

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.

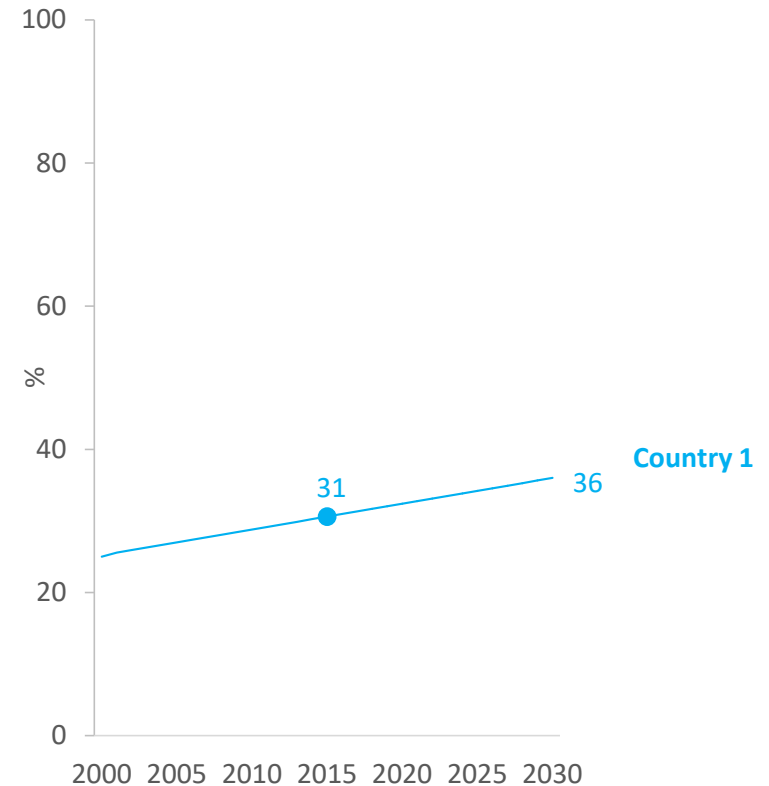
▶ Nationally set benchmarks for 2030:

- ▶ 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

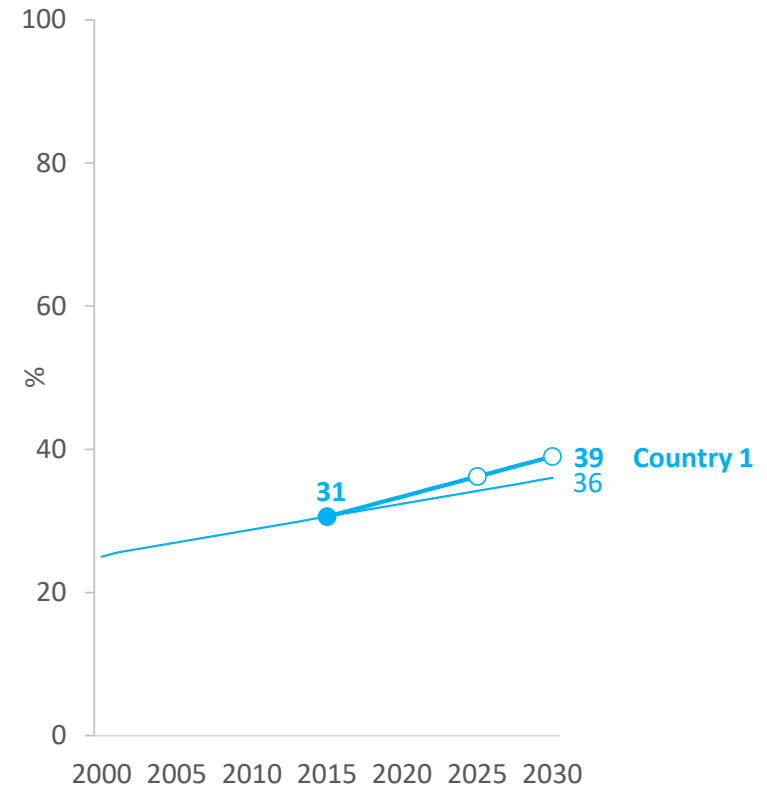
Example 1: a country lagging behind in a region

