

Monitoring SDG4: Quality of Education- Issues and Challenges and New Ways of Monitoring SDG4 through benchmark Indicators

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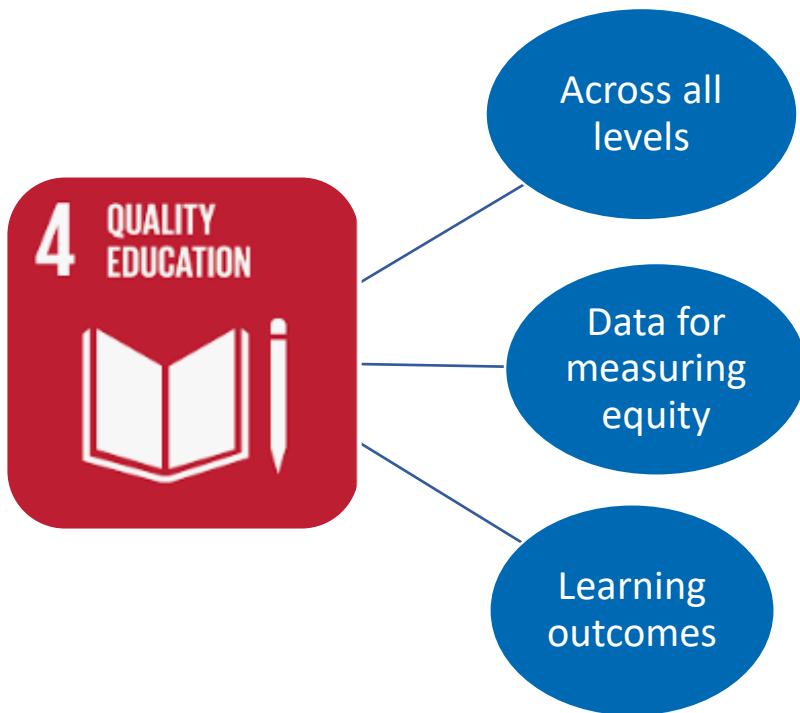
Outline

- I. SDG4 Data priorities and Monitoring Framework**
- II. Key data sources for SDG4 indicators and data availability**
- III. SDG4 Score and Report- A New way of Monitoring SDG4**
- IV. Progress in SDG4 Benchmark Indicators in countries in OIC**
- V. Way forward**



Goal 4: Quality of Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

I. Data Priorities in SDG 4



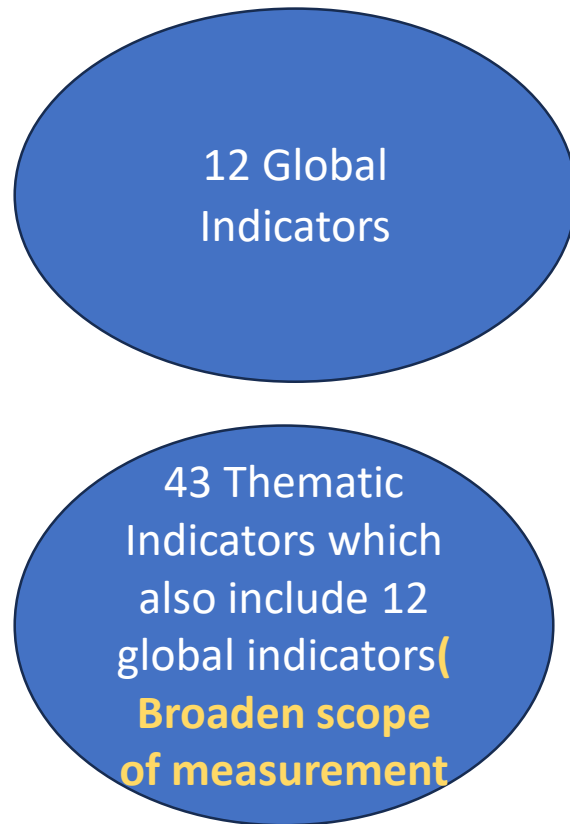
Broad scope across the life cycle: Indicators for areas which are on the “margins” of the formal education system, but recognized as critically important to achieving the development goals

Equity: measures that capture those who are excluded from education provision or learning opportunities

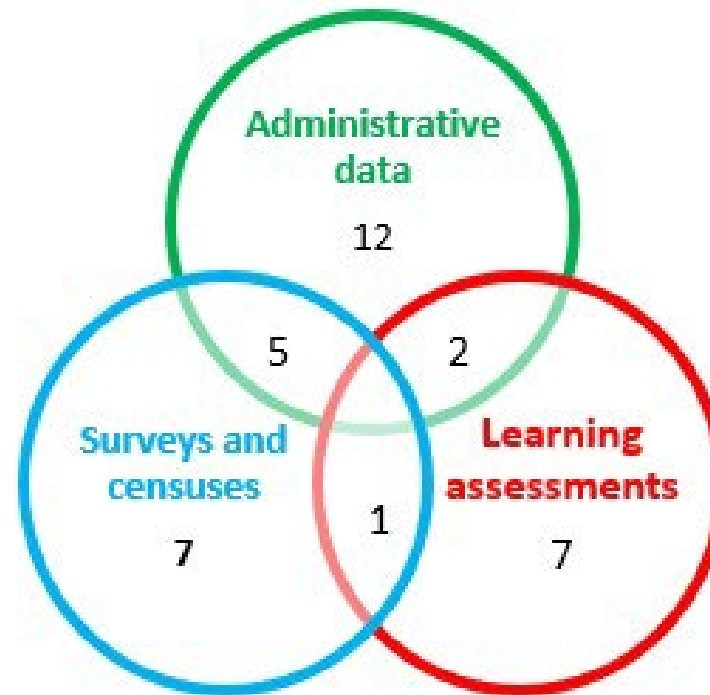
Education quality: results of learning at all stages of education provision or learning opportunities

