



United Nations  
Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals

# Mainstreaming SDG4-Education 2030 in sector-wide policy and planning



**TECHNICAL  
GUIDELINES  
FOR UNESCO  
FIELD OFFICES**

**Education  
2030** 

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## **TECHNICAL GUIDELINES FOR UNESCO FIELD OFFICES**

# Foreword

The main responsibility for implementing the SDG4-Education 2030 Agenda lies with governments, with UNESCO and partners providing support through coordinated policy advice, technical assistance, capacity development and monitoring of progress at global, regional and national levels. By their position, UNESCO field offices have a key role to play in providing such support at country level and therefore require adequate technical capacity to fulfil their mission.

These guidelines aim at providing a basic resource to field offices for ensuring adequate technical support to national authorities in this process. In doing so, it takes into account different profiles of country needs and capacities, thus avoiding a one-size-fits-all approach. Countries may have different levels of awareness of, or political commitment to, Sustainable Development Goal 4 (SDG4). In all cases, UNESCO is expected to ensure that all the relevant information about SDG4-Education 2030 is properly disseminated and that national authorities and stakeholders are reminded of its importance. To assist field offices in this task UNESCO has developed and made available a number of resources and support materials, notably the *Unpacking SDG4-Education 2030 Guide*, parts of which are excerpted here, and will continue coordination efforts in this respect.

Inevitably, field staff will have to adapt the guidelines provided here to the reality of the country they are serving. That is why this document is full of resources and pointers that can be combined and tailored to fit the particular context of each country. At the same time, field staff are invited to require additional technical guidance from the corresponding regional bureaux, which can rely on the backstopping of Headquarters services and support from the specialized institutes.

These guidelines represent a first attempt to provide specific directions and resources to allow field offices to technically support Member States. After a first evaluation, in which all field staff are invited to participate, the guidelines will be improved so as to make them even more suitable and useful. They will also be supplemented with other material to ensure that UNESCO plays its role as the leading United Nations agency in the field.

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## Acknowledgements

This work is the result of a cooperative effort involving UNESCO Headquarters, regional bureaux, the UNESCO International Institute for Educational Planning (IIEP), as well as a number of UNESCO staff members with long-standing experience in education policy planning.

Sobhi Tawil (Headquarters) and his team provided useful comments and suggestions to ensure alignment with other UNESCO guidance documents on SDG4, notably with the *Unpacking SDG4-Education 2030 Guide*, parts of which have been excerpted and adapted for the section on the strategic approach to the implementation of SDG4 at country level.

Satoko Yano (Bangkok) drafted the section on the policy gap, with inputs from Megumi Watanabe (Headquarters), who also compiled the listing of resources in Annex 2, later supplemented and reviewed by Khadim Sylla (IIEP) and the IIEP documentation centre.

The section on the formulation of policy priorities and strategies was drafted partly by Lily Neyestani-Hailu (Dakar) and partly by Hilaire Mputu (Headquarters) with inputs from Robert Parua (Beijing). The proposals on simulations, projections and costing were written by Claude Akpabie (Kingston) and the section on monitoring and evaluation by Nyi Nyi Thaug (Islamabad). Philippe Maalouf (Rabat) provided some inputs used in the chapter on what UNESCO can do to support Member States. Said Ould Voffal (UNESCO Institute for Statistics, UIS) contributed with useful comments and pointers to enrich the text. Florence Migeon and Justine Sass (Headquarters) reviewed the draft looking in particular at issues related to inclusion and gender. Francesc Pedró (Headquarters) coordinated the drafting process and finalized the document.

Several drafts of the guidelines were submitted for guidance to the Technical Coordination Group on System-wide Education Policy and Planning for 2030 that was set up by the Division for Policies and Lifelong Learning Systems and led by its Director, David Atchoarena, in close cooperation with the Division for Education 2030 Support and Coordination, led by Jordan Naidoo. The members of this Technical Coordination Group were Cecilia Barbieri (Santiago), Gwang-Chol Chang (Dakar), Maki Hayashikawa (Bangkok), Yayoi Segi-Vitchek (Beirut), Sobhi Tawil and Astrid Gillet (Headquarters), Anton de Grauwe and Dorian Gay (IIEP) and Said Ould Voffal (UIS).

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# 1. Introduction

Compared to Education for All (EFA), it is clear that the global focus in education development has now shifted from enrolment to learning that is inclusive, equitable, effective and relevant, as stated in the SDG4-Education 2030 Agenda. It should also be noted that the agenda clearly recognizes that learning occurs throughout life (lifelong learning) and therefore the SDG4 targets cover all levels of education, formal and non-formal (sector-wide). Another key feature of the new agenda is its reaffirmation of the right to education for all, as well as its recognition of education as a public good and its social benefits beyond economic progress and national development, emphasizing education's critical role for sustainable development. It should also be emphasized that SDG4 is aspirational and universal yet flexible. Countries, regardless of their development contexts, are encouraged to contextualize and translate these global goals to reflect their unique national and sub-national situations.

To achieve the goals of the 2030 Agenda, Member States are expected to translate global targets into achievable national targets based on their education priorities, national development strategies and plans, the ways their education systems are organized, their institutional capacity and the availability of resources. Thus, UNESCO field offices are called upon to play an important role in providing technical support to Member States. In this respect, these technical guidelines aim at supporting field offices and their education specialists in the following domains:

1. Overall guidance to unpack the SDG4-Education 2030 Agenda goals and targets and the possible implications for sector-wide policy-making, planning and management;
2. Methodologies and tools for identifying policy and capacity gaps to make the SDG4-Education 2030 Agenda relevant for the national context; and
3. Approaches for identifying and facilitating linkages between national education policies and other SDGs and vice versa.

UNESCO regional bureaus, Headquarters and specialized institutes shall provide technical support to field offices, as well as facilitate coordination and articulation between the SDG4-Education 2030 Agenda and the existing and future national education sector plans, policies and strategies.

These guidelines present, in the first chapter, a strategic approach to the implementation of SDG4-Education 2030 at country level, which provides some key principles for field office action at country level. In the second chapter, four key areas for UNESCO technical assistance in policy and planning are introduced and discussed, providing some basic content to facilitate the contextualization of field office work in relation to system-wide policy and planning in relation to SDG4. These four key areas are: (a) identification of policy gaps based on education sector analyses in the light of SDG4-Education 2030; (b) formulation of policy priorities and strategies in a new planning cycle; (c) use of simulations and projections for planning, including costing; and (d) improvement of the monitoring and evaluation system. The third chapter goes into the details of the role that field offices can play, including a wide range of activities for them to carry out or to suggest to the government, key stakeholders and also to develop in a coordinated way with other United Nations agencies, development partners and donors. The chapter also describes the backstopping services they can expect from UNESCO regional bureaus, Headquarters and specialized institutes. The final chapter introduces the technical resources and tools that are already available and presented in the two annexes.

## 2. Strategic approach to the implementation of SDG4 at country level

Implementing SDG4-Education 2030 at country level implies an effort to align national policies and plans to targets and focus areas reflected in the 2030 Agenda for Sustainable Development. The degree to which the SDG4-Education 2030 Agenda can be mainstreamed in national policies will depend on countries' policy priorities, commitment, planning cycles and capacities.

### 2.1. Contextualizing SDG4 commitments at national level<sup>1</sup>

SDG4 targets express a global commitment by all countries to ensure the right to quality education for all throughout life. This includes commitments to ensure both access to quality pre-primary, primary and secondary education for all and equal opportunity for access to effective quality post-secondary education and training. Across all targets the central concern is ensuring equal opportunity in access to effective and relevant learning.

These commitments are articulated as global targets, either quantitative or qualitative:

1. **Global Quantitative Targets:** A number of SDG4 targets express the renewed global commitment to universalize access to quality basic education for all and gender parity by 2030. These global targets clearly reflect the 'unfinished EFA agenda'.
  - **Target 4.1:** Ensuring that all children and young people have access to 12 years of quality primary and secondary education, of which at least nine years are to be compulsory, publicly funded and free.
  - **Target 4.2:** : Ensuring that all children have access to quality early childhood development, care and at least one year of pre-primary education.
  - **Target 4.5:** Ensuring gender parity at all levels of education.
  - **Target 4.6:** Ensuring that all youth (15-24 age group) have adequate literacy and numeracy skills.

Despite the different baselines that exist in each context, the common global commitment for all countries remains the same – to universalize access to quality pre-primary, primary and secondary education for all children and young people and ensure gender parity in education by 2030.

2. **Global Qualitative Targets:** Other SDG4 targets do not articulate a global (quantitative) target for all countries. They serve as global guidance rather than quantitative targets. As such, they express global commitments that need to be contextualized and reflected in national education policy priorities. These targets require the setting of quantifiable targets at national level following a contextualized interpretation of the guidance proposed.

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1 The remainder of this section has been excerpted and adapted from UNESCO (2016) *Unpacking SDG4-Education 2030 Guide*.

- **Target 4.3:** Ensuring expanded and equal access to all forms of post-basic education and training.
- **Target 4.4:** Ensuring relevant skills for the world of work.
- **Target 4.7:** Ensuring relevant learning for citizenship in a global world.
- **Target 4.a:** Ensuring safe and inclusive learning environments.
- **Target 4.c:** Ensuring adequate recruitment, training, professional development and working conditions for teachers.

**National benchmarks:** Whether expressed as global quantitative or qualitative targets, national governments are expected to integrate these global SDG4 commitments into national education development. In all cases, appropriate intermediate quantitative national/local benchmarks will need to be established for review of overall progress vis-à-vis the longer-term goals. Intermediate benchmarks at national level are indispensable for addressing the accountability deficit associated with longer-term targets.

## 2.2. Key features of SDG4 and implications for educational development

Key Features and Policy Priorities	Implications for Educational Development
<p><b>Universally-relevant</b> agenda with sustainability at its core</p>	<p><b>Collaboration, cooperation and partnerships:</b> As a universally relevant agenda, SDG4-Education 2030 is a collective commitment by all countries regardless of their level of development. This has implications for patterns of cooperation, partnerships and coordination among stakeholders within and across countries.</p> <p><b>Intersectoral coordination at country level:</b> The interlinkages between and among SDGs require going beyond a ‘bunker approach’ to education. Any strategies that aim to realize SDG4, and ultimately all SDGs, should be based on an intersectoral coordination mechanism that is linked to wider SDG coordination.</p>
<p>Expanded access to <b>all levels of education</b> in a holistic and <b>lifelong learning</b> approach based on the principles of education as a basic human right and as a public good</p>	<p><b>Legislation:</b> The commitments to (1) universal youth literacy, at least one year of pre-primary education and twelve years of free state primary and secondary education (of which at least nine years are compulsory) and (2) ensuring equal opportunity in access to post-basic education and training may require adjustment/strengthening of national legislation.</p> <p><b>Sector-wide policy, planning and coordination:</b> The fact that SDG4-Education 2030 concerns all levels of formal and non-formal education, as well as learners of all age groups, requires a truly sector-wide approach to education policy, planning and coordination.</p> <p><b>Recognition, validation and accreditation of learning:</b> A lifelong learning approach requires a system of recognition, validation and accreditation (RVA) of learning and competencies acquired outside formal education and training institutions. RVA is essential for the establishment and facilitation of pathways between formal and less formal learning opportunities, as well as between education, training and work.</p>



	<p><b>Financing:</b> The ambition of the SDG4-Education 2030 Agenda to expand access to lifelong learning opportunities for all places a greater pressure on public funding of education. There is a need to ensure more efficient and equitable use of scarce resources and to promote greater accountability in the use of public resources for education. There is also a need to increase public education budgets through greater fiscal capacity, innovative partnerships with non-state actors and advocacy for increased official development assistance.</p>
<p>Renewed focus on <b>equity, inclusion and gender equality</b><sup>2</sup></p>	<p><b>Inclusive policy dialogue and formulation:</b> A focus on equity implies inclusive policy dialogue that allows for diverse constituencies to have greater voice in decision-making processes and ensure the legitimacy of national education policy choices.</p> <p><b>Targeted strategies:</b> Ensuring equity, inclusion and gender equality will require well-designed strategies for targeting the groups that are most underserved, vulnerable and disadvantaged in terms of access to quality learning opportunities.</p> <p><b>Monitoring:</b> Monitoring progress towards SDG4-Education 2030 commitments through an equity lens will require access to more reliable, timely and disaggregated data. It will also require strengthened capacity to analyse data on participation and learning outcomes at all levels.</p>
<p>Renewed focus on <b>effective learning</b></p>	<p><b>Curriculum and teacher training:</b> A focus on effective and relevant learning may require review of: existing curricula frameworks; teaching and learning contents, pedagogy, materials and classroom teaching practice; assessment frameworks; and teacher training and professional development. A holistic and coherent curricular approach will require alignment between curriculum content, assessment, teacher training, as well as school leadership and management.</p>
<p>New focus on <b>relevance of learning</b> for both the world of work and civic life</p>	<p><b>Assessment of learning outcomes:</b> A focus on effective and relevant learning requires fairer and more balanced mechanisms for measuring and validating knowledge, skills and competencies across a broader spectrum of users and competencies and thus greater flexibility in assessment practice.</p> <p><b>Quality assurance and qualification frameworks:</b> A focus on the effective acquisition of competencies and the relevance of learning for the world of work and civic life requires the establishment or strengthening of national quality assurance and qualification frameworks.</p>

### 2.3. Mainstreaming SDG4 commitments: strategic principles

A range of terms are often used interchangeably when it comes to the mainstreaming of SDG4. These include ‘implementing’, ‘streamlining’, ‘translating’ and ‘integrating’ SDG4 goals and targets with regard to national education sector policies and plans, as well as ‘aligning’ and ‘adapting’ education sector policies and plans with and to SDG4. Whatever the terms used, it is important to highlight that, because of its sector-wide scope, SDG4 cannot be implemented as something different and separate from national education sector development.

<sup>2</sup> For a useful resource on assessing inclusiveness in education, see UNESCO (2010) *Addressing Exclusion in Education: A Guide to Assessing Education Systems Towards More Inclusive and Just Societies*.

Mainstreaming SDG4 commitments at country level implies an effort to align/adapt national education policy and planning with/to global targets and policy priorities reflected in the 2030 Agenda. The degree of alignment of national policies and plans to SDG4 will depend on countries' policy priorities, political commitment, planning cycles and institutional arrangements, as well as human, technical and financial capacity.

