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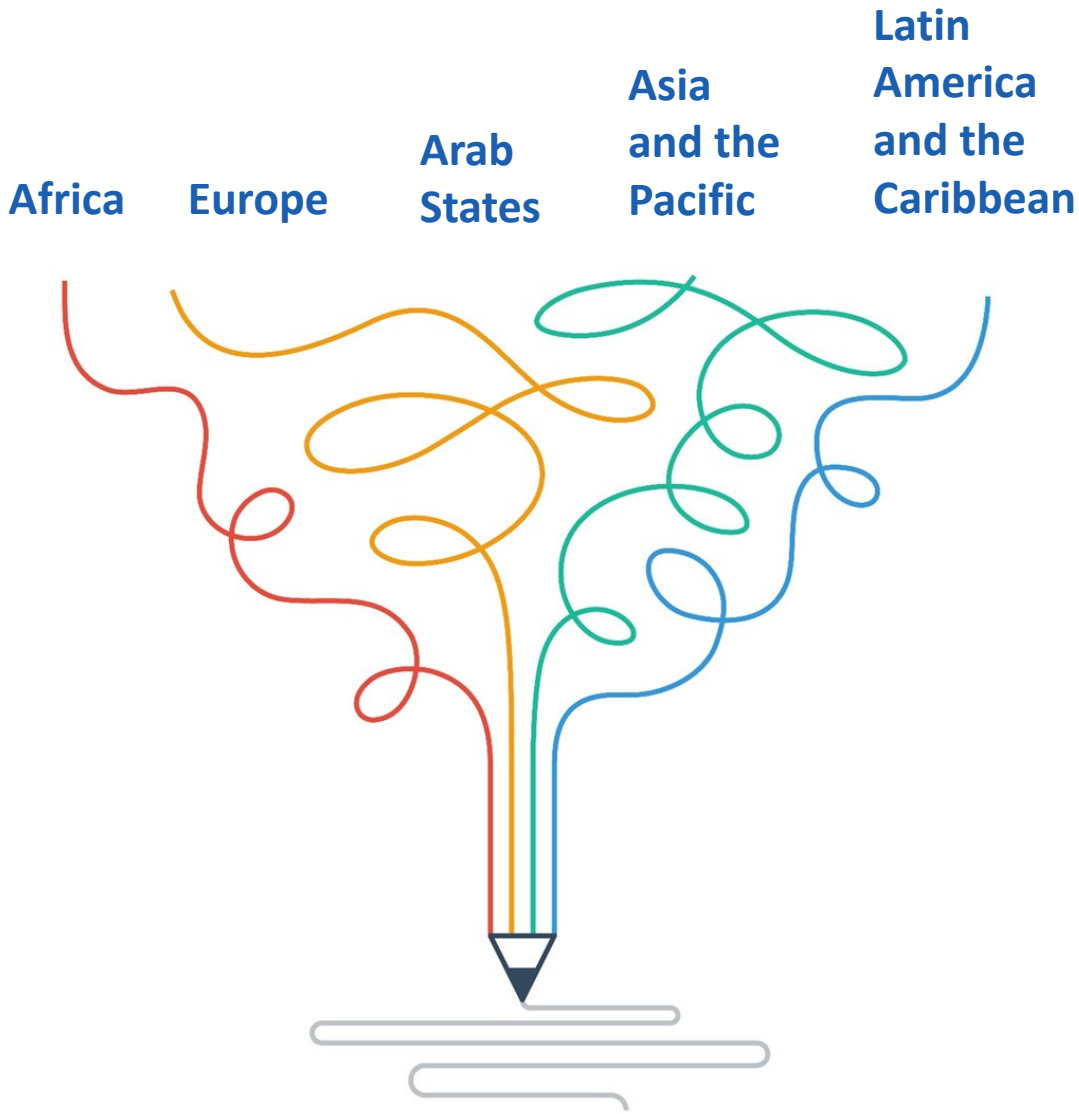
Spotlight on Bridging Regional and Global Education Monitoring Frameworks



SDG 4 Global Framework

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This document is one of the resources produced by the UIS on bridging regional education monitoring frameworks with the global SDG 4 framework.