II. Distribution of SDG 4 global and thematic indicators, by potential data source

Indicators Set



Sources of data



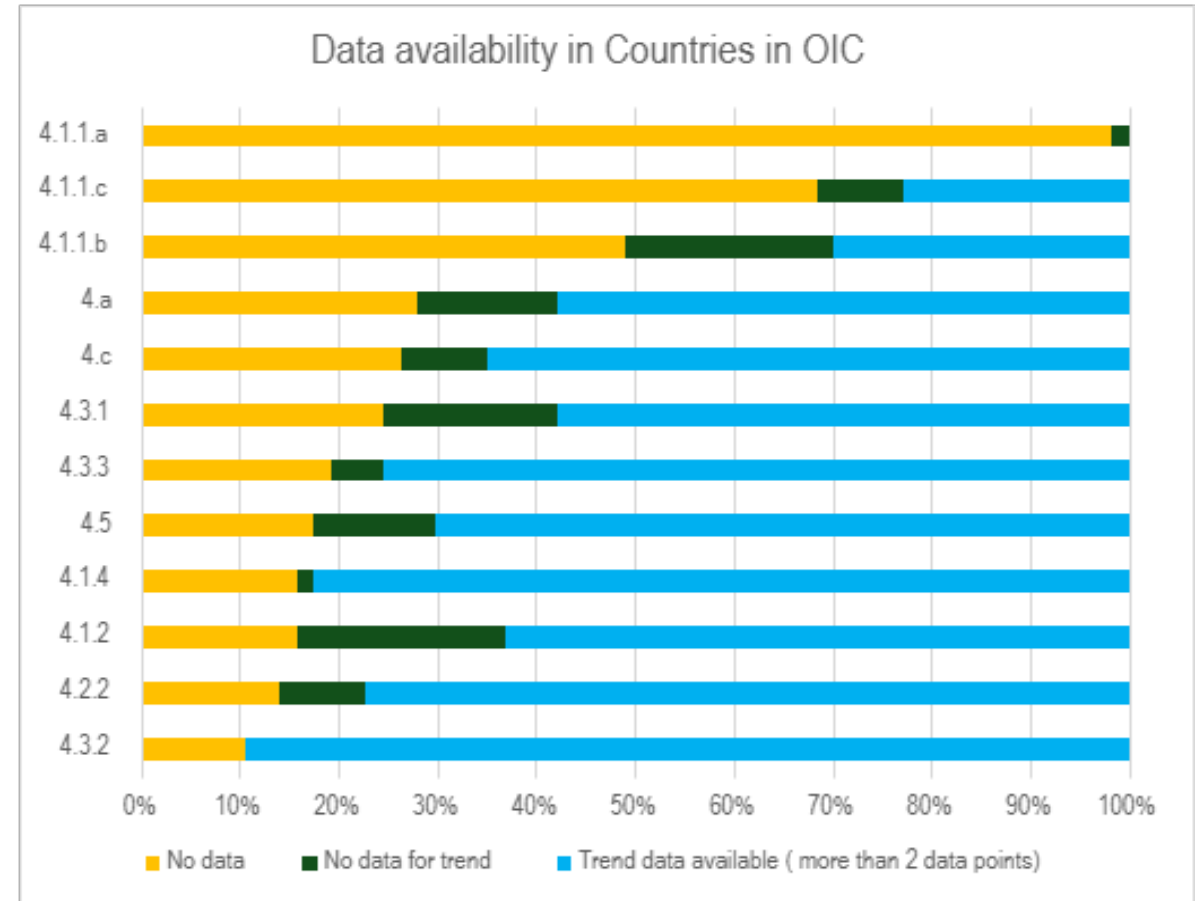
Expenditure



Other multiple

Data Availability and gaps for selected indicators in OIC Region

- The data availability to produce indicators have gradually been improved. Out of 12 indicators assessed, **58% of the countries have trend data whereas there are still 32% are still missing data.**
- **Learning data** is still a huge challenge
- **Trained Teacher** is the one of the important indicator, however, **35% of the countries still missing or do not have data for trend**
- Indicators such as **Completion rate, out of school rate, participation rate in formal, non formal education and training** which are primarily populated from household survey still have huge data gaps



Administrative Data Sources – Challenges and Solutions to improve the data coverage

50% of the SDG4 indicators are from Administrative data source

Challenges

- Data are fragmented
- Coverage issues
- Lack of coordination
- Data Standards among various data sources

