High-level Steering Committee and Transforming Education Summit (TES) An update

TCG 9th Meeting

24 November 2022
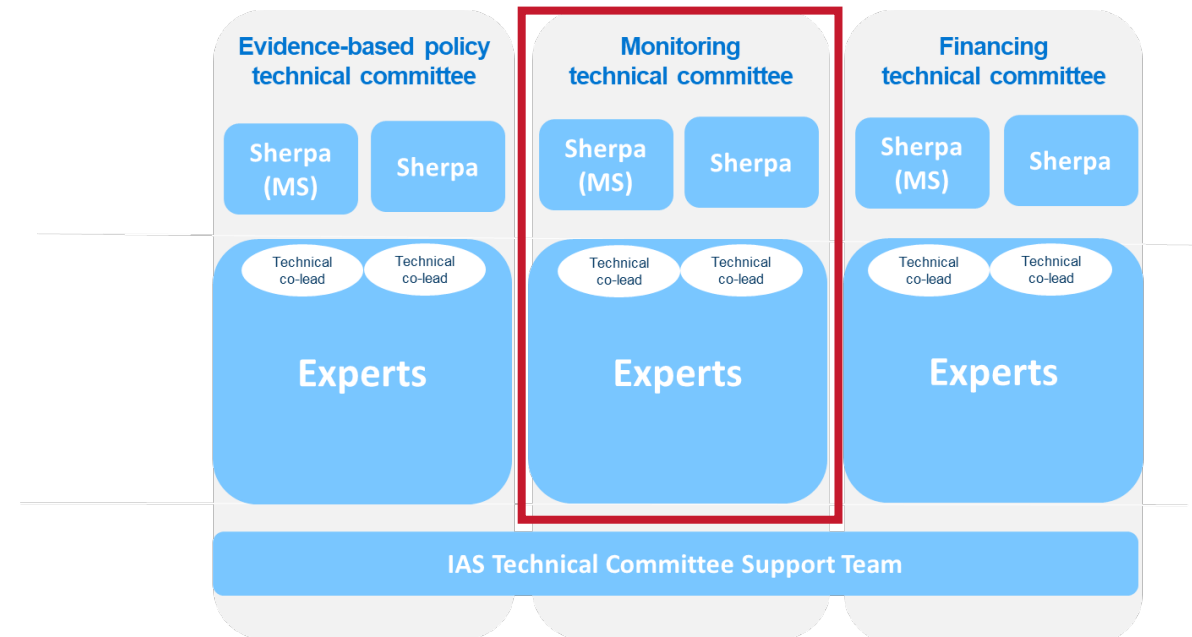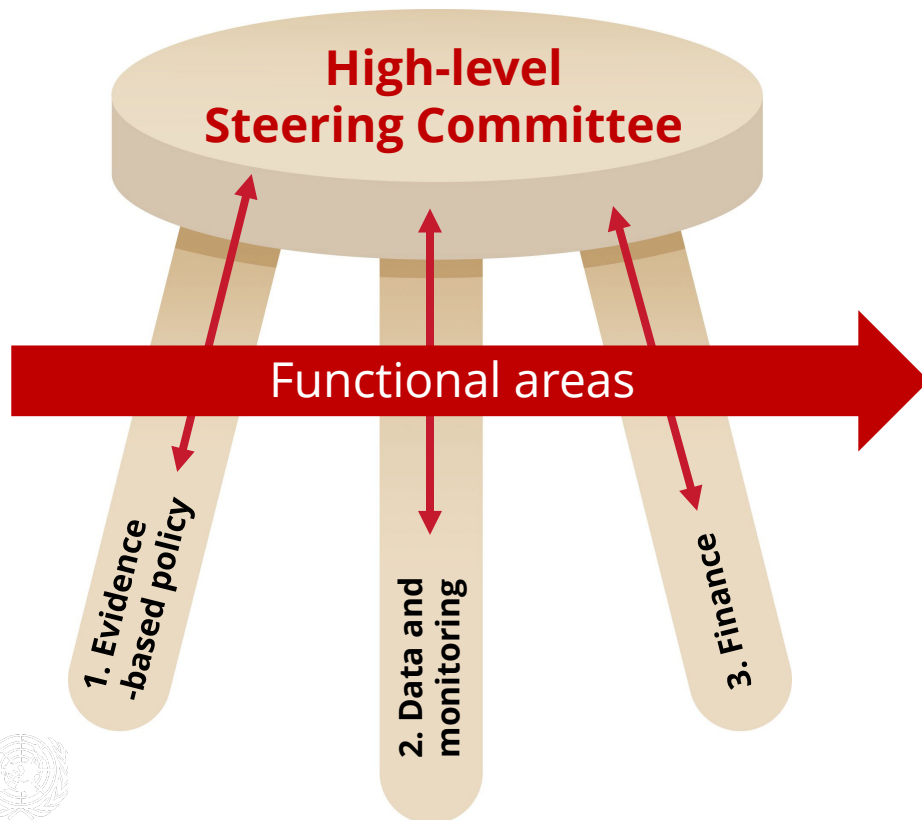
Global education cooperation architecture

