OECD AND SDG 4 – EDUCATION

CHALLENGES AND IMPACT OF IMPLEMENTING SDG AT OECD LEVEL

Third meeting of the Technical Cooperation Group on SDG4-Education 2030 Indicators (TCG)
31 May – 2 June 2017
Montreal, Canada

OCDE
DES POLITIQUES MEILLEURES
POUR UNE VIE MEILLEURE

OECD and SDG 4 - Education

- The OECD has been an active participant in the Education For All/Education 2030 Steering Committee, World Education Forum (Incheon), the ***Framework for Action*** Drafting Group and the Technical Advisory Group working on indicators, contributing to every stage in this process, including the on-going IAEG-SDGs deliberations.

- OECD's **Education programmes** have a key role to play in measuring progress towards SDG 4 and its targets – OECD has mapped these programmes and policy instruments against the 43 *Education 2030 Framework for Action* thematic indicators, including the 11 being considered for global monitoring.

- ***Education at a Glance (2015)*** set out how OECD will internalise the education SDG, targets and global and thematic indicators and the contribution it will make to global and thematic monitoring.

- ***Education at a Glance (2016)*** went one step further…

Table 2. OECD countries' progress towards the education SDG targets

Education SDG targets*	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.a	4.b
Benchmark	80	95	60	60	75	50	70	0.7	0
Australia	80	101		66	77	58	71	1.5	38
Austria	81	96	70	61	71	45	64	1.5	-19
Belgium[1]	81	98	67	65	72	53	67	0.7	0
Canada[1]	86	93		65	83	51	75	0.8	13
Chile	48	94	87	34	47	13	44	0.5	
Czech Republic	79	89	69	59	76	49	66	0.9	1
Denmark	83	98	89	70	82	50	63	0.8	0
Estonia	89			51	82	51	75	0.7	
Finland	88	79	53	67	91	62	80	0.5	
France	78	101				40	62	0.6	-10
Germany	82	99	64	64	74	47	68	0.7	-50
Greece	64	91		39	73	31	58	0.2	-52
Hungary	72	96	42		63		67	0.6	
Iceland	79		86		86		60	0.6	
Ireland	83	100		51	80	45	66	0.6	1
Israel	66	98	70	50	75	38	50	0.4	
Italy	75	97	44		76	29	53	0.5	-2
Japan	89	96	80	53	78	72	75	0.6	-1
Korea	91	94		55	78	46	72	0.4	8
Latvia	80	96			75		63	1.0	
Luxembourg	76	99	32		74		59	0.9	1
Mexico	45	113	38		57		34	0.3	
Netherlands	85	99	70	73	82	60	70	0.7	-30
New Zealand	77	98	96	75	78	58	68	1.1	7
Norway	78	98	81	72	91	58	59	0.8	1
Poland	86	95	74	32	76	42	66	0.4	
Portugal	75	96	65		69		54	0.5	-1
Slovak Republic	73	81	59	50	64	51	61	0.8	

Challenges

- Review of raw data, metadata, methodology and sources used by the international organisations: UIS, Eurostat, OECD…
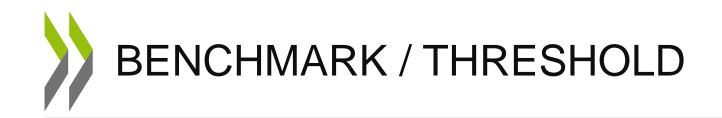
  Examples:
  - UN population used by UIS vs. UOE population used by OECD
  - PIAAC / AES

- Trade off between relevance for OECD countries and worldwide comparability, e.g. gross versus net enrolment rate

- Decision on benchmarks

Impact of implementing SDG at OECD level

- Horizontal project in EDU Directorate : collaborative work with other divisions of the directorates to determine the best indicators or proxies (PISA, PIAAC, TALIS and other teams such as Early childhood education or learning environment)

- Impact of the overall implementation of SDG4: Efficiency, collaboration with UIS and OECD, harmonization of the databases.

- Impact on the member states (INES Working Party): Have a voice on the decision of the thematic indicators and proxies to be used and be involved in the global process of SDG reporting.

BENCHMARK / THRESHOLD

Framework For Action paragraph 28

Governments are expected to translate global targets into achievable national targets based on their education priorities, national development strategies and plans, the ways their education systems are organized, their institutional capacity and the availability of resources.

This requires establishing **appropriate intermediate benchmarks** (e.g. for 2020 and 2025) through an inclusive process, with full transparency and accountability, engaging all partners so there is country ownership and common understanding.

Intermediate benchmarks can be set for each target to serve as quantitative goalposts for review of global progress visà-vis the longer-term goals.

Such benchmarks should build on existing reporting mechanisms, as appropriate.

Intermediate benchmarks are indispensable for addressing the accountability deficit associated with longer-term targets.

BENCHMARK / THRESHOLD

- Treat benchmarking as a technique to compare the actual or proposed achievement with the desired or expected level of achievement

BENCHMARK / THRESHOLD (example)

Target	Indicator	Benchmark	Threshold (for OECD member countries)
4.1	4.1.1 (c i)	XX% of 15 year-old students performing at level 2 or higher on the PISA reading scale	By 2020 XX% of 15 year-old students performing at level 2 or higher on the PISA reading scale. By 2025 YY% of 15 year-old students performing at level 2 or higher on the PISA reading scale. By 2030 all 15 year-old students performing at level 2 or higher on the PISA reading scale.

BENCHMARK / THRESHOLD (discussion)

- Discuss including this topic in the TOR of the subgroup on reporting or creating another task force

- Agree to include a session on this at the next TCG meeting