Understanding the alignment and coherence between regional and global education agendas is key to:

- **Strengthen national planning**
- **Prompt exchanges on challenges and good practices**
- **Promote mutual learning**
- **Ultimately lead to common actions**

Contents

- Aligning the global SDG 4 education framework with regional frameworks in Africa, the Arab States, Europe, Asia and the Pacific, and Latin America and the Caribbean
- Benchmarks in the global and regional education monitoring frameworks
- A focus on the African continent: the CESA framework

Aligning SDG 4 with regional frameworks in Asia and the Pacific

SDG Targets vs. Asia and the Pacific Targets	4.1 Basic education	4.2 Early childhood education	4.3 TVET/Higher education	4.4 Skills for work	4.5 Equity	4.6 Adult literacy and numeracy	4.7 Sustainable development	4.a Learning environment	4.b Scholarships	4.c Teachers
SAARC[1] Goals (G)	G1: Access and out-of-school	G2: Equity and inclusion	G5: Skills for life and work	G6: Potential of ICTs	G2: Equity and inclusion G3: Gender equality		G11: Lifelong learning opportunities	G4: Learning outcomes and quality education	G12: Partnership and collaboration	G7: Teacher development programmes
SEAMEO[2] Priority (P)	P2: Barriers to inclusion	P1: Early childhood care and education	P4: Promoting TVET	P4: Promoting TVET	P2: Barriers to inclusion		P7: 21st Century curriculum	P3: Resiliency in emergencies	P6: Higher education and research	P5: Revitalizing teacher education
ASEAN[3] Sub-Goals (SG) Priority area (PA)	SG2: Quality and access to all		SG4: TVET and lifelong learning PA4.1: TVET for employment and sustainable development	SG3: ICT PA3.1: Educational software development and online instructional design PA3.2: Digital learning through ICT	SG2: Quality and access to all PA2.1: Inclusive schools		SG5: Education for Sustainable Development PA5.1: Collaboration in ESD	SG2: Quality and access to all PA2.2: Quality through quality-focused interventions		SG8: Teachers, academics and other key stakeholders PA8.1: Education Exchange Week PA8.2: Teachers' competencies
PIF[4] Student Outcomes and Wellbeing (SOW) Learning Pathways (LP) Quality and relevance (QR)	SOW2: Participation and success rates	LP3: Youngest learners prepared for formal schooling	LP1: Appropriate resourcing for TVET SOW 2: Participation and success rates (TVET)	LP4: Linked pathways between levels of schooling and beyond	QR3: Inclusive, rights based, promoting gender equality, flexible and responsive to innovation and change, adaptable to new learning opportunities	SOW1: Literacy and numeracy at all levels of education	SOW3: Programmes strengthening cognitive, non cognitive and social skills in young	QR4: Quality learning environment		Teaching Profession: 1. Qualified and skilled teachers 2. New skills and knowledge 3. Confidence in teachers and schools

1 - South Asian Association for Regional Cooperation (SAARC) → SAARC Framework for Action for Education 2030
2 - Southeast Asia Ministers of Education Organization (SEAMEO) → Action Agenda for the SEAMEO 7 Priority Areas
3 - Association of Southeast Asian Nations (ASEAN) → The ASEAN Work Plan on Education 2016–2020
4 - Pacific Islands Forum (PIF) → Pacific Regional Education Framework (PacREF)

Aligning SDG 4 with regional frameworks in Africa, Arab States and the European Union

SDG Targets vs. Targets in Africa, Arab States and the European Union	4.1 Basic education	4.2 Early childhood education	4.3 TVET/Higher education	4.4 Skills for work	4.5 Equity	4.6 Adult literacy and numeracy	4.7 Sustainable development	4.a Learning environment	4.b Scholarships	4.c Teachers
African Union[1] Strategic Objectives (SO)	SO4: Knowledge, skills, completion rates at all levels		SO4: Knowledge, skills, completion rates at all levels SO8: TVET; work and education and training systems SO9: Tertiary education	SO8: TVET; work and education and training systems	SO5: Gender parity and equity	SO4: Knowledge, skills, completion rates at all levels SO6: Literacy programmes	SO10: Peace education and conflict prevention and resolution	SO2: Infrastructure and learning environment SO3: ICT to improve access, quality and management		SO1: Teaching profession
Arab States[2] Priority	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
European Union[3] Strategic Priority (SP)	SP1: Quality, equity, inclusion and success	SP1: Quality, equity, inclusion and succes	SP1: Quality, equity, inclusion and success SP4: European higher education SP5: Green and digital transitions	SP1: Quality, equity, inclusion and success SP2: Lifelong learning and mobility SP5: Green and digital transitions	SP1: Quality, equity, inclusion and success	SP5: Green and digital transitions	SP5: Green and digital transitions	SP1: Quality, equity, inclusion and success	SP4: European higher education	SP3: Competences and motivation in the education profession

1 – African Union (AU) → Continental Education Strategy for Africa (CESA 16–25)
2 – Arab States → No regional framework: endorsed the global framework
3 – European Union (EU) → Strategic Framework for European cooperation in education and training (2021-2030)

