SDG 4 Benchmarks
A common framework of global, regional and national priorities to improve education program quality, efficiency & impact to improve education program quality

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Outlines:

1. Indicators for benchmarking: the selection criteria
2. The Six Indicators for benchmarking at the global level
3. AUC suggested complementary indicators for benchmarking in Africa (06)
4. Benchmarking process
5. Interim country benchmarks
6. Core concepts used
7. Examples of benchmarks: country, sub-regions and Africa
Indicators for benchmark: Selection criteria

- Benchmarks need to be:
  - feasible
  - based on national ownership

- Relevant for policy making in areas of policy relevance
Objectives and principles of benchmarks

Three objectives:

- **Availability**: identify data gaps associated to policy gaps
- **Accountability**: assess progress
- **Actionability**: lead to responses

Five principles:

- **Fair**: take aspirations, initial conditions and feasible progress into account
- **Efficient**: timely data are available for most countries, on regular basis
- **Relevant**: indicators linked to national and regional agendas and assessment of progress is linked to policy responses
- **Simple**: benchmarks understood by all
- **Transparent**: process is verifiable and communicated clearly
Proposed benchmark indicators at the global level (TCG 6-2019)

7 indicators to benchmark were adopted by the TCG in 2019, which satisfy the principles of efficiency and relevance.

- 4.1.1 Minimum learning proficiency in reading and maths
- 4.1.2 Completion rate
- 4.1.4 Out-of-school rate
- 4.2.2 Participation rate one year before primary
- 4.c.1 Trained teachers
- Education expenditure as share of GDP/total expenditure
- Equity indicator (to be defined)
Additional indicators for benchmarking in Africa

A response to concerns raised in the communiqué of the consultation meeting held in October 2020 between UIS and AUC, seven (07) CESA specific indicators are suggested by AUC to integrate the regional benchmarking process:

1. Proportion of students enrolled in STEM related fields by level of education
2. Expenditure on Research and Development as a Percentage of GDP
3. Proportion of schools with access to (i) electricity (ii) the Internet for pedagogical purposes and (iii) computers for pedagogical purposes
4. Public expenditure on TVET
5. TVET graduates labour force participation rate
6. Proportion of young people not in employment, education or training

While the first 3 indicators could be generated from UIS data if they are adopted, AUC will guide the data sources that could generate the last 2 indicators.
Technical process: the benchmarking approach at country level

In increasing order:

- A common regional minimum benchmark for all countries
  = equal to the feasible progress the country/-ies furthest behind can make

- A country-specific feasible benchmark
  (equal to or above the minimum benchmark level)
  = based on its initial condition and a measure of feasible progress (e.g., based on progress of average country)

- An optional country-specific and country-set benchmark
  = based on country’s willingness and ambition to commit
Interim country benchmarks

Interim country benchmarks are the maximum of
1. Country-specific minimum benchmark
2. Regional minimum benchmark
3. Country-specific projection
Core concepts used in the proposed benchmark approaches

- **Country-specific projection** for 2030:
  - the value that a country is expected to achieve by 2030 based on its historical trend from 2000 to the latest available year.
  - For most indicators, countries with higher levels tend to have lower progress, and this is accounted for in the projection model by using the country’s progress relative to other countries with the same starting point.

- **Country-specific minimum benchmark** for 2030:
  - value that a country could feasibly achieve by 2030, given the progress made by other countries historically with the same starting point.
  - The minimum benchmark for 2030 differs from the country’s projection for 2030: the latter is what the country is expected to achieve, while the former is based on what other countries with the same starting point have actually achieved.
Core concepts used in the proposed benchmark approaches

- **Regional minimum benchmark for 2030:**
  - This is the minimum acceptable level that all countries in a region should achieve.
  - Due to heterogeneity within the region (high and low performers) it may not apply to countries that are expected to or could feasibly achieve a higher level—in these cases.
  - The high performing countries are expected to set their own more ambitious benchmarks or use the feasible national benchmarks.

- **Proposed interim national benchmark for 2030:** This is the highest of
  - (1) the regional minimum benchmark,
  - (2) country-specific minimum benchmark, or
  - (3) country-specific projection for 2030.