Global Education Meeting call in 2020 and 2021 to reform mechanism
▶ SDG 4-Education 2030 High-Level Steering Committee
= 24 members, including 12 Member States (2 per region), 4 multilateral organizations
+ representatives from: donors, civil society, teachers, private sector, UNESCO (2) and Special Envoys (2)

High-level Steering Committee

Functional areas

1. Evidence-based policy
2. Data and monitoring
3. Finance

Evidence-based policy technical committee

| Sherpa (MS) | Sherpa |

Technical co-lead   Technical co-lead

Experts

Monitoring technical committee

| Sherpa (MS) | Sherpa |

Technical co-lead   Technical co-lead

Experts

Financing technical committee

| Sherpa (MS) | Sherpa |

Technical co-lead   Technical co-lead

Experts

IAS Technical Committee Support Team

Co-chairs
Colombia
UNESCO

Technical co-leads: TCG co-chairs
Members: TCG working group co-chairs
i.e. Gambia, Brazil, OECD, SEAMEO, RTI

FA 2: Data and monitoring

Problems

Lack of funding
for global public goods

Lack of continuity
in development assistance
... for traditional and new
data (esp. learning)

Weak capacity
to analyse and use data
for decisions

Limited use of data
for accountability

Strategies

Improve data presentation and accessibility

Improve data availability filling **data gaps**

Strengthen **Technical Cooperation Group**

Complete national SDG 4 **benchmarks**

Monitor HLSC thematic **focus areas**

Activities
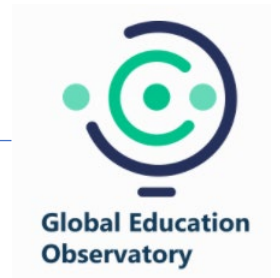
Develop Global Education Observatory

Develop Learning Data Compact

Estimate core indicators

Bring organizational changes

Finalize, review and report annually

Set monitoring framework and report

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Global Education Observatory

VIEW

TECHNICAL COOPERATION GROUP

SDG 4 Data Digest 2021
National SDG 4 benchmarks: fulfilling our neglected commitment

unesco unesco

National SDG 4 benchmarking process

SDG 4 target		Benchmark indicators
4.1	Basic education	1. Out of school rate [4.1.4]
		2. Completion rate [4.1.2]
		3. Learning proficiency [4.1.1]
4.2	Early childhood	4. Pre-primary participation [4.2.2]
4.3	TVET/Higher/Adult education	
4.4	Skills for work	
4.5	Equity	5. Gender gap in completion [4.5.1]
4.6	Adult literacy	
4.7	Sustainable development	
4.a	Learning environment	
4.b	Scholarships	
4.c	Teachers	6. Trained teachers [4.c.1]
FFA	Finance	7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2]

SDG 4 Data Digest 2021
National SDG 4 benchmarks: fulfilling our neglected commitment

