



Bringing accountability to our promises to transform education

A call to action based on the national SDG 4 benchmarking process



Benchmarks in 2030 Agenda / Education 2030

“embrace a culture of **shared responsibility**, one based on ... **benchmarking** for progress

UN Secretary General Synthesis Report
(\$146), 2014

establish appropriate **intermediate benchmarks** for selected SDG indicators, that are indispensable for addressing the **accountability** deficit associated with longer-term targets

Education 2030 Framework for Action
(\$28), 2015

We request UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to ... propose relevant and realistic benchmarks of key SDG indicators for subsequent monitoring

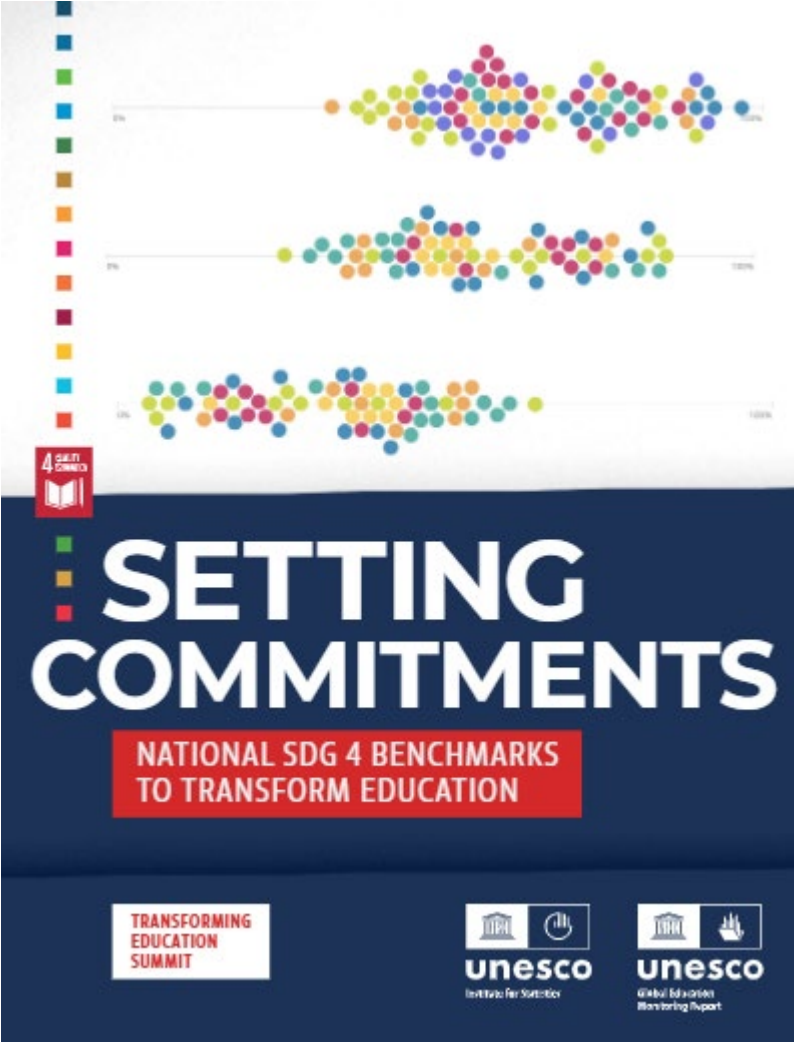
Global Education Meeting (\$10), 2021

Seven benchmark indicators

SDG 4 target		Benchmark indicators
4.1	Basic education	1. Out of school rate [4.1.4] 2. Completion rate [4.1.2] 3. Learning proficiency [4.1.1] 4. Pre-primary participation [4.2.2]
4.2	Early childhood	
4.3	TVET/Higher/Adult education	
4.4	Skills for work	
4.5	Equity	5. Gender gap in completion [4.5.1]
4.6	Adult literacy	
4.7	Sustainable development	
4.a	Learning environment	
4.b	Scholarships	
4.c	Teachers	6. Trained teachers [4.c.1]
FFA	Finance	7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2]