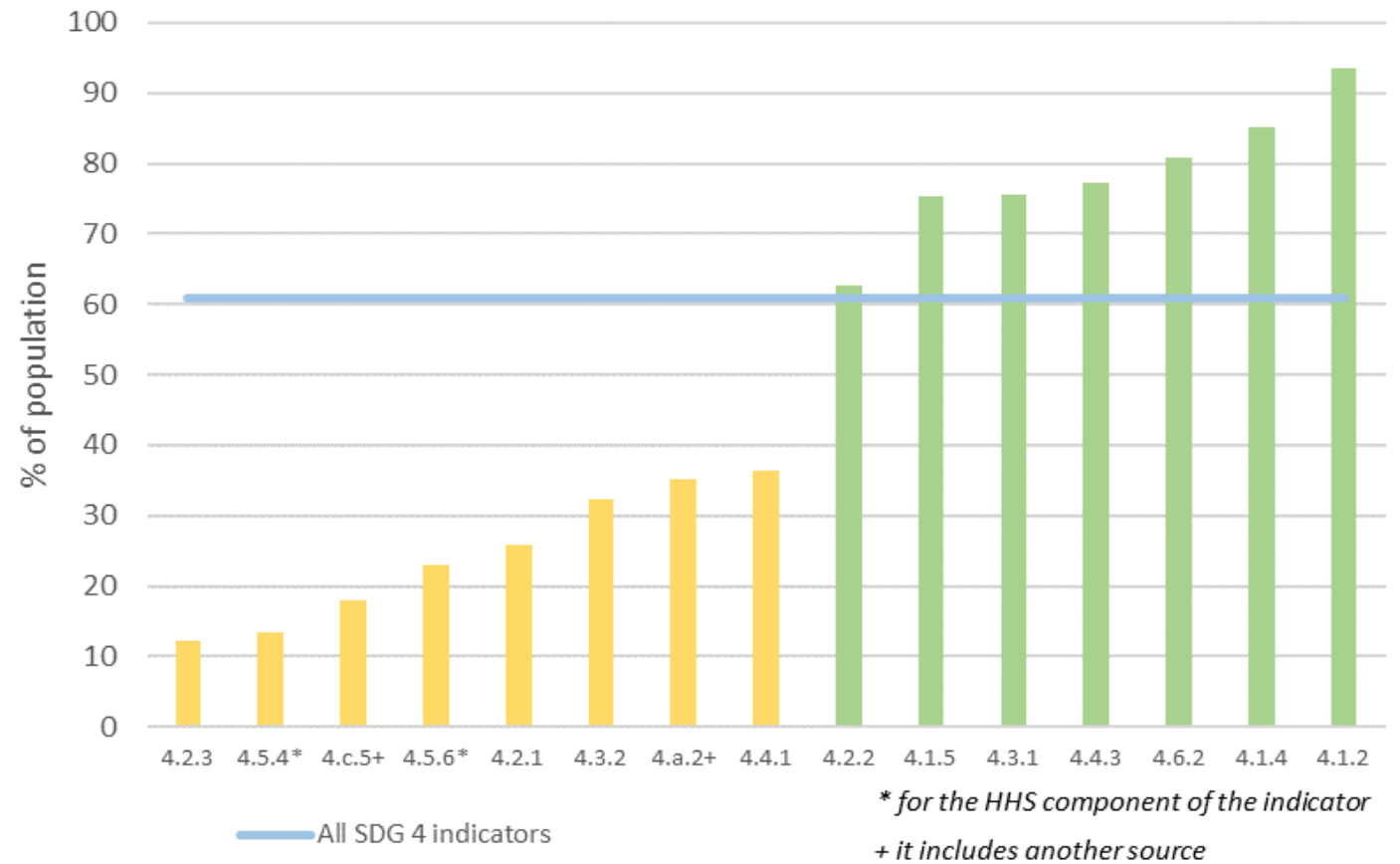
New practices

- Use of new technology
- Real time data generation
- Individual level data collection with granularity
- Data used for schools, district and at central levels for planning, monitoring and making decisions
- Common standards across the education sectors

Household survey data sources- challenges and Solutions

What is the coverage of produced indicators?

Coverage of SDG 4 indicators produced from HHS in terms of % of population.



What indicators can be produced from HHS?

Indicator name	Type
4.1.0 Proportion of children/young people prepared for the future, by sex	Thematic
4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)	Global
4.1.4 Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)	Thematic
4.1.5 Percentage of children over-age for grade (primary education, lower secondary education)	Thematic
4.2.1 Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex.	Global
4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	Global
4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments	Thematic
4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	Global
4.3.2 Gross enrolment ratio for tertiary education, by sex	Thematic
4.3.3 Participation rate in technical and vocational programmes (15- to 24-year-olds), by sex	Thematic
4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	Global
4.4.3 Youth/adult educational attainment rates by age group and level of education	Thematic
4.5.4 Expenditure on education per student by level of education and source of funding	Thematic
4.5.6 Expenditure on education by source of funding (public, private, international) as a percentage of GDP	Thematic
4.6.2 Youth/adult literacy rate	Thematic
4.a.2 Percentage of students experiencing bullying in the last 12 months in a) primary and b) lower secondary education	Thematic

Challenges and potential solutions

Challenge	Solution
■ Non-Harmonized Survey Instruments	■ Cover all major national education programs and align with ISCED
■ Differing Reference Periods	■ Align reference with SDG 4 indicators
■ Quality and Comparability of Background Information	■ Collect internationally consistent contextual information
■ Varying Literacy Measurements	■ Administer simple enumerator-assessed literacy tests
■ Difficulty in Collecting Accurate Expenditure Data	■ Develop data collection guidelines
■ Limited Access to Survey Data	■ Ensure secure access to data files and publish comprehensive metadata

III. SDG4 Score card report- A new way of monitoring SDG4

SDG4 Score card report- A new way of monitoring SDG4

- SDG 4 benchmarks are national targets for eight indicators to be achieved by 2025 and 2030.
- The SDG 4 Scorecard is the new way of monitoring countries' progress towards their national education targets.
- 164 countries use it to track their education commitments to 2030 – and the number is increasing every year.