SDG4 targets and policy priorities should be part of existing national education policies, plans and processes. Efforts to realize SDG4 commitments should not result in parallel or separate plans or processes. SDG4 policy commitments do not exist outside existing national policies, planning, management and monitoring processes and mechanisms. Rather, existing country-led systems, processes and mechanisms should be supported or strengthened to ensure better alignment/adaptation with/to global commitments.

## 2.4. Translating global commitments at country level: strategic principles and first steps

There are three strategic principles to consider:

- 1. Strengthening existing national education plans and coordination mechanisms.** Implementing SDG4 at country level does not imply a separate SDG4 national action plan or distinct coordination mechanisms. Rather, implementation of SDG4 at country level must be based on existing nationally owned education plans and sector coordination mechanisms. Where necessary and possible, these mechanisms will have to be strengthened and/or adjusted to better deliver on the ambition of the global targets and focus areas.
- 2. Avoiding a bunker approach to SDG4.** SDG4 is an integral part of the 2030 Agenda for Sustainable Development. Its implementation must therefore be undertaken in an integrated manner that ensures linkages to other SDGs, in particular to the education-related targets in other SDGs focused on improving health, reducing poverty, preventing inequality, promoting social justice and contributing to sustainable economic growth.
- 3. Linking with United Nations processes at country level.** Linkages must be ensured between the national coordination of SDG4 on education with the broader coordination, monitoring and reporting mechanisms established for the overall SDG framework. UNESCO must engage with United Nations (UNDP-led) processes and country teams. Stronger in-country partnership with UNICEF for example would help strengthen UNESCO engagement in United Nations Country Teams (UNCTs).

In practice, these strategic principles can be translated into a few basic steps:

- 1. Building a shared understanding at country level:** Building a shared understanding of the 2030 Agenda among all stakeholders is a necessary precondition in order to translate global SDG4 commitments into national education development efforts. This involves inclusive consultations around the new agenda within the education sector and across other sectors to ensure two-way integration of education and the other SDGs. The participatory process of building this shared understanding is key to ensuring buy-in from all stakeholders involved in the development of the national education system.

2. **Assessing country readiness:** On this basis it is then necessary to assess country readiness for the translation of SDG4 commitments into national education systems. This includes assessing the policy, planning, monitoring and management contexts of national education systems in order to identify the gaps in terms of SDG4 commitments and ambitions, as well as the actions required to strengthen, adjust and/or adapt policy and planning frameworks and processes to reflect 2030 targets and commitments.
3. **Policy context:** The national legislative and policy context must be assessed against global 2030 policy commitments. This implies an examination of legislative and policy frameworks and an identification of potential gaps that may exist between the national policy context and global commitments.
4. **Planning context:** Opportunities must be identified that would allow for the mainstreaming or integration of 2030 commitments in the national planning context. Depending on specific national policy/planning cycles, this could be done either through the development of one or more sector-wide, or sub-sector, plans or by realigning/updating existing plans to better reflect SDG4 commitments.
5. **Monitoring and evaluation:** This involves an examination of existing national monitoring and evaluation frameworks to better reflect the requirements of the global indicator framework proposed for monitoring SDG4 progress.
6. **Management context:** This involves a review of existing sector coordination mechanisms and processes in view of the system-wide, inclusiveness and transparency requirements of the Education 2030 ambitions. Partner dialogue can also be organized to ensure coordinated efforts to contextualize SDG4 commitments.

These are the first steps in translating 2030 commitments at country level. In every case, efforts undertaken to translate global Education 2030 commitments at country level must be country-led and country-owned. They must be embedded in national education policy and planning processes and structures.

## 2.5. Coordination of partners

Translating SDG4 commitments into national education development entails the involvement and coordination of a wide range of partners at all levels. Whether at the global, regional or national level, strong multi-stakeholder partnerships linked to broader SDG processes are essential for successful translation of 2030 commitments into national education development efforts.

**Principles for mutual accountability:** The principles of (i) country ownership, (ii) focus on results, (iii) transparency and (iv) shared responsibility apply to all partners at all levels, as well as to all stages of policy, planning and implementation cycles. Partners are all expected to adhere to these principles when working together to provide support to countries. The principles are key to ensuring mutual accountability in the pursuit of shared SDG4 commitments.

**Coordination of partners:** Achieving the aspirations of the education goal and targets in the 2030 Agenda for Sustainable Development requires coordinated efforts at all levels among all partners involved. In supporting government efforts to ensure quality inclusive education and lifelong learning opportunities for all, partners are expected to clearly define their respective

commitments and the nature of their support based on their own comparative advantages. Given the diversity of both development partners and the support they may provide, coordination is key at country, regional and global levels.

**Coordination at country level:** At country level, coordination may be ensured through a variety of existing mechanisms or partnerships. The nature and dynamics of existing education sector coordination mechanisms vary across very diverse country settings. SDG4 commitments may require the strengthening and/or adaptation of existing mechanisms to ensure they are truly sector-wide, inclusive and country-led.

**SDG4-Education 2030 Steering Committee:** At the international level, the SDG4-Education 2030 Steering Committee, convened by UNESCO, constitutes the global multi-stakeholder governance mechanism for SDG4. The primary objective of the Steering Committee is to provide strategic guidance, to review progress against the Global Education Monitoring Report, to make recommendations to the education community on key priorities and actions to achieve the new agenda, to monitor and advocate for adequate financing, and to encourage coordination of partner activities. The Steering Committee is composed of 34 members, comprising mainly Member States as well as Education 2030 co-convening agencies (UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women, the World Bank, ILO), the OECD, the Global Partnership for Education (GPE), regional organizations, teachers' organizations and civil society networks.

**Coordination mechanisms at regional/sub-regional levels:** Regional and sub-regional coordination is essential to support national efforts and to ensure harmonization between efforts at the global and country levels. Regional coordination mechanisms should build on and be in line with existing mechanisms and structures to the extent possible, including with the broader UN coordination mechanisms for monitoring and reporting established for follow-up on the overall SDG framework. Composition of regional Education 2030 coordination mechanisms includes representatives of Education 2030 co-convening agencies, regional organizations, regional civil society networks, as well as other regional and international partners that may be involved in supporting educational development in countries within the region.

The regional and sub-regional levels are key both to informing the global Steering Committee about regional realities and national priorities and to translating the global guidance provided by this committee into country-level action. In order to ensure optimal linkage between the global Steering Committee and country realities, the composition of the regional coordination mechanism at (sub-)regional level should include the global Steering Committee members who represent the region.

### 3. Key areas for UNESCO technical assistance in system-wide policy and planning

Countries are at very different stages when it comes to mainstreaming SDG4-Education 2030 in national education development. Different scenarios and situations may emerge depending on the status of planning processes and timelines. For instance, a country may be just starting a sector analysis in view of a new upcoming policy and planning cycle; if so, this represents a major opportunity to embed the discussion about the particular meaning and implications of SDG4 in that precise moment for the country and ensure that the new planning cycle takes into account the national views about SDG4. However, another country may be in the middle of the policy and planning cycle, with less room for manoeuvre; in that particular case the country may find opportunities to start the discussion about SDG4 in the context of the periodical reviews of the current planning cycle. UNESCO field offices should find the most appropriate and useful way to use SDG4 as an opportunity to improve the ongoing national agenda in education.

Irrespective of the particular stage in which a country is in relation to its policy and planning cycle, there are a number of key areas that provide opportunities to use SDG4 and the corresponding Framework for Action strategically and that may prompt UNESCO technical assistance to the country. In a nutshell, these areas are as follows:

1. Establishment of a shared national understanding of SDG4-Education 2030 among a broad range of stakeholders.
2. Identification of policy gaps based on education sector analyses in the light of SDG4-Education 2030.
3. Formulation of policy priorities and strategies in a new cycle.
4. Use of simulations and projections for planning, including costing.
5. Improvement of the monitoring and evaluation system.

Once again, it is important to realize that since countries may be at different stages in their policy and planning cycles, the work of UNESCO field offices has to be tailored to best respond to the current needs of the country, using the opportunity to reiterate the importance of the global agenda in education. Therefore, although the list of activity areas reads like a logical and rational process, with one activity area being the consequence of the previous one, reality must dictate where the UNESCO contribution has to start to be most relevant.

There are several methodological guidelines and tools available for education sector analysis and capacity development. These methodologies remain valid in the context of SDG4 implementation. When using these tools, however, it is important to focus on the key principles of SDG4 (e.g. learning, inclusiveness, equity, relevance and lifelong learning). Some sample guidance questions corresponding to the SDG4 targets are provided in Annex 1. Briefing Note #2 on "Unpacking SDG 4-Education 2030 Commitments", prepared by the Section of Partnerships, Cooperation and Research (ED/ESC/PCR) also gives an overview of the implications of SDG4 (Annex 2). Since Chapter 3 (technical resources) provides an

inventory of available policy and planning tools and methodologies, the following tools and methodologies will be useful mainly in the areas of (1) education sector analysis as well as (2) capacity needs analysis and capacity development.

With this in mind, the following sections elaborate on each of these activity areas and contain overall guidance to ensure that UNESCO has a coherent approach to technical assistance at local level in each of them.

### **3.1. Identification of policy gaps based on education sector analyses in the light of SDG4-Education 2030**

A first step in preparation of the implementation of SDG4 in national education development is a mapping/review of existing national education plans, policies, strategies and programmes and an assessment of implementation capacity in the light of SDG4. Such an exercise could help field offices to steer dialogue with their respective education authorities so as to make the SDG4-Education 2030 Agenda relevant to the national context.

#### **Objectives**

The main objectives of this exercise are to identify policy and capacity gaps in the existing systems for implementing SDG4 and design actions to fill such gaps. The UNESCO Institute for Statistics (UIS) conducted a separate mapping exercise to gauge available data and data sources for SDG4 indicators in 2015-2016. UIS also organized several regional workshops during which national statisticians were trained on the Education 2030 indicators framework – additional training is to be conducted going forward. The policy and capacity gap analysis exercise should therefore be undertaken, to the extent possible, in coordination with UIS activities. In addition, rather than offering a fully-fledged sector analysis, this exercise aims to help Member States conduct a rapid analysis of their existing education plans, policies and programmes, as well as the government's implementation capacity, in the light of the SDG4 targets to identify key areas of policy intervention and necessary capacity development.

#### **Approach**

This exercise needs to be done through inclusive, participatory and extensive consultations as well as substantial public-awareness campaigns to ensure maximum buy-in from all stakeholders. This can be an extremely complicated and challenging exercise, especially as SDG4 clearly reiterates the importance of lifelong learning, which requires coordination and collaboration across many line ministries. However, it is critical for countries to recognize where they stand so that they can set their goals and identify the most efficient and effective course of action. This exercise, therefore, is a necessary investment, which can save significant resources in the years to come. At the same time, this exercise should not be undertaken in isolation. This gap analysis can be integrated into the countries' existing main sector planning activities such as joint sector reviews and mid-term reviews to the extent possible when timing makes it viable. Annex 1 provides an extensive example of the range of questions that can be posed during the gap analysis.

This exercise, when implemented fully, will require significant financial and human resources. Even a minimum literature review will require a high level of technical expertise. It is also time-consuming to identify, review and analyse all relevant documents (see Annex I for possible

guidance questions). Some countries may require additional technical expertise due to insufficient manpower in the government. If the country decides to carry out a more thorough exercise including surveys and focus-group discussions at national and sub-national levels, additional resources will be required for survey development, piloting, training of facilitators and data collection and analysis.

Each country's requirements will vary and field offices are therefore encouraged to be engaged in discussions with governments to identify the most practical approach to the exercise. Possibilities of cooperation with other development partners should also be explored.

### *The case of fragile and conflict-affected countries*

Implementing SDG4 is a challenging task for any country, but fragile and conflict-affected countries face a multitude of challenges that make a fully-fledged gap analysis particularly challenging. Data are often not available, especially in the areas affected by conflicts, despite the fact that these areas need most support. Security concerns mean that field data collection and consultations may not be possible in some of the most affected areas. There may be many relief agencies and NGOs providing education services, making coordination difficult.

To address these issues, the UNESCO International Institute for Educational Planning (IIEP) has developed guidelines in partnership with other development partners (details in Annex 2). Field office colleagues are encouraged to refer to these materials when designing support for fragile and conflict-affected countries.

## **3.2. Reformulation of policy priorities and strategies**

Whether at the beginning of a new policy and planning cycle or during a cycle that has already begun, opportunities must be identified where a mapping of policy gaps can help guide the (re)formulation of policies in the light of the new SDG4 targets.

### *Objectives*

The main objective in this area is to assist Member States in the reformulation of policy priorities and strategies. The choice of policies to implement will vary among countries depending on several factors, including which of the SDG4 targets and populations are not sufficiently taken into consideration, or are lagging behind, and their own national development priorities and capacities. Based on the gap analysis (see previous section), field offices, with the required technical support from the regional bureaus and Headquarters, will steer a process that leads to policy recommendations so that national authorities or other stakeholders in positions of influence can use the findings to enact real change to education policy and systems, namely to mainstream the SDG4-2030 Education Agenda in national policy as appropriate taking into account local context and priorities.

- realign policy goals and targets with SDG4-Education 2030 commitments and ambitions as far as possible;
- address potential implications for current and future strategic planning processes;
- address potential implications for education sector coordination and management;
- address capacity gaps;

- address financial and human resource implications;
- address opportunities for integration and coherent intersectoral work.

The policy recommendations should provide a detailed and convincing proposal for why and how the current policy approach (goals and target) and priorities in the current medium- and long-term plans need to be revised and aligned with the SDG4-Education 2030 Agenda. To this end, the policy recommendations should, to the extent possible, include:

- a breakdown of the specific practical steps or measures that need to be implemented;
- a closing paragraph re-emphasizing the importance of action.

### Approach

There are several opportunities for countries that are already implementing a sector policy/plan to make adjustments, including during joint sector reviews (JSRs), which are increasingly becoming policy and strategy revising platforms, and during the preparation of annual/triennial operational plans, where a reprioritization exercise can take place with a rethinking of policy priorities/strategies and a refocusing of actions and investments in a progressive manner towards aligning ESPs with Education 2030 targets.

UNESCO's participation in this process can be (a) through acting as a technical partner providing expertise at the request of a government and local education partners or (b) as a member of the Local Education Group in a residing country. Where UNESCO is a non-resident agency, field offices are encouraged to collaborate through Local Education Groups to provide guidance and support and to engage in the dialogue around contextualization and integration of SDG4 in education sector plans.