Aligning SDG 4 with regional frameworks in Latin America and the Caribbean

Global SDG Targets vs. Targets in Latin America and the Caribbean	4.1 Basic education	4.2 Early childhood education	4.3 TVET/Higher education	4.4 Skills for work	4.5 Equity	4.6 Adult literacy and numeracy	4.7 Sustainable development	4.a Learning environment	4.b Scholarships	4.c Teachers
ECLAC[1] Priority	Yes	Yes	Yes	Yes	Yes	Yes		Yes		Yes
OEI[2] General Goal (GG) Specific Goal (SG)	GG 4: Access to all levels (SG 8+9) GG5: Quality (SG 10+14+15)	GG3: Initial education offer and educational value (SG 6)	GG6: Education and employment through technical-professional education (SG 16+17)	GG7: Lifelong educational opportunities (SG 19)	GG2: Educational equality and no discrimination (SG 3+4+5)	GG7: Lifelong educational opportunities (SG 18)	GG5: Quality (SG 11+12)	GG5: Quality (SG 5+13)	GG10: More investment better invested (SG 25)	GG8: Teaching profession (SG 20+21) GG3: Initial education offer and educational value (SG 7)
CARICOM[3] Outcome (O) Basic Education (BE) Skills Lifelong Learning (LL) Tertiary Education (TE)	O1: Access and participation (BE) O3: Quality O4: Relevance to development needs	O1: Access and participation (BE)	O1: Access and participation (LL) O2: Equity in access to and provision of HRD O4: Relevance to development needs	O1: Access and participation O4: Relevance to development needs (LL)	O2: Equity in access to and provision of HRD (BE - LL - TE)	O4: Relevance to development needs (BE - LL)	O4: Relevance to development needs	O3: Quality in delivery (BE)		O3: Quality in delivery (BE - LL)
CECC-SICA[4] Strategic Objective (SO) Goals (G)	SO2: G2.2 Completion (grades 1 to 9) free, equitable, effective learning results SO3: G3.1 Secondary education free, equitable, effective learning results SO3: G3.3 Literacy and elementary arithmetic notions	SO1: G1.1 Early childhood education program standardized SO2: G2.1 Assistance and development services in early childhood and quality preschool education	SO3: G3.2 Quality technical professional higher training	SO3: G3.4 Employment, decent work and entrepreneurship	SO4: G4.1 Gender disparities, equal conditions, disabled, indigenous and vulnerable children	SO3: G3.3 Literacy and elementary arithmetic notions	SO6: G6.1 Sustainable development			SO5: G5.1 Training and continuous update to all teachers

1 – Economic Commission for Latin America and the Caribbean (ECLAC) → Regional monitoring framework
2 – Organization of Ibero-American States (OEI) → 2021 Metas Educativas (2021 Educational Goals)
3 – Caribbean Community (CARICOM) → CARICOM Human Resource Development 2030 Strategy
4 – Central American Education and Cultural Coordination - Central American Integration System (CECC-SICA) → Política Educativa Centroamericana (PEC 2013-2030)

Setting national benchmarks:
Meeting a neglected commitment

Setting national benchmarks

In August 2021, UNESCO invited countries to submit their national benchmark values for 2025 and 2030 for each of the seven global and thematic benchmark indicators as their national contribution to the SDG4 progress. The UIS partnered with a number of regional organizations to help countries fulfill this commitment.

http://tcg.uis.unesco.org/benchmarks/

https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2022/01/SDG-4-Data-Digest-2022-ENG.pdf

Seven Benchmarked Indicators

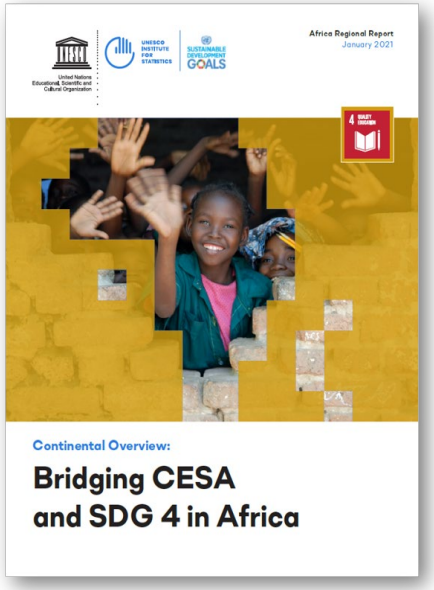
- **Indicator 4.1.1** Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
- **Indicator 4.1.2** Completion rate (primary education, lower secondary education, upper secondary education)
- **Indicator 4.1.4** Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)
- **Indicator 4.2.2** Participation rate in organized learning (one year before the official primary entry age), by sex
- **Indicator 4.c.1** Proportion of teachers with the minimum required qualifications, by education level
- **Equity indicator** on gender gap in upper secondary completion (national values to be submitted in 2022)
- **Education expenditure** as a share of GDP/total public expenditure (Education 2030 Framework for Action, §105)