Priority policy area	SDG 4 benchmark indicator
Basic education	4.1.1 Minimum proficiency in reading/maths
	4.1.2 Completion rate
	4.1.4 Out-of-school rate
Pre-primary	4.2.2 Participation in organized learning a year before primary education entry
Teachers	4.c.1 Teachers with minimum required qualifications
Expenditure	1.a.2/FFA Education as % budget / % GDP
Equity	Gender gap in upper secondary completion rate
Connectivity	Proportion of schools with access to Internet for pedagogical purposes

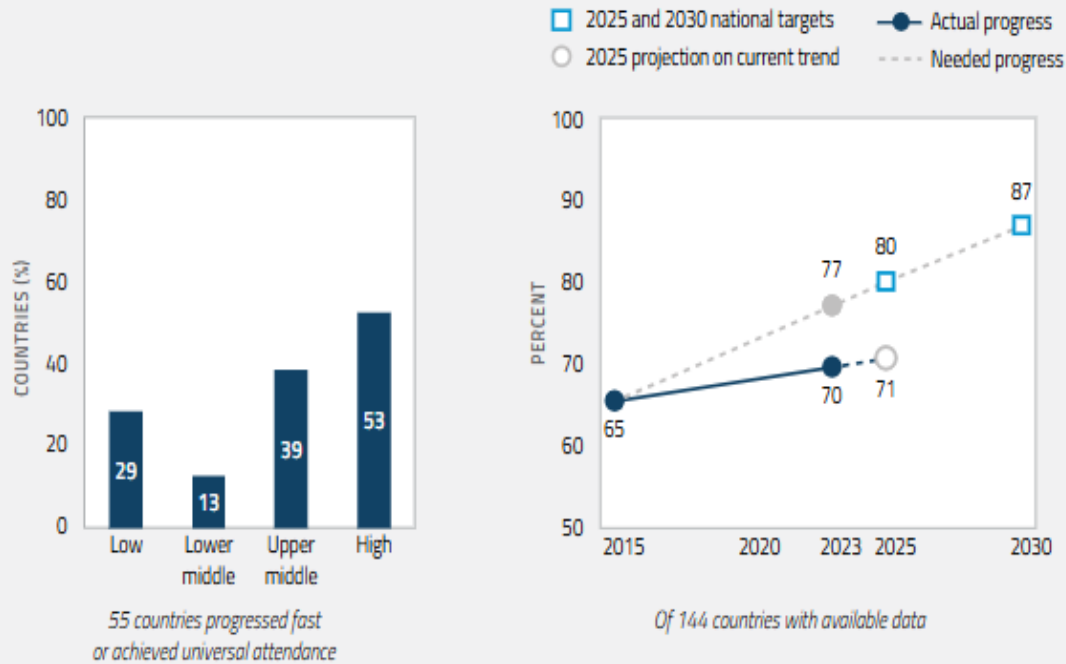
Score Card Reports – A new way of Monitoring SDG4

What does it assess?

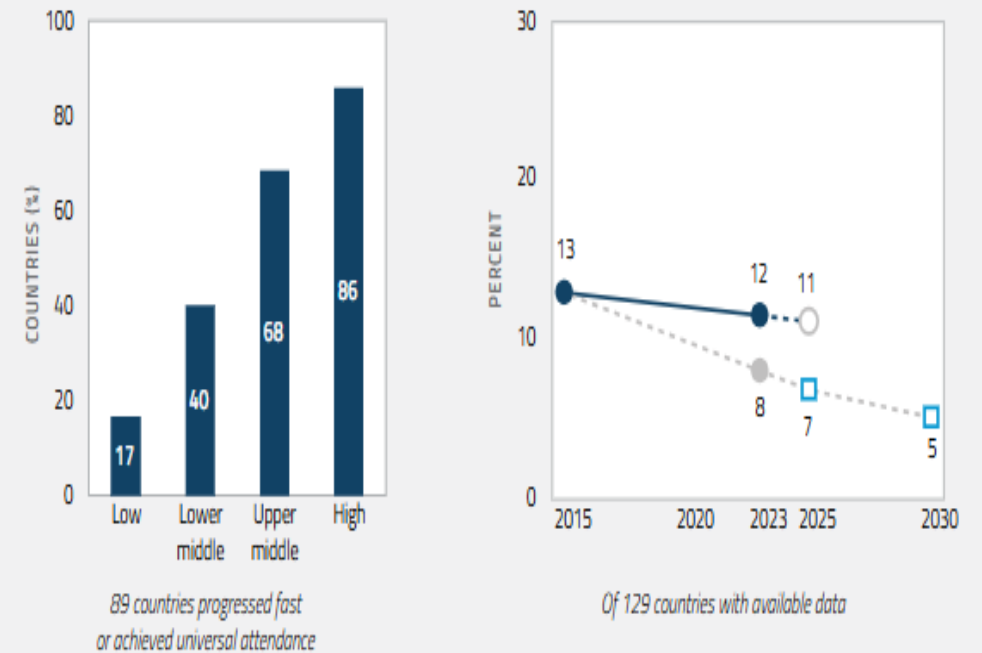
- Provide overall assessment of the progress in Benchmark indicators
 - Provide account of the countries setting the benchmarks for various indicators
 - Assess the speed of the progress - fast progressing, slow progressing, no progress and regressing
 - Data gaps - no data and data not enough to monitor the progress
 - Project whether the global and regions are able to meet their own benchmark values
- Provide In-depth analysis on specific theme:
 - 2023- Early Childhood Education
 - 2024- Teachers
 - 2025- Out of school children

