Considering a regional indicator framework for monitoring the SDG 4 roadmap for Asia and the Pacific

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Outline of presentation

- Why a regional monitoring framework?
- How does a regional framework articulate with global and thematic ones? What are the possible options for a regional frameworks?
- What are the needs for regional indicators?
  - Pre-meeting survey results
  - Inputs from thematic policy discussions
  - Sub-regional organisation policy frameworks
- What steps are needed to further explore the feasibility of a regional framework?
Key elements of the Asia and Pacific roadmap for achieving SDG 4

- Planning
- Implementation
- Monitoring

Achieving SDG 4
Key elements of the Asia and Pacific roadmap for achieving SDG 4
Levels of SDG monitoring: different purposes and indicators

- National: indicators that monitor nationally relevant education plans and objectives
- Regional: indicators that monitor regionally relevant education issues
- Thematic: indicators to cover education policy issues more comprehensively (43+ indicators)
- Global: small set of leading indicators part of larger global framework (11+ indicators)

Source: UNSG, 2015

Should there be a set of priority regional indicators chosen from the thematic indicators or add new indicators that are more relevant to the region?
Examples of regional development indicator frameworks

- Aligned with SDGs framework
  - African Union – Agenda 2063
- Regional development framework
  - European Union 2020
- Aligned with EFA/MDGs
  - Latin America and Caribbean, PRELAC Regional Education Project for Latin America and the Caribbean
Headline indicators for Europe 2020 strategy

*Two education indicators*

<table>
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<tr>
<th>Topic</th>
<th>Headline Indicator</th>
<th>2008</th>
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<td>Early leavers from education and training, total (% of population aged 18–24)</td>
<td>14.7</td>
<td>14.2</td>
<td>13.9</td>
<td>13.4</td>
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<td>Early leavers from education and training, females (% of population aged 18–24)</td>
<td>12.6</td>
<td>12.3</td>
<td>11.9</td>
<td>11.5</td>
<td>10.9</td>
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<tr>
<td>Early leavers from education and training, males (% of population aged 18–24)</td>
<td>16.6</td>
<td>16.1</td>
<td>15.8</td>
<td>15.3</td>
<td>14.4</td>
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<tr>
<td>Tertiary educational attainment, total (% of population aged 30–34)</td>
<td>31.2</td>
<td>32.3</td>
<td>33.6</td>
<td>34.7</td>
<td>35.9</td>
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<tr>
<td>Tertiary educational attainment, females (% of population aged 30–34)</td>
<td>34.4</td>
<td>35.7</td>
<td>37.2</td>
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<td>Tertiary educational attainment, males (% of population aged 30–34)</td>
<td>28.0</td>
<td>28.9</td>
<td>30.0</td>
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<td>31.7</td>
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How would a regional framework add value to roadmap for Asia and Pacific?

- What value added would regional indicators bring, beyond national and global monitoring?
  - adds issues/measures that are more relevant for region
  - inform regional and subregional collaboration
  - provides regional political platform – link to SDG coordinators role?
  - links between data and policy – includes data users as part of the dialogue – regular ministerial meeting?

- In what ways could regional indicators support and ensure the success of the regional roadmap?
  - helps to identify successes and good practices for scale-up, gaps and bottlenecks for mobilizing support, etc.
Views from Asia and Pacific: additional indicators proposed by countries

Percentage of countries proposing additional indicator

Target 4.2
- Percentage of school operating budget to ECE
- Percentage of students with special needs who attend in pre primary programs
- Percentage of new entrants in grade one with some form of ECCE experience
- Percentage of students enrolled in ECCE

Source: AIMS, 2016
Views from Asia and Pacific: some issues raised in thematic sessions

- **Skills and learning**
  - More than just ICT skills
  - More qualitative indicators to capture aspects other than access and participation, from gender parity to equality
  - More on outcomes looking at employment of graduates (putting in place tracking system of graduates).

- **Education inclusion**
  - Mother tongue education
  - Non-formal sector
  - Distribution of quality and outcomes
  - Efficiency of education spending

- **Literacy**
  - Should move from self-reporting to directly assessing literacy
Views from Asia and Pacific: Sub-regional priorities in Asia-Pacific

Southeast Asia
SEAMEO 7 Priority Areas 2015-2035

South Asia
New Delhi Declaration on Education

Pacific
Pacific Education Development Framework (draft)
Views from Asia and Pacific: mapping sub-regional policy priorities to SDG 4

### 7 SDG4 Targets

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Southeast Asia: 1, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7
South Asia: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Pacific: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

### 3 Means of Implementation

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Common commitment areas include ECCE, TVET, equity and teachers.
Issues related to a regional monitoring framework

- Alignment with regional roadmap: relevance
- Harmonized with national and global monitoring: value-added
- Indicators: regional vis-a-vis subregional levels
- Baselines and targets for benchmarking
What process should be taken to develop a proposal for a regional framework?

- Establish a technical working group to look into various components and develop concept note
- Group to be composed of experts from governments, civil society, academia and UN agencies
- Group to report at next APMED meeting
- AIMS or UNESCO-BKK to serve as Secretariat
- Resources required for the group to function