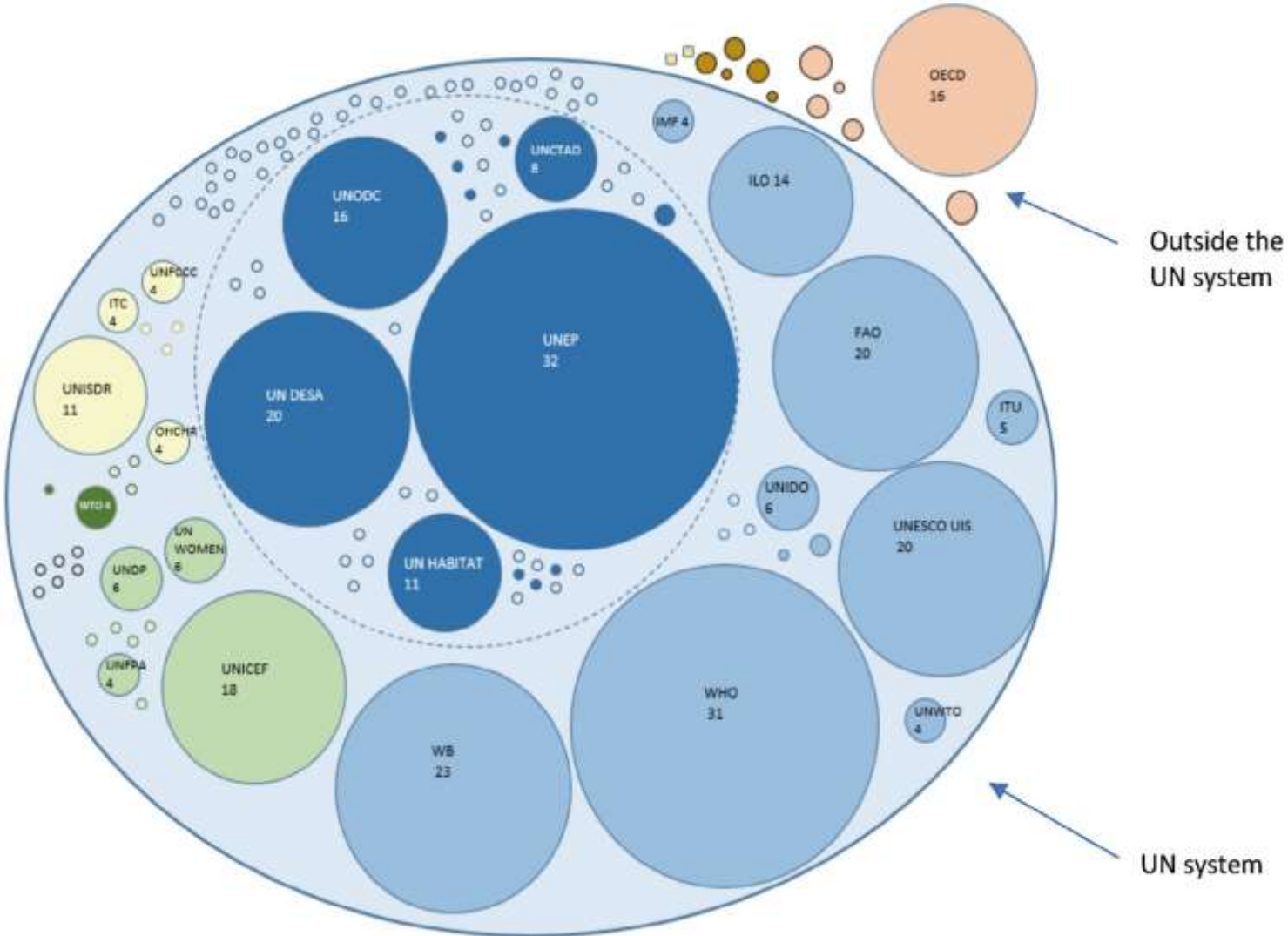


# UNESCO's Role in Monitoring SDG4 Indicators



# Custodian Agencies Responsible for SDG Indicators



**Legend:** Agency icon size is proportional to number of indicators it is responsible for

Colour	Agency
Blue	UN Secretariat
Light Blue	Specialized agencies within the UN system
Green	Other funds, programmes and related organizations (outside the UN Secretariat)
Yellow	Other UN entities outside the Secretariat
Gold	Member States and coalitions
Brown	Conventions
Pink	Other international organizations