Below are some suggested guidelines for drafting policy recommendations arising from the policy and gap analysis and national consultation processes, keeping in mind that country contexts and capacities vary greatly and that this exercise may already be under way in many countries. UNESCO must work closely with Local Education Groups or other sector dialogue/coordination mechanisms when formulating policy recommendations and keep to the principle of building on existing processes. A collaborative effort in developing policy recommendations will help to ensure wide participatory and inclusive sector dialogue, central not only to buy-in from all education actors but also to ensuring full alignment of their support and resources with the recommended policies. The guidelines are as follows:

- 1. Clearly state the objective of the recommendation.** The first step in crafting a policy recommendation is to decide what the objective of the recommendation is. Is it the introduction of new legislation or changes to existing laws? Is it a new strategy for government, a change in direction of an existing strategy or to improve an existing policy or service? Or is it to draw attention to a specific issue such as gender disparities in learning outcomes or the need for inclusive education to expand access for marginalized groups? Setting out a clear objective for a policy recommendation based on evidence/analysis is essential in helping to influence decisions.
- 2. Determine the target audience.** If the recommendation entails revising sector strategy, the target audience may be ministers. If the objective is to raise funding for



the sector, a parliamentary committee or government departments are likely to be the best audience. However, in the current context of unpacking the SDG4-Education 2030 Agenda, the main target audience should be the ministry of education, which has the responsibility to manage and coordinate sector policy formulation and implementation. However, it is also important to acknowledge the key stakeholders and the influence they can have on policy decisions, i.e. what development partners, civil society representatives, NGOs, government departments, teachers' unions, parents, communities, etc. will have an interest in the suggested recommendations.

- 3. Define sharply and link clearly the recommendation with the issue(s).** The matter on which a policy decision is required should be defined in as much detail as possible, directly linked to the sector analysis or review. The recommendation should be outlined in one clear and sharp sentence. A text connecting the policy recommendation with the evidence and the discussion will present the rationale for such a recommendation. Presenting a brief analysis of the issue will also be invaluable to policy-makers, including details of what strategy, legislation or government policy currently applies and why the assessment/analysis indicates a need for change. The recommendations should then be limited to the issue at hand and to the assessment/analysis itself.
- 4. Suggest alternative options where possible.** If there are several different approaches which policy-makers could take to solve the issue, it is wise to highlight the advantages and disadvantages of each approach, based on assessment/analysis or evidence. This will make the decision easier. This will also help in making assessment/analysis more influential and relevant to policy-makers.
- 5. Consider the current and projected sector and country economic environment and constraints.** In many cases, government budgets are highly constrained in the amounts that can be spent, especially for unplanned expenditures. Thus, while sector analysis/review may identify suitable policy directions that could solve issues, if these policy directions incur significant costs, they are unlikely to be taken on board. Recommendations should be cost-neutral where possible or demonstrate that they are economically feasible, i.e. while money needs to be spent now, it will save large amounts of public expenditure in the future. A policy recommendation that would bring benefits while reducing costs is likely to be very welcome.
- 6. Make sure recommendations fit in with existing policy framework and/or current sector strategy.** Getting new sector strategy adapted is a lengthy and time-consuming process where evidence and political will need to be built up over long periods, through sector analysis/review and policy dialogues. In the current context of alignment with the Education 2030 Agenda, it is prudent to suggest policy recommendations that can easily fit in with an existing sector strategy, national medium-term framework, government programme or legislation. These will have more chance of being accepted by policy-makers and have a bigger independent impact. Noting that a recommendation can influence the development of new policy/strategy, in framing recommendations it is important to be aware of current and future developments in policy in the area concerned. Hence countries that are at the end of their planning cycle and/or willing to develop a new strategy/policy will be supported to do so within the perspectives of the 2030 Agenda.

7. **Use international comparative evidence.** When making a policy recommendation, it is important to refer, as much as possible, to similar approaches taken in another country and to outline any successes or drawbacks using real-world examples. If another country has been particularly successful in handling a policy issue, a recommendation will be made much stronger by reference to international best practice. This is particularly true if the example used is from a country with similar features in terms of size, demographics, economy and political system, and if the case is innovative, cost-effective and a demonstrated success. Member States are also encouraged to use extensively cross-national comparable data produced by the UNESCO Institute for Statistics (UIS) to benchmark the progress of their countries against that of other countries.
8. **Adapt the language to the target audience.** The policy recommendations should be presented in clear, readable and simple language easily understandable to any passing reader with no prior knowledge of the subject area. In general, the audience for policy recommendations will not be interested in methodology other than knowing that the findings are robust. The important thing is to prioritize information for policy-makers, and a link to the sector diagnosis/review findings is sufficient. One should avoid the use of academic and technical language in policy recommendations.
9. **Describe the expected impacts/implications of proposed recommendations.** Whenever possible, the likely implications of the recommendation if implemented and if not implemented should be suggested. It is important to write recommendations that present clear arguments as to why the analysis/review shows that the recommendation will benefit the education system and society at individual, community and national levels. Practical examples that demonstrate effectiveness in the real world can help to achieve this.
10. **Highlight actions to be undertaken.** Policy-makers are faced with a large number of issues that require attention and action. Therefore, policy recommendations need to convince them that the issue highlighted by sector analysis/review (realignment of the current sector policy/plans with the SDG4-Education 2030 Agenda) is important and the recommended course of action will be beneficial to education development in some respect if action is taken.
11. **Indicate, for each recommendation, the levels of priority, cost and time horizon.** It is important that each policy recommendation include succinct indications and expert advice about:
  - the priority assigned to the recommendation (high, medium, low in comparison to the rest of the recommendations suggested);
  - the level of difficulty for successful implementation (high, medium, low);
  - the level of cost (high, medium, low or no financial costs);
  - the indicative time horizon for implementation (long, medium or short-term).

## Overview of resources and tools

The key national planning documents are the national medium-term framework (1-3 years) and national socio-economic plan (10-15 years). These will help deepen understanding of the Education 2030 Agenda and its ownership by Member States. This is also necessary to ensure that national authorities welcome the recommendations. Hence the field office education specialist should ensure that the proposed policy recommendations are consistent with the evidence and findings from the needs assessments, sector diagnosis and/or policy reviews, and United Nations Common Country Assessments (CCAs), including feedback from stakeholders' consultations and policy dialogue.

It is also important to note that while the above steps constitute prior requirements for deriving sound policy recommendations they do not guarantee their feasibility and acceptance by policy-makers. The buy-in of recommendations by policy-makers depends on many factors, but a recommendation that is based on strong evidence, is cost-effective to implement and takes account of international best practice has a better chance of being accepted and influencing policy debates.

Education policy simulation models (see next section) are instrumental in the definition of policy priorities and in facilitating policy dialogue by assessing feasibility and prioritizing various policy options, as well as readjusting existing ones. Field offices should assist ministries of education as well as partners with getting a better sense of the resource requirements (human, physical, technical and financial) for implementing policies that are aligned with the targets set out in the Education 2030 Framework for Action (FFA) and assist them in better prioritizing and phasing implementation of the targets in line with national priorities and resource capacities. To the extent possible, UNESCO should participate in the policy dialogue during the design/updating of the simulation model.

Another tool that links the stages of sector analysis and policy formulation is the use of a log frame approach to translate and structure the findings of education sector analysis (ESA) into a causal chain to facilitate the prioritization and design of policies. Results frameworks, such as the logical framework approach, facilitates results-based planning and helps to establish a logical hierarchy of objectives, identifying relevant policies and strategies for implementation and monitoring and evaluation of policy interventions and programmes. Field offices can encourage the use of log frame matrices, following the preparation/readjustment of sector analyses that take into consideration the expanded/new areas of coverage under SDG4, as a tool to better design and prioritize their national policies.

### 3.3. Use of simulations and projections for planning, including costing

The processes described herein build on the premise that a number of key preliminary planning stages have taken place already as an integral part of the same country-led SDG4-Education 2030 operationalization plan design process. This part of the guidelines acknowledges that ideally the tasks involved in projection and cost simulation exercises require at least a broad policy and strategic planning background or exposure coupled with a good command of quantitative and IT skills (generally on spreadsheets) and a sound understanding of public finance and macroeconomic and/or education statistics.

## Objectives

The main objective here is to involve Member States in the benefits of using well-tested projection and cost-simulation methodologies to establish greater credibility for their national implementation plan of SDG4-Education 2030 policy choices and strategies. In addition, UNESCO can support Member States in properly mapping and regularly disseminating funding gaps, as well as advocating persuasively for adequate resourcing of national SDG4-Education 2030 priorities in the context of national, regional and international policy dialogue and/or funding negotiations/pledges platforms.

## Approach

From the start, it should be clear to field staff engaging in convincing Member States and accompanying them in this exercise of sector-wide<sup>3</sup> projection, simulation and costing that the whole point is to do this exercise right, to the extent possible with the limitations and quality of data accessible, by using proven methodologies. Clear signals should be given to Member States through jointly signed official letters by UNESCO and its Education 2030 co-conveners highlighting the benefits of using such comprehensive proven methodologies. Possible benefits of such a comprehensive approach could be, among others:

- greater credibility of cost estimates for any SDG4-Education 2030 policy ambitions chosen in an inclusive and participatory manner, as they are commensurate with the country's internal fiscal capacity and absorption capacity;
- rationalization of countries' investment choices and trade-offs, so that the resources that they can afford to secure are allocated where they are most needed and where they seem to impact education sector priorities significantly;
- ability of education line ministries to negotiate their budgetary requirements more convincingly with ministries of finance and/or planning (international aid coordination); and
- better predictability of funding gaps and resource mobilization of external aid.

At the World Education Forum in Dakar in 2000, the global community affirmed that “no countries seriously committed to education for all will be thwarted in their achievement of this goal by lack of resources” and made reference to “a credible plan” for achieving this.<sup>4</sup> Shortage of funds should not jeopardize the educational opportunities of the billions of

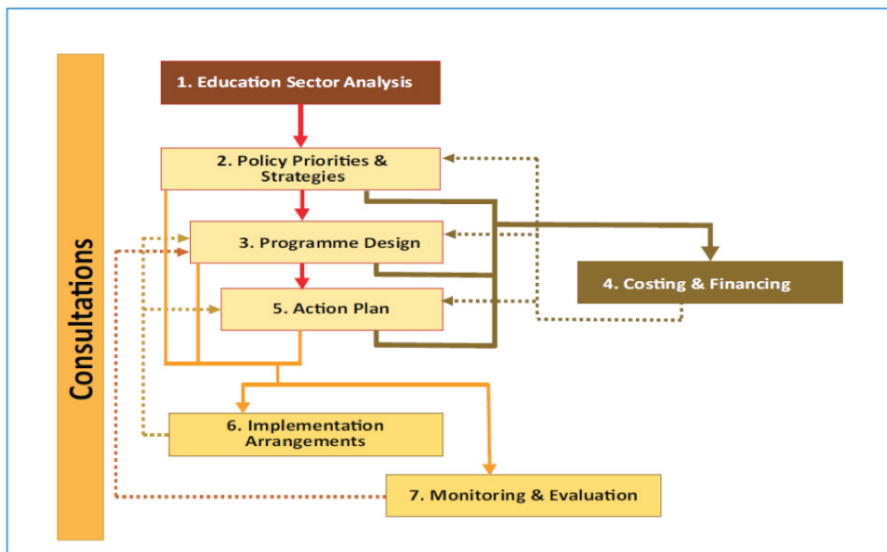
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3 Although the universal nature of SDG4-Education 2030 offers a perfect framework for considering using a more comprehensive and robust sector-wide approach in the use of a simulation model that guarantees sector coherence or reduces inter/intra-sectoral imbalances, field staff are advised to keep some flexibility and not force this approach too much on Member States in cases where paucity of optimum required data necessitates a more modest and realistic approach or where Member States are in a crisis/conflict context where decisions need to be taken fast and focus placed on a limited set of educational priorities. Plans should be put in place, however, to gradually improve the comprehensiveness of national education policies and strategies in order to maintain the universality of SDG4-Education 2030 commitments.

4 Beside the necessary transparency, participatory aspects and rigour of the process, including use of a well-tested simulation model, the credibility of SDG4-Education 2030 plans will depend significantly on how disaggregated the costing is for each of the targets and on the lowest possible level of decentralized cost centres within the education system of a given country. Ideally, also breaking down the costing between intermediary targets (i.e. for 2020, 2025, and 2030) would give more realistic estimates, taking into account foreseeable changes in inflation rates and in the overall prospective macroeconomic outlook of a given country.

learners entitled to receive a quality education. The above commitment of the international community is even more important now with the more ambitious SDG agenda. Member States, donors and partners should be reminded of the collective commitments to allocate: (i) from domestic resources at least 4-6% of GDP to education and/or 15-20% of public expenditure to education; and (ii) from international funding sources at least 0.7% of gross national income (GNI) for overseas development assistance (ODA) to education. These commitments made at the 2015 World Education Forum are spelled out in the Incheon Declaration.

As illustrated by the graph<sup>5</sup> below, it should be noted that the projection, simulation and costing models, in addition to being a key tool to define policy priorities, are not necessarily meant to be used in a one-off exercise. They can also be used iteratively to influence retroactively further changes and revisions to the earlier stages until the policy priorities, strategies and options selected, including their related programmatic interventions, lead to resource implications that are deemed realistic, financially sustainable and implementable within the current or projected capacity of a given country:



At the same time, even a few years after the initial plan implementation, changes in conditions on the ground may dictate revision of the actual approved plan. Simulation models should be equally necessary in case of such revision at planned or unplanned intervals.

However, for practicality reasons, field staff who will be users of these guidelines are expected to act more as facilitators and to mobilize, where needed, targeted technical assistance to Member States in the area of projection and cost simulation unless they are well-equipped and can afford the time to support Member States directly. In the latter case, these guidelines also provide references to a wealth of technical documentation and tools, mostly produced by UNESCO, for staff who are interested in either refreshing or deepening their knowledge of technical and operational aspects of projection and cost simulation methods in order to provide well-structured direct technical assistance to Member States.

<sup>5</sup> Source: Global Partnership for Education (GPE) / UNESCO International Institute for Educational Planning (IIEP).

Acknowledging that limitations exist in terms of the geographical reach of UNESCO's field presence and possibly in terms of financial resources that might be necessary for several field missions in every country in potential need of technical assistance, these guidelines are purposely designed to provide non-technical but process-oriented and structured recommendations that are easy and straightforward enough to be implemented by any field education staff to bring Member States up to the stage of finalizing credible, affordable and financially sustainable "SDG4-sensitive" national education plans.