Countries progress against SDG4 national benchmark values (Example)

Early childhood education attendance

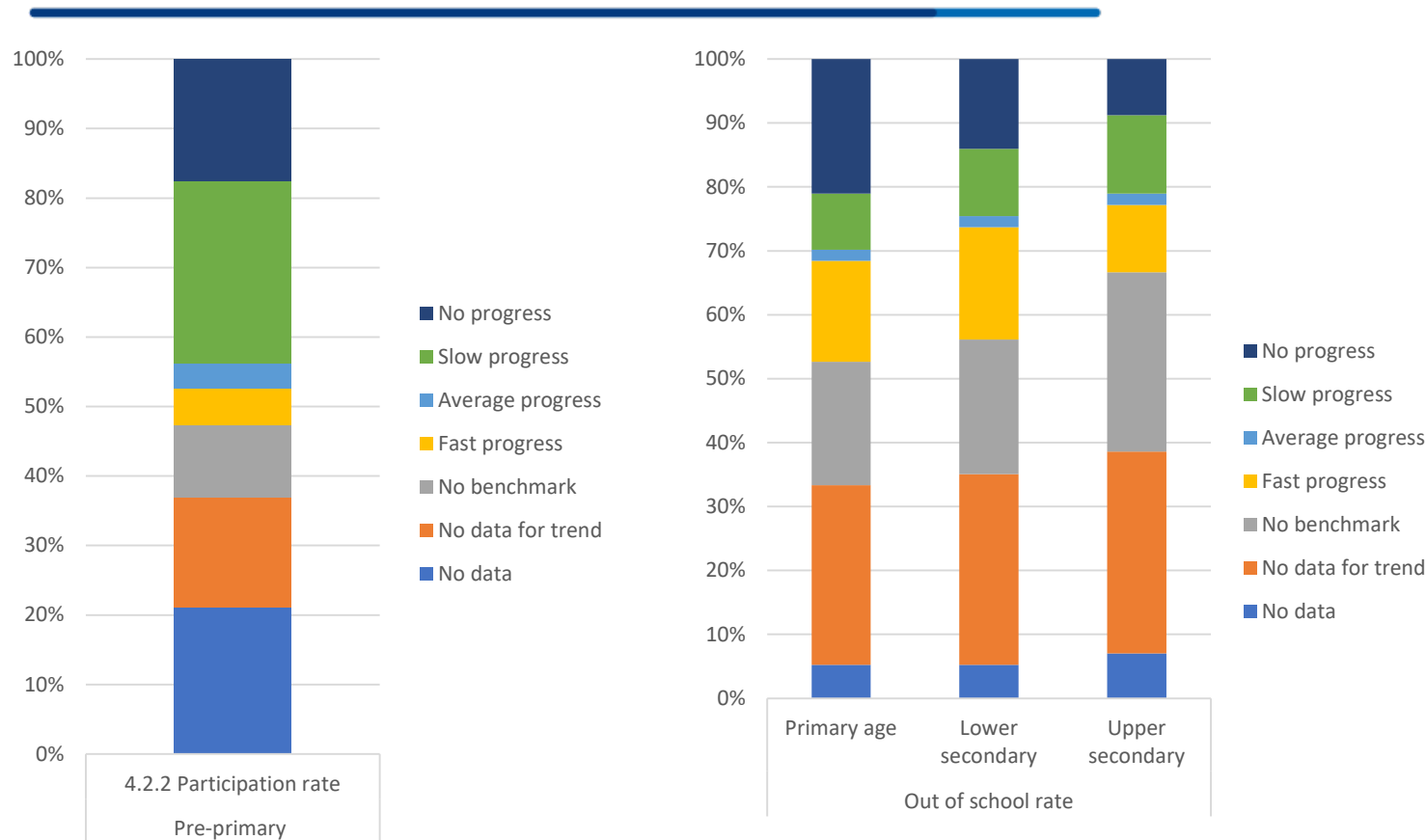


Out-of-school rate Adolescents of lower secondary school age



IV. Progress in SDG4 Benchmark Indicators in countries in OIC

How are Children accessing and participating in Early Childhood Education and Basic education ?