SETTING COMMITMENTS
NATIONAL SDG 4 BENCHMARKS TO TRANSFORM EDUCATION

National SDG 4 benchmarking process

Submission status by country

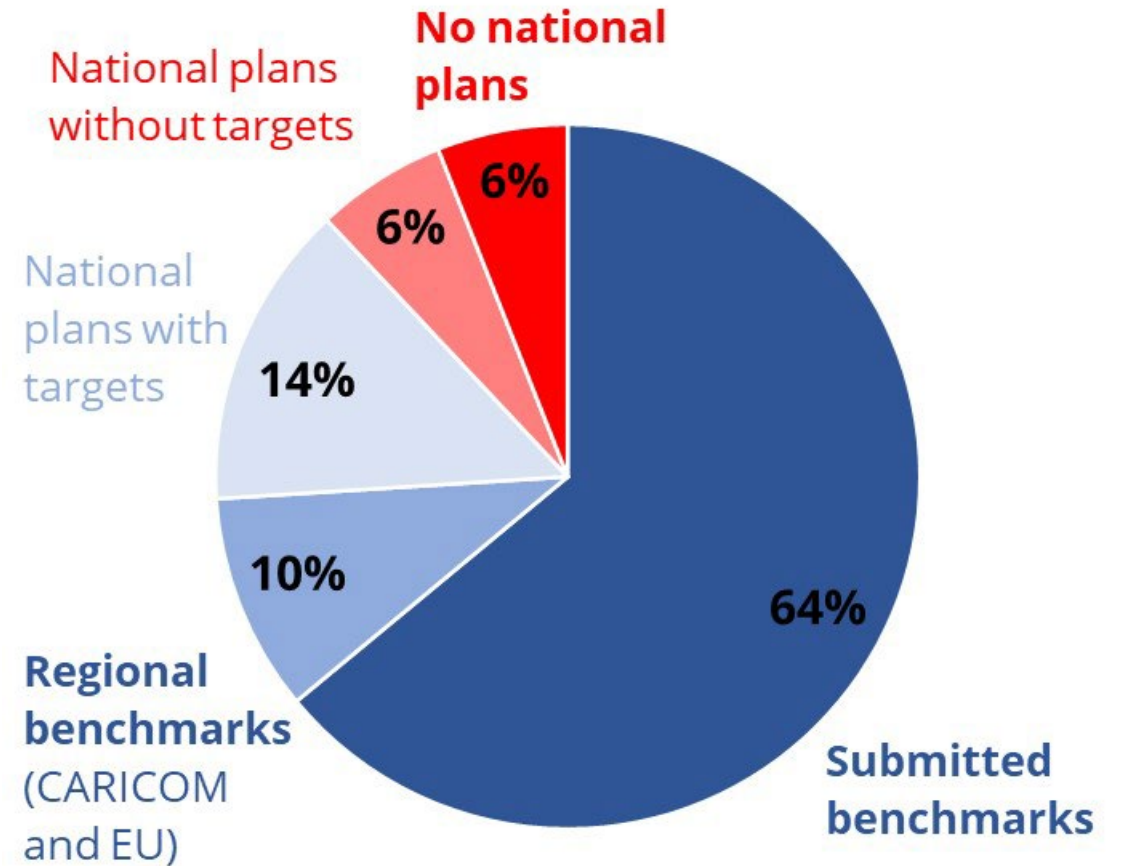Annex A: Benchmark submission status

Country	Status	Early childhood participation rate	Out-of-school rate, primary	Out-of-school rate, lower secondary	Out-of-school rate, upper secondary	Completion rate, primary	Completion rate, lower secondary	Completion rate, upper secondary	Learning: reading, grades 2/3	Learning: reading, end of primary	Learning: reading, end of lower secondary	Learning: mathematics, grades 2/3	Learning: mathematics, end of primary	Learning: mathematics, end of lower secondary	Trained teachers, pre-primary	Trained teachers, primary	Trained teachers, lower secondary	Trained teachers, upper secondary	Public expenditure, % GDP	Public expenditure, % total expenditure	Benchmarks[1]
Sub-Saharan Africa[2]		52	33	33	33	67	63	48	33	40	15	33	38	15	38	44	38	38	100	100	39
Angola	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Benin	Plans with targets	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	4
Botswana	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17