Setting Commitments: benchmarking process updates



Submission status by country

Annex A: Benchmark submission status

Country	Status	Early childhood participation rate	Out-of-school rate, primary	Out-of-school rate, lower secondary	Out-of-school rate, upper secondary	Completion rate, primary	Completion rate, lower secondary	Completion rate, upper secondary	Learning: reading, grades 2/3	Learning: reading, end of primary	Learning: reading, end of lower secondary	Learning: mathematics, grades 2/3	Learning: mathematics, end of primary	Learning: mathematics, end of lower secondary	Trained teachers, pre-primary	Trained teachers, primary	Trained teachers, lower secondary	Trained teachers, upper secondary	Public expenditure, % GDP	Public expenditure, % total expenditure	Benchmarks ¹
Sub-Saharan Africa ²		52	33	33	33	67	63	48	33	40	15	33	38	15	38	44	38	38	100	100	39
Angola	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Benin	Plans with targets	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	4
Botswana	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17

Data by indicator

Annex B: Benchmark levels by country and indicator

Early childhood education attendance

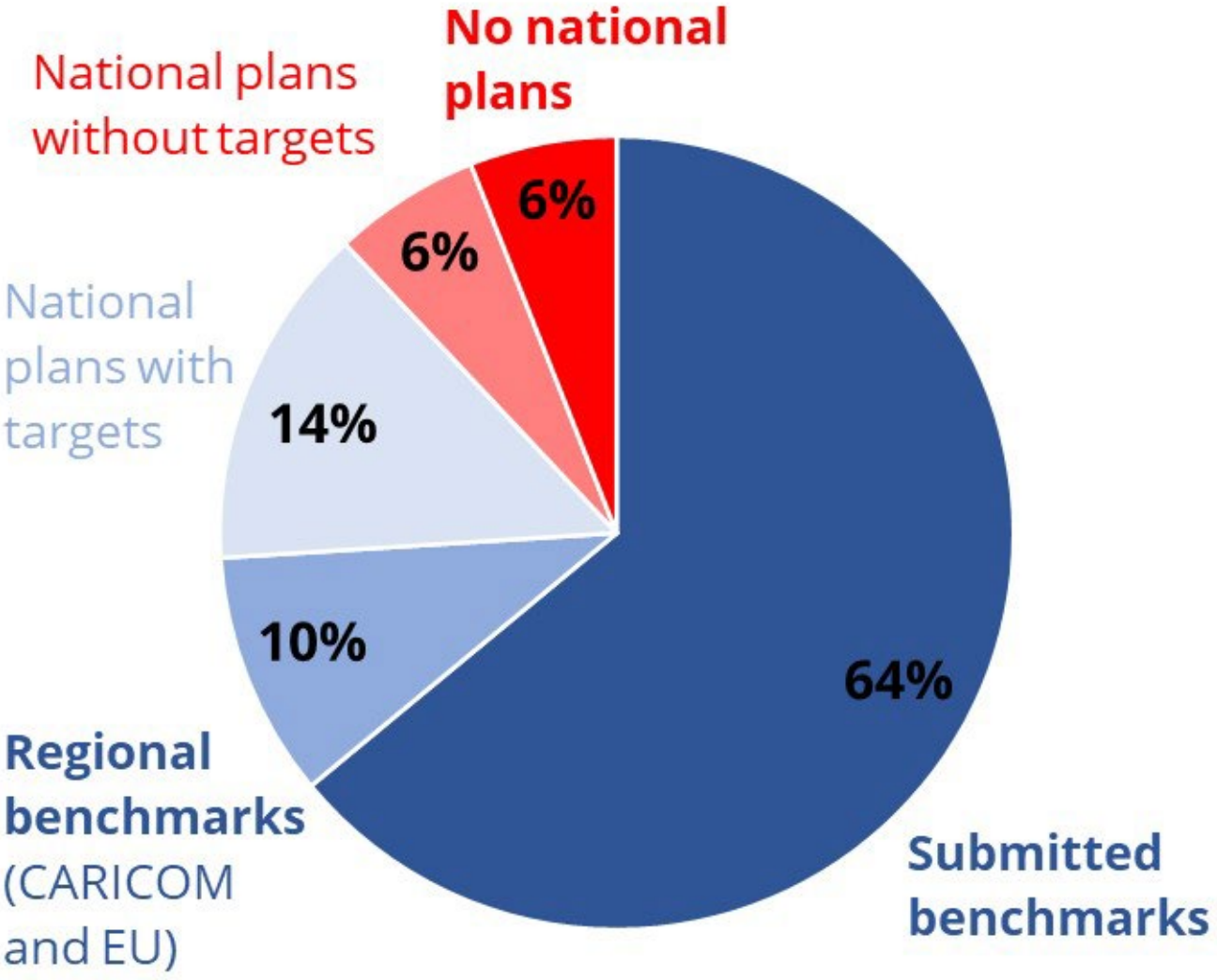
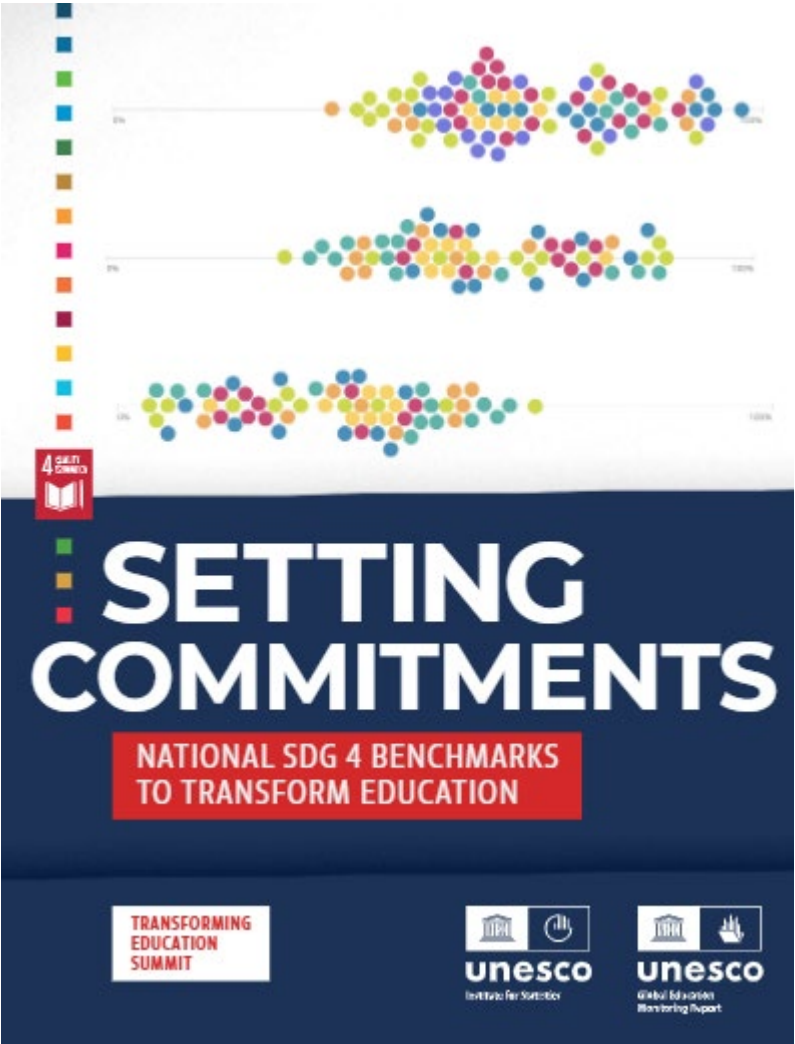
Country	Early childhood education attendance		
	2015	2025	2030
Sub-Saharan Africa	44.9	53.8	67.1
Angola	65.2		
Benin	88	28.7	33.3
Botswana	21.3	60	75