### 3.4. Improvement of the monitoring and evaluation system

Monitoring and evaluation are essential for the formulation of evidence-based policy decisions and plans, as well as for effective and efficient implementation of relevant interventions to achieve SDG4. The Incheon Declaration clearly stated the need for strong global and regional monitoring of the implementation of the education agenda based on data collection, analysis and reporting at the country level. Furthermore, it also resolved to develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for policy formulation and the management of education systems, as well as to ensure transparency and accountability.

Although a country may already have a monitoring and evaluation (M&E) system to monitor the performance of its education system, there may be a need to revisit it to reflect the requirements of SDG4 and its associated targets. The process of re-designing an M&E system to monitor SDG4 requires collective effort and an innovative approach to seek new and emerging opportunities, as well as to address both existing and new challenges.

#### Objectives

Support to the improvement of the national M&E system in view of SDG4 should address the following questions:

- What data will be required to produce relevant indicators to monitor SDG4 and its associated targets at the national level?
- What M&E system should be designed to facilitate the systematic monitoring and evaluation of SDG4 at the national level?
- How can such an M&E system be designed to ensure its robustness, sustainability and expandability?

#### Approach

Although it is desirable for a country to have a sector-wide education strategy, which would be best suited to synergistically implementing SDG4, in reality many countries are still developing separate sector strategies/plans/policies for sub-sectors (such as basic education, early childhood care and development (ECCD), technical and vocational education and training (TVET), higher education, non-formal education (NFE), etc.). Furthermore, many of these sub-sector plans do not have a proper or applicable M&E framework or plan. An important step forward would be for countries to devote efforts to having a credible education sector plan (preferably sector-wide) that embodies a thoroughly formulated M&E plan.

It should be kept in mind that many previously well-defined M&E plans were not fully implemented due to a lack of genuine political will, as well as weak commitment from monitoring stakeholders. To achieve the essence of SDG4, it is essential to have strong commitment from both decision-makers and practitioners to working closely within a shared vision.

Along with strong political support, there is a need for a robust and institutionalized Educational Management Information System (EMIS) linking data and information from various sources such as assessment of learning achievement, education surveys, labour force surveys, household surveys and teacher and school performance evaluation systems to ensure that the monitoring of SDG4 is done in a systematic and synergic manner.

Furthermore, continuous strengthening of national capacity is a critical factor in setting up a strong and sustained M&E system for Education 2030. Two highlights should be noted in this regard. Effective SDG4 monitoring would require: (i) strong collaboration and involvement of all stakeholders so that capacity can be strengthened among not only government bodies but also other M&E stakeholders such as local communities, NGOs and CSOs; and (ii) the development of innovative methodologies and indicators for which strong national capacity is essential.

### **1. *What data will be required to produce relevant indicators to monitor the Education 2030 Agenda at the national level?***

The comprehensive scope of SDG4 demands a wide range of interrelated information to be gathered and used to monitor and evaluate its progress from different angles and aspects. This has profound implications for the development of monitoring indicators and the need for data to produce them:

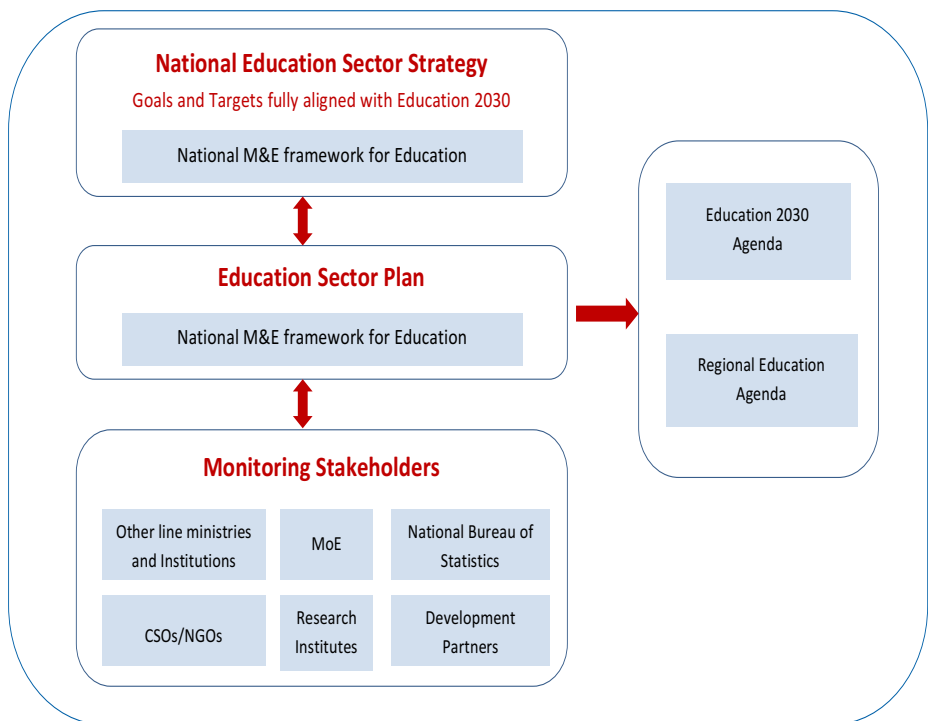
- Some of the indicators are widely accepted internationally and data to produce such indicators are available. However, in the light of the new SDG agenda, the scope and coverage of such indicators needs to be broadened to include in particular more disaggregated data such as the income/wealth quintile, disadvantaged population groups, coverage of sub-national geographical areas and public/private factors, among others.
- For some indicators, although the methodology work may have been done, many countries are still not yet ready to set up mechanisms to collect the data needed to produce these indicators.
- Some SDG4 targets still require extensive methodological work to develop new indicators to measure and monitor their progress appropriately and comparatively.

Many of the Education 2030 indicators will draw on data from different sources. It is important that all data providers and users have a common understanding of these indicators and follow agreed standard methodologies in producing, interpreting and using them in a coherent way. To better understand the data needs in the light of SDG4 on the basis of the 43 proposed thematic indicators, the UNESCO Institute for Statistics (UIS), in collaboration with other agencies, is currently finalizing complete and up-to-date metadata for the SDG indicators.

## 2. What M&E system should be designed to facilitate the systematic monitoring and evaluation of SDG4 at the national level?

Monitoring and evaluation of the SDG4 agenda must be an integral part of the existing M&E system of the national education sector plan. The multi-sectoral nature of SDG4 would require multi-stakeholder involvement. It is therefore imperative to revisit and redesign the existing M&E system for education so as to be more robust in responding to the emerging needs of SDG monitoring with the following features:

- Such M&E systems must be developed as part of the M&E plan of the national education sector plan in which the SDG4-Education 2030 Agenda is mainstreamed. Future national education strategy and plans should be developed with a full vision of the SDG agenda. Such integration will ensure the sustainability and national ownership of the M&E of the Education 2030 Agenda. It will also avoid having duplicate or parallel monitoring systems that would lead to inefficiency and confusion. The diagram below illustrates the monitoring mechanism for Education 2030 at the national level.



- Some countries may have several sub-sector plans (early childhood care and education (ECCE), basic education, higher education, etc.). In the case of a federal state, a country may have several sector strategies and plans at the provincial level. In such situations, a monitoring mechanism linking all these sectors' M&E plans with effective coordination at all levels and a shared vision is critical. Furthermore, such a system must also link with M&E systems for other SDGs.
- The system must be robust enough to respond to the dynamic nature of SDG4 and its multi-stakeholder involvement.



- While monitoring would assess the progress on implementation of SDG4 by answering the question, “What is happening and how is it happening?”, regular periodic evaluations (reviews) can assess the impact of SDG4 interventions and efforts. Monitoring and evaluation together can provide comprehensive information to strategically design and implement relevant interventions as well as undertake corrective action if and when needed.
- Finally, the systematic monitoring and evaluation of SDG4 will require not only involvement from various stakeholders but also that they act coherently in a well-coordinated manner.

### **3. *How can such an effective M&E system be designed to ensure its robustness, sustainability and expandability?***

- To ensure that an M&E mechanism functions in a coherent manner, the establishment of an inter-agency coordination body or mechanism may be required that comprises key monitoring stakeholders with clearly defined terms of reference (TOR).
- As mentioned in the Incheon Declaration, the monitoring of SDG4 requires a multidimensional approach covering system design, inputs, content, processes and outcomes.<sup>6</sup> A prior sector-wide data mapping exercise can help to determine the data content and methodologies under these dimensions. Such an exercise should lead toward the setting up of well-coordinated M&E mechanism that provides a full picture of progress on the national education agenda.
- Based on the findings of the sector-wide data mapping and after mainstreaming the Education 2030 Agenda in the existing education sector plan (or a future education sector plan), the respective education sector M&E framework can be redefined along with the relevant M&E plan in which systematic monitoring of SDGs is fully incorporated. Such an SDG-aligned M&E framework and M&E plan should provide roles and responsibilities (who does what, when and how) for relevant M&E stakeholders (such as the ministry of education, other line ministries, the national statistical organization, assessment bodies, research institutions, civil society organizations and non-governmental organizations) for jointly monitoring SDGs. It should also define what further actions/activities (methodology development, additional data collection, etc.) are needed within the context of SDG monitoring as well as the rules and arrangements for coordination.
- It is important to highlight that extensive work and collaboration may require the development of new approaches and methodologies to produce and use relevant national indicators for SDGs in order to comprehensively measure its progress. In addition, having common standards, classifications, definitions, methodologies and data quality standards will be essential to producing and using SDG monitoring indicators that are comparable.

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<sup>6</sup> Education 2030 Framework for Action, para. 97.

- Furthermore, strengthening the relevant in-country M&E capacity is critical as SDG monitoring requires a new way of thinking, as well as new practices and approaches, since it calls for stronger collaboration and coordination among a wide range of stakeholders at all levels (local to global) to play their roles in a coherent manner.
- While fulfilling the need to systematically monitor the very ambitious multi-faceted targets with ever-shrinking resources, countries must make effective and efficient use of their resources by constantly seeking and adopting innovative and appropriate local solutions and harnessing sustainable technology and practices, thus creating synergy.
- Since multi-stakeholder involvement at different levels is critical to ensure the accountability and success of SDG monitoring, advocacy work on SDGs and participatory monitoring among the M&E community are essential.
- Periodic reviews will further complement and strengthen monitoring efforts to ensure successful implementation of SDG4 and should be undertaken regularly.

## 4. What UNESCO can do to support Member States mainstreaming the SDG4-Education Agenda in sector-wide policy and planning

In the UNESCO's sectoral work in education in support of Member States, field offices have a key role to play in:

- advocating for a robust sector-wide education plan guided by the overall principles of inclusion and equity;
- making available the tools and resources designed and developed by UNESCO;
- putting countries in touch with the Organization's technical provision and services;
- organizing periodic information sessions with national decision-makers in the field; and
- liaising with regional bureaus, Headquarters and UNESCO institutes to find out about ongoing activities (tools development), available training programmes, missions of technical experts and so forth. This process of communication and collaboration has to be systematized and, if possible, formally established.

### 4.1. Focus areas for field offices

Given the fundamental role assigned to UNESCO in SDG4, it is important that each field office have a relevant voice and channel of technical assistance in this area. While the concrete activities to be conducted by each field office have to be decided in the context of the specific needs and demands of the country in the area of system-wide policy and planning, field offices are recommended to focus on five areas:

1. Advocating for a robust gap analysis exercise, when appropriate.
2. Participating in the ongoing consultations and policy and planning review mechanisms. This includes active involvement in the local education group (LEG) or other sector dialogue mechanisms to accompany the policy and strategy formulation stages. Where UNESCO is a non-resident agency, participate virtually by connecting to meetings and sending comments in writing on the proposed policy adjustments in the light of the new education agenda.
3. Fundraising and mobilizing partnerships. In particular, this includes the necessary coordination work with other United Nations agencies, donors and development partners (see the corresponding section on this below).
4. Providing technical assistance and capacity development support, either directly or by way of channelling specific demands to the corresponding regional bureaus and institutes. For SDG4 this is particularly demanding in the areas of simulations,

projections and costing, as well in all domains related to M&E, for which additional technical assistance from the relevant institutes may have to be requested.

5. Recurrently triggering and supporting Member States in regular (or on-demand) coherent and systematic monitoring of Education 2030 processes requiring adjustments either of policy directions or implementation scenarios. This includes actively advocating to the government and other stakeholders the importance of coordinated systematic monitoring and evaluation (periodic review) of Education 2030. Such initiatives should be established as part of an existing M&E mechanism, not as a separate one.

## 4.2. Possible initiatives that field offices can suggest to government

Field offices' most important role is to ensure that governments, in their leading role for SDG4, receive adequate technical support from UNESCO. In addition to this, field offices can also be instrumental in suggesting some key activities to governments. Past experience shows that there are three basic domains where this role may be crucial: (a) during the policy gap analysis; (b) when planning; and (c) in relation to M&E. Note that the possible initiatives listed below have to be taken as suggestions and, if accepted by the government, then it is crucial that field offices offer, if necessary or appropriate, the technical assistance of UNESCO.

### 1. In relation to the policy gap analysis

The government may wish to establish a technical team consisting of the technical-level staff of the ministry of education and other ministries involved in SDG4 implementation, preferably the ministries of planning, labour and women, as well as national statistical offices. It is important that this team be guided by the already existing education sector coordination body or, potentially, by a national SDG4 committee if the country has decided to set one up. Among the possible activities to be developed by the technical team, the following may be considered:

- *Develop an analytical framework.* In collaboration with UNESCO and other partners, the government should develop an analytical framework for the gap analysis, based on the existing tools and frameworks provided below, reflecting the country's specific context, achievements, and challenges.
- *Run a literature review.* Based on the analytical framework, existing policies, plans, programme/project documents as well as research papers should be collected and reviewed by the technical team.
- *Collect additional data.* Where possible, additional data should be gathered through focal group discussions, surveys and consultation meetings. Collecting information from sub-national levels (e.g. state or provincial governments, schools) as well as key stakeholders (e.g. teachers) is recommended.
- *Draft a report.* Based on the information collected and analysed, the technical team should draft a gap analysis report, which may follow the outline below.

Chapter	Topics to be covered
Introduction	Methodology of the exercise (e.g. information sources used).  Composition of the technical team.
Chapter 1: Country context	Country's developmental context, including the progress and challenges in education.
Chapter 2: Analysis of existing plans, policies and programmes	The results of the analysis of existing plans, policies and programmes against each of the SDG4 targets.
Chapter 3: Identifying gaps	Analysis of the gaps and reasons for such gaps. The gaps may be presented by category (plan, do, check and act) in order to identify where the missing link is.
Chapter 4: Strategies to address the gaps	Possible strategies needed to address the identified gaps in order to achieve the SDG4 targets.
Conclusion	Summary of the findings and the next steps.