Participation in Preprimary has been **slowed down**

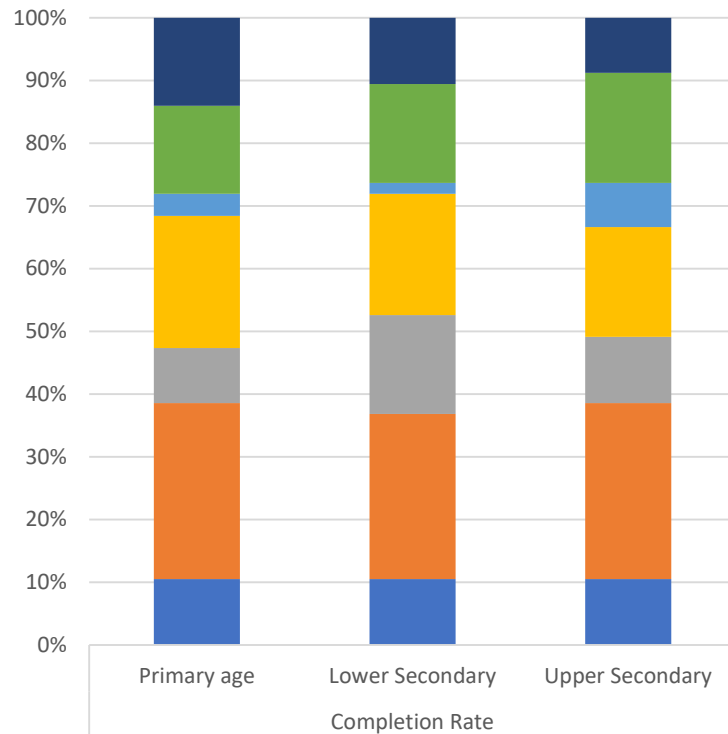
- 44% of the OIC countries see either no progress or slow progress; only 5% are making fast progress

Reducing Out of school rate becoming more urgent to realize the **Education for ALL**

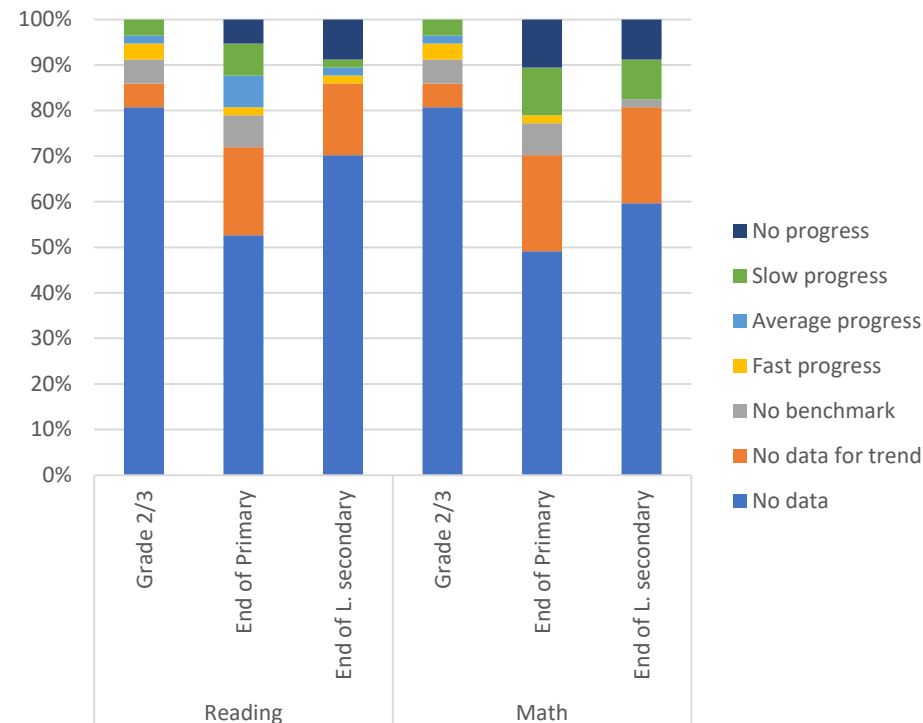
- Less than 1 in 5 countries in the OIC is making fast progress in reducing out of school rate in lower secondary age population and in upper secondary it is even lesser
- 1 in 4 countries are making no progress or slow progress in reducing out of school rate

Are students completing education cycles with minimum proficiencies?