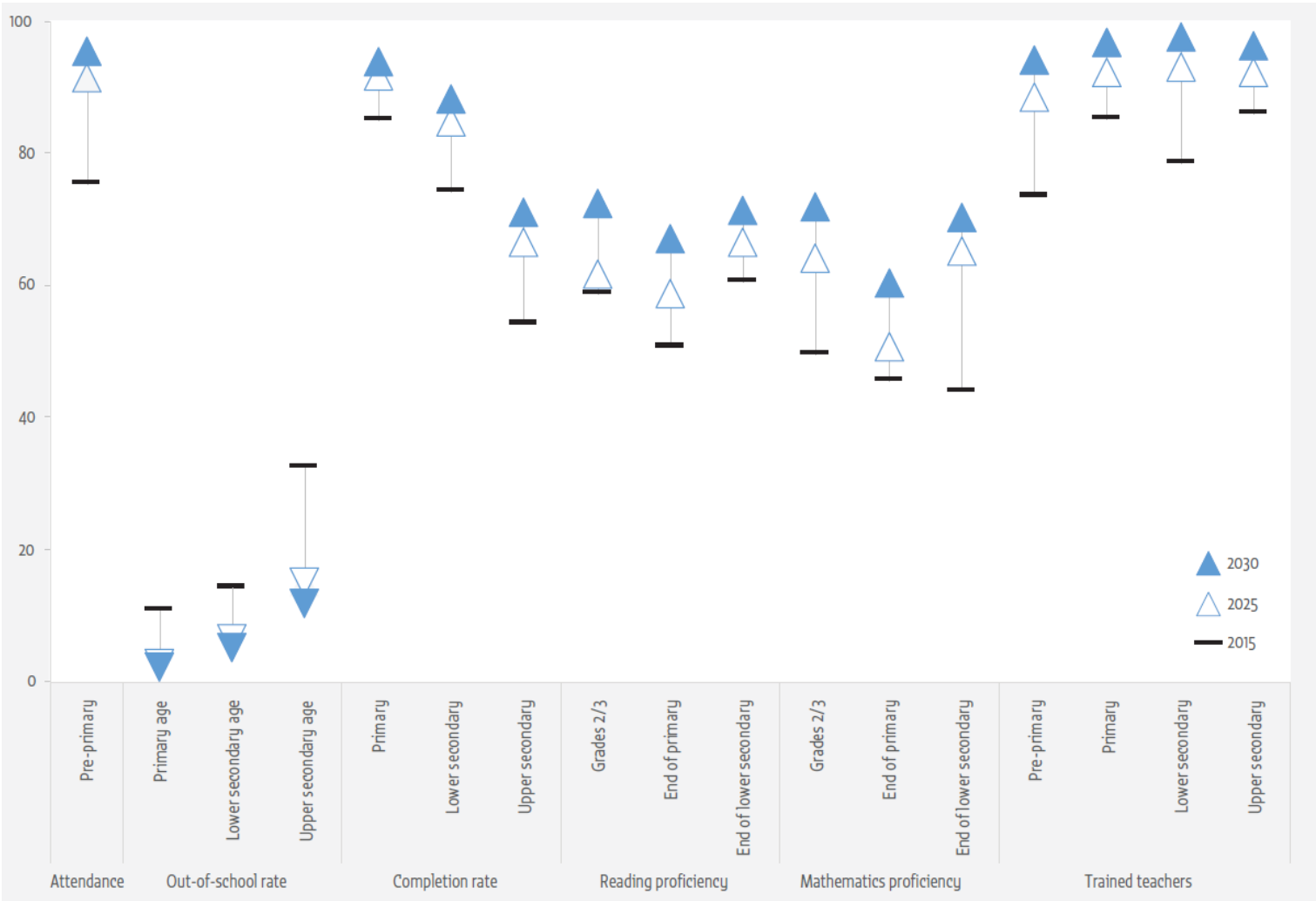
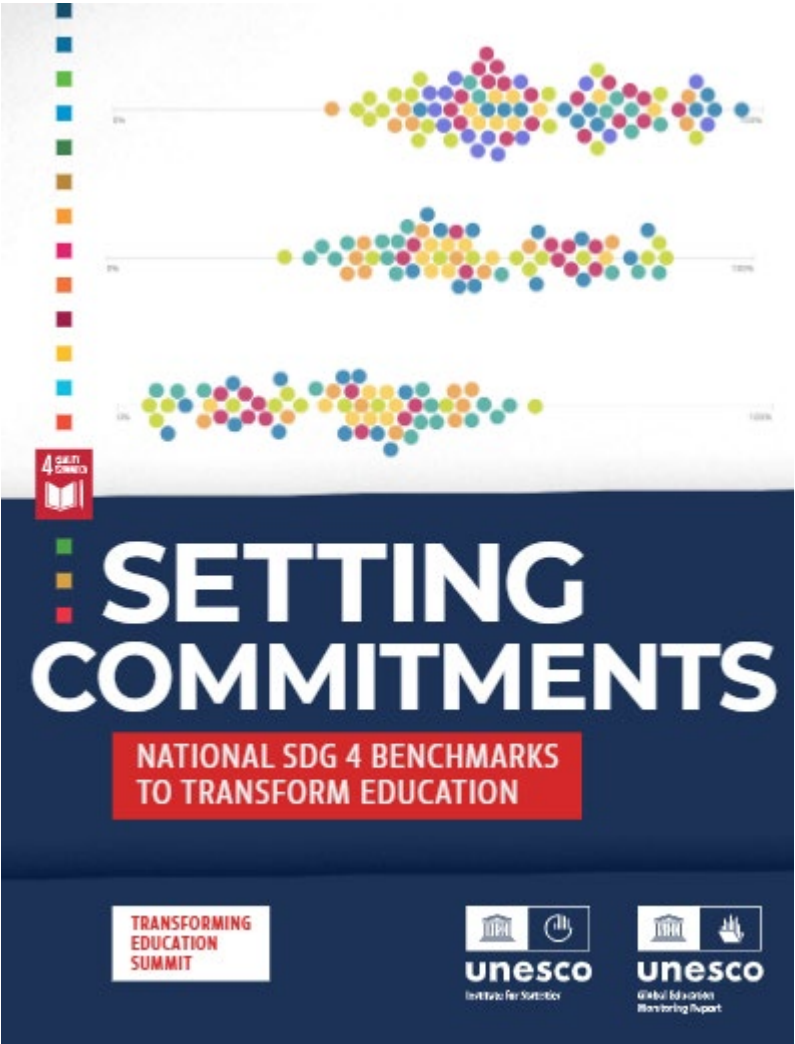
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Setting Commitments: country coverage