- *Consult on and finalize the report.* Once the report is drafted by the technical team, consultation and validation meetings should be organized at the national and sub-national levels, inviting the key stakeholders.

Recommended actions for field offices in support of the above-mentioned activities include:

1. advocacy for a robust gap analysis;
2. fundraising and mobilizing of partnerships; and
3. provision of technical assistance and capacity development support.

## 2. *In relation to planning*

The education sector policy and planning cycle should be respected at country level. As seen above, field offices can play different roles depending on when, in the planning cycle, the consultations about SDG4 are taking place. However, in all cases it is important that field offices not only participate in the planning cycle but also suggest to the government possible avenues for improving its technical capacity in this area, particularly when it comes to data availability, projections, simulations and costing. Below are some possible suggestions to governments in this area:

- In consultation with the Local Education Group (LEG), field offices may actively advocate that the government undertake a sector-wide data mapping;
- Reinforce the technical capacity of the ministry to use and adjust simulation models to understand the trade-offs of policy options;
- Link policy discussions and prioritization with wider discussions on other SDGs in line with national development concerns;

- Promote holistic and cross-sectoral policies to cover targets such as 4.2 and 4.7, whose scope goes beyond the education sector to embrace many issues such as gender equality, education for sustainable development and global citizenship education;
- Reiterate the importance of aligning all education initiatives, partners and resources in a single policy and results framework; and
- Encourage a national capacity development strategy in the process, not only in light of new SDG4 targets, but also in building systems' capacities.

### 3. *In relation to monitoring and evaluation*

Countries are at different stages when it comes to the maturity of their monitoring and evaluation (M&E) systems in education. Field offices should not only promote the appropriate inclusion of national SDG4 targets in the existing M&E system but also use the opportunity to channel technical support to this area. Among other possible suggestions to the government, field offices may consider the following:

- Review and redefine the M&E framework and M&E plan, which should be part of their respective education sector plan(s), and find ways and approaches to monitor the SDG targets that are currently not monitored;
- Strengthen the relevant M&E capacity at all levels;
- Seek out innovative and appropriate solutions for sustainable and affordable monitoring of Education 2030; and
- Regularly conduct a periodic review as part of the national M&E of Education 2030.

### 4.3. **Possible initiatives that field offices can suggest to non-governmental stakeholders**

As SDG4 calls for increased attention to disadvantaged groups, non-governmental organizations (NGOs) and civil society organizations (CSOs) can bring much-needed alternative information as well as innovative approaches to address the needs of disadvantaged, and often unheard, people. Field offices can play an important role in bringing governments and NGOs together, potentially through facilitating their participation in the existing coordination mechanisms (e.g. LEGs, thematic working groups). Possible ways of doing so are listed below:

- Where possible and time allowing, conducting joint research with NGOs on key education issues may be considered.
- Encourage NGOs to participate in the discussions around policy and strategy formulation by participating in thematic groups that may be constituted to discuss/validate the findings of education sector analysis (ESA), the development of policy priorities and implementation strategies.
- Encourage NGOs to identify and communicate bottlenecks to the effective implementation of existing policies and strategies and to advocate for targeted policies to reach certain population groups;

- As non-governmental education stakeholders are key contributors to the holistic and inclusive monitoring of Education 2030, field offices should also advise and propose that they undertake the following:
  - actively participate in an inter-agency coordinating body and sector-wide data mapping;
  - contribute to the formulation of an M&E strategy and an M&E plan in which systematic monitoring of SDGs is fully incorporated;
  - strengthen the relevant M&E capacity to complement government efforts in the monitoring of Education 2030;
  - identify, pilot and scale up innovative and appropriate solutions for sustainable and affordable participatory monitoring;
  - invite education NGOs to liaise with their counterparts in other SDG areas (health, food, etc.) to identify needs and plan integrated educational strategies; and
  - spread participatory monitoring of Education 2030 across all grassroots levels.

#### **4.4. Coordination work with other United Nations agencies and partners**

It is critical for UNESCO to seek partnership with other development partners within the United Nations Assistance Development Framework (UNDAF). For instance, many of them may have implemented projects and conducted research on some of the key issues. The United Nations Common Country Assessments (UN CCAs) have valuable information on education issues in each country.

- Sharing information with development partners and United Nations agencies is the first step to avoiding possible duplication of efforts and, at the same time, the only way to ensure a better alignment of work for SDG4 with other SDGs. The existing United Nations Development Assistance Framework is an important mechanism to initiate collaboration with United Nations agencies in supporting ministries of education in the implementation of SDG 4 and related targets at country level.
- Where possible, joint activities can be considered, such as conducting joint research, jointly funding external consultants and co-organizing consultation meetings.
- Existing Local Education Groups (LEGs) and any type of education sector coordination mechanisms would serve as effective platforms for information-sharing, consultations, policy dialogue and coordination. UNESCO should also inform all other United Nations agencies and development partners of the whole process, in a wider process of dissemination. Partnerships may be restricted to those active in education.
- Whenever UNESCO does not have an adequate field presence and can rely on co-conveners' representatives such as UNICEF, the World Bank, etc., field offices should endeavour to build on them to support countries in following the guidelines provided by UNESCO.

- In order to rely on co-funding opportunities or even to facilitate quick compensation of funding gaps, it would always be advisable for field staff to keep United Nations and non-United Nations members of the Local Education Group (LEG) involved, to the extent feasible, in the process. In the event that LEG members express no interest in being involved in technical work, field staff should endeavour to initiate joint briefing along with a government official as regularly as possible at the LEG.
- In the area of M&E, field offices should work closely with LEGs and actively advocate that they:
  - ensure the monitoring linkage between SDG4 and other SDGs;
  - send collective messages and engage in advocacy regarding their relevant national counterparts on systematic monitoring of SDGs;
  - provide technical support for strengthening national M&E capacity in a coherent and synergetic manner (avoid duplication);
  - ensure effective coordination among themselves as well as with the government to avoid duplication; and
  - share good M&E practices and initiatives from other similar initiatives and activities.

#### **4.5. Where to find technical backstopping inside UNESCO**

In case a field office needs additional technical support or backstopping, below is an inventory or range of service activities with which regional bureaus, institutes and Headquarters can contribute.

##### ***Role of regional bureaus***

- Review and disseminate experience from the field and lead lesson-learning at regional level among programme specialists (synchronize with Headquarters' work in that area).
- Develop and maintain a professional exchange platform for programme specialists in the region.
- Provide technical support and capacity building to field offices, when possible.
- Publicize and adapt the map of bridges between SDG4 and the other SDGs to the specifics of the region. This could be done through seminars, newsletters, platforms, e-fora, etc.
- Strategically allocate financial resources to field offices in need.
- Pool human resources available in the region for specific projects, as appropriate.
- Lobby potential financial and implementation partners in the region for projects and visibility purposes.



### *Role of specialized institutes*

- Disseminate, in their specific areas of expertise, lessons learned in the area of SDG4. This information should be made available from the platform maintained by Headquarters.
- Periodically organize professional discussions on key aspects relevant to the achievement of SDG4.
- Conceptualize, share and promote, in their areas of experience, the bridges between SDG4 and the other SDGs.
- Develop tools and guidelines in their areas of expertise.
- Upon request, provide specialized technical support to field offices and Member States.

### *Role of Headquarters*

- Assist operationalization of SDG4 by developing background documents, technical guidelines and tools, as well as global reviews of good practices.
- Provide information on overall trends to Member States and field offices. On that basis advocate with permanent delegations, national commissions, ministerial authorities, etc.
- Consolidate and disseminate lessons learned from field experience. Establish and maintain an online repository to that end.
- Organize a review of lessons learned to differentiate between those that are open to generalization across the work of the sector and those that are specific to a regional/national context.
- Periodically update field offices on best practices likely to help achieve SDG4.
- Create and publicize a map of bridges between SDG4 and the other SDGs. This has to be done in collaboration with other partners within and outside UNESCO and the United Nations.
- In coordination with the regional bureaus, provide technical backstopping for the process.
- Actively engage in fundraising activities at a global level and provide support to field offices, in coordination with the regional bureaus.
- Maintain a roster of specialized experts in sensitive areas of SDG4.

## 5. Technical Resources

The objective of this chapter is to offer a broad outline of existing resources that may help field offices to assist countries to better undertake the design and implementation or the revision of their national or provincial education plans in order to integrate, if needed, the objectives of SDG4.

Various resources are available having the same objective but sometimes using different approaches. There is a need to understand their differences with a view to providing countries with useful guidance on the best resources to adopt. The choices must be guided by the national context in terms of such factors as human capacity, financial resources and the nature of the plan (short-, medium- or long-term). For example, a sophisticated Educational Management Information System (EMIS) is not necessarily helpful to countries where the technological infrastructure is deficient and where capacity is weak. At the same time, there is a need to improve the existing situation and to anticipate future evolution. In this context, the choice of a scalable system should be recommended. That supposes keeping constantly in mind the requirement of ownership by the country and the latter's autonomy in the short term.

### 5.1. Recommendations to field offices

Some questions must be raised when it comes to the issue of technical resources. Reflecting on them and trying to find the best possible answers is essential when considering the course of action. The main considerations should include issues of ownership, capacity, sustainability and costs.

1. **What are the different resources available and which are the most relevant to address the issue at hand?** Several factors such as relevance, time, sophistication, budget and capacity will help determine which option is the most cost-effective and sustainable over time. Taking the time to properly assess the different available options and weighing the pros and cons will save time and resources in the long run.
2. **Who should be responsible for design and implementation?** Often, ministries are under pressure to deliver quickly and resort to using private companies or consultants. While this may respond to a need in the short term, in the long run it does not contribute to capacity-building, ownership and autonomy. Whenever possible a capacity-building approach should be adhered to that seeks to increase the capacity of the ministry and strengthens its ownership
3. **A related question concerns whether the level of technicality is appropriate to the national context.** The level of technicality must be adapted to the country's capacity and needs. Ministries should not dismiss complex technical tools if it serves their purpose and if they have the capacity to manage them. On the other hand, a complex tool that is not properly mastered and provides an unnecessary level of sophistication can be overwhelming. It is not unusual to find that costly and complex tools are subsequently dropped when the internal capacity to manage them is lacking. Accordingly, as much as possible it is advisable to develop the tools internally and

to add further levels of complexity over time. In cases where the tool is developed externally, due consideration should be given to its usefulness and to the ministerial staff's capacity to take over.

In some situations, it could be beneficial for countries to set up a joint committee to assess the resources available for the issue in hand. The involvement of national experts, international partners and some civil society players could help to pull together competencies and at the same time increase transparency in the process of selection.

Specific recommendations for field offices:

- The identification of the appropriate tools and approaches must be done at the early stages of any new programme or project to avoid being misled and consequently wasting time and financial resources.
- The issue of technical resources is closely linked to the issue of national capacity development. In this regard, the process of decision-making on the best tools and practices to use should be inclusive and must involve national technicians in particular.
- Support in the form of external expertise must be accompanied by a transfer of competencies and skills. The field office could advise the ministry to adopt this attitude as a prerequisite in any agreement concerning technical cooperation.
- In the process of identification of the appropriate tools, identify countries where the technical resource has already been used. What were the lessons learned from this experience? This principle could help to save time and get the right resource.

## **5.2. Available technical resources**

The effectiveness of the field office in the context of this process will depend on the technical resources available to support the country's needs. All of those designed and developed by UNESCO as a whole, including the institutes, are available to countries free of charge.

The tools and resources available in Annex 2 are specifically tailored to address technical policy and planning needs that may arise when dealing with SDG4.

## Annex 1. Proposed guidance questions for reviewing existing plans, policies and programmes

In order to facilitate analysis, countries may consider using some of the guidance questions below to review existing plans, policies and programmes. These questions h designed for each target. They were developed for Asia and the Pacific region in early 2016 and field offices are encouraged to recontextualize them so as to tailor them to their various contexts, as and when appropriate.

### 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

Expected key achievements under Target 4.1:

- Provision of 12 years of free, publicly funded, inclusive, equitable quality primary and secondary education, of which at least nine years are compulsory.
- Upon completion of the full cycle of primary and secondary education, all children should have established the building blocks of basic literacy and numeracy skills, as well as subject knowledge and cognitive and non-cognitive skills that enable children to develop to their full potential, as defined by and measured against established curricula and official standards.
- Elimination of gender disparities in primary and secondary completion rates.

#### Recommended guidance questions

##### Policies

1. What is the legal duration of compulsory education?
2. What is the definition of free education? Is it only for tuition? What is the duration of free education?
3. Does free and compulsory education apply to everybody resident in the country regardless of citizenship?
4. Has past education sector diagnosis/analysis identified particular disadvantaged groups?
5. Are there policies and programmes especially aimed at supporting disadvantaged groups?
6. Are policy/programme targets clearly stated, with measurable indicators and a feasible M&E plan for systematic monitoring and evaluation?

### Recommended guidance questions

#### Implementation

1. To what extent do current standards and curricula reflect the need to ensure quality and relevance of education, including skills, competencies, values, culture, knowledge and gender responsiveness?
2. Are school leaders and teachers qualified/certified/trained to perform their responsibilities?
3. Are there alternative modes of learning and education for children and adolescents who are not in school, including in emergency situations?
4. In multilingual contexts, is the early learning provided in the first or home language of children?
5. Are there robust and comprehensive national assessment systems to assess learning outcomes at critical points, including both cognitive and non-cognitive skills?
6. To what extent do the results of assessments, both summative and formative, inform policies and teaching and learning processes in the classroom?
7. Are assessment systems used to celebrate different levels of achievement and to support the development of all learners?
8. Is consideration given to factors impacting on gender equality in education, such as gender norms and attitudes, and teaching and learning practices?
9. Are the roles and responsibilities of implementing agencies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?
10. Is there sufficient human capacity to implement the policies/programmes?
11. Is the funding sufficient for full implementation of the policies/programmes?

### **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**

Expected key achievements under Target 4.2:

- All pre-primary children have access to holistic quality early childhood development, care and education whatever their age.
- The provision of at least one year of free and compulsory quality pre-primary education, to be delivered by well-trained educators, is encouraged.

### Recommended guidance questions

#### Policies

1. Is early childhood development, care, and pre-primary education part of compulsory education? If so, from what age?
2. Is early childhood development, care, and pre-primary education provided free? If so, from what age?