Number of indicators and benchmarks in global and regional frameworks by SDG policy area or target

SDG 4			SAARC	SEAMEO	PIF	AU	Arab States	EU	ECLAC	CARICOM	CECC-SICA
Policy area/Target	Number of indicators										
	Global	Thematic									
4.1 Basic education	2	6	2	4	9	2		2	1	4	10
Of which benchmark:	4.1.1 Learning proficiency 4.1.2 Completion rate	4.1.4 Out-of-school rate		Yes		Yes	Yes	Yes (Global)	Yes	Yes+1	Yes
4.2 Early childhood	2	3	4	1	3	---		1	2	1	5
Of which benchmark:	4.2.2 Pre-primary enrolment rate			Yes		---	Yes	Yes	Yes	Yes	Yes
4.3 TVET/Higher education	1	2	3	4	1	9		2	1	5	3
Of which benchmark:	---	---		+3 benchmarks		Including 2 additional		+2 benchmarks	---	---	---
4.4 Skills for work	1	2	5	1	1	2		2	1	---	1
Of which benchmark:	---	---		+1 benchmark		Including 1 additional		+2 benchmarks	---	---	---
4.5 Equity	1	4	5	---	1	5		---	1	2	2
Of which benchmark:	TBD	---	---	---	---			---	---	---	---
4.6 Adult literacy and	1	2	4	---	2	4		---	2	---	1
Of which benchmark:	---	---	---	---	---	---		---	---	---	---
4.7 Sustainable development	1	5	3	1	---	1		---	---	---	1
Of which benchmark:	---	---	---	---	---	---		---	---	---	---
4.a Learning environment	1	2	3	---	3	4		---	1	---	1
Of which benchmark:	---	---	---	---	---	Including 2 additional		---	---	---	---
4.b Scholarships	1	0	2	---	---	---		---	---	---	---
Of which benchmark:	---	---	---	---	---	---		---	---	---	---
4.c Teachers	1	6	3	2	5	4		---	1	2	2
Of which benchmark:	4.c.1 Teachers with minimum qualifications			Yes		Yes	Yes	---	Yes	Yes	Yes
Finance			6	---	---	5		---	---	1	---
Of which benchmark:	1.a.gdp Education spending as % GDP	1.a.2 Education spending as % total public spending		Yes		Including 2 additional benchmarks	Yes	---	---	Yes	---

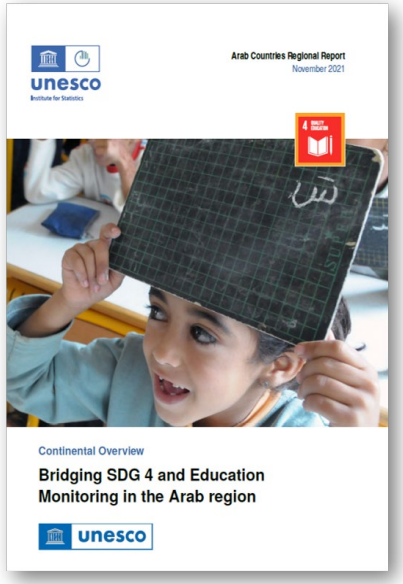
For more detailed information on the alignment between the global SDG 4 framework and regional education monitoring, please consult these reports produced by the UIS.

