



Measuring Progress

Toward SDG 4:

Where are the goalposts and how do we know we are winning?



RAMON C. BACANI

Center Director

Southeast Asian Ministers of Education Organization
Regional Center for Educational Innovation and Technology



Overview of Presentation

- Context Setting: *The Journey Toward SDG 4 / Education 2030*
- SDG 4 Targets and Indicators
- *Translating SDG 4 Commitments at Country Level*
 - *Pre-Summit Consultation Highlights*



What Came before SDG 4?

- World Conference on Education for All
 - *Jomtien 1990 – World Declaration on EFA*
 - *EFA 2000 – Dakar Framework for Action*
- Millennium Development Goals
 - *Adopted by the United Nations General Assembly in 2000*
 - Incorporated other global development concerns



SDG 4 - Quality Education

SDG 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Part of the 17-point Global Agenda for Sustainable Development
 - *SDG 4 – a stand-alone goal focusing on quality education*
 - *Education-related targets cut across other SDGs*
 - Health and Well-being (Target 3.7)
 - Gender Equality (Target 5.6)
 - Decent Work and Economic Growth (Target 8.6)
 - Responsible Consumption and Production (Target 12.8)
 - Climate Change Mitigation (Target 13.3)



Education 2030

- Education is a **fundamental** human right and an **enabling** right.
- Education contributes to the realization of all other SDGs
- To fulfill this right, countries must ensure **universal equal access to inclusive and equitable quality education and learning, leaving no one behind**. Education shall aim at the **full development of the human personality** and **promote mutual understanding, tolerance, friendship and peace**.



EFA and MDGs: The Journey to SDG 4

	MDG 2	EFA	SDG 4
Scope	Primary education	Basic education	Basic Education; Post Basic Education/Training Lifelong perspective
Stakeholders/ Beneficiaries	Children	Children, Youth and Adults	Children, Youth and Adults



SDG 4 Outcome Targets

Target 4.1

By **2030**, ensure that **all girls and boys complete free, equitable and quality primary and secondary education** leading to relevant and **effective learning outcomes**





SDG 4 Outcome Targets

Target 4.2

By 2030, ensure that **all girls and boys** have access to **quality early childhood development, care and pre-primary education** so that they are ready for primary education





SDG 4 Outcome Targets

Target 4.3

By 2030, ensure equal access for all women and men to **affordable and quality technical, vocational and tertiary education, including university**





SDG 4 Outcome Targets

Target 4.4

By 2030, substantially **increase** the number of youth and adults who have **relevant skills**, including **technical** and **vocational skills**, for employment, decent jobs and entrepreneurship



SDG 4 Outcome Targets

Target 4.5

By 2030, **eliminate gender disparities** in education and ensure **equal access to all levels of education and vocational training** for the vulnerable, including **persons with disabilities, indigenous peoples and children** in vulnerable situations





SDG 4 Outcome Targets

Target 4.6

By 2030, ensure that **all youth** and a substantial proportion of **adults**, both men and women, **achieve literacy and numeracy**





SDG 4 Outcome Targets

Target 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development





SDG 4 Means of Implementation

Target 4.a

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all



SDG 4 Means of Implementation

Target 4.b

By 2020, substantially expand globally the number of **scholarships** available to **developing countries**, in particular least developed countries ... for enrolment in **higher education**, including **vocational training** and **information and communications technology**, **technical, engineering** and **scientific programmes**, in developed countries and other developing countries



SDG 4 Means of Implementation

Target 4.c

By 2030, substantially increase the **supply of qualified teachers**, including through international cooperation for **teacher training in developing countries**, especially least developed countries and small island developing States





Pre-Summit Consultations

- Actions of education agencies and partners to align plans and monitoring systems to the SDGs
- Efforts to generate intermediate benchmarks or data points for progress and performance monitoring
- Existing tools used to generate needed data to report on outcomes
- Continuing gaps in data collection and how to address them
- Issues and concerns on data consolidation across agencies and how to resolve them



Translating SDG 4 Commitments at the Country Level

- 1. System-wide education planning and coordination with the learner/child as the center of all SDG-related initiatives**
 - There are currently no SDG 4 targets or operational plans for the Philippines beyond 2022 (SDGs are up to 2030)
- 2. Localization of SDGs within the context of decentralized governance**
- 3. Intersectoral and multilevel planning and coordination mechanism for SDG 4**



Data Collection and Management Issues

1. Education agencies, NEDA and PSA are still at the advocacy stage on the SDGs, Tools are still being reviewed and under development; baselines, data points and progress milestones are yet to be defined
2. Inclusiveness of data and information needed to ensure that SDG 4 activities of organizations outside of the main education agencies are captured and reported
3. Quality assurance of data and information, including quality of tools and the data emanating from them; quality of administration, data analysis, reporting and consolidation
4. Prioritization of SDG4 indicators given limitations in resources

Data Collection and Management Issues



5. Data Collection; use of existing administrative data and conduct of surveys to establish baselines and fill identified data gaps [EBEIS (DepEd), CHECKS (CHED), T2MIS (TESDA) FLEMMS, APIS, FIES, Labor Force Survey, etc.]
6. Limited disaggregation of data by geography, surveys (Labor Surveys; FLEMMS) only disaggregate at the Regional or Provincial level
 - Needed disaggregation down to the municipal/city level for local planning and monitoring
 - Disaggregation on urban/rural; disability status; social-economic status; indigenous peoples, etc.
7. Challenge in data consolidation both within and across agencies
8. Identified data gaps
 - ECCD, OOSY, Children with Disabilities, etc.

Need to Operationalize New Concepts and Focus Areas



1. Scope of lifelong learning should be defined for comprehensive data collection, including participation rates. Available data focus mainly on professional continuing education programs.
2. Need to establish definitions and develop tools for measuring “digital citizenship” (SDG 4.4.21) and “adequate understanding of issues related to global citizenship and sustainability” (SDG4.7.28)
3. Current National Achievement Test might not adequately capture socio-emotional skills of learners; need to develop new measures to cover “soft skills”



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