- ▶ Country 1 has one of the lowest baseline values, **31%**
- ▶ Projected to reach **36%** by 2030



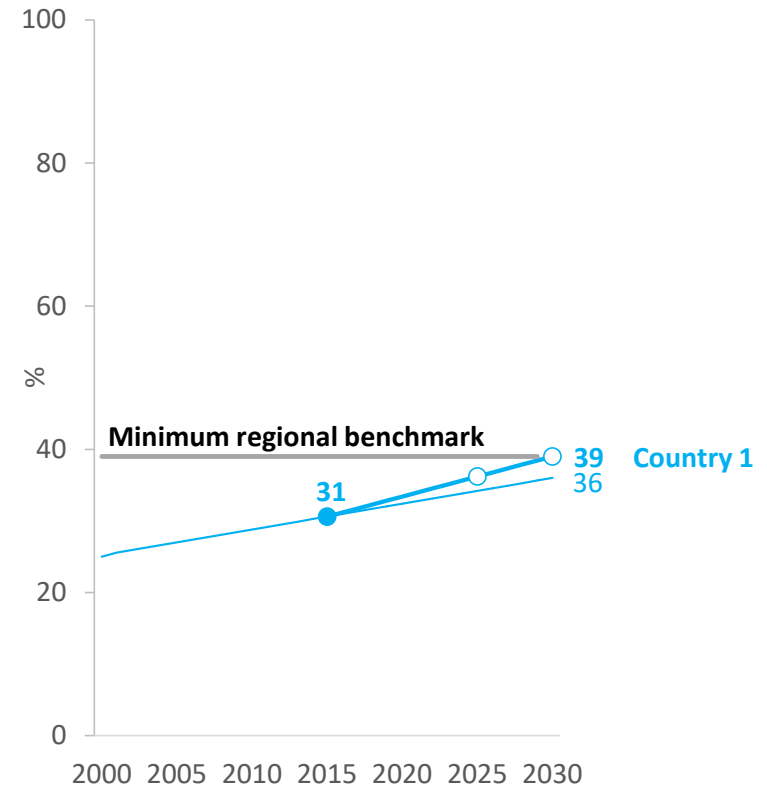
Example 1: a country lagging behind in a region

- ▶ 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



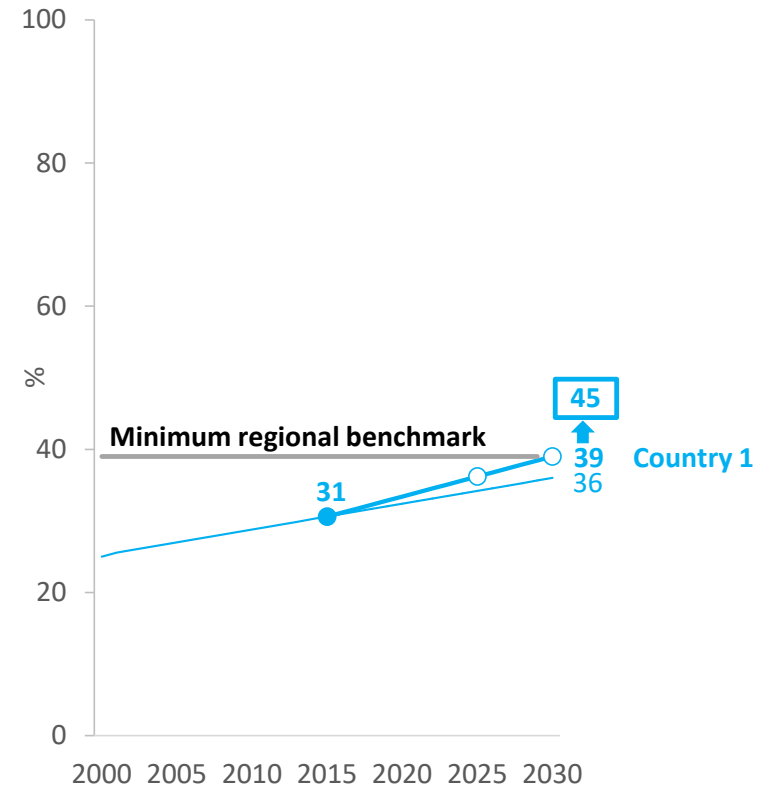
Example 1: a country lagging behind in a region