# Overview of UNESCO's role in monitoring SDG indicators



**UNESCO  
CUSTODIAN  
AGENCY – 6  
indicators**



1 indicator



1 indicator



1 indicator



1 indicator



2 indicators

**UNESCO - IOC  
CUSTODIAN  
AGENCY – 2  
indicators**



2 indicators

**UNESCO - UIS  
CUSTODIAN  
AGENCY – 14  
indicators**



11 indicators

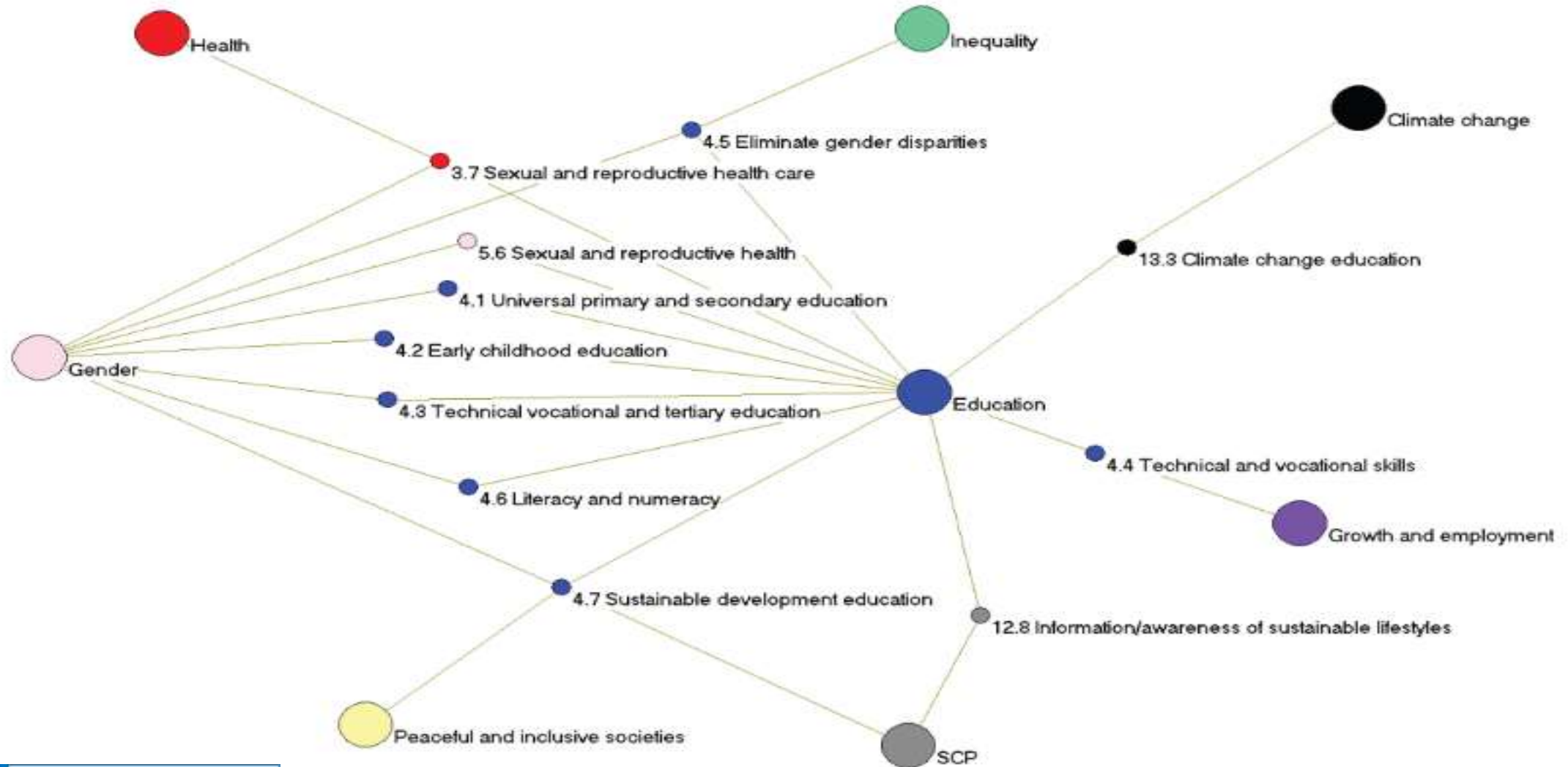


2 indicators



1 indicator

# SDGs all connected: Centrality of Education



# Sustainable Development Goal 4 and Interconnectedness

**Goal 4** : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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## Outcome Targets [7]

4.1 Quality primary/secondary education for all

4.2 Early childhood & pre-primary education

4.3 Equal access to TVET & higher education

4.4 Relevant skills for work

4.5 Gender equality & equal access for all

4.6 Youth and adult literacy

4.7 Global citizenship education for sustainability

## Means of implementation [3]

4.a Safe & inclusive learning environments

4.b Scholarships for higher education

4.c Teachers' training and working conditions

Overall, systematic monitoring based on available data (SDG4 national reports-before COVID-19) shows that there has been **steady progress** towards many of the targets over the last 5 years

The Third Arab Region Meeting on Education 2030 (ARMED III, 2019), identified three priority areas of action, i. displacement, migration, and education; ii. quality and relevance of education; iii. education financing.

