



# INFORMATION SESSION



# BACKGROUND AND METHODOLOGY

# REGIONAL SDG 4 ROADMAP

## Expected Outcomes

- Bangkok Statement 2022 adopted by the Ministers.
- TES outcome document shared with AP countries and partners.
- Countries' gaps, challenges and best practices identified.
- Countries capacity to monitor and report progress on SDG4 enhanced.

Years	SDG 4 Implementation Phases	
2015-2016	<b>PHASE I</b>	Foundation Building
2017-2019	<b>PHASE II</b>	Clarification of Targets; Towards Implementation, and 1 <sup>st</sup> Progress Review
2020-2023	<b>PHASE III</b>	Implementation and <a href="#">Midterm Review</a>
2024-2027	<b>PHASE IV</b>	Acceleration / Reviewing Success
2028-2030	<b>PHASE V</b>	Into the Future

# WHAT WILL BE DONE?

## Purpose

Ensure monitoring, follow-up and review of all targets as a key strategic approach to achieving SDG 4



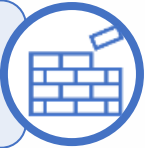
Identify progress, summarize lessons; highlight good practices, clarify priorities and strategies going forward



Strengthen national capacities for monitoring and evaluation of education



Strengthen national capacities for monitoring and evaluation of education



**Assessing**

progress  
towards the 10  
SDG 4 Targets

**Reviewing**

SDG 4  
implementation  
strategies

**Identifying**

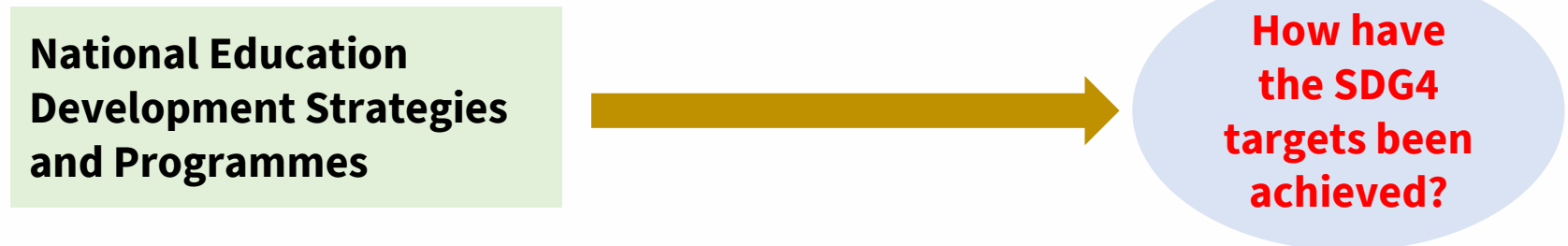
priorities for  
moving  
forward



## Assessing progress towards the 10 SDG4 targets



## Reviewing implementation strategies to achieve SDG4



## Identifying priorities for the way forward



# OUTPUTS AND OUTCOMES

## Expected outputs

- **Country reports** on the current strategies, progress, and remaining challenges with SDG 4.
- Synthesizing **regional report** documenting progress towards the regional benchmarks.

## Expected outcomes

- Public debate about the development in education, specifically learning recovery and education system transformation
- Lessons and immediate priorities and strategies shaped
- Strengthened integration of the education sector into overall country development as per the Agenda 2030

## METHODOLOGY

- **Countries should adopt document review, policy analysis, key informant interviews, survey analysis, case studies, validation exercise, and benchmarking.**

- **Analysis of SDG 4 indicators particularly the benchmark indicators, will provide the main assessment of a country, with gaps in progress and challenges.**

INTENDED KEY ACTIVITIES/EVENTS	TENTATIVE TIMELINE
APREMC-II to inform the SDG 4 Midterm Review process	June 2022
Share Midterm Review Guidelines with member states	Sept 2022
Establish Helpdesk and online support	Aug – Sept 2022
Sub-regional capacity development workshops	Sept – Dec 2022
<b>Initiate the Midterm Review process</b> and prepare the national reports	Jan – Aug 2023
Peer review of the national reports	Aug 2023
Regional Seminar on the progress of SDG 4	Sept 2023
Finalization of the national reports	Sept – Nov 2023
Submission of the national reports to UNESCO Bangkok	Dec 2023
Preparation of Regional SDG 4 Benchmarking Report	Sept 2023 – Mar 2024
APMED-6	2024