- ▶ 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**



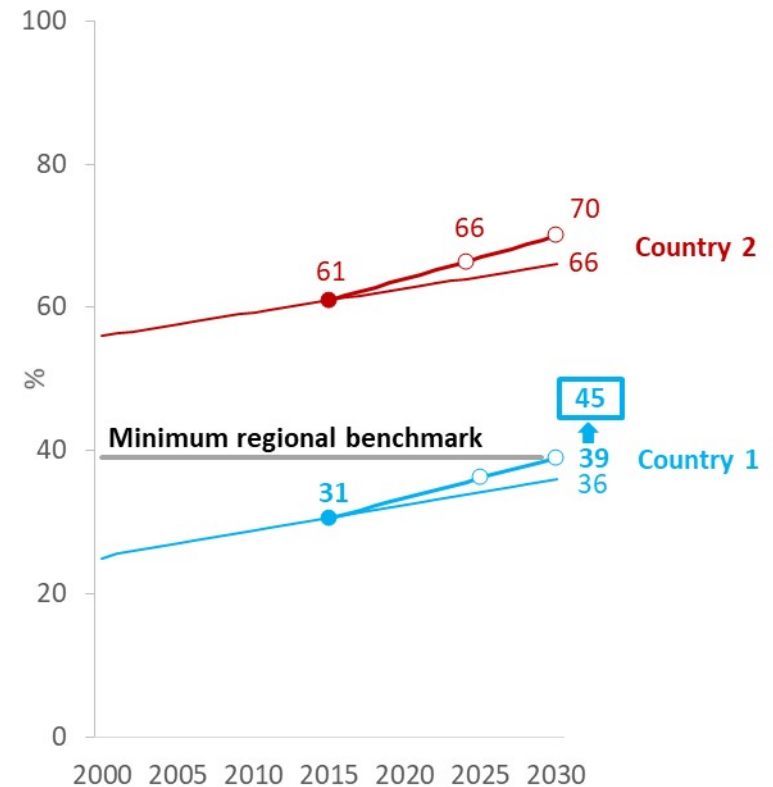
Example 1: a country lagging behind in a region

- ▶ 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%**



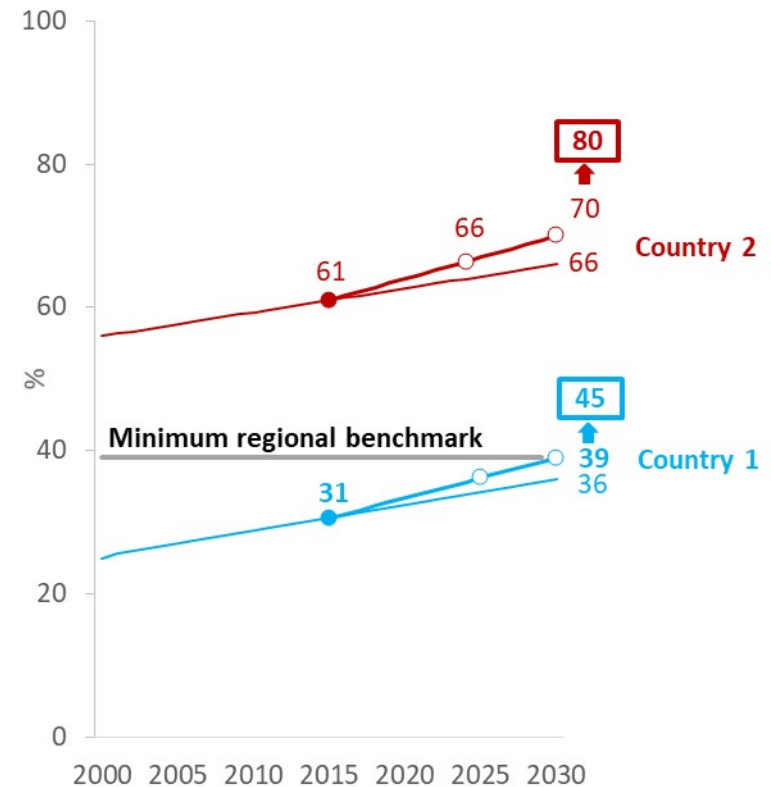
Example 2: a country above min regional level