Africa



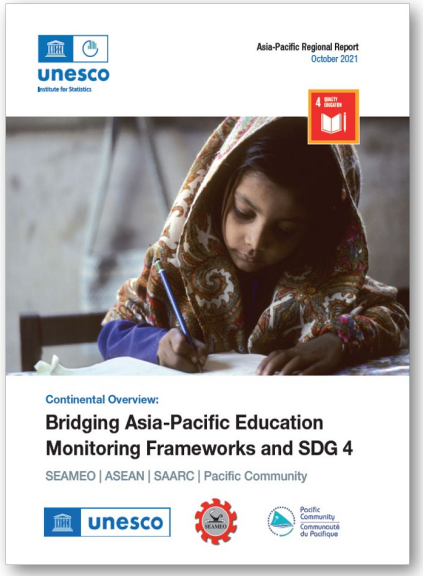
English - French

Arab States



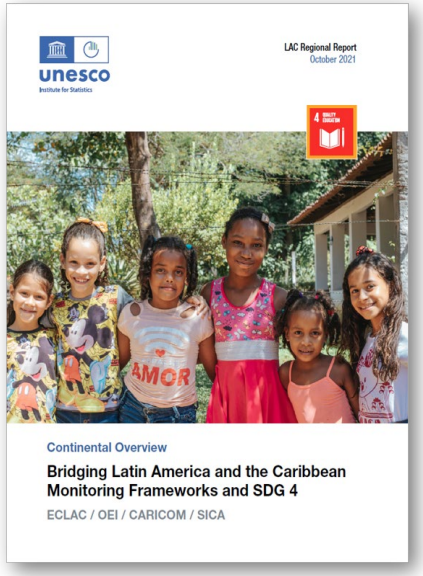
English

Asia & Pacific



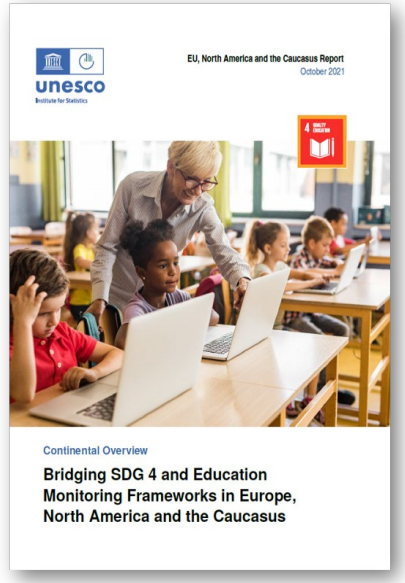
English

Latin America & Caribbean



English - Spanish

Europe, North America and Caucasus

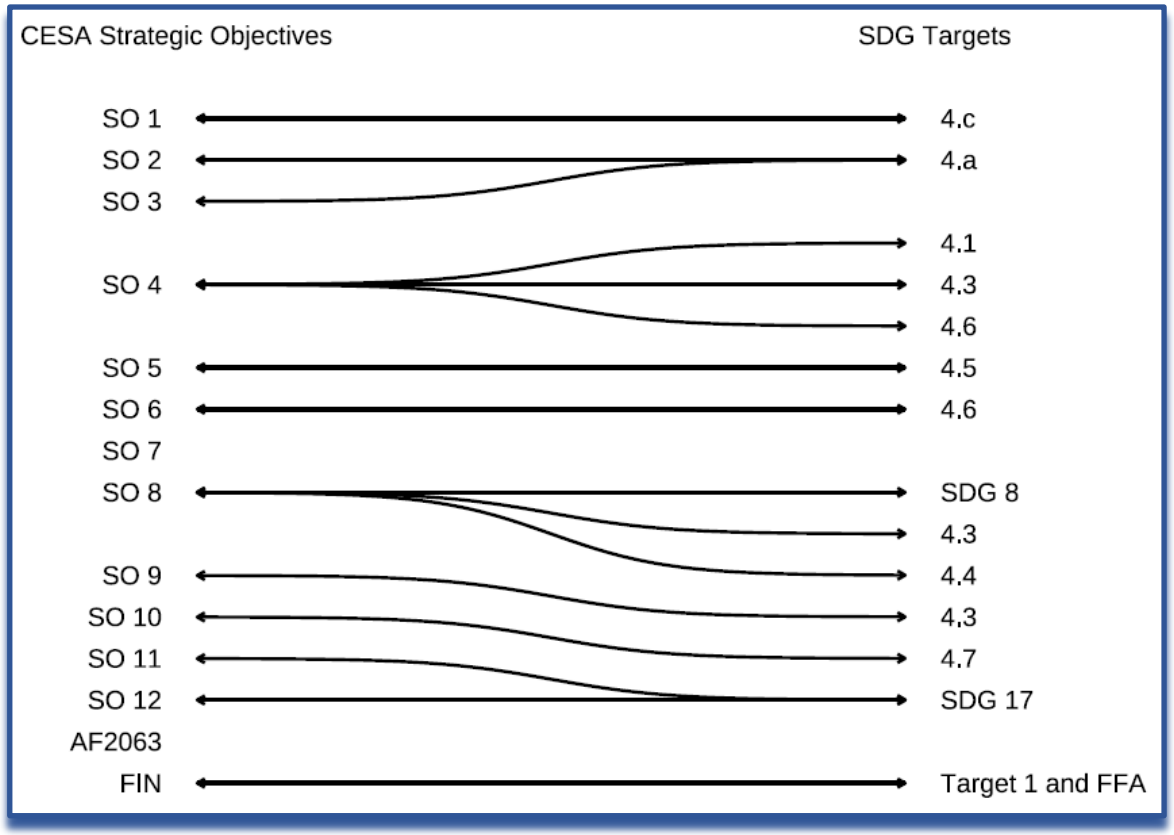


English

A focus on the African continent

The Continental Education Strategy for Africa 16-25

Bridging Targets
12 Strategic Objectives in CESA
10 targets in SDG



17 common indicators
41 indicators exclusive to CESA
23 indicators exclusive to SDG 4