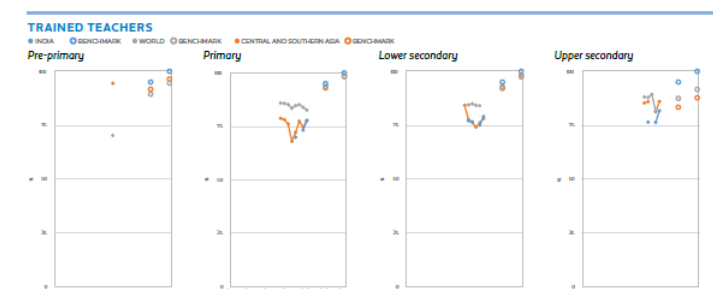
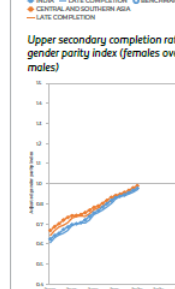
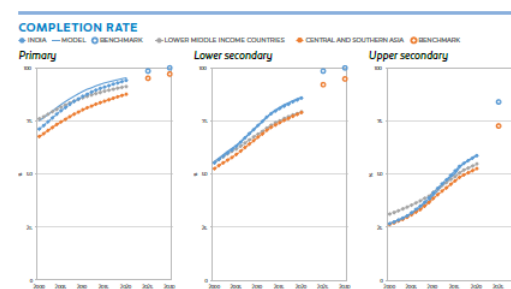
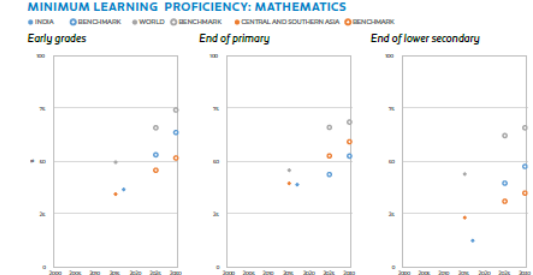
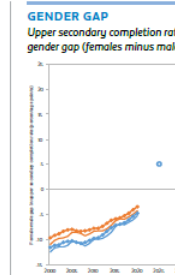
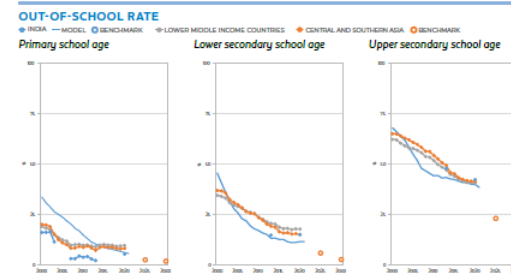
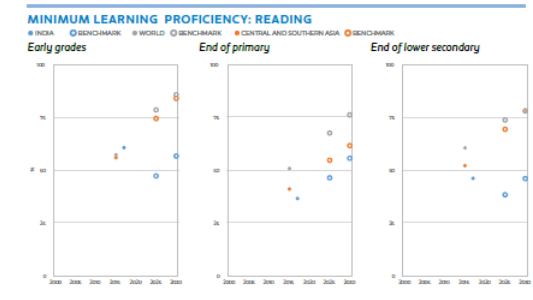
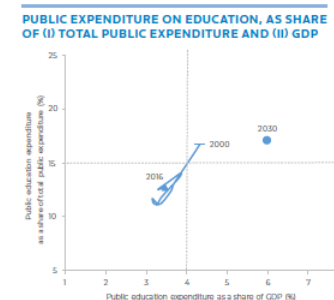


