes			Yes
SAARC	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SEAMEO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Source: Regional Frameworks for Sustainable Development Goals (SDGs). TCG6/REF/10

Concepts measured by regional indicators for monitoring education

Ranking of Concept	EU	Central American	OEI	CARICOM	Africa	PacREF	SEAMEO
1	Participation	Participation	Participation	Skills	Participation	Learning	Learning
2	Learning	Learning	Learning	Participation	Learning	Participation	Participation
3	Skills	Completion	Completion	Learning	Resources	Skills	Completion
4	-	Equity	Knowledge	Equity	Completion	Teachers	Equity

Source: Regional Frameworks for Sustainable Development Goals (SDGs). TCG6/REF/10

- Four regional frameworks have at least 16 thematic indicators.
- Indicators 4.1.1 and 4.6.1 are included in all regional indicator frameworks.

Presence of global and thematic indicators in regional monitoring frameworks

	Indicator	Frameworks including the indicator
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	7
4.6.1	Proportion 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	7
4.4.3	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	6
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	5
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	5
4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex	5
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	5
4.6.3	Participation rate of illiterate youth/adults in literacy programmes	5

Source: Regional Frameworks for Sustainable Development Goals (SDGs). TCG6/REF/10

- Although the majority of regional organizations have their indicator frameworks to monitor their education agendas, benchmarks to assess the progress have not been defined yet:
 - Exception: European Commission experience
 - Technical discussions initiated in some cases (e.g. South Asian Association for Regional Cooperation, SAARC)

- Review of the regional monitoring frameworks confirmed good level of alignment of their indicators with the Thematic Indicator Framework.
 - Thematic framework has served as a guidance for the development of regional monitoring
 - Measurement of access and learning have been prioritized, but skills and completion also included.
- Absence of regional benchmarks or minimum thresholds formal definitions remain (except for the EC experience)



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Thank you!

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