Bridging Indicators
57 indicators in CESA
43 indicators in SDG

CESA SO	CESA Indicators	SDG Target	SDG Indicator
SO 1	1.1	4.c	4.c.1
	1.4	4.c	4.c.7
SO 2	2.1	4.a	4.a.1
	2.2	4.a	4.a.1
SO 3	3.1	4.a	4.a.1
SO 4	4.1	4.1	4.1.2
	4.5	4.1	4.1.1
	4.6	4.6	4.6.1
SO 5	5.1	4.6	4.5.1
SO 6	6.1	4.6	4.6.2
	6.2	4.6	4.6.2
	6.3	4.6	4.6.3
SO 8	8.3	4.3	4.3.1
	8.6	4.3	4.3.3
SO 9	9.2	9.5	9.5.1
SO 10	10.3	4.7	4.7.1
	F.1	Financing	1.a
	F.3	Financing	FFA

Common CESA and SDG benchmarks

CESA 16-25 Indicators	CESA indicators for reporting as per the agreement between UIS and the African Union	SDG indicators	Benchmarked
1.1 Percentage of Teachers Qualified to Teach According to National Standards	1.1 Proportion of teachers with the minimum required qualifications, by education level (SDG 4.c.1)	4.c.1	Yes
1.4 Percentage of Teachers who have undergone In-Service Training	1.4 Percentage of teachers who received in-service training in the last 12 months by type of training (SDG 4.c.7)	4.c.7	
2.2 Proportion of schools with (i) adapted infrastructure; (ii) materials for students with disabilities	2.2 Proportion of schools offering basic services, by type of service (SDG 4.a.1): (i) adapted infrastructure and materials for students with disabilities	4.a.1	
4.1 Gross intake ratio to last grade of primary, lower secondary and upper secondary	4.1 Completion rate (primary education, lower secondary education, upper secondary education) (SDG 4.1.2)	4.1.2	Yes
4.4 Percentage Distribution of Tertiary Graduates by field of study	4.4 Distribution of tertiary graduates by field of study	---	
4.5 Proportion of children and young people (a) in grade 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 (ii) mathematics and (iii) science, by sex	4.5 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 (SDG 4.1.1)	4.1.1	Yes
4.6 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	4.6 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 (SDG 4.6.1)	4.6.1	
5.1 Gender Parity Index for Gross Enrolment Ratio	5.1 Completion Rate - Adjusted Gender Parity Index (SDG 4.5.1/4.1.2)	4.5.1/4.1.2	Yes
5.2 Percentage of Female Teachers	5.2 Percentage of female teachers by teaching level of education	---	
5.4 Girls' dropout rate per reason of drop out	5.4 Out-of-school rate, by sex (SDG 4.1.4)	4.1.4	Yes
6.1 Youth literacy rate	6.1 Youth/adult literacy rate - Youth (SDG 4.6.2)	4.6.2	
6.2 Adult Literacy Rate	6.1 Youth/adult literacy rate - Adult (SDG 4.6.2)	4.6.2	
6.3 Participants in literacy programmes as a percentage of non-literate population	6.3 Participation rate of illiterate youth/adults in literacy programmes (SDG 4.6.3)	4.6.3	
8.1 Percentage of Total Enrolment in Secondary and tertiary Technical and Vocational Education and Training	8.1 Distribution of enrolment by programme orientation	---	
8.2 Percentage of TVET Graduates	8.2 Share of all students in vocational programmes, by level of education (%)	---	
8.6 Percentage of TVET Graduates who have participated in Apprenticeships	8.6 Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex (SDG 4.3.3)	4.3.3	
9.1 Number of earned doctoral degrees by field	9.1 Percentage of graduates by field of education (tertiary education)		
9.3 Enrolment of Students in Higher and Tertiary Education per 100,000	9.3 Gross enrolment ratio for tertiary education by sex (SDG 4.3.2)	4.3.2	
9.4 Inbound Mobility Ratio	9.4 Inbound Mobility Rate	---	
9.5 Outbound Mobility Ratio	9.5 Outbound Mobility Ratio	---	
10.3. Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, (iii) Peace, Life Skills, Media and Information Literacy education, are mainstreamed in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	10.3 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment (SDG 4.7.1)	4.7.1	
F.1 Public Expenditure on Education as a Percentage of Total Government Expenditure	F.1 Proportion of total government spending on essential services (education) (SDG 1.a.2)	1.a.2	Yes
F.2 Public Current Expenditure on Education as a Percentage of Total Education Expenditure by level	F2. Education expenditure per student by level of education and source of funding (SDG 4.5.4)	4.5.4	
F.3 Public Expenditure on Education as a Percentage of GDP	F3. Government expenditure on education as a percentage of GDP (FFA 2030)	FFA 2030	Yes