Data by indicator

Annex B: Benchmark levels by country and indicator
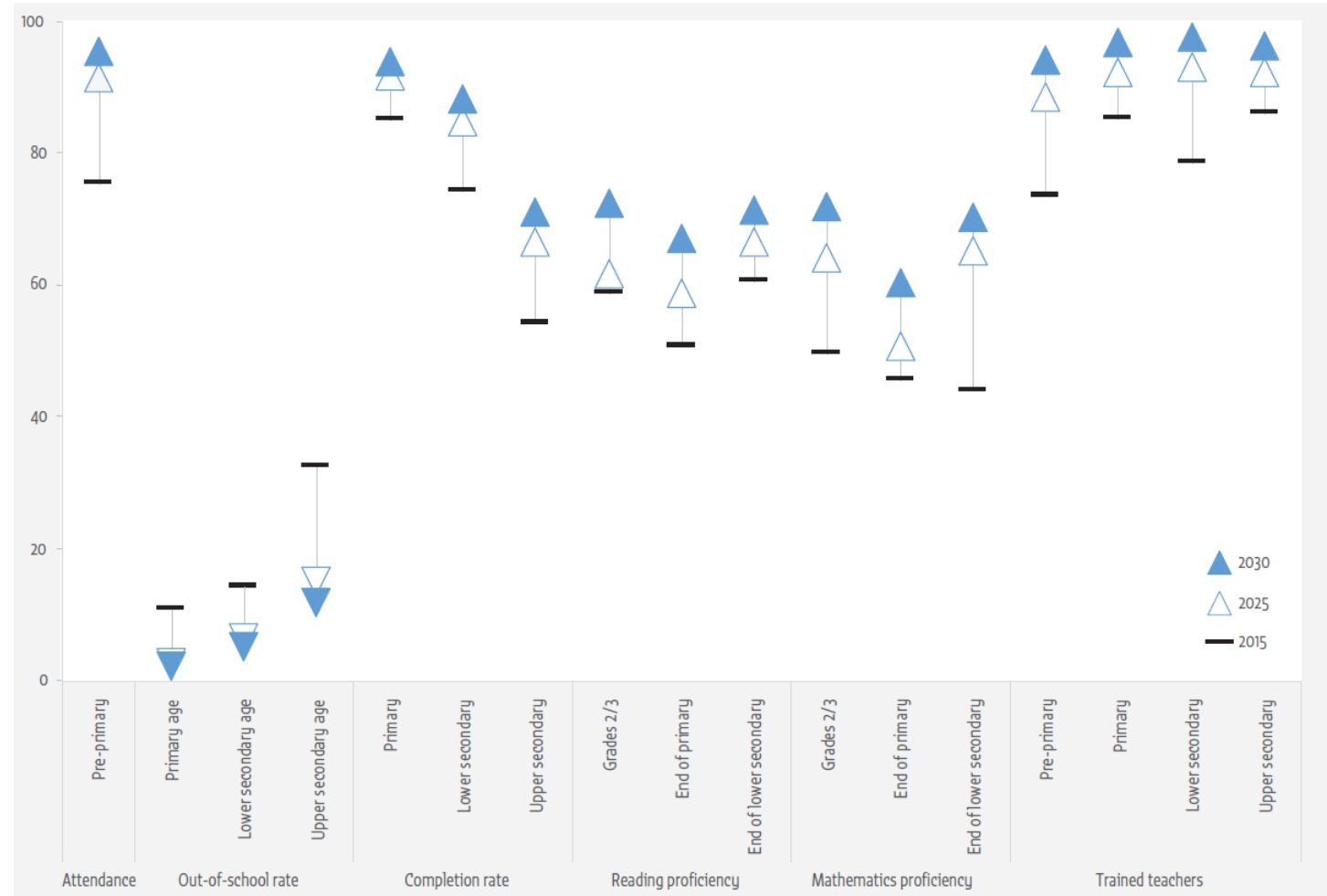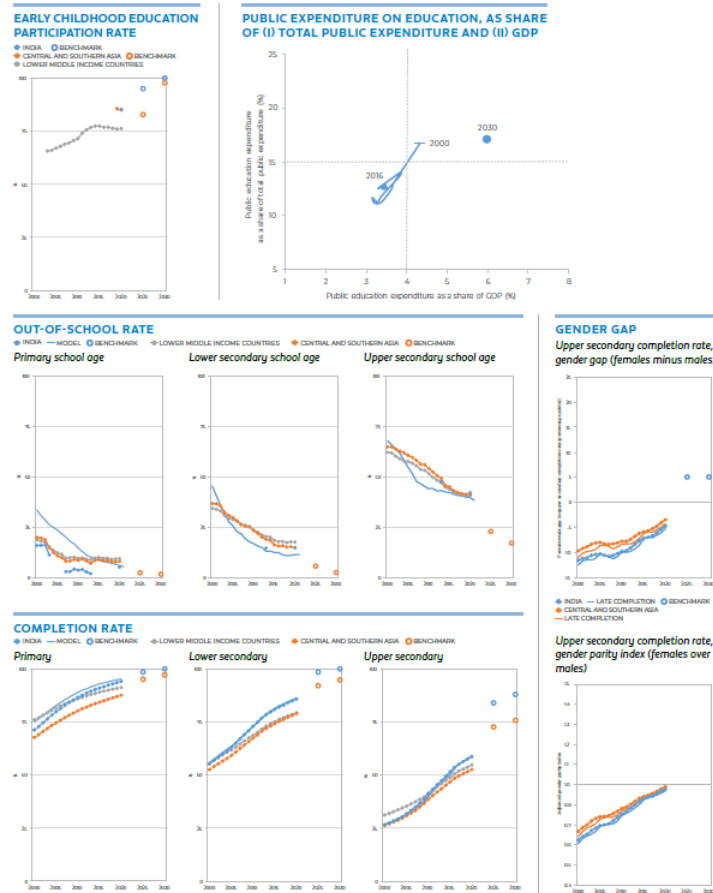
Early childhood education attendance