- **Nationally set benchmarks for 2030:**
  - Countries are expected to set their own national benchmarks reflecting national priorities and goals.
  - The above three reference points are provided to assist in deriving their own benchmarks.
Example of benchmarking at the country level
Example 1: a country lagging behind in a region

- Country 1 has one of the lowest baseline values, 31%
- Projected to reach 36% by 2030
Example 1: a country lagging behind in a region

- Country 1 has one of the lowest baseline values, **31%**
- Projected to reach **36%** by 2030
- It can reach **39%** if it grows as fast as better performing countries
Example 1: a country lagging behind in a region

- Country 1 has one of the lowest baseline values, **31%**
- Projected to reach **36%** by 2030
- It can reach **39%** if it grows as fast as better performing countries = **minimum regional benchmark**
- The **regional** benchmark and the **national** benchmarks are the same
Example 1: a country lagging behind in a region

- Country 1 has one of the lowest baseline values, 31%
- Projected to reach 36% by 2030
- It can reach 39% if it grows as fast as better performing countries = minimum regional benchmark
- Country can choose to set a higher benchmark, e.g. 45%
Example 2: a country above min regional level

- Country 2’s baseline above min regional benchmark, 61%
- Projected to reach 66% by 2030
- It can reach 70% if it grows as fast as better performing countries
Example 2: a country above min regional level

- Country 2’s baseline above min regional benchmark, **61%**
- Projected to reach **66%** by 2030
- It can reach **70%** if it grows as fast as better performing countries
- Country can **choose** to set a higher benchmark, e.g. **80%**
- For Country 2, the minimum regional benchmark **is not binding** but a **reference point**
How country-specific projections are defined

Example: 4.1.2 Lower Secondary Completion

This figure shows each country’s average level of lower secondary completion (x-axis) and average growth rate in lower secondary completion (y-axis) since 2000.

Assessing whether a country is progressing well is thought of in terms of relative to its level or, conditional on level.
How country-specific projections are defined—Example: 4.1.2
Lower Secondary Completion—Democratic Republic of Congo

Since 2000, the average growth rate of the indicator for DRC was 6.6% and its average level was 37% (A). Its average growth rate was quite high compared to other countries with the same level, at the 80th percentile conditional on level (green line).

Based on its latest level of 54% in 2013 (x-coordinate of B), if its growth remains at this percentile relative to other countries each year going forward (blue dots), by 2030, it will achieve a level of 88% (x-coordinate of C).
How country-specific minimum benchmarks are defined - Example: 4.1.2 Lower Secondary Completion Democratic Republic of Congo

If, instead, the completion rate grew at a rate equal to the 50th percentile of improvers conditional on level (orange line) for each year after its latest value (blue dots starting from D) then by 2030 it would achieve a level of 79% (x-coordinate of E).

This offers a country-specific minimum benchmark because it is (1) tailored to the country’s starting point and (2) (feasible) based on the progress achieved by half of the countries in the same group.
Examples of benchmarks per Africa sub-regions
Africa: Sub-regional Benchmarks - Completion rate for Primary

<table>
<thead>
<tr>
<th>Sub-regions</th>
<th>2015 (+/- 2 years)</th>
<th>2025 Projection</th>
<th>2030 Projection</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>If interim national benchmarks achieved (3)</td>
<td>If nationally set benchmarks achieved (4)</td>
<td>If nationally set benchmarks achieved2 (5)</td>
<td>If nationally set benchmarks achieved2 (6)</td>
</tr>
<tr>
<td>Central Africa</td>
<td>64</td>
<td>85</td>
<td>90</td>
<td>67</td>
</tr>
<tr>
<td>Eastern Africa</td>
<td>59</td>
<td>74</td>
<td>81</td>
<td>64</td>
</tr>
<tr>
<td>Northern Africa</td>
<td>89</td>
<td>93</td>
<td>95</td>
<td>82</td>
</tr>
<tr>
<td>Southern Africa</td>
<td>72</td>
<td>86</td>
<td>90</td>
<td>77</td>
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<tr>
<td>Western Africa</td>
<td>66</td>
<td>75</td>
<td>81</td>
<td>61</td>
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</tbody>
</table>
### Africa: Sub-regional Benchmarks - Completion rate for Lower secondary

<table>
<thead>
<tr>
<th>Sub-regions</th>
<th>2015 (+/-2 years)</th>
<th>2025 Projection</th>
<th>2030 Projection</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baseline</td>
<td>If interim national benchmarks achieved</td>
<td>If nationally set benchmarks achieved</td>
<td>If nationally set benchmarks achieved</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>Central Africa</td>
<td>46</td>
<td>68</td>
<td>76</td>
<td>37</td>
</tr>
<tr>
<td>Eastern Africa</td>
<td>33</td>
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<tr>
<td>Northern Africa</td>
<td>75</td>
<td>79</td>
<td>84</td>
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<tr>
<td>Southern Africa</td>
<td>54</td>
<td>68</td>
<td>76</td>
<td>51</td>
</tr>
<tr>
<td>Western Africa</td>
<td>49</td>
<td>63</td>
<td>70</td>
<td>32</td>
</tr>
</tbody>
</table>
Examples of benchmarks for Africa
# SDG4- Levels for proposed Benchmark indicators for Africa (ECA) – Learning Outcomes