Additional benchmarks for Africa

Africa*	SDG indicator
2.1 Proportion of schools offering basic services, by type of service (SDG 4.a.1): (i) basic drinking water; (ii) single sex basic sanitation facilities; and (iii) basic hand-washing facilities	4.a.1
3.1 Proportion of schools offering basic services, by type of service (SDG 4.a.1): (i) electricity (ii) the internet for pedagogical purposes and (iii) computers for pedagogical purposes	4.a.1
5.5 Percentage of graduates from Science, Technology, Engineering and Mathematics programmes in tertiary education, both sexes *Original: 5.5 Percentage of girls enrolled in STEM*	---
8.3 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex *Original: 8.3 TVET Graduates Labour Force Participation Rate*	4.3.1
9.2 Research and Development Expenditure as a proportion of GDP *Original: 9.2 Expenditure on Research and Development as a Percentage of GDP*	9.5.1
Youth not in Education, Employment or Training (NEET)	8.6.1
Public expenditure on TVET	---

5 indicators from CESA

2 additional to CESA

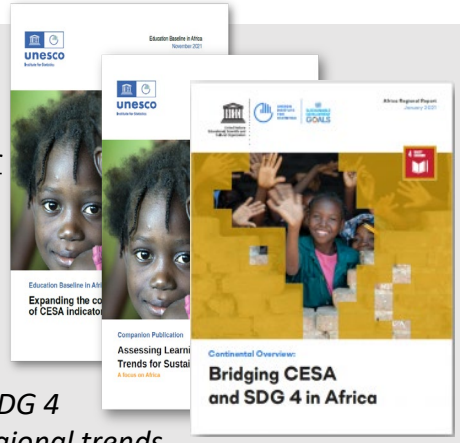
** CESA indicators for reporting as per the agreement between UIS and AU*

Africa: a suite of products

Resources for monitoring African countries' achievements on both Agenda 2030 and Agenda 2063

