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Global Education
Monitoring Report

SDG 4 benchmarks

Fulfilling a neglected commitment,
supporting the global education cooperation mechanism



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Global Education Meeting **13 July 2021**

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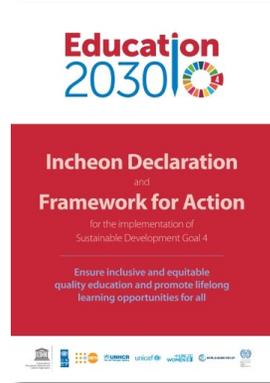


Benchmarks are a neglected Education 2030 Framework for Action commitment



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)

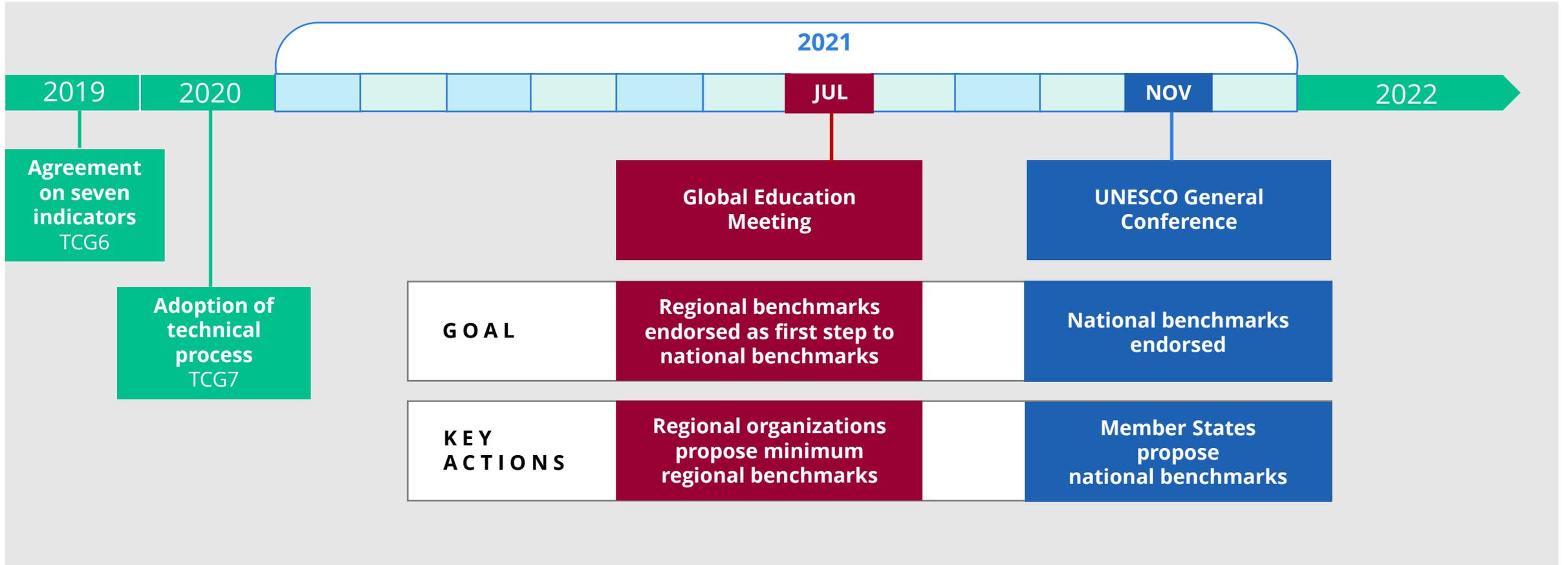


Global Education Meeting, 2020

“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)



Process towards benchmarks in 2021





Benchmarks for seven SDG 4 indicators

Priority policy areas



GLOBAL
SDG 4 benchmark indicators



REGIONAL



NATIONAL



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 Qualified teachers



Expenditure

- 1.a.2/FFA Education as % GDP / % total gov't expenditure



Equity

- 4.5.1 [To be defined]

Definition of regional minimum levels for global indicators



Indicators selected from regional frameworks:

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

Definition of national commitment for global indicators



Indicators selected from national frameworks



Benchmarks for seven SDG 4 and regional indicators

Priority policy areas



GLOBAL

SDG 4 benchmark indicators



REGIONAL

 Basic education	<p>4.1.1 Minimum proficiency in reading/maths</p> <p>4.1.2 Completion rate</p> <p>4.1.4 Out-of-school rate</p>	<p>Definition of regional minimum levels for global indicators</p> <p>+</p> <p>Indicators selected from regional frameworks:</p> <p>Africa</p> <p>Arab States</p> <p>Asia/Pacific</p> <p>Europe/North America</p> <p>Latin America/Caribbean</p> <p>Africa: +2 (NEET; STEM)</p> <p>Asia/Pacific: +3 (adult education; tertiary GER; STEM)</p> <p>Europe: +2 (adult education; tertiary GER)</p> <p>Africa: +1 (Participation TVET grads in LF)</p> <p>Asia/Pacific: +1 (youth/adult TVET participation)</p> <p>Europe: +2 (VET graduates work-based learning; digital skills)</p> <p>Africa: +2 (schools with electricity/Internet/computers; WASH)</p>
 Pre-primary	<p>4.2.2 Participation in organized learning a year before primary education entry</p>	
 Teachers	<p>4.c.1 Qualified teachers</p>	
 Expenditure	<p>1.a.2/FFA Education as % GDP / % budget</p>	
 Equity	<p>4.5.1 [To be defined]</p>	
 TVET / Higher education		
 Skills for work		
 Learning environment		

Role of regional benchmarks

What are regional benchmarks?