<table>
<thead>
<tr>
<th>Benchmarks Indicators</th>
<th>2015 (+/- 2 years)</th>
<th>2025 Projection If default nationally set benchmarks achieved</th>
<th>2030 Projection If default nationally set benchmarks achieved</th>
<th>2030 Minimum regional benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1. math grades 2/3</td>
<td>48</td>
<td>64</td>
<td>72</td>
<td>56</td>
</tr>
<tr>
<td>4.1.1. math lower sec.</td>
<td>11</td>
<td>20</td>
<td>24</td>
<td>16</td>
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<tr>
<td>4.1.1. math primary</td>
<td>23</td>
<td>37</td>
<td>43</td>
<td>27</td>
</tr>
<tr>
<td>4.1.1. reading grades 2/3</td>
<td>37</td>
<td>62</td>
<td>70</td>
<td>60</td>
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<tr>
<td>4.1.1. reading lower sec.</td>
<td>22</td>
<td>35</td>
<td>40</td>
<td>29</td>
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<tr>
<td>4.1.1. reading primary</td>
<td>30</td>
<td>46</td>
<td>50</td>
<td>22</td>
</tr>
</tbody>
</table>
## SDG4- Levels for proposed Benchmark indicators for Africa (ECA) – Completion Rate

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<thead>
<tr>
<th>Benchmarks Indicators</th>
<th>2015 (+/- 2 years)</th>
<th>2025 Projection</th>
<th>2030 Projection</th>
<th>2030 Minimum regional benchmark</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Baseline</td>
<td>If default national benchmarks achieved</td>
<td>If nationally set benchmarks achieved</td>
<td>If nationally set benchmarks achieved</td>
</tr>
<tr>
<td>4.1.2 completion rate primary</td>
<td>67</td>
<td>79</td>
<td>85</td>
<td>65</td>
</tr>
<tr>
<td>4.1.2 completion rate lower secondary</td>
<td>48</td>
<td>63</td>
<td>70</td>
<td>38</td>
</tr>
<tr>
<td>4.1.2 completion rate upper secondary</td>
<td>33</td>
<td>44</td>
<td>52</td>
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## SDG4- Levels for proposed Benchmark indicators for Africa (ECA) – Out-of-school

<table>
<thead>
<tr>
<th>Benchmarks Indicators</th>
<th>2015 (+/- 2 years)</th>
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<th>2030 Projection</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baseline</td>
<td>If default national benchmarks achieved</td>
<td>If nationally set benchmarks achieved</td>
<td>If default national benchmarks achieved</td>
</tr>
<tr>
<td>4.1.4 out-of-school rate primary</td>
<td>11</td>
<td>8</td>
<td>6</td>
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<tr>
<td>4.1.4 out-of-school rate lower secondary</td>
<td>28</td>
<td>18</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>4.1.4 out-of-school rate upper secondary</td>
<td>47</td>
<td>39</td>
<td>34</td>
<td>54</td>
</tr>
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### SDG4- Levels for proposed Benchmark indicators for Africa (ECA) – Trained teachers

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baseline</td>
<td>If default</td>
<td>If nationally</td>
<td>If nationally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>national</td>
<td>set benchmarks</td>
<td>set benchmarks</td>
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<tr>
<td></td>
<td></td>
<td>achieved</td>
<td>achieved</td>
<td>achieved2</td>
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<tr>
<td>4.c.1 percent of teachers with minimum qualification</td>
<td>58</td>
<td>80</td>
<td>87</td>
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<tr>
<td>pre-primary</td>
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<td></td>
<td>66</td>
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<tr>
<td>4.c.1 percent of teachers with minimum qualification</td>
<td>82</td>
<td>88</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>primary</td>
<td></td>
<td></td>
<td></td>
<td>72</td>
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<tr>
<td>4.c.1 percent of teachers with minimum qualification</td>
<td>69</td>
<td>88</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>lower secondary</td>
<td></td>
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<td></td>
<td>68</td>
</tr>
<tr>
<td>4.c.1 percent of teachers with minimum qualification</td>
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<td>85</td>
<td></td>
</tr>
<tr>
<td>upper secondary</td>
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<td></td>
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<td>73</td>
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## SDG4- Levels for proposed Benchmark indicators for Africa (ECA) – Other indicators

<table>
<thead>
<tr>
<th>Benchmarks Indicators</th>
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<th>2030 Projection</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baseline</td>
<td>If default national benchmarks achieved</td>
<td>If nationally set benchmarks achieved</td>
<td>If default nationally set benchmarks achieved2</td>
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<tr>
<td>4.2.2 pre-primary participation rate</td>
<td>54</td>
<td>67</td>
<td>72</td>
<td>46</td>
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<tr>
<td>1.a.2 Percent of government expenditure on education</td>
<td>17</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Government expenditure on education (% of GDP)</td>
<td>4</td>
<td>4</td>
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</tr>
</tbody>
</table>
Questions - Doubts
Thank you!

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