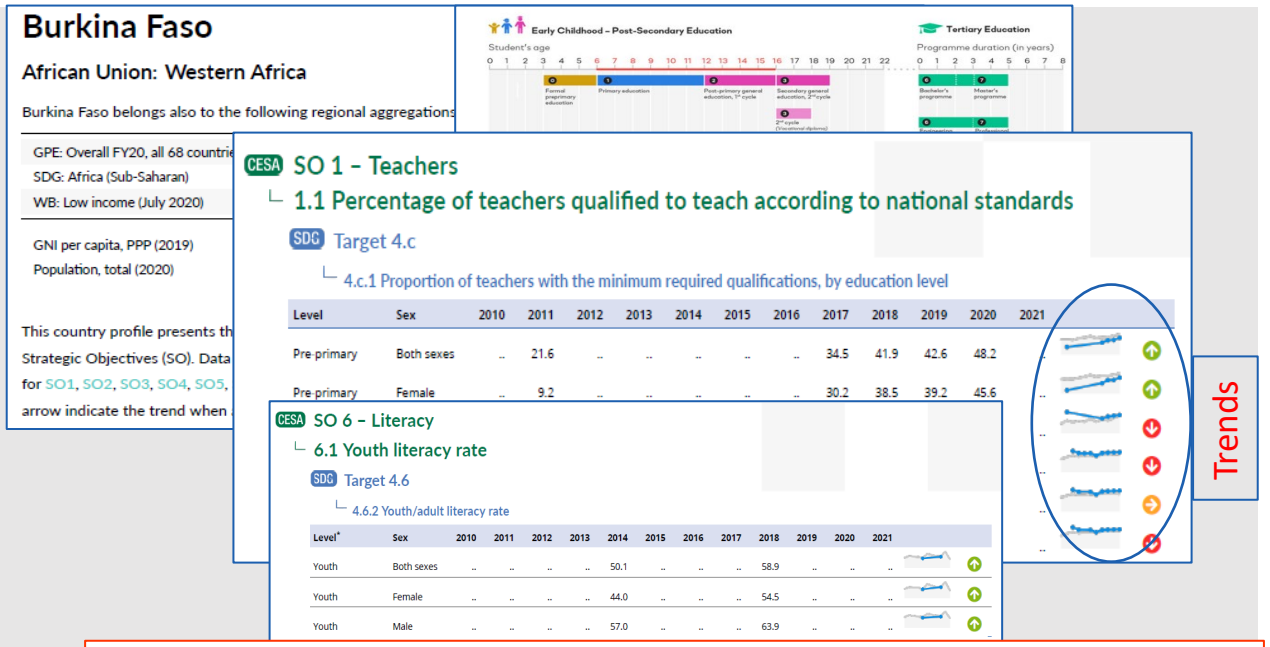
Reports

- *Bridging CESA and SDG in Africa*
- *Expanding the Coverage of CESA Indicators*
- *Assessing Learning Proficiency Levels and Trends for Sustainable Development Goal 4.1: A focus on Africa*



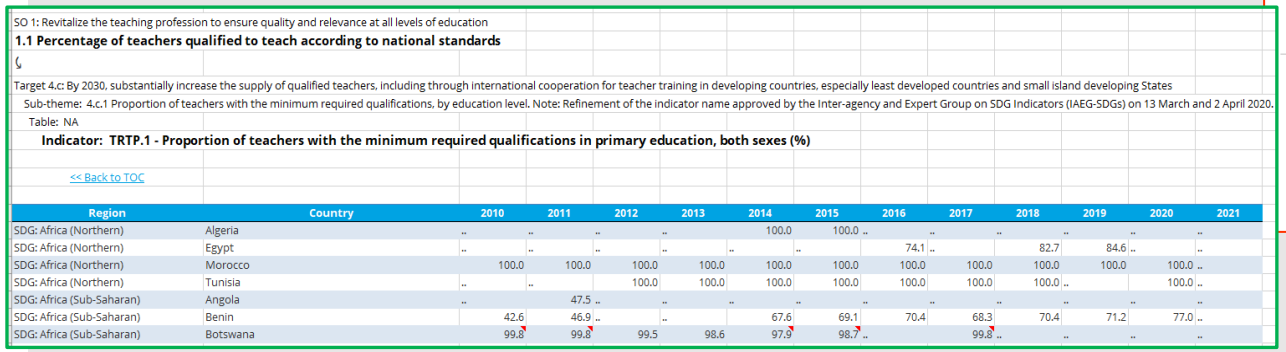
Country profiles

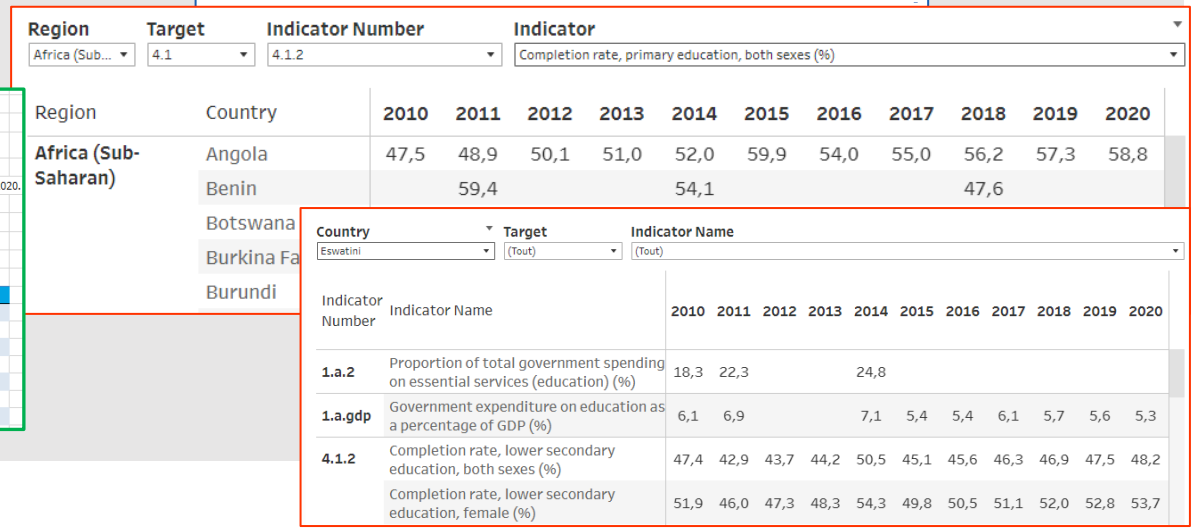
- *General country information and diagram of the national education system*
- *All data points available for indicators common to SDG 4 and CESA 16-25, and a comparison of country and regional trends from 2010 to 2020*



Country tables

- *Data for all CESA-SDG indicators from 2010 to 2021*



Dashboards

- *Global*
- *Country*
- *Benchmarks*