- ▶ 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**

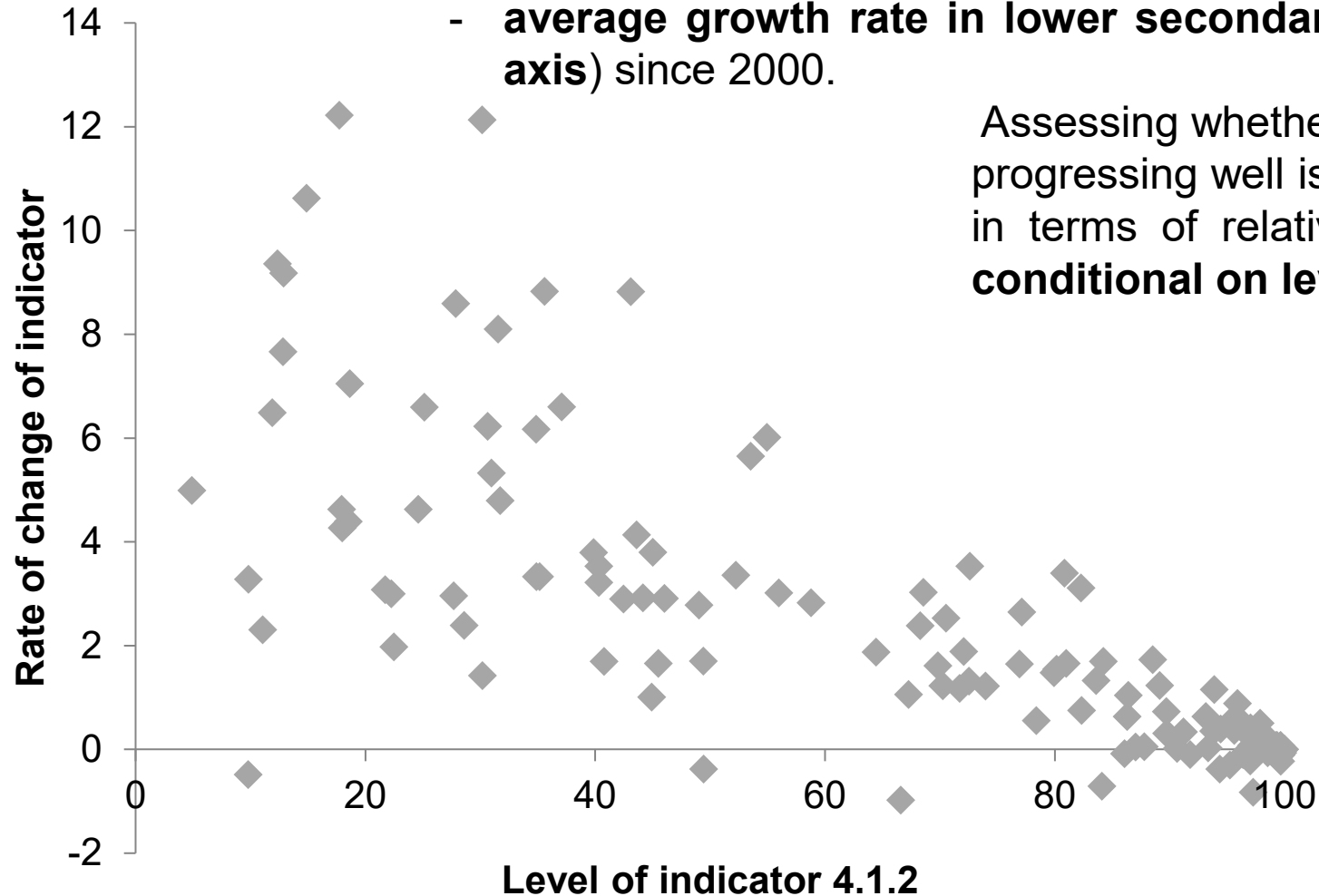


How country-specific projections are defined

Example: 4.1.2 Lower Secondary Completion

