Orientation Meeting on Establishing National Benchmark Values for the SDG 4 Indicators
Opening and welcome

Objectives of the orientation meeting

Regional and national benchmarks – Updates, process and methodologies

Establishing national benchmarks - UIS templates to support establishing the benchmarks for global indicators at national level

Country example (TBC)

Discussion on country progress, plan completing the template and submitting to UIS

Closing
Benchmarks are a neglected Education 2030 Framework for Action commitment

**UN Secretary General Synthesis Report, 2014**
Called on countries to “embrace a culture of shared responsibility, one based on ... benchmarking for progress” (§146)

**Education 2030 Framework for Action, 2015**
Called on countries to establish “appropriate intermediate benchmarks (e.g., for 2020 and 2025)” for the SDG indicators, seeing them as “indispensable for addressing the accountability deficit associated with longer-term targets” (§28)

**Global Education Meeting, 2020**
“We request UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to ... accelerate the progress and propose relevant and realistic benchmarks of key SDG indicators for subsequent monitoring” (§10)
### Benchmarks for seven SDG 4 and regional indicators

#### Priority policy areas

<table>
<thead>
<tr>
<th>Basic education</th>
<th><strong>GLOBAL</strong> SDG 4 benchmark indicators</th>
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<tbody>
<tr>
<td></td>
<td><strong>4.1.1</strong> Minimum proficiency in reading/maths</td>
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<td><strong>4.1.2</strong> Completion rate</td>
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<td><strong>4.1.4</strong> Out-of-school rate</td>
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<th>Pre-primary</th>
<th><strong>4.2.2</strong> Participation in organized learning a year before primary education entry</th>
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<th>Teachers</th>
<th><strong>4.c.1</strong> Teachers with the minimum required qualifications</th>
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<th>Expenditure</th>
<th><strong>1.a.2/FFA</strong> Education as % GDP / % budget</th>
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<th>Equity</th>
<th><strong>4.5.1</strong> [To be defined]</th>
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| TVET / Higher education | |
|-------------------------| |

| Skills for work | |
|-----------------| |

| Learning environment | |

#### Definition of regional minimum levels for global indicators

- **Africa**: +2 (NEET; STEM)
- **Asia/Pacific**: +3 (adult education; tertiary GER; STEM)
- **Europe**: +2 (adult education; tertiary GER)

#### Indicators selected from regional frameworks:

- **Africa**
- **Arab States**
- **Asia/Pacific**
- **Europe/North America**
- **Latin America/Caribbean**

**Africa**: +1 (Participation TVET grads in LF)

**Asia/Pacific**: +1 (youth/adult TVET participation)

**Europe**: +2 (VET graduates work-based learning; digital skills)

**Africa**: +2 (schools with electricity/Internet/computers; WASH)
Process towards benchmarks in 2021

Agreement on seven indicators TCG6

Adoption of technical process TCG7

Regional/sub regional Consultations

Global Education Meeting

UNESCO General Conference

GOAL

Regional benchmarks endorsed as first step to national benchmarks

National benchmarks endorsed

KEY ACTIONS

Regional organizations propose minimum regional benchmarks

Member States propose national benchmarks

Outputs
- Regional minimum benchmark values
- Additional regional benchmark indicators
Establishing National Benchmarks

**Invitation**
Letter from UNESCO Assistant Director General for Education has been sent to all the Ministers inviting member states to establish and provide inputs to UNESCO on 4th of August.

**When?**
- Countries are requested to submit their national benchmarks for selected indicators by 1 October 2021
- Compile and finalize the national benchmarks values by 15 October 2021

**How?**
- Use national targets in strategies and plans
- Consult UIS dashboard on benchmarks in making decision, in case such national targets are lacking
- Together with regional organizations and partners, sub regional/national consultation meetings will be organized to support countries to establish national benchmarks.
Use of Regional and National Benchmarks

- Progress achieved
  - Lessons to learn

- Lack of progress
  - To act upon

- Data gaps
  - To fill the gaps

- Support strategies for the countries farthest from the regional minimum benchmarks
Thank you

Learn more:

www.unesco.org/education

http://tcg.uis.unesco.org/benchmarks/

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