ACCELERATOR WORKSHOP
SESSION: LEADERSHIP & VISION
Theme 1 - Global Reference Documents
Sustainable@EDU FRAMEWORK POLICY
ARCHITECTURE
Sustainable@EDU-PFA
Leadership & Vision

BUILD AN INFORMED VISION

GLOBAL REFERENCE DOCUMENTS
We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.
SDG4 - EDUCATION
Framework for Action
10 Targets
SDG4 - EDUCATION
Indicators Framework

11 Global Indicators for SDG 4
As the official data source for SDG 4-Education 2030 indicators, the UNESCO Institute for Statistics (UIS) helps countries to collect data by developing methodologies and applying standards to produce internationally-comparable indicators. For more information, consult: http://uis.unesco.org

**SDG4 - EDUCATION**

**Indicators Framework**

**4.1.1 Learning Environment**

<table>
<thead>
<tr>
<th>Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving a minimum proficiency level in (i) reading and (ii) mathematics, by sex.</th>
</tr>
</thead>
</table>

**CONCEPT:** Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there is limited comparability of data from different learning assessments.

**DATA SOURCES:** Cross-national learning assessments (PIAC, PIRLS, PISA, SACMEQ, Tertic, TIMSS) and national assessments.

**4.1.2 #Math #Proficiency**

<table>
<thead>
<tr>
<th>Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.</th>
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</table>

**CONCEPT:** There is not yet a globally-accepted definition of ‘developmental on track’, but one possible source, the MICS ECD, defines ‘on track’ as children aged 3 to 4 years who are developmentally on track in at least three of these four domains: literacy-numeracy, physical, socio-emotional and learning.

**DATA SOURCES:** Measures to capture children’s early childhood development have been used in multiple countries in projects such as the UNICEF Multiple Indicator Cluster Surveys (MICS).

**4.2.1 #EarlyChildhood #ChildDevelopment**

<table>
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<tr>
<th>Participation rate in organized learning (one year before the official primary entry age), by sex.</th>
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</thead>
</table>

**CONCEPT:** The official primary entry age is the age at which children are obliged to start primary education according to national legislation or policy.

**DATA SOURCES:** Enrolment data reported by Ministries of Education or national statistical offices and population estimates produced by the UN Population Division or attendance data from household surveys and censuses.

**4.2.2 #EarlyEducation #ECGE**

<table>
<thead>
<tr>
<th>Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessments.</th>
</tr>
</thead>
</table>

**CONCEPT:** It seeks to measure the quantity and quality of country inputs, as well as whether the quality of OECD and ESS provision is adequate to fulfill the developmental potential.

**DATA SOURCE:** UNESCO consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

**4.3.1 #GlobalCitizenship #SustainableDevelopment**

<table>
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<tr>
<th>Proportion of schools with access to: (a) electricity; (b) internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adequate infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per WASH indicator definitions).</th>
</tr>
</thead>
</table>

**DATA SOURCES:** Administrative data from schools and other providers of education or training.

**4.4.1 #LearningEnvironment #Facilities #Infrastructure**

<table>
<thead>
<tr>
<th>Volume of official development assistance flows for scholarships by sector and type of study.</th>
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</thead>
</table>

**DATA SOURCES:** Administrative data on disbursement of official development assistance from OECD’s Development Assistance Committee.

**4.5.1 #Sustainability #Infrastructure**

<table>
<thead>
<tr>
<th>Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum qualified teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex.</th>
</tr>
</thead>
</table>

**DATA SOURCES:** Administrative data from schools and other organized learning centres.

**4.6.1 #Teachers #Qualification #TeacherTraining**
"We Commit to ensure that all girls and boys have access to
connected digital devices and a relevant and responsive
digital learning environment by 2030, irrespective of their
disabilities, social or economic status or geographic
location."
Sustainable@EDU POLICY FRAMEWORK ARCHITECTURE (Sustainable@EDU-PFA)

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