## Suggested Content and Outline of Midterm Review Reports

- **Chapter 1: Socio-Economic context (5 pages)**
- **Chapter 2: Countries' adaptation and implementation of SDG 4 (5 pages)**
- **Chapter 3: Assessment by SDG 4 Target (50-60 pages)**
  - ❖ 3.1. - SDG 4 Target 1 Free Primary and Secondary Education
  - ❖ 3.2. - SDG 4 Target 2 Equal Access to Quality Pre-primary Education
  - ❖ 3.3. - SDG 4 Target 3 Equal Access to Affordable TVET and Higher Education
  - ❖ 3.4. - SDG 4 Target 4 Increase the Number of People with Relevant Skills for decent work
  - ❖ 3.5. - SDG 4 Target 5 Eliminate all Discrimination in Education
  - ❖ 3.6. - SDG 4 Target 6 Universal Youth Literacy and Numeracy
  - ❖ 3.7. - SDG 4 Target 7 Education for Sustainable Development and Global Citizenship
  - ❖ 3.8. - SDG 4 Target a) Build and Upgrade Inclusive and Safe Schools
  - ❖ 3.9. - SDG 4 Target b) Expand Higher Education Scholarships for Developing Countries
  - ❖ 3.10. - SDG 4 Target c) Increase the Supply of Qualified Teachers in Developing Countries
  - ❖ 3.11. - Matrix of policies and practices applied
- **Chapter 4: Impact of the COVID-19 Pandemic on Progress of SDG 4 (5 pages)**
- **Chapter 5: Anticipated way forward (5 pages)**
- **Annex: Relevant regulatory documents, references and stakeholders and their responsibilities by SDG 4 targets and indicators**



# SEVEN SDG 4 AND REGIONAL BENCHMARK INDICATORS

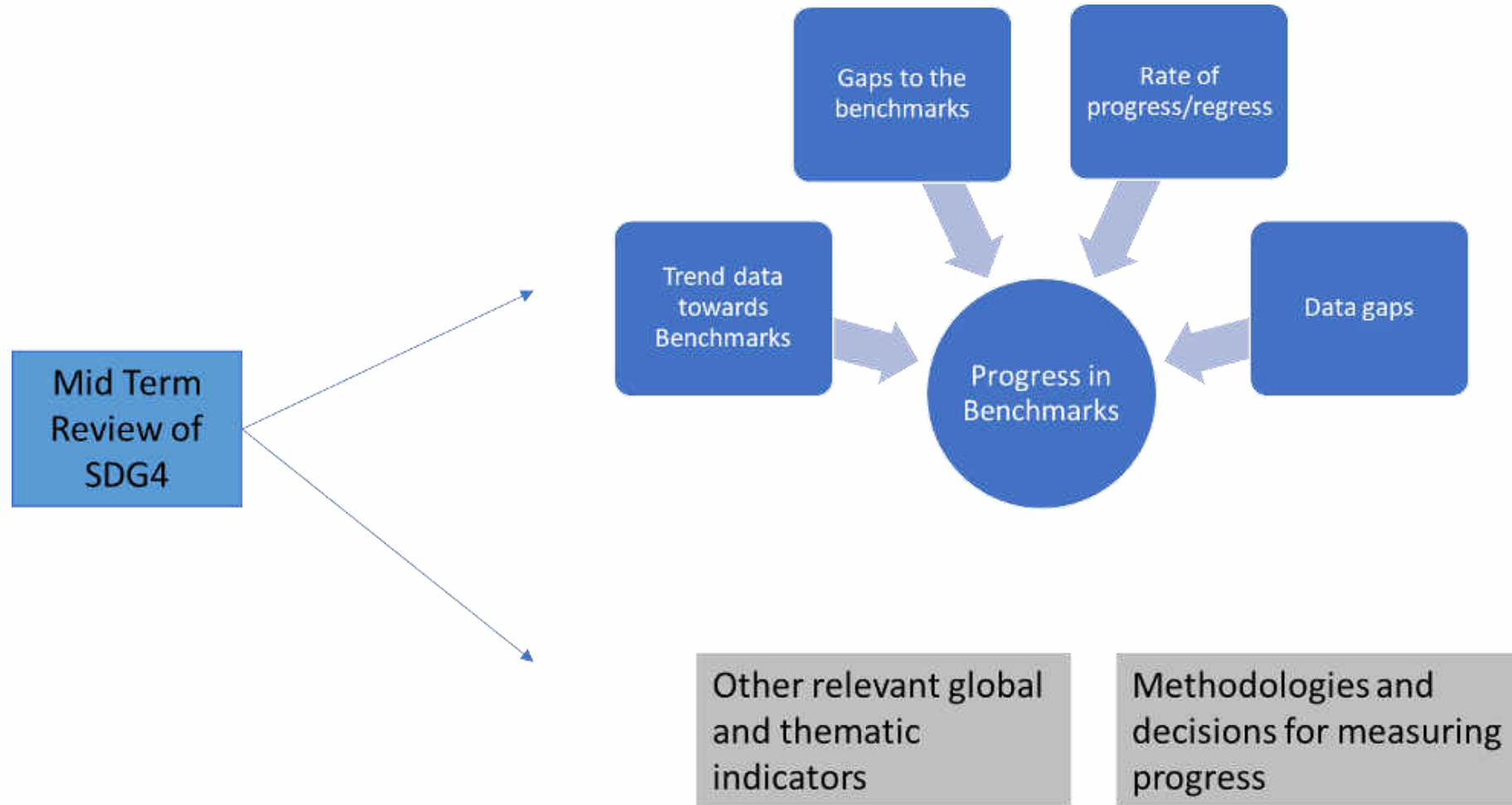
Seven global SDG 4 indicators were selected by a Technical Collaboration Team for SDG 4. Each world region has additionally proposed benchmark indicators varying by regional relevance.

