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The Monitoring Framework of the 2030 Agenda Update on Progress

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The SDG4 proposes four levels of monitoring of SDG*



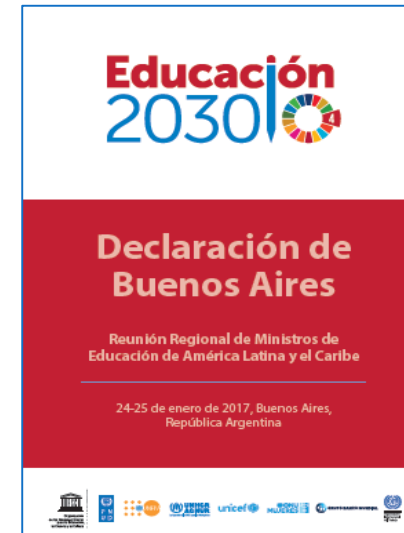
Global Framework

Small number of globally comparable indicators
- 1 indicator per goal except goal 2.
11 Indicators



Thematic framework

Extended set covering a range of sectoral priorities
(43 indicators)



Regional framework

Relevant for the region and validated by regional actors

National Frameworks

Based on national objectives agreed with local actors; recognizes context and includes a variety of local needs and objectives

➤ Who

- Inter-Agency and Expert Group to the SDGs (IAEG-SDG)

➤ How

- Delegated authority to custodian agencies
- Organized in a Tier classification systems based on
 - Status of methodological development
 - Coverage by region

➤ Education (SDG4)

- UNESCO Institute for Statistics (UIS-IEU-ISU) custodian agency of 8 and co custodian of 1 (with ITU - International Telecommunication Union-) global indicators

➤ Who

- UNESCO Institute for Statistics (UIS-IEU-ISU)

➤ How

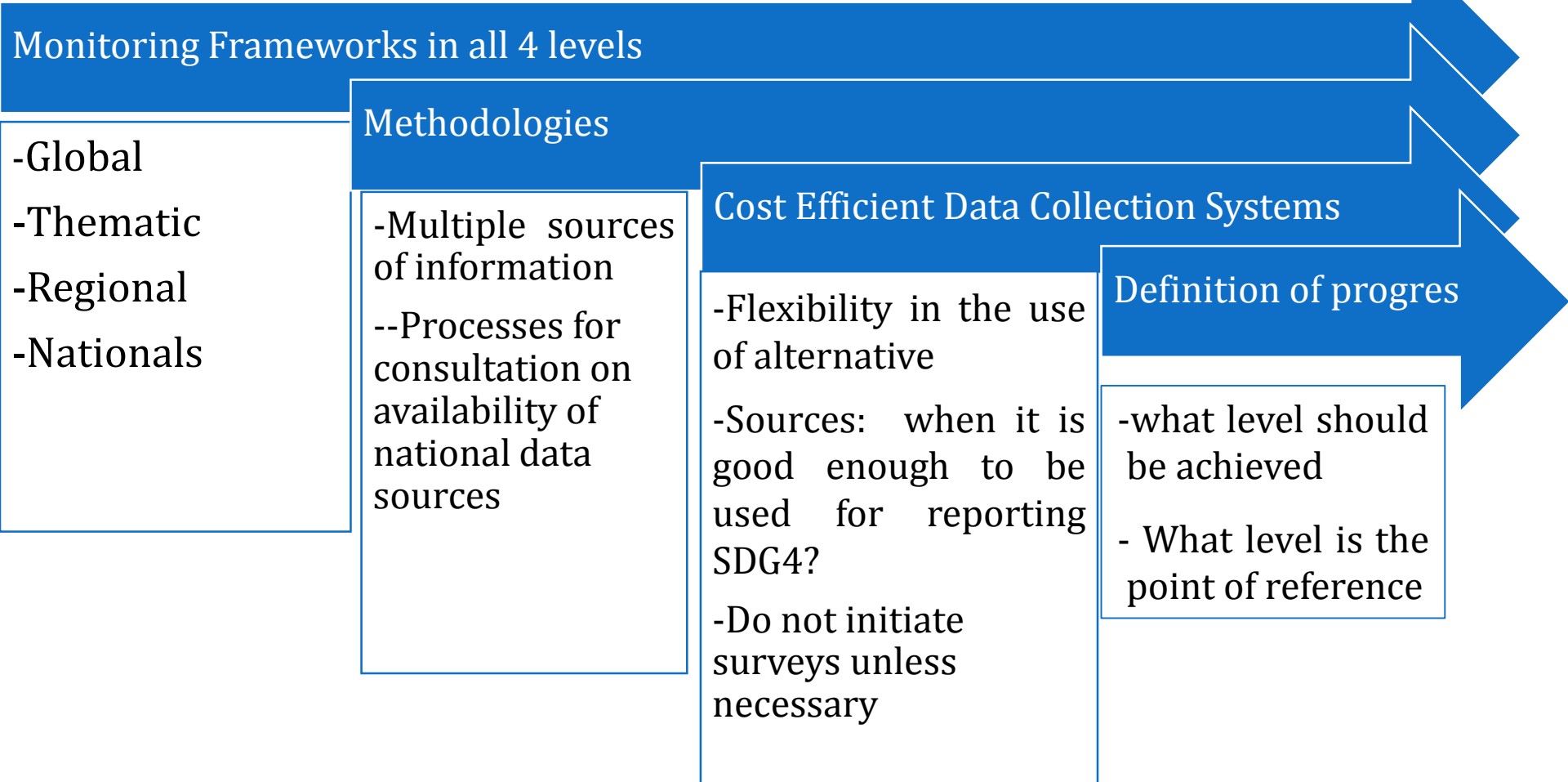
- Adopts and expand the global one
- Joint work with partner agencies and countries
 - Technical cooperation group (TCG): the region represented by Brazil, Colombia, Cuba, Jamaica, Mexico
 - Global partnership for monitoring learning (GAML)
 - Inter-Agency Group for Household Surveys (ISWG HHS)