### Recommended guidance questions

3. Is there an integrated, multi-sectoral ECCE policy and strategy, supported by coordination among ministries responsible for nutrition, health, social and child protection, water/sanitation, justice and education?
4. Are there policies, strategies, and/or action plans for professionalization of ECCE staff?
5. Has past education sector diagnosis/analysis identified particular disadvantaged groups?
6. Are there policies and programmes especially aimed at supporting disadvantaged groups?
7. Are policy/programme targets clearly stated, with measurable indicators for monitoring and evaluation?

### Implementation

1. Are the roles and responsibilities of implementing agencies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?
2. Is the funding sufficient for full implementation of the policies/programmes?
3. Is there sufficient human capacity to implement the policies/programmes?

### Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

Expected key achievements under Target 4.3:

- Improved and equitable access to technical and vocational education and training (TVET) and tertiary education. The provision of tertiary education should be made progressively free.
- Lifelong learning for young people and adults through frequent participation in education and training (formal and non-formal);
- Narrowing of the gap between what is taught at tertiary education institutions and what economies and societies demand.
- Opportunities for equitable access to tertiary education for older adults.

### Recommended guidance questions

#### Policies

1. Have any labour-market and/or economic outlook analyses been conducted to inform plans, policies, and programmes relating to technical and vocational education (TVET) and tertiary education?
2. Are there cross-sectoral policies linking TVET and tertiary education to the economy, science and technology?
3. Are there mechanisms to ensure quality assurance, compatibility and recognition of tertiary education qualifications and facilitate credit transfers between recognized tertiary education institutions?

### Recommended guidance questions

4. Are there policies and provisions for quality distance learning in tertiary education?
5. Are there policies to reinforce the role of tertiary and university education in advancing research and career development in critical fields such as science, technology, engineering and mathematics (STEM), including through early uptake of STEM subjects by girls and women?
6. Are policy/programme targets clearly stated, with measurable indicators for monitoring and evaluation?

### Implementation

1. Are there mechanisms to develop/facilitate effective partnerships, in particular between the public and private sectors, and include employers and unions in policy implementation?
2. Have there been any advocacy campaigns to promote TVET, tertiary education and university as well as adult learning, education and training for all, with particular attention to gender equality and access for vulnerable groups?
3. Is the funding sufficient for full implementation of the policies/programmes?
4. Are the roles and responsibilities of implementing agencies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?
5. Is there sufficient human capacity to implement the policies/programmes?

### **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**

Expected key achievements under Target 4.4:

- Equitable access to TVET, both formal and non-formal, face-to-face and online, while assuring quality.
- Greater emphasis on use of TVET for acquisition of not just work-specific skills but also “transferable skills” such as critical thinking, problem-solving, creativity, teamwork, communication skills and conflict resolution, to increase graduates’ abilities to adapt to the fast-changing demands of the labour market.

### Recommended guidance questions

#### Policies

1. Have there been any studies/surveys/research among young people and adults to assess the level of skills relevant to employment, decent jobs and entrepreneurship?
2. Are there cross-sectoral policies linking TVET and tertiary education to the economy, science and technology?
3. Are there transparent and efficient TVET quality assurance systems?
4. Are there qualification frameworks to promote flexible learning pathways in both formal and non-formal settings?

Recommended guidance questions
<ol style="list-style-type: none"> <li>5. Are there policies and programmes to provide appropriate bridging programmes and career guidance and counselling services?</li> <li>6. Are the policy/programme targets clearly stated, with measurable indicators for monitoring and evaluation?</li> </ol>
Implementation
<ol style="list-style-type: none"> <li>1. To what extent are TVET curricula and training programmes high-quality and how far do they include both work-related skills and non-cognitive/transferable skills, including entrepreneurial, basic and ICT skills?</li> <li>2. Are TVET institution leaders and teaching staff qualified/certified?</li> <li>3. Have there been any advocacy campaigns to promote TVET, tertiary education and university as well as adult learning, education and training for all, with particular attention to gender equality and vulnerable groups?</li> <li>4. Is the funding sufficient for full implementation of the policies/programmes?</li> <li>5. Are the roles and responsibilities of implementing agencies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?</li> <li>6. Is there sufficient human capacity to implement the policies/programmes?</li> </ol>

**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**

Expected key achievements under Target 4.5:

- Gender parity at all levels of education.
- Reduction or elimination of barriers to education for vulnerable groups (e.g. language of instruction, disability, indigenous people, people from poor/marginalized backgrounds).
- Improved resilience of education systems to conflict, epidemics and natural disasters by improving crisis preparedness.

Recommended guidance questions
Policies
<ol style="list-style-type: none"> <li>1. Has past education sector diagnosis/analysis identified particular disadvantaged groups (e.g. girls and women, children with disabilities, IDPs and refugees, and minority children) and their barriers to access to quality education?</li> <li>2. Are there reliable data on children with disabilities, cataloguing different disabilities and impairments and assessing their level of severity?</li> <li>3. Are there policies and programmes especially aimed at supporting disadvantaged groups?</li> </ol>



**Recommended guidance questions**

4. Do education plans, policies, and budget planning include risk assessment, preparedness and emergency response (including natural disasters and conflicts) for education?
5. Are there comprehensive school safety frameworks, including safe school facilities, school disaster management, and risk-reduction and resilience education?
6. Are policy/programme targets clearly stated, with measurable indicators for monitoring and evaluation?

**Implementation**

1. To what extent are curricula and textbooks free of gender stereotyping and how far do they promote equity, inclusion, non-discrimination and human rights and foster intercultural education?
2. Are teacher training programmes free of gender stereotyping and do they promote gender equality, equity, inclusion, non-discrimination and human rights and foster intercultural education?
3. Is the funding sufficient for full implementation of the policies/programmes?
4. Are the roles and responsibilities of implementing agencies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?
5. Is there sufficient human capacity to implement the policies/programmes?

**Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**

Expected key achievements under Target 4.6:

- All young people and adults achieve relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to levels achieved at successful completion of basic education.

**Recommended guidance questions**

**Policies**

1. Is there a mechanism to formulate a sector-wide and multi-sector literacy and numeracy plans, policies and budgets by strengthening collaboration and coordination among relevant ministries (e.g. education, health, social welfare, labour, industry and agriculture) as well as with civil society and development partners?
2. Has past education sector diagnosis/analysis identified particular disadvantaged groups and their barriers to access to quality learning opportunities?
3. Are there reliable data on children with disabilities, cataloguing different disabilities and impairments and assessing their level of severity?
4. Are there policies and programmes especially aimed at supporting disadvantaged groups?
5. Are policy/programme targets clearly stated, with measurable indicators for monitoring and evaluation?

Recommended guidance questions
Implementation
<ol style="list-style-type: none"> <li>1. Is there a strong partnership with civil society for scaling up effective adult literacy programmes?</li> <li>2. To what extent are the current literacy and numeracy programmes: (1) high-quality according to national evaluation/accreditation mechanisms; (2) tailored to learners' needs?</li> <li>3. To what extent do current literacy and numeracy programs use ICT, particularly mobile technology?</li> <li>4. Is the funding sufficient for full implementation of the policies/programmes?</li> <li>5. Are the roles and responsibilities of implementing agencies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?</li> <li>6. Is there sufficient human capacity to implement the policies/programmes?</li> </ol>

**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 non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development**

Expected key achievements under Target 4.7:

- Countries' full integration of a transformative approach to education, in line with the competencies, values, knowledge, skills and attitudes promoted by education for sustainable development (ESD) and global citizenship education (GCED), to help build peaceful and sustainable societies through national education policies, curricula, teacher education and student assessment.

Recommended guidance questions
Policies
<ol style="list-style-type: none"> <li>1. To what extent have policies and programmes promoting ESD and GCED been mainstreamed in formal, non-formal and informal education through system-wide interventions, teacher education, curricula and assessment?</li> <li>2. Is there a national mechanism to implement the Global Action Programme on ESD?</li> <li>3. Are the principles of the UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) broadly implemented across education and sector-wide policies and plans?</li> <li>4. Is policy and programme development on ESD/GCED based on evidence from research and monitoring?</li> <li>5. Are policies and participatory programmes relating to ESD and GCED promoted to involve learners and educators in their communities and society?</li> <li>6. Have learning objectives including robust assessment systems for ESD and GCED been developed to assess cognitive, socio-emotional and behavioural learning outcomes with measurable indicators?</li> </ol>

**Recommended guidance questions**

## Implementation

1. Are the roles and responsibilities of implementing bodies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?
2. To what extent are curricula and textbooks at all levels of education in line with the principles and values of ESD and GCED and how far do they foster the knowledge, skills, values and attitudes required to build peaceful, just, healthy and sustainable societies?
3. Is there a mechanism to disseminate good practices on ESD and GCED within and between countries?
4. Is sufficient funding made available for full implementation of policies/programmes on ESD and GCED?
5. Are there sufficient human resources and capacities to implement ESD- and GCED-related policies/programmes?

## MEANS OF IMPLEMENTATION

### Target 4.a: By 2030, build and upgrade education facilities that are child-, disability- and gender-sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Expected key achievements under Target 4.a:

- Adequate education facilities (e.g. sanitation) in all schools.
- Elimination of violence, harassment and abuse in the learning environment.

Recommended guidance questions
Policies
<ol style="list-style-type: none"> <li>1. Do the current education facility standards (formal and non-formal) reflect child-, disability-, and gender-sensitive perspectives?</li> <li>2. Do the policies and strategies to protect learners, teachers and staff from violence come within the framework of violence-free schools and, in areas of armed conflict, do they commit to and comply with international humanitarian law, which protects schools as civilian objects?</li> <li>3. Are there plans, policies, and programmes for upgrading education facilities? If so, are the policy/programme targets clearly stated, with measurable indicators for monitoring and evaluation?</li> </ol>
Implementation
<ol style="list-style-type: none"> <li>1. Is the funding sufficient for necessary upgrading of school facilities?</li> <li>2. Are the roles and responsibilities of implementing agencies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?</li> <li>3. Is there sufficient human capacity to implement the policies/programmes?</li> </ol>

### Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African 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

Expected key achievements under Target 4.b:

- Increased external aid for scholarships and imputed student costs for low-income countries.
- Increased number of young people from disadvantaged backgrounds benefiting from scholarships.

For sending countries:

<b>Recommended guidance questions</b>
<b>Policies</b>
<ol style="list-style-type: none"> <li>1. To what extent do policies for international scholarship programmes reflect national development contexts, priorities and plans, focusing on strengthening human resources in the areas where they are most needed?</li> <li>2. Are there policies to encourage young women and men from disadvantaged backgrounds to take up scholarship opportunities?</li> <li>3. What kind of measures are taken to encourage scholarship students to return home after completion of study?</li> <li>4. Are the policy/programme targets clearly stated, with measurable indicators for monitoring and evaluation?</li> </ol>
<b>Implementation</b>
<ol style="list-style-type: none"> <li>1. Is the information on scholarship opportunities available for all potential beneficiaries, regardless of their background?</li> <li>2. To what extent are the selection processes for international scholarships transparent?</li> <li>3. Is the funding sufficient for full implementation of the policies/programmes?</li> <li>4. Are the roles and responsibilities of implementing agencies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?</li> <li>5. Is there sufficient human capacity to implement the policies/programmes?</li> </ol>

For receiving countries:

<b>Recommended guidance questions</b>
<b>Policies</b>
<ol style="list-style-type: none"> <li>1. To what extent do policies for international scholarship programmes reflect national development contexts, priorities and plans, focusing on strengthening human resources in sending-country areas?</li> <li>2. Are there policies to encourage young women and men from disadvantaged backgrounds to take up scholarship opportunities?</li> <li>3. Are the policy/programme targets clearly stated, with measurable indicators for monitoring and evaluation?</li> </ol>

### Recommended guidance questions

#### Implementation

1. What kind of measures are taken to ensure the selection process in sending countries is inclusive and transparent?
2. Are there support systems for newly arrived scholarship students?
3. Is the funding sufficient for full implementation of the policies/programmes?
4. Are the roles and responsibilities of implementing agencies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?
5. Is there sufficient human capacity to implement the policies/programmes?

### **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**

Expected key achievements under Target 4.c:

- All classrooms staffed with qualified and trained teachers.
- Teaching profession becomes an attractive, first-choice profession with continuing training and development and improved professional status, working conditions and support for teachers.
- Mechanisms for policy dialogue between the government and teachers' organizations strengthened.

### Recommended guidance questions

#### Policies

1. Are there clear plans, policies, and programmes aimed at increasing supply of quality teachers?
2. Are the policy/programme targets clearly stated, with measurable indicators for monitoring and evaluation?
3. Have there been any reviews of teacher status (e.g. salaries, working conditions, social security benefits, etc.) to identify bottlenecks in attracting and maintaining the best and most motivated candidates for teaching?
4. Have there been any studies to assess effectiveness of teacher training (pre-service and in-service)?
5. What measures are taken to ensure equitable and transparent deployment of teachers?
6. Are there qualification frameworks for teachers, teacher trainers, teacher supervisors and inspectors?
7. To what extent are current teacher management policies (recruitment, training, deployment, remuneration, career development and working conditions) inclusive, equitable and gender-sensitive?

**Recommended guidance questions**

## Implementation

1. Are teachers receiving adequate support to develop technological skills to manage ICT?
2. To what extent can teachers and school leaders focus on their core functions (i.e. teaching and learning, instructional leadership)?
3. Are there mechanisms for institutionalizing social dialogue with teachers and their representative organizations, ensuring their full participation in the development, implementation, monitoring and evaluation of education policy?
4. Is the funding sufficient for full implementation of the policies/programmes?
5. Are the roles and responsibilities of implementing agencies (e.g. national government, sub-national governments, schools, teachers, etc.) clearly stated and understood by all?
6. Is there sufficient human capacity to implement the policies/programs?