This figure shows **each country's**

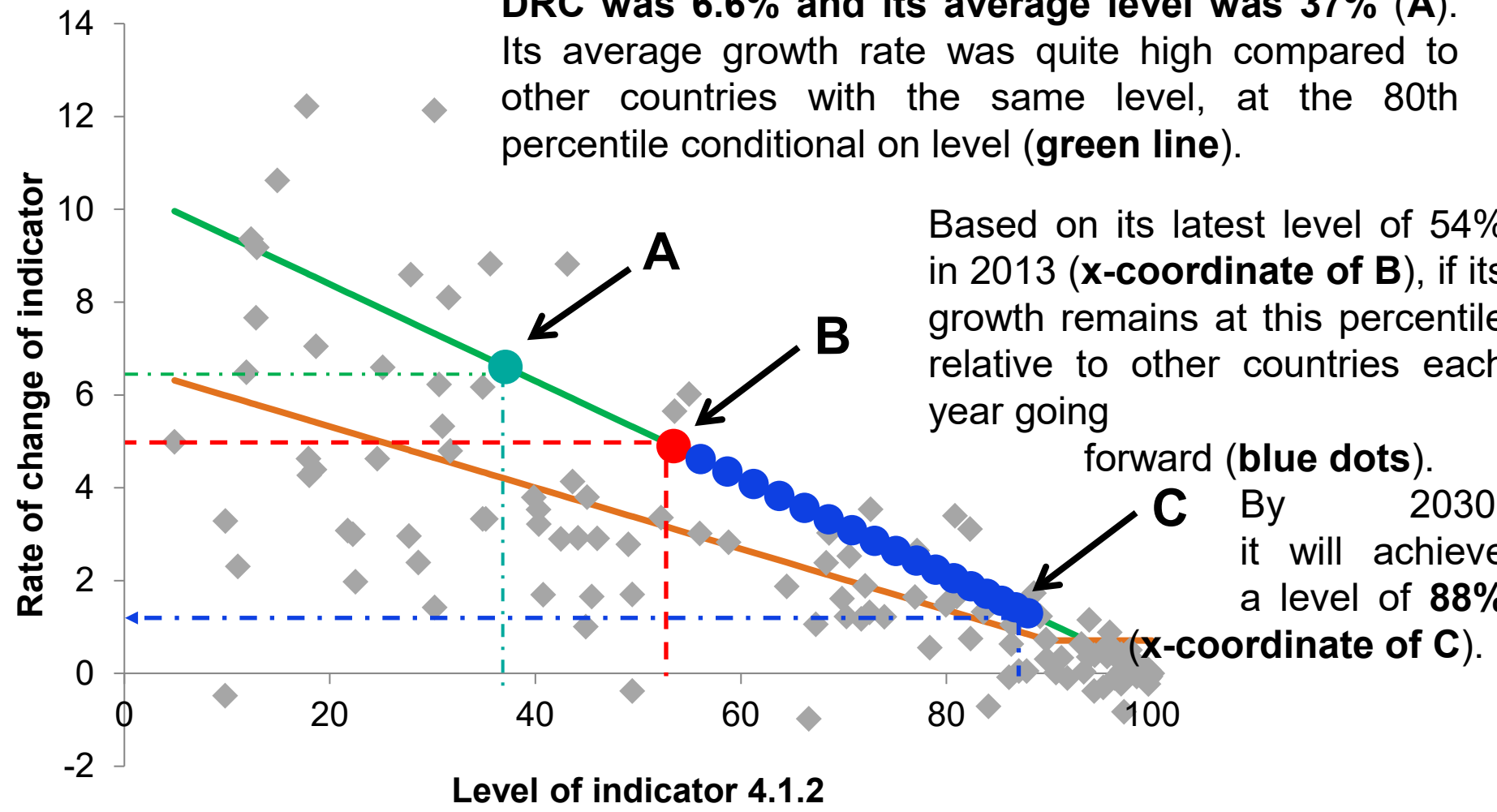
- **average level of lower secondary completion (x-axis)** and
- **average growth rate in lower secondary completion (y-axis)** since 2000.



