The Monitoring Framework of the 2030 Agenda

Update on Progress

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Pars., September 2018
The SDG4 proposes four levels of monitoring of SDGs:

**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.
The Global Monitoring Framework

➢ **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
The thematic framework

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)
2. Progress in Monitoring Framework Development
Four Lines of Action to implement the SDG4 monitoring agenda

Monitoring Frameworks in all 4 levels
- Global
- Thematic
- Regional
- Nationals

Methodologies
- Multiple sources of information
  -- Processes for consultation on availability of national data sources

Cost Efficient Data Collection Systems
- Flexibility in the use of alternative sources: when it is good enough to be used for reporting SDG4?
- Do not initiate surveys unless necessary

Definition of progress
- What level should be achieved
  - What level is the point of reference
<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approve in January 2018</td>
<td>6 (4.3.1, 4.6.3, 4.7.1, 4.7.2, 4.a.2, 4.a.3)</td>
</tr>
<tr>
<td>Advanced Status</td>
<td>7 (4.1.1, 4.2.1, 4.2.3, 4.4.2, 4.5.2, 4.5.3, 4.c.5)</td>
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<tr>
<td>Defining Work</td>
<td>5 (4.7.4, 4.7.5, 4.c.7, 4.b.2, 4.a.1(d))</td>
</tr>
<tr>
<td>Modification</td>
<td>2 (4.1.5 and 4.2.4)</td>
</tr>
<tr>
<td>Estimation and modelling</td>
<td>2 indicators to expand coverage</td>
</tr>
<tr>
<td>To be dropped</td>
<td>4.7.3: To be dropped, covered by 4.7.1</td>
</tr>
<tr>
<td>Framework revision</td>
<td>To start discussion in November 2018. TCG5</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Assessment/Level</th>
<th>End of Lower Secondary</th>
<th>End of Primary</th>
<th>Grades 2/3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• PISA level 2</td>
<td>• SACMEQ level 3 / level 4</td>
<td>• PASEC grade level 2</td>
</tr>
<tr>
<td></td>
<td>• TIMSS low international</td>
<td>• PASEC grade 6 level 1</td>
<td>• TERCE grade 3 level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• PILNA level 6</td>
<td>• TIMSS 4 intermediate international benchmark</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• TERCE grade 6 level 1</td>
<td>• Further work to align MICS/ASER/Uwezo</td>
</tr>
</tbody>
</table>
### Line 3: Reporting - New Indicators/Disaggregations to be released on September 26th

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

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
Thank you!

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