## Annex 2. Tools and resources to facilitate policy and planning work in relation to SDG4

OWG SDG Goal 4	Target	Name of tool	Lead agency	Partner agencies	Key features	Web link
4		Guidelines for Transitional Education Plan Preparation (2016)	UNESCO-IIEP; Global Partnership for Education (GPE)		These guidelines provide an overview of the essential characteristics of a good-quality transitional education plan, followed by a presentation of the main steps in the plan preparation process. They are accompanied by a selection of helpful resources that are mapped according to the plan preparation steps.	<a href="http://unesdoc.unesco.org/images/0024/002449/244900e.pdf">http://unesdoc.unesco.org/images/0024/002449/244900e.pdf</a>
4		Integrating Education 2030 into education plans and M&E (2016)	UNESCO Bangkok		This policy brief describes:  - Why it is important to integrate Education 2030 targets into national education plans and M&E  - Current trends and challenges  - What actions are needed for integration	<a href="http://nespap.unescobkk.org/wp-content/uploads/2016/06/Integrating-Education-2030-into-Education-Plans-and-ME.pdf">http://nespap.unescobkk.org/wp-content/uploads/2016/06/Integrating-Education-2030-into-Education-Plans-and-ME.pdf</a>
4		Methodology of national education accounts (2016)	UNESCO-IIEP; UIS; UNESCO-IIEP. Pole de Dakar		The UNESCO Institute for Statistics (UIS), the UNESCO International Institute for Educational Planning (IIEP), and IIEP Pôle de Dakar have pooled their expertise to provide technical support to partner countries of the Global Partnership for Education (GPE) to develop and implement sustainable methodologies for the collection, production, reporting and use of quality education finance data.	<a href="http://unesdoc.unesco.org/images/0024/002457/245781e.pdf">http://unesdoc.unesco.org/images/0024/002457/245781e.pdf</a>



OWG SDG Goal 4	Target	Name of tool	Lead agency	Partner agencies	Key features	Web link
4		Sustainable development data digest: Laying the foundation to measure Sustainable Development Goal 4 (2016)	UIS		The digest shows that many countries struggle to produce the data that are needed today and will find it even harder to gather the finely tuned education data that are needed in the coming years, given the vast ambitions of the SDG agenda. To address this challenge, the digest presents a global strategy involving countries, UN agencies, donors and civil society groups to gather the necessary data and implement a new measurement framework. It focuses specifically on areas that are difficult to measure, such as education quality, learning, equity and inclusion.	<a href="http://unesdoc.unesco.org/images/0024/002455/245559e.pdf">http://unesdoc.unesco.org/images/0024/002455/245559e.pdf</a>
4		Guidelines for Education Sector Plan Preparation & for Plan Appraisal (2015)	UNESCO-IIEP	Global Partnership for Education (GPE)	The purpose of these guidelines is to assist countries in preparing credible education plans and assist development partners in appraising these plans. Countries may also consider development of a transitional education plan. This document is divided into two parts: plan preparation and plan appraisal. Its primary audience is government and development partners.	Plan preparation: <a href="http://unesdoc.unesco.org/images/0023/002337/233767E.pdf">http://unesdoc.unesco.org/images/0023/002337/233767E.pdf</a> Plan appraisal: <a href="http://unesdoc.unesco.org/images/0023/002337/233768E.pdf">http://unesdoc.unesco.org/images/0023/002337/233768E.pdf</a>
4		Education microplanning toolkit (2014)	UNESCO Bangkok		The Education Microplanning Toolkit has been developed to support education planning at the local level, emphasizing four main aspects of planning and change: increasing access, improving learning outcomes, enhancing community participation and supporting open and informed decision-making. The toolkit is a work-in-progress; however, it can already provide useful advice for education planners at the local level.	<a href="http://unesdoc.unesco.org/images/0022/002210/221038e.pdf">http://unesdoc.unesco.org/images/0022/002210/221038e.pdf</a>

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4		Education sector analysis methodological guidelines (2014)	UNESCO-IIEP. Pôle de Dakar	UNICEF; World Bank; Global Partnership for Education (GPE)	Support to countries to ascertain the strengths and weaknesses of their education systems and improve the efficiency of their education policies:  - Establishment of a national team;  - Capacity-building;  - Helping policymakers plan the feasibility of their educational policy.	Vol 1: <a href="http://unesdoc.unesco.org/images/0023/002305/230532E.pdf">http://unesdoc.unesco.org/images/0023/002305/230532E.pdf</a>  Vol 2: <a href="http://unesdoc.unesco.org/images/0023/002305/230533E.pdf">http://unesdoc.unesco.org/images/0023/002305/230533E.pdf</a>
4		What Matters Most for Education Management Information Systems: A Framework Paper (2014)	World Bank		This paper presents the conceptual background and operational tools for the Systems Approach for Better Education Results (SABER)-Educational Management Information System (EMIS) domain. These tools are intended for use by government education policy-makers to assess policy areas of relevance to a country's EMIS against international best practices. It provides:  - an overview of current data-related demands to improve education and an explanation of how an EMIS meets those data demands;  - a detailed description of four policy areas: specifically, the enabling environment, system soundness, data quality and data utilization for decision-making;  - an understanding of the strengths and weaknesses of an EMIS system for a fuller, more comprehensive depiction of its status.	<a href="http://documents.worldbank.org/curated/en/543401468329077038/pdf/944490WP00PUBLOFramework05ABER0EMIS.pdf">http://documents.worldbank.org/curated/en/543401468329077038/pdf/944490WP00PUBLOFramework05ABER0EMIS.pdf</a>

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4		Capacity Development for Education for All: The CapEFA Programme. Annual Progress Report 2013	UNESCO		This report offers an overview of the CapEFA Programme, programme performance in 2013 and financial and programme planning. Most importantly, it shares best practices and lessons learnt in 2013.	<a href="http://unesdoc.unesco.org/images/0022/002277/227743e.pdf">http://unesdoc.unesco.org/images/0022/002277/227743e.pdf</a>
4		Designing the EFA Acceleration Framework for the "Big Push" Initiative for EFA Acceleration 2013-2015: Guidelines (2013)	UNESCO Dakar		The guidelines assist preparation of plans in different countries and consist of five modules: four dealing with specific types of plan and one with institutional and implementation arrangements. Each module includes five main components: introduction, guiding principles, objectives, definition of concepts and steps to prepare the plan.	<a href="http://unesdoc.unesco.org/images/0022/002247/224726e.pdf">http://unesdoc.unesco.org/images/0022/002247/224726e.pdf</a>
4		Framework for the Reform of Education Systems and Planning for Quality (2013)	World Bank		Building on theory and empirical evidence on what works, the paper puts forward a framework for improving the quality of education. The framework includes six factors: (1) assessment; (2) autonomy; (3) accountability; (4) attention to teachers; (5) attention to early childhood development; and (6) attention to culture. Going forward, there is a need to develop a system of international quality benchmarks drawing on a larger body of evidence. Most importantly, more empirical evidence from impact evaluations is needed.	<a href="http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/11/14/000158349_20131114130408/Rendered/PDF/WPS6701.pdf">http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/11/14/000158349_20131114130408/Rendered/PDF/WPS6701.pdf</a>

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4		The Future of Mobile Learning: Implications for Policy Makers and Planners (2013)	UNESCO		This paper is part of the UNESCO Working Paper Series on Mobile Learning, which seeks to better understand how mobile technologies can be used to improve educational access, equity and quality around the world. It proposes an overview of the current state of mobile learning, of different enablers and barriers to mobile learning, as well as major challenges of which policy-makers and planners should be aware	<a href="http://unesdoc.unesco.org/images/0021/002196/219637e.pdf">http://unesdoc.unesco.org/images/0021/002196/219637e.pdf</a>
4		Household Education Spending. Approach and estimation techniques using household surveys: Methodological guidelines (2013)	UNESCO-IIEP. Pôle de Dakar		Enables countries to ascertain families' educational expenses and have the information to rethink overall education funding	<a href="http://unesdoc.unesco.org/images/0022/002264/226463e.pdf">http://unesdoc.unesco.org/images/0022/002264/226463e.pdf</a>
4		Référentiel de compétences du planificateur de l'éducation: Maghreb et région arabe (2013) [in French]	UNESCO Rabat		This reference framework aims to define the role and tasks of planners in terms of skills. It was developed to be versatile and apply to planners from the Maghreb and Arabic regions. It is also designed to be used to explore the development of a training and capacity-building curriculum in the region.	<a href="http://unesdoc.unesco.org/images/0022/002298/229814f.pdf">http://unesdoc.unesco.org/images/0022/002298/229814f.pdf</a>

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4		Towards Effective Capacity Development: Capacity Needs Assessment Methodology (CAPNAM) for Planning and Managing Education (2013)	UNESCO		CAPNAM provides the tools and approaches to identify gaps and formulate appropriate responses when assessing capacity needs. It mobilizes and engages a wide spectrum of national education stakeholders through a comprehensive participatory approach. This underlying principle ensures national ownership and sustainability of capacity development programmes.	<a href="http://unesdoc.unesco.org/images/0022/002260/226090e.pdf">http://unesdoc.unesco.org/images/0022/002260/226090e.pdf</a>
4		UNESCO Handbook on Education Policy Analysis and Programming. Volume 1: Education Policy Analysis; Volume 2: UNESCO Programming (2013)	UNESCO Bangkok		This handbook proposes a systematic and structured method that facilitates analysis of education policy and programmes across the areas of access, quality and management of education and across the major cross-cutting issues, for all levels and types of education within the national context. It also provides a conceptual framework for education policy analysis and for engaging in policy dialogues with national counterparts and development partners.	<a href="http://unesdoc.unesco.org/images/0022/002211/221189E.pdf">http://unesdoc.unesco.org/images/0022/002211/221189E.pdf</a> <a href="http://unesdoc.unesco.org/images/0022/002211/221191E.pdf">http://unesdoc.unesco.org/images/0022/002211/221191E.pdf</a>
4		Capacity Development for Education for All: The CapEFA Programme. Annual Progress Report 2012	UNESCO		This report offers an overview of the CapEFA Programme, programme performance in 2012 and financial and programme planning. Most importantly, it shares best practices and lessons learnt in 2012.	<a href="http://unesdoc.unesco.org/images/0022/002277/227742e.pdf">http://unesdoc.unesco.org/images/0022/002277/227742e.pdf</a>
4		EPSSim User Guide: Education Policy and Strategy Simulation Model, Versions 2.9b and 2.9c (2012)	UNESCO Bangkok		This user guide offers detailed information on how to install, customize and use EPSSim to run various types of simulation models and scenarios.	<a href="http://unesdoc.unesco.org/images/0022/002201/220198e.pdf">http://unesdoc.unesco.org/images/0022/002201/220198e.pdf</a>

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4		Capacity Development for Education for All (CapEFA). Translating Theory into Practice: The CapEFA Programme (2011)	UNESCO		UNESCO has learned much over the past years from its experiences in capacity-building for education, with lessons documented in research reports, project evaluations, assessments, policy and sector reviews and more. This publication offers an opportunity for the Organization to reflect upon its capacity development approach while bringing together some of the crucial achievements and lessons learned through the Capacity Development for Education for All (CapEFA) programme established in 2003.	<a href="http://unesdoc.unesco.org/images/0021/002122/212262e.pdf">http://unesdoc.unesco.org/images/0021/002122/212262e.pdf</a>
4		Systematic Monitoring of Education for All: Training Modules for Asia-Pacific (2011)	UNESCO Bangkok		These training modules have been designed for use in strengthening capacities to monitor EFA among: (a) Education administrators at all levels and school managers on how to better record, collect, analyse, disseminate and use school data; (b) Education researchers, analysts and administrators on how to access, analyse and make full use of education data from population censuses and household surveys using statistical software/packages. Two series of modules have been compiled, with Modules A1 to A5 addressing the needs of target group (a) and Modules B1 to B5 catering to target group (b). Together they respond to the need to reliably produce and meaningfully use a basic set of EFA monitoring indicators.	<a href="http://unesdoc.unesco.org/images/0021/002154/215495E.pdf">http://unesdoc.unesco.org/images/0021/002154/215495E.pdf</a>

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4		Measuring Capacity (2010)	UNDP		This paper helps development practitioners unbundle the question, "What is the measure of capacity?" The paper presents a framework for better defining, capturing and communicating capacity development results. The framework begins with the end in mind: national development goals	<a href="http://www.undp.org/content/dam/aplaws/publication/en/publications/capacity-development/undp-paper-on-measuring-capacity/UNDP_Measuring_Capacity_July_2010.pdf?download">http://www.undp.org/content/dam/aplaws/publication/en/publications/capacity-development/undp-paper-on-measuring-capacity/UNDP_Measuring_Capacity_July_2010.pdf?download</a>
4		Country-led monitoring and evaluation systems: Better evidence, better policies, better development results (2009)	UNICEF		<p>This publication suggests that country-led monitoring and evaluation systems may enhance evidence-based policy-making by:</p> <ul style="list-style-type: none"> <li>- ensuring national monitoring and evaluation systems are owned and led by the countries concerned,</li> <li>- bridging the gap between policy-makers (the users of evidence) and statisticians, evaluators and researchers (the providers of evidence).</li> </ul>	<a href="http://evalpartners.org/sites/default/files/images/Country_ledMEsystems.pdf">http://evalpartners.org/sites/default/files/images/Country_ledMEsystems.pdf</a>
4		Guidelines for the design and effective use of teacher codes of conduct (2009)	UNESCO-IIEP	Canadian International Development Agency	These guidelines have been prepared to help countries successfully design a code of conduct for teachers (or review an existing one) and put in place the appropriate mechanisms to ensure its proper dissemination, application and monitoring at all levels of the system. They are aimed at both national and local stakeholders. They follow the major steps involved in the development of a code. For more detailed information on each aspect of the guidelines, the reader is directed to the resources and tools that are included in the annexes.	<a href="http://unesdoc.unesco.org/images/0018/001850/185010e.pdf">http://unesdoc.unesco.org/images/0018/001850/185010e.pdf</a>

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4		Education Financing Toolkit 2009	ActionAid		This toolkit, with its related resources, aims to help education activists reinforce their advocacy and campaign work on education financing. It aims to give practical information in an accessible form, together with ideas for how to build an effective national campaign ( the evidence you can build and the tactics you can deploy). It focuses on holding national governments, particularly Ministries of Finance, to account, challenging them when they are internalizing ideological positions pushed by external actors.	<a href="http://download.ei-ie.org/Docs/WebDepot/EI-ActionAid_Toolkit.pdf">http://download.ei-ie.org/Docs/WebDepot/EI-ActionAid_Toolkit.pdf</a>
4		Guidelines for capacity development in the education sector within the Education for All Fast Track Initiative framework (2008)	EFA-FTI		These guidelines are intended to support the design of a strategic, participatory approach to capacity development in the education sector. They should help stakeholders at the country level assess education sector plans and implementation capacity, identify capacity gaps and existing resources and set priorities for a capacity development strategy.	<a href="http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1039/Guidelines_Capacity_Development_Educ_Sector.pdf">http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1039/Guidelines_Capacity_Development_Educ_Sector.pdf</a>
4		Supporting Capacity Development: The UNDP Approach (2008)	UNDP		This resource articulates a series of UNDP policy statements and services in support of capacity development efforts at global, regional and country levels. The statements of policy and the provision of these services are supported by research and analysis on capacity development theory, data sources, methodologies and applications across the various capacity development response strategies.	<a href="http://www.undp.org/content/dam/aplaws/publication/en/publications/capacity-development/support-capacity-development-the-undp-approach/CDG_Brochure_2009.pdf">http://www.undp.org/content/dam/aplaws/publication/en/publications/capacity-development/support-capacity-development-the-undp-approach/CDG_Brochure_2009.pdf</a>



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4		OpenEMIS	UNESCO	Community Systems Foundation	The OpenEMIS initiative aims to deploy a high-quality Education Management Information System (EMIS) to collect and report data on schools, students, teachers and staff. The system was designed by UNESCO to be a royalty-free system that can be easily customized to meet specific needs of Member States.	<a href="http://www.openemis.org">www.openemis.org</a>
4		ICT-in-Education Toolkit	UNESCO	infoDev	For planning of ICT in education policies, UNESCO, infoDEV and other partners have developed a toolkit aimed at providing educational policy-makers, planners and practitioners with a systematic process to formulate, plan and evaluate ICT-enhanced education development programmes	<a href="http://www.ictinedtoolkit.org">http://www.ictinedtoolkit.org</a>
4	4.1	SABER-School Finance : Data Collection Instrument (2015)	World Bank		SABER-School Finance assesses education finance systems in terms of six policy goals: (i) Ensuring basic conditions for learning; (ii) Monitoring learning conditions and outcomes; (iii) Overseeing service delivery; (iv) Budgeting with adequate and transparent information; (v) Providing more resources to students who need them; (vi) Managing resources efficiently. SABER-School Finance will document how education is financed by national, subnational and local governments and schools.	

