SDG 4 Indicator benchmarking consultation

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What do data tell us on regional benchmarking?

Global SDG 4 indicators covered by regional monitoring frameworks

- 4.1.1: 100%
- 4.2.2: 80%
- 4.5.1: 80%
- 4.6.1: 80%
- 4.c.1: 80%
- 4.3.1: 60%
- 4.a.1: 40%
- 4.4.1: 40%
- 4.2.1: 25%
What do data tell us on regional benchmarking?

Priority for setting benchmarks of SDG 4 global indicators

- 4.c.1: High priority 75%, Medium priority 19%, Low priority 6%
- 4.1.1: High priority 68%, Medium priority 11%, Low priority 21%
- 4.2.2: High priority 67%, Medium priority 33%, Low priority 0%
- 4.a.1: High priority 57%, Medium priority 14%, Low priority 29%
- 4.5.1: High priority 53%, Medium priority 36%, Low priority 11%
- 4.2.1: High priority 42%, Medium priority 33%, Low priority 25%
- 4.4.1: High priority 40%, Medium priority 20%, Low priority 40%
- 4.6.1: High priority 38%, Medium priority 50%, Low priority 13%
- 4.3.1: High priority 29%, Medium priority 36%, Low priority 35%
What do data tell us on regional benchmarking?

Feasibility of setting regional benchmarks for global SDG 4 indicators

- 4.2.2 Participation in pre-primary education: 100%
- 4.6.1 Literacy and numeracy skills: 88%
- 4.1.1 Learning outcomes: 83%
- 4.5.1 Gender and other disparities in education: 83%
- 4.c.1 Supply of qualified teachers: 0.75
- 4.a.1 School facilities: 71%
- 4.3.1 Participation youth and adults: 65%
- 4.2.1 Early childhood development: 56%
SDG 4 ACCOUNTABILITY STRUCTURE

**INDICATOR DEFINITION AND PRIORITIZATION**

**ALINGNMENT OF RESOURCES**

**FOLLOW-UP AND REVIEW**
## Benchmark periodicity and targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Indicator</th>
<th>Proposed periodicity</th>
<th>Baseline Year</th>
<th>Data source</th>
<th>Targets 2016</th>
<th>Targets 2017</th>
<th>Targets 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>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 at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</td>
<td>3</td>
<td>2015</td>
<td>Learning assessments between 2010 and 2016</td>
<td>x (includes years 2017-2019)</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4.1</td>
<td>Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education</td>
<td>3</td>
<td>2015</td>
<td>Learning assessments</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Gross intake ratio to the last grade (primary education, lower secondary education)</td>
<td>1</td>
<td>2015</td>
<td>UIS education survey</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4.1</td>
<td>Completion rate (primary education, lower secondary education, upper secondary education)</td>
<td>3</td>
<td>2015</td>
<td>Household surveys and censuses</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>4.1</td>
<td>Out-of-school rate (primary education, lower secondary education, upper secondary education)</td>
<td>1</td>
<td>2015</td>
<td>UIS education survey</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4.1</td>
<td>Percentage of children over-age for grade (primary education, lower secondary education)</td>
<td>1</td>
<td>2015</td>
<td>UIS education survey</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4.1</td>
<td>Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks</td>
<td>1</td>
<td>2015</td>
<td>UIS education survey</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4.2</td>
<td>Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex</td>
<td>3</td>
<td>2015</td>
<td>Household surveys</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Participation rate in organized learning (one year before the official primary entry age), by sex</td>
<td>1</td>
<td>2015</td>
<td>UIS education survey</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4.2</td>
<td>Percentage of children under 5 years experiencing positive and stimulating home learning environments</td>
<td>3</td>
<td>2015</td>
<td>Household surveys</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>4.2</td>
<td>Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development</td>
<td>1</td>
<td>2015</td>
<td>UIS education survey</td>
<td>x</td>
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</table>
The question of tempo ... depends not only on the factors of personal taste and skill but to some extent upon the individual instrument and the room or hall involved in the performance.”

Willard Palmer, Chopin: An Introduction to His Piano Works
Thank you!

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