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**).



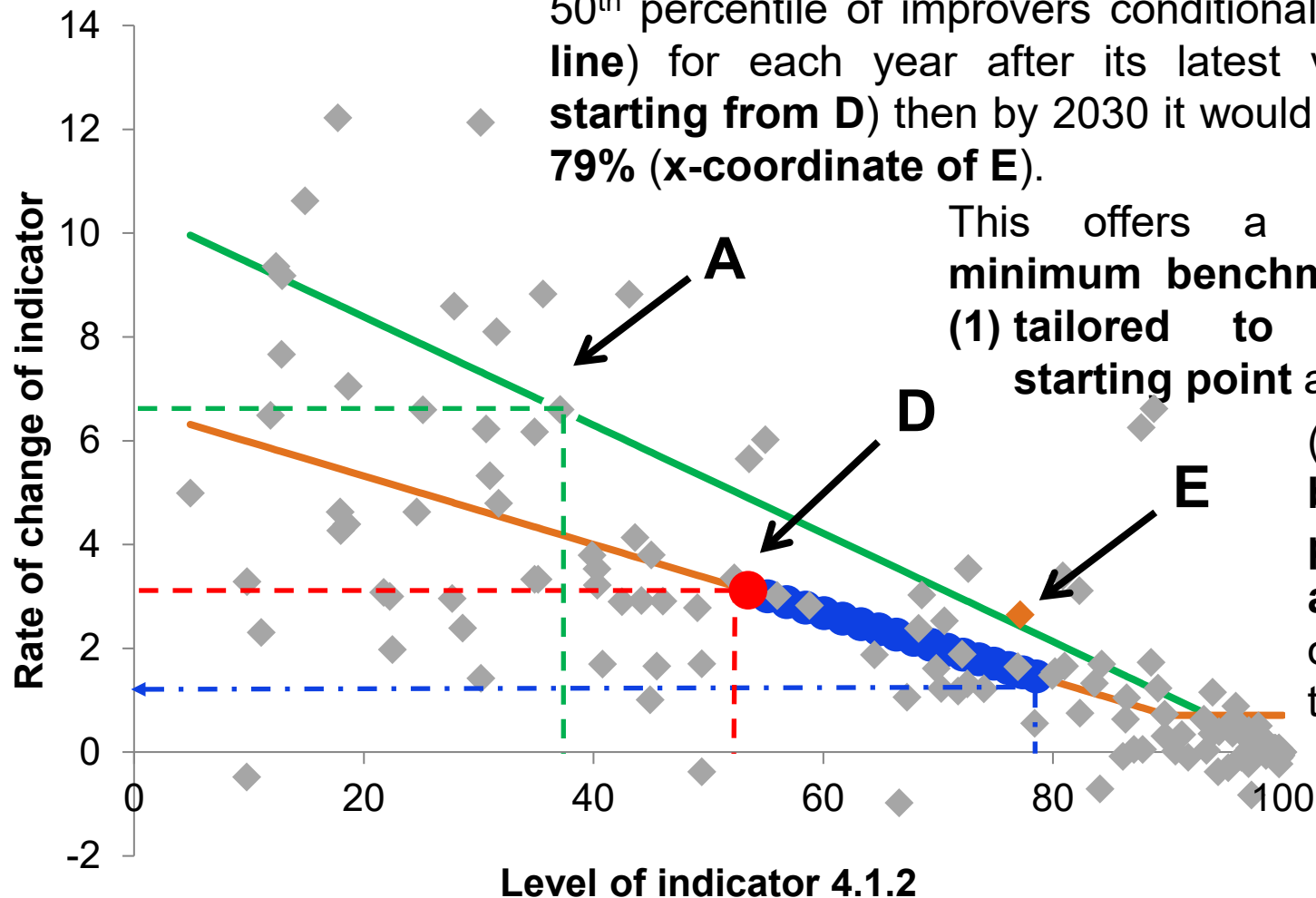
Based on its latest level of 54% in 2013 (**x-coordinate of B**), if its growth remains at this percentile relative to other countries each year going