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4	4.1	Práticas Inovadoras de Inspeção Educativa: Angola (2012-2014) [In Portuguese]	UNESCO-IIEP Buenos Aires		<p>Participatory institutional evaluation methodology used by the education inspectorate in Angola.</p> <p>Promotes permanent bottom-up needs assessment and both vertical and horizontal collaboration among actors at school, district and national levels.</p> <p>Aims to enable sustainable institutional development at all levels of the education governance structure.</p>	
4	4.1	What Matters Most for Student Assessment Systems: A Framework Paper (2012)	World Bank		The focus of this paper is on systems for assessing student learning and achievement at the primary and secondary levels. The goal is to provide national policy-makers, education ministry officials, development organization staff and other stakeholders with a framework and key indicators for diagnosis, discussion and consensus building around how to construct a sound and sustainable student assessment system that will support improved education quality and learning for all.	
4	4.1	Six Steps to Abolishing Primary School Fees: Operational Guide (2009)	World Bank		This operational guide outlines six steps towards sound planning and implementation of school-fee abolition policies. It also includes an appendix on combined Strategies to reach the most vulnerable.	<a href="http://www.unicef.org/publications/files/Six_Steps_to_Abolishing_Primary_School_Fees.pdf">http://www.unicef.org/publications/files/Six_Steps_to_Abolishing_Primary_School_Fees.pdf</a>

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4	4.2	Southeast Asian Guidelines for Early Childhood Teacher Development and Management (2016)	UNESCO Bangkok; SEAMEO Secretariat		These regional guidelines have been developed to support member countries of the South-East Asian Ministers of Education Organization (SEAMEO) in further efforts to strengthen their ECCE workforce by supporting the professionalization and capacity development of pre-primary teachers and by profiling and analysing policies and systems for early childhood teachers in South-East Asia.	
4	4.2	Planning Policies for Early Childhood Development: Guidelines for Action (2005)	UNICEF. West and Central Africa Regional Office (Senegal); Association for the Development of Education in Africa		These policy guidelines for ECD are a “roadmap” for helping governments and other stakeholders to collaborate in establishing policies that will ensure all children achieve their full potential. The purpose of these guidelines is to provide an ECD policy toolkit for national planners of governmental and non-governmental organizations.	
4	4.7	Gestion de l'école en période de crise et post-crise: module thématique (2015) [in French]	UNESCO Bamako		This document is meant to be used by all education stakeholders. The module aims to build the capacities of education and school-management stakeholders during and after crises. It is centred on four main themes: response to crisis, preparedness and prevention, information and communication systems, and monitoring and evaluation.	<a href="http://unesdoc.unesco.org/images/0024/002439/243968f.pdf">http://unesdoc.unesco.org/images/0024/002439/243968f.pdf</a>

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4	4.7	Incorporating safety, resilience, and social cohesion in education sector planning: A guide for education sector planners (2015)	UNESCO-IIEP	Education Above All. Protect Education in Insecurity and Conflict; UNICEF	<p>-- Provides step-by-step guidance on addressing safety, resilience and social cohesion at each stage of the education sector planning process.</p> <p>-- Contains “take away” points and a series of steps to follow for high-level authorities.</p>	<a href="http://education4resilience.iiep.unesco.org/en/planning">http://education4resilience.iiep.unesco.org/en/planning</a>
4	4.7	Incorporating safety, resilience, and social cohesion in education sector planning: A guide for education curriculum developers (2015)	UNESCO-IIE; UNESCO-IBE	Education Above All. Protect Education in Insecurity and Conflict; UNICEF	<p>-- Provides step-by-step advice on addressing safety, resilience and social cohesion in education curricula.</p> <p>-- Contains “take away” points and a series of steps to follow for high-level authorities.</p>	<a href="http://education4resilience.iiep.unesco.org/en/curriculum">http://education4resilience.iiep.unesco.org/en/curriculum</a>
4	4.7	RES-360° Tool Kit. Resilience in Education Systems: Rapid Assessment Manual (2013)	World Bank		This tool kit helps both national education institutions and schools to identify the risks confronting education communities, especially students. It also points to the assets and positive engagement in schools and communities that, if recognized and supported, can make national education programmes more relevant and effective in contexts of adversity. It contains resources for collecting and analysing data on education resilience in a country and for reporting and mobilizing this knowledge	<a href="https://openknowledge.worldbank.org/bitstream/handle/10986/17470/776860WP0RES030Box0342041B00PUBLIC0.pdf?sequence=1&amp;isAllowed=y">https://openknowledge.worldbank.org/bitstream/handle/10986/17470/776860WP0RES030Box0342041B00PUBLIC0.pdf?sequence=1&amp;isAllowed=y</a>

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4	4.7	What Matters Most for Education Resilience : A Framework Paper (2013)	World Bank		This document offers a systematic process to improve education system alignment to a resilience-based approach and ensure relevant quality education services for learners affected by difficult contexts, especially conflict and violence. The annexes provide more detail on how the document's tools can help align education strategies, plans and services in the area of access, learning quality, equity, capacity-building and participation, amongst other education goals.	<a href="https://openknowledge.worldbank.org/bitstream/handle/10986/16550/788110NWP0Box30ucational0Resilience.pdf?sequence=1&amp;isAllowed=y">https://openknowledge.worldbank.org/bitstream/handle/10986/16550/788110NWP0Box30ucational0Resilience.pdf?sequence=1&amp;isAllowed=y</a>
4	4.7	Guidance Notes for Educational Planners: Integrating conflict and disaster risk reduction into education sector planning (2011)	UNESCO-IIEP	UNICEF	Theoretical justification and basis for addressing conflict and disaster risk reduction in education sector plans. Concrete examples provided.	<a href="http://unesdoc.unesco.org/images/0022/002286/228650e.pdf">http://unesdoc.unesco.org/images/0022/002286/228650e.pdf</a>
4	4.7	Planner's Guide for the Introduction of African Languages and Cultures in the Education System (2011)	UNESCO Dakar		This publication, intended to help planners in Ministries of Education to successfully plan and implement multilingual education, is based on field experience, recalls the main principles of language planning in education and gives precise guidance on practicalities and the various steps to ensure success.	<a href="http://unesdoc.unesco.org/images/0021/002162/216270e.pdf">http://unesdoc.unesco.org/images/0021/002162/216270e.pdf</a> ;

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4	4.7	Regional Education Information System on Students with Disabilities (SIRIED): Methodological proposal (2011) [also available in Spanish and in Portuguese]	UNESCO Santiago	.	This is a regional project aiming to construct an information system on educational needs of and support for students with disabilities, with three specific goals: to contribute to the monitoring of the goals of Education for All and the Regional Education Project for Latin America and the Caribbean (PRELAC); to provide feedback for policy design, implementation, monitoring and evaluation; and to contribute to a fair and even-handed distribution of the resources that guarantee the right to education for persons with disabilities.	<a href="http://unesdoc.unesco.org/images/0019/001909/190974e.pdf">http://unesdoc.unesco.org/images/0019/001909/190974e.pdf</a>
4	4.a	What Matters Most for Education Resilience : A Framework Paper (2013)	World Bank		This document offers a systematic process to improve education system alignment to a resilience-based approach and ensure relevant quality education services for learners affected by difficult contexts, especially conflict and violence. The annexes provide more detail on how the document's tools can help align education strategies, plans and services in the area of access, learning quality, equity, capacity building and participation, amongst other education goals	<a href="https://openknowledge.worldbank.org/bitstream/handle/10986/16550/788110NWPOBox30ucational0Resilience.pdf?sequence=1&amp;isAllowed=y">https://openknowledge.worldbank.org/bitstream/handle/10986/16550/788110NWPOBox30ucational0Resilience.pdf?sequence=1&amp;isAllowed=y</a>
4	4.a	Towards Inclusive Education for Children with Disabilities: A Guideline (2009)	UNESCO Bangkok		This manual contains guidelines for action to include children with disabilities in school systems and the EFA monitoring process. It is based on lessons learned from four case studies (Thailand, Vietnam, Samoa and Brunei).	<a href="http://unesdoc.unesco.org/images/0019/001924/192480e.pdf">http://unesdoc.unesco.org/images/0019/001924/192480e.pdf</a>

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4	4.c	Southeast Asian Guidelines for Early Childhood Teacher Development and Management (2016)	UNESCO Bangkok; SEAMEO Secretariat		These regional guidelines have been developed to support member countries of the South-East Asian Ministers of Education Organization (SEAMEO) in further efforts to strengthen their ECCE workforce by supporting the professionalization and capacity development of pre-primary teachers and by profiling and analysing policies and systems for early childhood teachers in Southeast Asia	<a href="http://unesdoc.unesco.org/images/0024/002443/244370E.pdf">http://unesdoc.unesco.org/images/0024/002443/244370E.pdf</a>
4	4.c	Teacher Policy Development Guide: Summary (2015)	UNESCO		This summary presents the outline of each chapter of the Teacher Policy Development Guide. The full text of the guide provides a detailed description of tools, including phases with relevant country cases and supporting references. The aim is to inform the development of evidence-based national teacher policies	<a href="http://unesdoc.unesco.org/images/0023/002352/235272e.pdf">http://unesdoc.unesco.org/images/0023/002352/235272e.pdf</a>
4	4.c	Critical issues for formulating new teacher policies in Latin America and the Caribbean: The current debate (2015) [also available in Spanish]	UNESCO Santiago		Identifies critical issues in formulating teacher policies: initial teacher education; in-service training and professional development; career and working conditions; and institutions and processes of teacher policies	<a href="http://unesdoc.unesco.org/images/0024/002436/243639e.pdf">http://unesdoc.unesco.org/images/0024/002436/243639e.pdf</a>
4	4.c	Training modules on teacher management (2015) [in French]	UNESCO-IIEP		Originally published in French and soon available in English, this seven-part series covers major challenges in the field as well as various tools and techniques that can contribute to effective planning, monitoring and management for teaching staff.	<a href="http://www.iiep.unesco.org/fr/modules-de-formation-axes-sur-la-gestion-des-enseignants-3336">http://www.iiep.unesco.org/fr/modules-de-formation-axes-sur-la-gestion-des-enseignants-3336</a>

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4	4.c	Background and Criteria for Teacher-Policy Development in Latin America and the Caribbean (2013) [also available in Spanish]	UNESCO Santiago		The purpose of this document is to draw up a state-of-the-art review and guidelines on teacher policies for the countries of Latin America and the Caribbean. The report, which is both an assessment and a source of guidance for public policy-making, is based on the premise that teacher policy should not be addressed separately from education policy.	<a href="http://unesdoc.unesco.org/images/0024/002452/245226e.pdf">http://unesdoc.unesco.org/images/0024/002452/245226e.pdf</a>
4	4.c	What Matters Most for Teacher Policies: A Framework Paper (2013)	World Bank		This paper provides a framework for analysing teacher policies in education systems around the world in order to support informed education policy decisions. It provides a lens through which interested parties can focus attention on what the relevant dimensions regarding teacher policies are, which teacher policies seem to matter most to improve student learning, and how to think about prioritization among competing policy options for teacher policy reform.	<a href="https://openknowledge.worldbank.org/bitstream/handle/10986/20143/901820NWP0no4000Box385307B00PUBLICO.pdf?sequence=1&amp;isAllowed=y">https://openknowledge.worldbank.org/bitstream/handle/10986/20143/901820NWP0no4000Box385307B00PUBLICO.pdf?sequence=1&amp;isAllowed=y</a>
4	4.c	Strategy for Monitoring and Improving Teaching Effectiveness (SMITE): User Manual (2011)	UNESCO Apia		This manual explains the different components of SMITE software and how to use it to produce the information required about teacher standards.	<a href="http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Apia/pdf/SMITE_User_Manual_2011.pdf">http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Apia/pdf/SMITE_User_Manual_2011.pdf</a>



OWG SDG Goal 4	Target	Name of tool	Lead agency	Partner agencies	Key features	Web link
4	4.c	UNESCO ICT Competency Framework for Teachers Version 2.0 (2011)	UNESCO		The UNESCO ICT Competency Framework for Teachers (ICT-CFT) is intended to inform educational policy-makers, teacher-educators, providers of professional learning and working teachers on the role of ICT in educational reform as well as to assist Member States in developing national ICT competency standards for teachers with an ICT in Education Master Plan approach.	<a href="http://unesdoc.unesco.org/images/0021/002134/213475E.pdf">http://unesdoc.unesco.org/images/0021/002134/213475E.pdf</a>
4	4.c	Methodological Guide for the Analysis of Teacher Issues. Teacher Training Initiative for Sub-Saharan Africa (TTISSA). Teacher Policy Development Guide (2010)	UNESCO		The guide aims to permit an analysis of the different dimensions of the teacher issue in various countries, with the objective of gaining an overview.	<a href="http://unesdoc.unesco.org/images/0019/001901/190129e.pdf">http://unesdoc.unesco.org/images/0019/001901/190129e.pdf</a>