The national teams worked on drafting national reports on progress achieved in SDG4 indicators, indicating partnerships and success stories with the support of Regional organizations (**ABEGS, RCEP, and RCQE**) and UNESCO field offices.

The 16 national reports on SDG4 progress reflect significant efforts (initiatives, projects, success stories) undertaken since the Cairo Declaration 2015.

However, some significant gaps remain. (need to target marginalized and vulnerable groups such as learners with special needs, from low socio-economic status, and refugees).

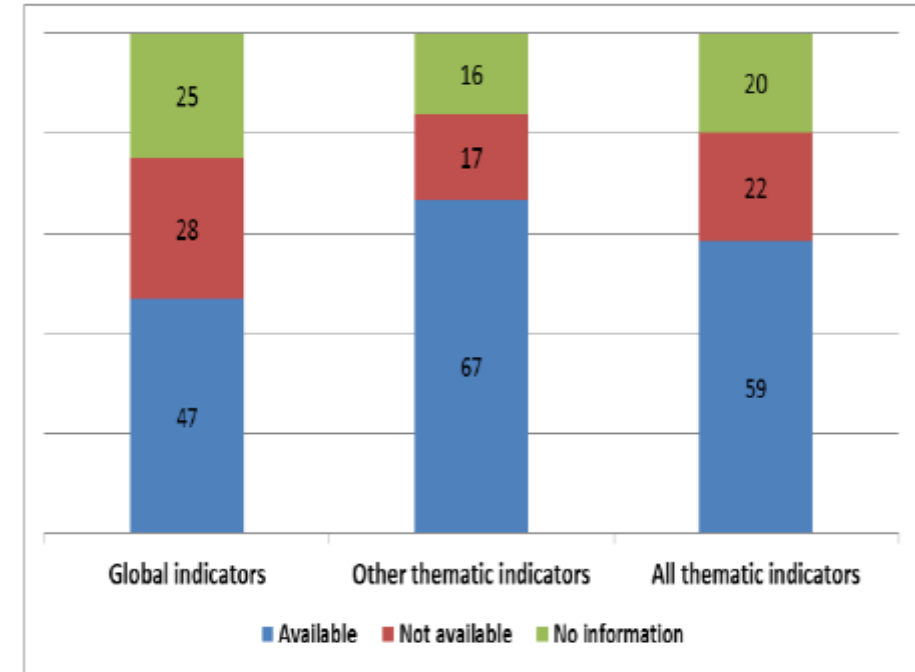
## II. Data availability for SDG4 indicators

UIS (2016) survey to assess the availability of the underlying data required to produce the indicators for monitoring SDG 4 in the Arab region.

**Main objective:** to examine countries' ability to measure and report on progress made towards achieving the education agenda 2030. (covered 18 countries)

**47%** of the countries in the region are collecting data required to produce 11 global indicators and **59%** of the countries are collecting data for all (43) thematic indicators.

Two critical issues: i. limited availability of systematic, reliable and valid data required to produce the global and thematic indicators and limited levels of disaggregation of data available  
ii. limited use of other sources of data, besides administrative data (student and school administrative records).



# Monitoring timeframe

2019: **HLPF Global Review on SDG4**

2020: 1<sup>st</sup> five year regional review

2023: HLPF Global Review

2023-2025: Regional mid-term review

2027: HLPF Global Review

2028 - 2029: Final regional end-SDG4 review

**2030 – Achieve the targets**



# Overview of UNESCO's work on SDG data and monitoring



- Data and Statistical Capacity Building
- Technical support to 2025 and 2030 benchmarking
- Follow up Transforming Education Summit
- Policy advocacy and research (SDG4 policy mapping)