= **minimum** targets to be achieved by all countries in a region

- ▶ In **homogeneous** regions, they are relevant for many countries
- ▶ In **heterogeneous** regions, they are relevant only for countries furthest behind but can foster shared responsibility

Why regional benchmarks in addition to national ones?

1. Regional organizations have unique role to facilitate peer dialogue and national benchmark setting
2. Regional organizations may want to benchmark indicators from their own monitoring framework
3. Help align global, regional and national education monitoring frameworks for coherence

Selected regional organizations will share their experience

Role of national benchmarks

What are national benchmarks?

= **contribution** of each country to the achievement of SDG 4, **given their starting point**

To be proposed for 2025 and 2030 for seven SDG 4 indicators
e.g. climate change-related national determined contributions

When

- ▶ National SDG 4 focal points to submit by **September 30**
- ▶ Submissions to be compiled by October 15

How

- ▶ Use targets specified **in the national strategy/plan**
- ▶ If a country does **not** yet have targets in the national strategy/plan, use **Technical Cooperation Group** website resources to help decision



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

Setting Benchmarks to Achieve SDG 4 Targets



Since the adoption of the [2030 Agenda for Sustainable Development](#), the Education 2030 Framework for Action 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). However, a majority of countries has not yet translated the global targets into specific ones to serve as references to report their progress in a regular manner.

To fill this gap and make countries accountable vis-a-vis the agreed global targets of the 2030 Agenda in education, seven global indicators were endorsed to benchmark the global framework against regional ones at the [6th meeting of the Technical Cooperation Group on SDG 4 \(TCG\)](#) in 2019 in Yerevan, Armenia.



Access [dashboards](#) with summary of progress and dashboards for regions and countries

Benchmarks dashboard

Applying the benchmark [methodology](#) to actual data builds a basis for discussion at global, regional and national level. The TCG Secretariat presents three dashboards to facilitate such discussions, in particular to synthesize progress and identify data gaps, but also to guide monitoring and follow-up.

The dashboards present for each of the seven indicators (and their dimensions, for instance by education level), for each country and for several regional groups, the following information:

- the **last value** (most recent data point available);
- the **minimum benchmark** for 2025 and 2030 based on past rates of progress; and
- the **feasible benchmark** for 2025 and 2030 based on the rates of progress of high performing countries
- the **National benchmark** (to be determined) that needs to be set by each country on a voluntary basis; and
- the **Minimum regional benchmark**, or the recommended benchmark for the region, that is calculated as the average of the country feasible benchmarks weighted by the school-age population. For indicators on expenditure, it is 4% of gross domestic product (GDP) to education; and 15% of public expenditure to education.

- Background
- Benchmark indicators
- Technical process
- Global roadmap
- Regional roadmaps
- Resources
- Meetings
- FAQs

The extraordinary session [Global Education Meeting in October 2020](#) reminded countries of their commitment to the Declaration, which called on “*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 4 indicators for subsequent monitoring*” (§10).

The effectiveness of the process to set, monitor, and act on benchmarks rests on two factors:

AGREEMENT ON POLITICAL COMMITMENTS

OVERCOMING TECHNICAL CHALLENGES

In response, countries and international governmental organisations have designed regional education plans to articulate the SDG 4 Targets.

The main objective of benchmarks is to draw attention to data gaps and introduce a coordinated mechanism to flag countries that may be falling behind in terms of certain key indicators.

Summary of progress



This indicative dashboard shows how progress can be monitored and reported in 2025 and 2030 taking into account the level countries have reached and their rate of progress.

Global Dashboard



This dashboard shows the latest value, the minimum and feasible benchmarks for 2025 and 2030 as well as the minimum regional benchmarks for 2025 and 2030 for all countries within the selected region, by indicator, as a basis for decisions on regional and national benchmark setting.

Regional Dashboard



This dashboard shows the average regional value at baseline, the value of the country with the lowest value, the 20 proposed regional benchmarks for 2025 and 2030 and the average regional value for the national feasible benchmarks for all regional groupings.

Country Dashboard



This dashboard shows the latest value, the minimum and feasible benchmarks for 2025 and 2030 as well as the minimum regional benchmarks for 2025 and 2030 for all seven indicators and their dimensions, by country as a basis for decisions on national benchmark setting.



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Thank you

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