**For Asia-Pacific:**

- Participation rate of youth and adults in formal and non-formal education and training (SDG 4.3.1)\*
- Gross enrolment ratio for tertiary education (SDG 4.3.2)
- Participation rate in technical vocational education programme (SDG 4.3.3)
- The percent of students in Tertiary Education in STEM field

POLICY AREAS	GLOBAL	REGIONAL
<b>Basic education</b>	4.1.1 Minimum proficiencies 4.1.2 Completion rates 4.1.4 Out-of-school rates	<p><b>Definition of regional minimum levels for global indicators</b></p> <p><b>+</b></p> <p><b>Indicators selected from regional frameworks:</b></p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Arab States</li> <li>• Asia/Pacific</li> <li>• Europe/North America</li> <li>• Latin America/Caribbean</li> </ul> <p>Africa: +2 (NEET; STEM) Asia/Pacific: +3 (adult education; tertiary GER; STEM) Europe: +2 (adult education; tertiary GER)</p> <p>Africa: +1 (Participation TVET grads in LF) Asia/Pacific: +1 (youth/adult TVET participation) Europe: +2 (work-based learning; digital skills)</p> <p>Africa: +2 (schools with electricity/Internet/computers; WASH)</p>
<b>Pre-primary</b>	4.2.2 Participation in organized learning a year before primary education entry	
<b>Teachers</b>	4.c.1 Qualified teachers	
<b>Expenditure</b>	1.a.2/FFA Education as % GDP / % budget	
<b>Equity</b>	4.5.1 Gender gap in upper secondary completion	
<b>TVET / Higher education</b>		
<b>Skills for work</b>		
<b>Learning environment</b>		

# Use of Benchmark indicators for Midterm Review





# INITIATING THE COUNTRY PROCESS

# NATIONAL SDG 4 REVIEW TEAM PREPARING THE MIDTERM REPORT

## National SDG 4 Coordinator

- Thematic experts/teams
  - education policies and planning,
  - early childhood care and education,
  - basic education,
  - adult education, literacy and skills training,
  - teachers and teacher training,
  - Education finance, ....
- National Education Statistics/EMIS Unit
- National Statistics Office
- Civil society organization(CSO) representatives and youth who have been actively supporting SDG 4
- Education researchers and experts in SDG 4

National SDG 4 Review Team will be responsible for realistically planning, coordinating, and implementing the review processes and producing the National Review Midterm Report

# METHODOLOGY

- Be participatory and inclusive, involving sector-wide stakeholders in sustained consultation and collaboration;
- Be forward-looking in presenting current and anticipated challenges as well as in making specific recommendations for transforming education and its systems in the national context;
- Adopt a wide range of methodologies: document review; policy analysis; key informant interviews; survey reviews; case studies; validation exercise and –perhaps most important–benchmarking;
- Analysis of the data and SDG 4 indicators particularly benchmark indicators should provide main progress identifying gaps in progress and remaining challenges in achieving SDG 4 by 2030;
- Analysis can be based on the different perspective of education development such as learning, participation, completion, teachers, resource inputs and educational processes:
  - Characteristics of distribution and/or patterns
  - Differences, disparities and imbalances
  - Changes over time (speed of progress) and space
  - Gains and shortfalls against targets (benchmark values) and plans
- Data analysis must go beyond covering key disaggregation of that data by age, gender, wealth, disability, ethnicity, mother tongue/first language, second/other language(s), and migration or refugee status.