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

Sub-regions	2015 (+/- 2 years)	2025 Projection		2030 Projection		2030
(1)	Baseline (2)	If interim national benchmarks achieved (3)	If nationally set benchmarks achieved (4)	If interim national benchmarks achieved (5)	If nationally set benchmarks achieved (6)	Minimum regional benchmark (7)
Primary Completion						
Central Africa	64	85		90		67
Eastern Africa	59	74		81		64
Northern Africa	89	93		95		82
Southern Africa	72	86		90		77
Western Africa	66	75		81		61

Africa: Sub-regional Benchmarks - Completion rate for Lower secondary

Sub-regions (1)	2015 (+/- 2 years)	2025 Projection		2030 Projection		2030
	Baseline (2)	If interim national benchma rks achieved (3)	If nationally set benchma rks achieved (4)	If interim national benchma rks achieved (5)	If nationally set benchma rks achieved (6)	Minimum regional benchma rk (7)
Lower secondary Completion						
Central Africa	46	68		76		37
Eastern Africa	33	50		60		38
Northern Africa	75	79		84		72
Southern Africa	54	68		76		51
Western Africa	49	63		70		32

Examples of benchmarks for Africa

SDG4- Levels for proposed Benchmark indicators for Africa (ECA) – Learning Outcomes

Benchmarks Indicators	2015 (+/- 2 years)	2025 Projection		2030 Projection		2030
	Baseline	If default national benchmarks achieved	If nationally set benchmarks achieved	If default national benchmarks achieved	If nationally set benchmarks achieved	Minimum regional benchmark
4.1.1. math grades 2/3	48	64		72		56
4.1.1. math lower sec.	11	20		24		16
4.1.1. math primary	23	37		43		27
4.1.1. reading grades 2/3	37	62		70		60
4.1.1. reading lower sec.	22	35		40		29
4.1.1. reading primary	30	46		50		22

SDG4- Levels for proposed Benchmark indicators for Africa (ECA) – Completion Rate

Benchmarks Indicators	2015 (+/- 2 years)	2025 Projection		2030 Projection		2030
	Baseline	If default national benchmarks achieved	If nationally set benchmarks achieved	If default national benchmarks achieved	If nationally set benchmarks achieved	Minimum regional benchmark
4.1.2 completion rate primary	67	79		85		65
4.1.2 completion rate lower secondary	48	63		70		38
4.1.2 completion rate upper secondary	33	44		52		20

SDG4- Levels for proposed Benchmark indicators for Africa (ECA) – Out-of-school

Benchmarks Indicators	2015 (+/- 2 years)	2025 Projection		2030 Projection		2030
	Baseline	If default national benchmarks achieved	If nationally set benchmarks achieved	If default national benchmarks achieved	If nationally set benchmarks achieved	Minimum regional benchmark
4.1.4 out-of-school rate primary	11	8		6		14
4.1.4 out-of-school rate lower secondary	28	18		14		32
4.1.4 out-of-school rate upper secondary	47	39		34		54

SDG4- Levels for proposed Benchmark indicators for Africa (ECA) – Trained teachers

Benchmarks Indicators	2015 (+/- 2 years)	2025 Projection		2030 Projection		2030
	Baseline	If default national benchmarks achieved	If nationally set benchmarks achieved	If default national benchmarks achieved ²	If nationally set benchmarks achieved ²	Minimum regional benchmark
4.c.1 percent of teachers with minimum qualification pre-primary	58	80		87		66
4.c.1 percent of teachers with minimum qualification primary	82	88		91		72
4.c.1 percent of teachers with minimum qualification lower secondary	69	88		91		68
4.c.1 percent of teachers with minimum qualification upper secondary	70	81		85		73

SDG4- Levels for proposed Benchmark indicators for Africa (ECA) – Other indicators

Benchmarks Indicators	2015 (+/- 2 years)	2025 Projection		2030 Projection		2030
	Baseline	If default national benchmarks achieved	If nationally set benchmarks achieved	If default national benchmarks achieved ²	If nationally set benchmarks achieved ²	Minimum regional benchmark
4.2.2 pre-primary participation rate	54	67		72		46
1.a.2 Percent of government expenditure on education	17	15		15		15
Government expenditure on education (% of GDP)	4	4		4		4

Questions - Doubts



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