Completion rate



Proportion of Students achieving Minimum Proficiency in Reading and Mathematics



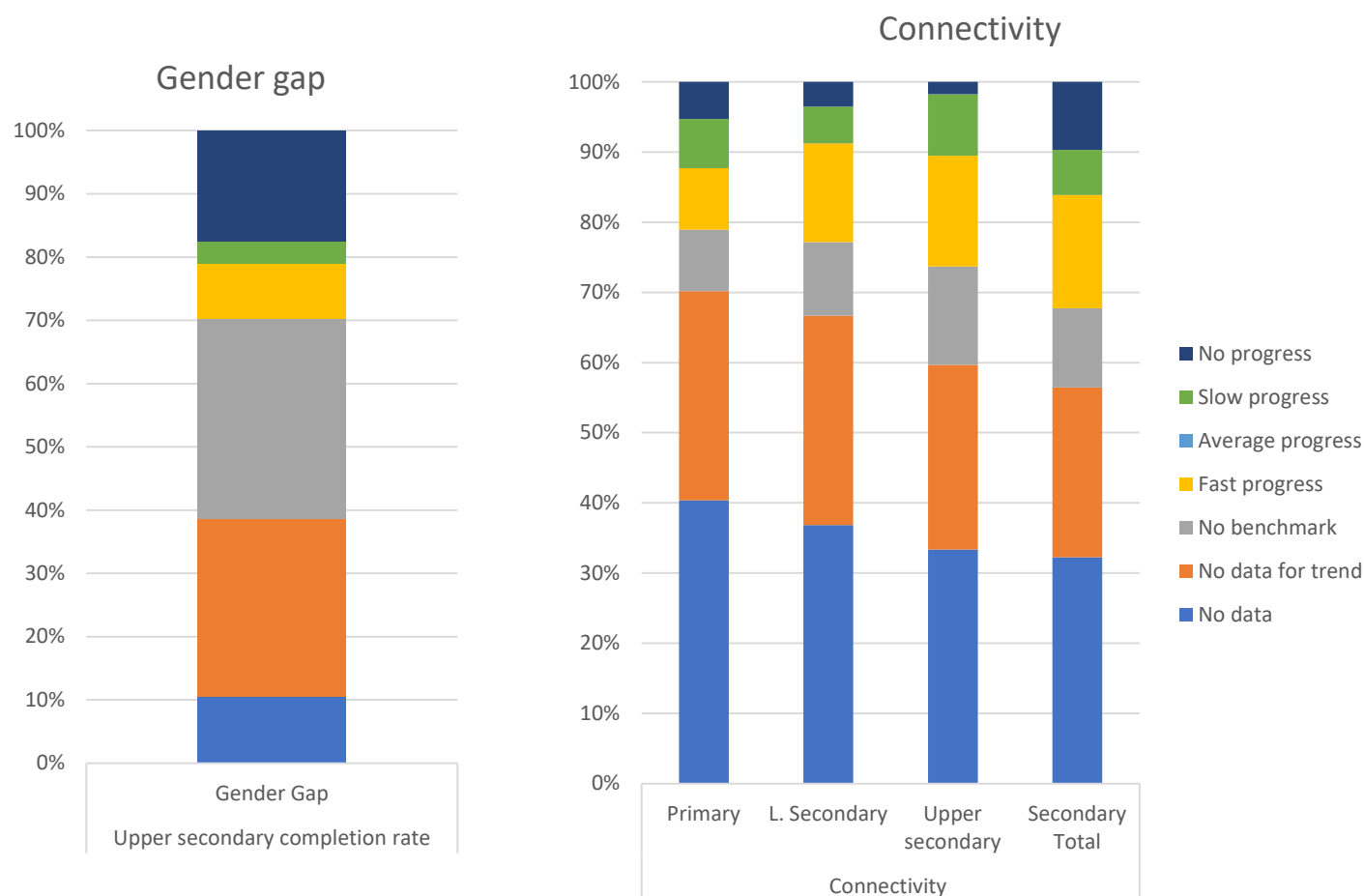
More countries making progress in achieving completion rate at different levels of education

- 25% of the countries in OIC have made fast or average progress in completion rate in primary and upper secondary
- 14% of the countries are not making any progress in primary completion

Huge data gaps in monitoring learning

- 4 out of 5 countries in OIC do not have data to monitor learning at grade 2/3
- Half of the countries do not have data for learning at end of

Achieving Gender equality and expansion of school connectivity



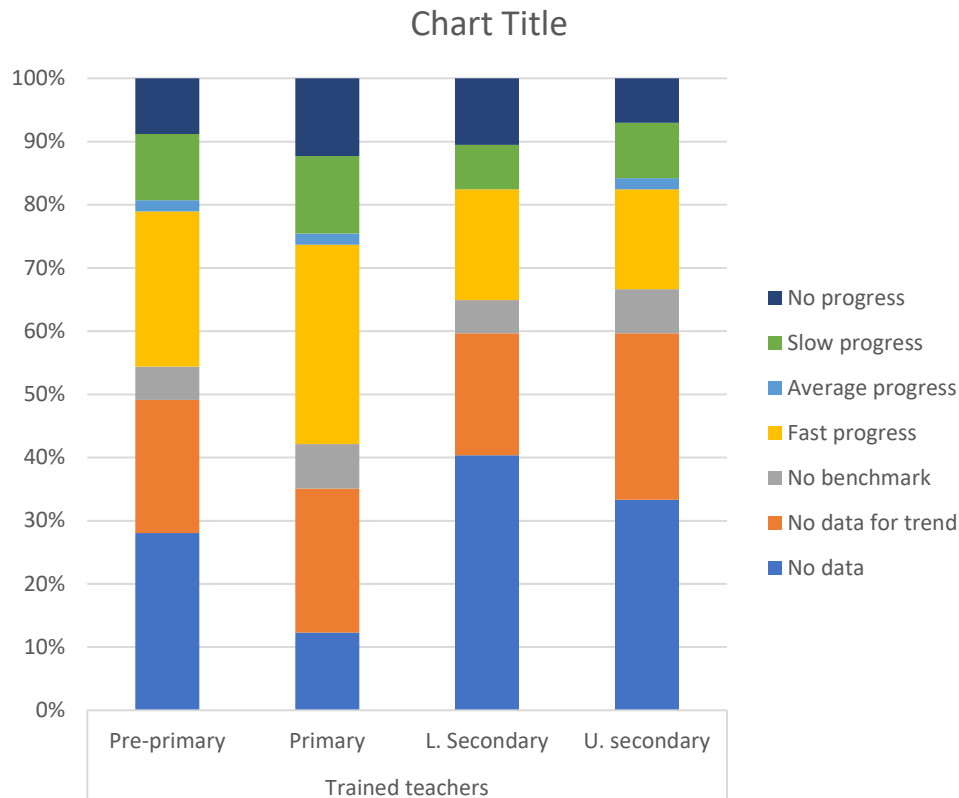
Huge numbers of countries do not have clear target to reduce the gender gap