# UPDATE ON THE PROCESS



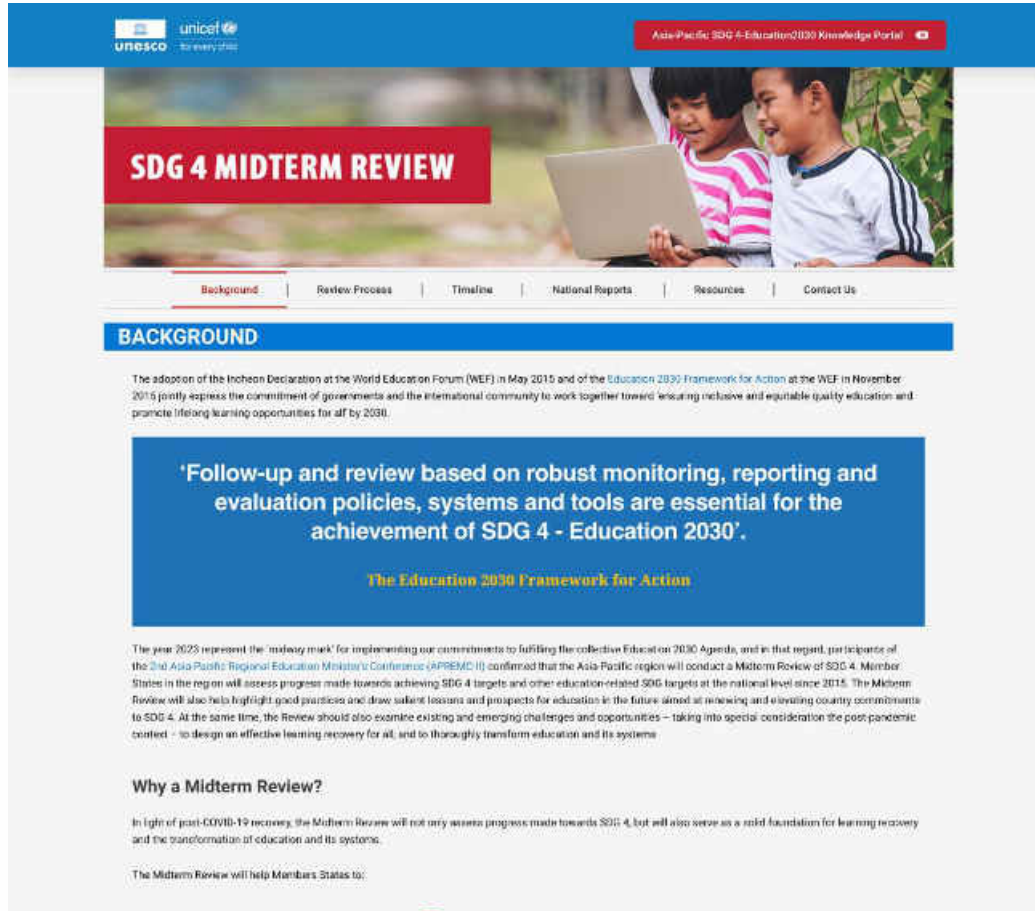
# RESPONSES FROM THE MEMBER STATES\*

Central Asia	East Asia	Pacific	Southeast Asia	South Asia
Kazakhstan	China		Cambodia	Bhutan
	Mongolia		Philippines	Sri Lanka
	Republic of Korea			Maldives
				India
				Nepal

*\*As of 2 March 2023*



# SUPPORT AVAILABLE



The screenshot shows the 'SDG 4 MIDTERM REVIEW' online portal. The main navigation includes: Background, Review Process, Timeline, National Reports, Resources, and Contact Us. A key message states: "Follow-up and review based on robust monitoring, reporting and evaluation policies, systems and tools are essential for the achievement of SDG 4 - Education 2030". The page also mentions the Education 2030 Framework for Action and provides information on why a midterm review is necessary.

- UNESCO Bangkok has set up an online portal for countries to upload their Reviews and relevant materials, facilitate peer-reviewing and experience-sharing to maximize learning and exchange on SDG 4 and 2030 Education Agenda progress.

## Midterm Review online portal:

<https://apasdg4education2030.org/ap-mtr/>

- A helpdesk is also available to assist Member States throughout the national Midterm Review.

**E-mail helpdesk:** [ap.mtr@unesco.org](mailto:ap.mtr@unesco.org)

- Resources: Technical Resources, Knowledge Products and Good Practices can be found at the MTR online portal under 'Resources'