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2. Progress in Monitoring Framework Development

Four Lines of Action to implement the SDG4 monitoring agenda



Approve in January 2018	6 (4.3.1, 4.6.3, 4.7.1, 4.7.2, 4.a.2, 4.a.3)
Advanced Status	7 (4.1.1, 4.2.1, 4.2.3, 4.4.2, 4.5.2, 4.5.3, 4.c.5)
Defining Work	5 (4.7.4, 4.7.5, 4.c.7, 4.b.2., 4.a.1(d))
Modification	2 (4.1.5 and 4.2.4)
Estimation and modelling	2 indicators to expand coverage
To be dropped	4.7.3: To be dropped, covered by 4.7.1
Framework revision	To start discussion in November 2018. TCG5

➤ Agreement on comparability for reporting indicator 4.1.1

- General Policy Level descriptor (what the child/youth) is able to do
- Multi- fold reporting

Mathematics

	Assessment/ Level
End of Lower Secondary	<ul style="list-style-type: none"> • PISA level 2 • TIMSS low international
End of Primary	<ul style="list-style-type: none"> • SACMEQ level 3 / level 4 • PASEC grade 6 level 1 • PILNA level 6 • TERCE grade 6 level 1 • TIMSS 4 intermediate international benchmark
Grades 2/3	<ul style="list-style-type: none"> • PASEC grade level 2 • TERCE grade 3 level 2 • Further work to align MICS/ASER/Uwezo

Line 3: Reporting - New Indicators/ Disaggregations to be released on

Indicator	Indicator Definition	Observations
4.3.	Gross Enrolment Ratio	HHS data Disaggregated sex, location and wealth
4.3.3	Participation rate in technical and vocational programmes	HHS Expanded to cover ISCED levels 4 and 5
4.4.1.	youth and adults (ICT) skills, by type of skill	data by sex
4.5.1.	Parity Indices	Split into categories and added for new updated indicators
4.6.1.	Functional literacy and numeracy	Data by sex, socio-economic status and immigrations status
4.7.1	Global Citizenship	Data to be disseminated in 2019
4.a.2	Bullying in the last 12 months	Added
4.a.3	Attacks on students, personnel and institutions	added

- The SDGs propose a set of ambitious objectives for 2030. It is not clearly specified:
 - what level should be achieved
 - what it means to reach that level
- Example: Indicator 4.1.1

"proportion of children ... that reaches at least a minimum level of competence in (i) reading and (ii) mathematics"

- **Definition:** what is the minimum level of competence
- **Progress:** how many children should reach the minimum level

➤ Objective

- Inform discussions about the definition of reference points or benchmarks at the regional and global levels
- Map current definition to understand how progress is currently defined

➤ How

- On-line consultation

➤ What levels

- Regional
- National

➤ What is mapped

- Alignment to Thematic Framework
- Definition of Progress



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Thank you!

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