- 1 in 3 countries in OIC do not have benchmark set in reducing gender gap
- Only 9% are making fast progress while 18% of the countries are showing **no progress**

Data gaps in school connectivity is making difficulty in assessing the progress

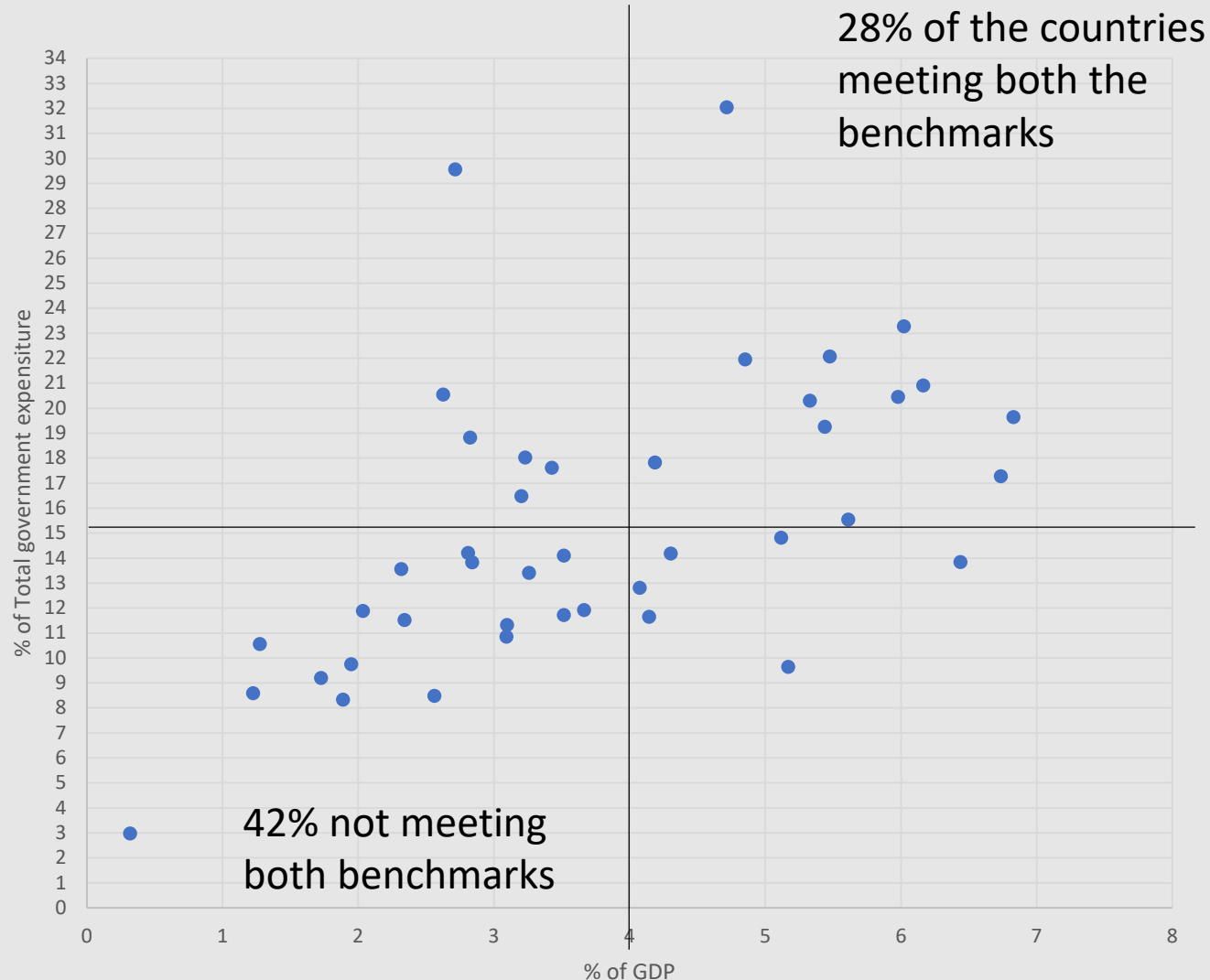
- 70% of the OIC countries do not have data or data not enough to measure the progress (lack of trend data) on school connectivity in Primary level. The percentage 61% for secondary level

Are countries able to provide training to their teachers?



- 25% of the countries are fast progressing in providing training to their teachers at pre-primary and primary levels
- Almost 60% of the countries do not have data or no data for trend to assess the progress for lower secondary and upper secondary levels

Are countries spending enough to provide quality education for ALL?



Many OIC countries not meeting international benchmarks in education expenditure

- 42% of the countries are not meeting both the benchmarks
- Only 28% of the countries meeting both the benchmarks

International Benchmark for education expenditure

- 15-20% of the total government budget
- 4-6% of the national GDP

V. Way forward to strengthen National Education Statistical System (NESS)

- Take Immediate actions to fill the data gaps developing appropriate strategies- Administrative, household surveys and learning
- Harmonization of the standards and methodologies across various data sources
- Engage in establishing benchmark values for selected indicators
- Establish strong collaboration between Ministry of Education and NSO
- Develop a comprehensive education data strategies which

Thank you