# Higher Education in Agenda 2030- SDG Academia Network.

9 Goals mention the functions of higher education specifically in the text



1 x Agriculture  
Research



1 x Research



1 x Education



1 x Education  
1 x Research



1 x Education



1 x Research  
1 x Science



9 x Education  
1 x Higher  
Education  
1 x University

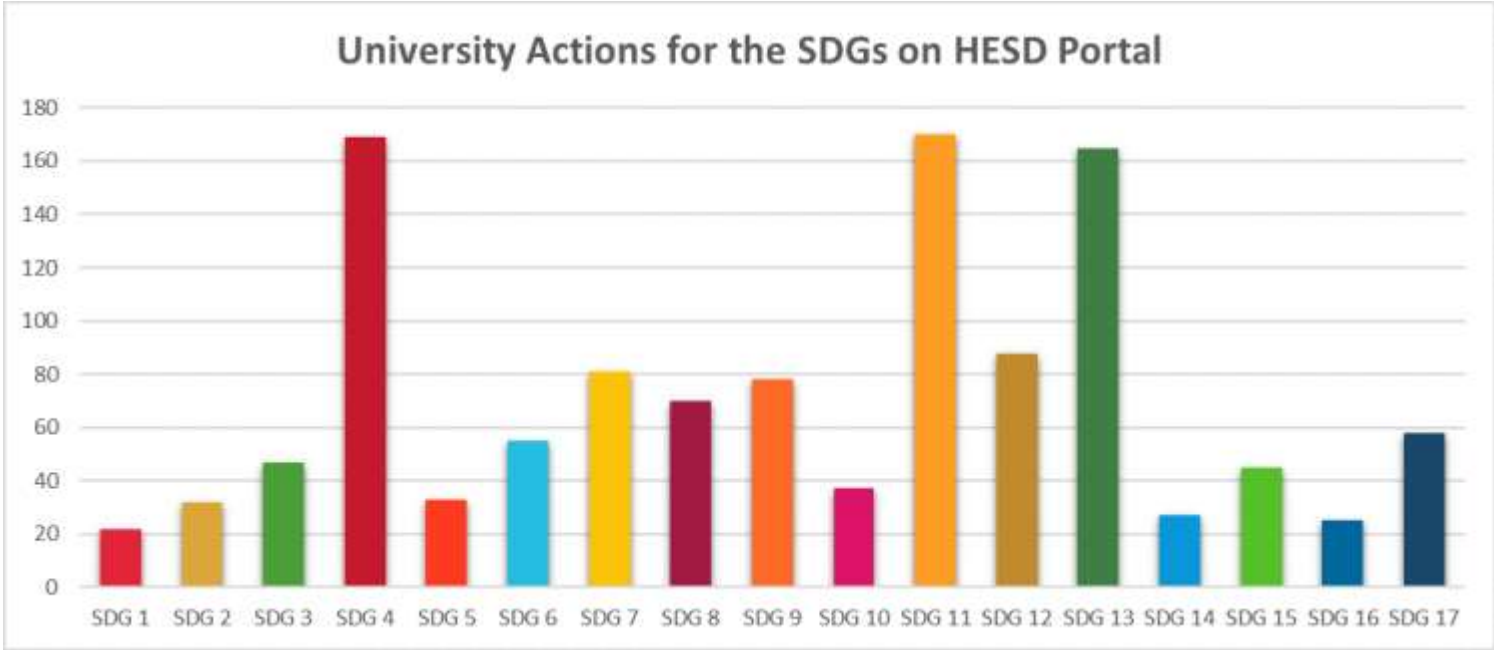


4 x Research



2 x Science

# Higher Education contributes to all Goals.



[www.iau-hesd.net](http://www.iau-hesd.net)

# Issues that matter for accelerating Education Agenda 2030

**i. Having necessary policies, frameworks, and standards:** Clear policies for targets related to early childhood care and development, TVET, and ICT skills for youth and adults, as well as the National Curriculum Framework and Teacher Standards Framework, are critical for accelerating the progress for such critical issues.

SDG4 has new and emerging areas in education that are considered critical for the future of children and youth. Areas such as citizenship education and ESD, youth and adult ICT skills need specific standards and frameworks to guide the alignment of these concepts in the education process. (also, the interconnectedness of SDG4)

**ii. Strengthening coordination and participation:** There are two aspects to coordination- one is at the level of coordination between the ministries and departments and the other is through participation and cooperation with other stakeholders.

Coordinating data (collection/sharing) across different ministries and departments and effective multi-stakeholder partnerships.

**iii. Improving quality, availability, and utilization of data:** The core tenet of the 2030 Agenda is the concept of 'no one left behind'- the principle that sustainable development must include all people regardless of sex, gender, race, ethnicity, migratory status, income, disability, or geographic location.

Disaggregated, quality, relevant, and timely data play a critical role in assessing the status of progress of the goal which in turn will help better planning to accelerate progress and ensure that 'no one is left behind'

# UNESCO's support to the Region on SDG4 Indicators



- The UNESCO Regional Office for the Gulf States and Yemen will continue providing technical support to the Member States in collaboration with UNESCO UIS, UNESCO IOC, and other relevant offices on SDGs monitoring and reporting;
- To scale up support, a proposed plan to set up a regional data facility center at the UNESCO Regional Office for the Gulf States and Yemen to provide data and monitoring support to GCC and Yemen including improving country-level data quality, strengthening country M&E system, helping in indicator development, technical support in data collection and data analysis;
- Technical support for the implementation of Culture 2030 Indicators.

# Thank you

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2030 