Country	Early childhood education attendance		
	2015	2025	2030
Sub-Saharan Africa	44.9	53.8	67.1
Angola	65.2		
Benin	88	28.7	33.3
Botswana	21.3	60	75

Pie chart:
- Submitted benchmarks: 64%
- Regional benchmarks (CARICOM and EU): 10%
- National plans with targets: 14%
- National plans without targets: 6%
- No national plans: 6%

National SDG 4 benchmarking process

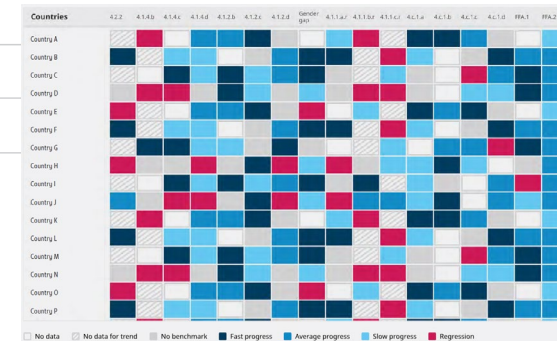Angola, China, Colombia,
France, Guyana, India,
Jordan, Kenya, Lao PDR,
Latvia, Mexico, Samoa

Where will the world be
by 2025 and 2030?

National SDG 4 benchmarking process

Monitor every January against:

1. National benchmarks

Fast progress	■ (dark blue)	>75% probability that 2025 national benchmark will be achieved given latest value
Average progress	■ (blue)	25-75% of probability that 2025 national benchmark will be achieved given latest value
Slow progress	■ (light blue)	<25% probability that 2025 national benchmarks will be achieved given latest values
Regression	■ (pink)	Negative progress
No benchmark	■ (grey)	
No data for trend	▨ (hatched)	
No data		

2. 'Feasible' progress

Fast progress	■ (dark blue)	Top 25% of progress rate and/or reached close to SDG 4 target
Average progress	■ (blue)	25-75% of progress rate
Slow progress	■ (light blue)	Bottom 25% of progress rate
Regression	■ (pink)	Negative progress
No data for trend	▨ (hatched)	
No data		

Presentation to follow in this session

Transforming Education Summit

UN Secretary-General Vision Statement

...identify ways to strengthen political accountability for transforming and financing education, taking current arrangements for monitoring SDG4 implementation including the Global Education Meetings **and the national SDG4 benchmarking process**, to the next level

Call to Action by the SDG 4 High-level Steering Committee

We call on countries to build on the national SDG 4 benchmarking process, by:
1. Agreeing to set a small number of indicators, linked to the Global Initiatives, which will be added to the list of SDG4 benchmark indicators.
2. Setting national targets for these indicators for 2025 and 2030. These will represent the transformation countries want to see out of this Summit.

SDG 4 monitoring framework

SDG 4 target	Benchmark indicators	Global initiatives

4.1 — Basic education

1. Out of school rate [4.1.4] — — Education in emergencies

2. Completion rate [4.1.2]

3. Learning proficiency [4.1.1] — Foundational learning

4.2 — Early childhood — 4. Pre-primary participation [4.2.2]

4.3 — TVET/Higher/Adult education

4.4 — Skills for work

4.5 — Equity — 5. Gender gap in completion [4.5.1] — Gender equality

4.6 — Adult literacy

4.7 — Sustainable development — Greening education

4.a — Learning environment — Digital transformation

4.b — Scholarships

4.c — Teachers — 6. Trained teachers [4.c.1]

FFA — Finance — 7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2] — — Education financing

Youth participation

SDG 4 monitoring framework

SDG 4 target		Benchmark indicators	Global initiatives

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4.6	Adult literacy		
4.7	Sustainable development	To add	Greening education
4.a	Learning environment	To add	Digital transformation
4.b	Scholarships		
4.c	Teachers	6. Trained teachers [4.c.1]	
FFA	Finance	7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2]	Education financing
		To add	Youth participation

TES follow-up

Ministers members of the High-level Steering Committee feedback

▶ Strong support for a monitoring framework for the TES global initiatives
▶ Indicators may focus not only on outcomes but also on process; may not be only quantitative but also qualitative/policy indicators
▶ Need for alignment and coordination with regional frameworks stressed

Next steps with the support of TCG

▶ Identify plausible indicators on digital transformation, greening education
▶ Propose indicators to the High-level Steering Committee
▶ Call countries to set national targets for 2025 and 2030