Setting Commitments: where countries plan to be by 2025 and 2030

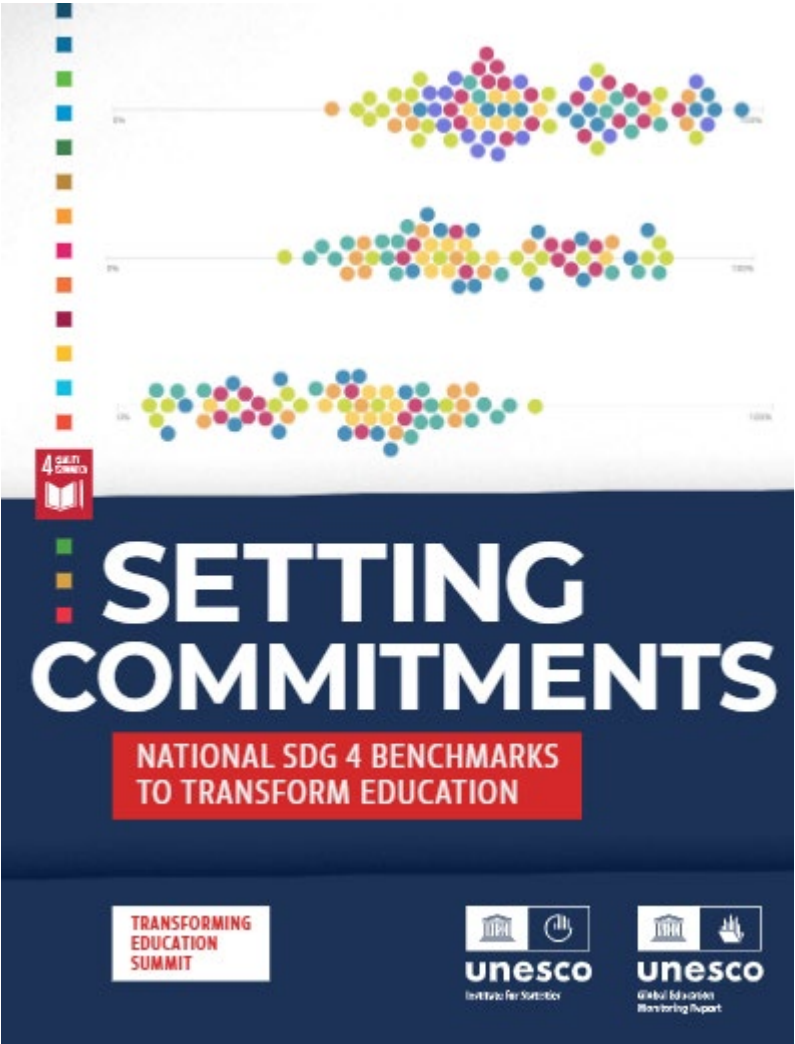


Setting Commitments: country case studies

Angola, China, Colombia, France, Guyana, India, Jordan, Kenya, Lao PDR, Latvia, Mexico, Samoa



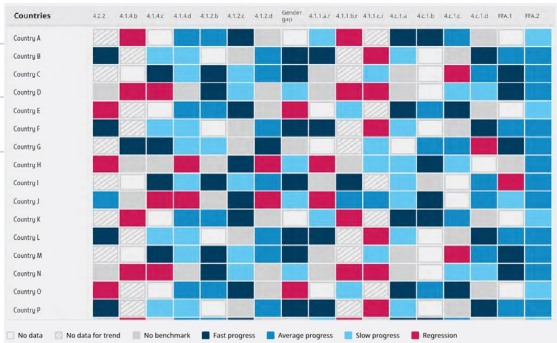
Setting Commitments: next steps



Monitor every January against:

1. National benchmarks

Fast progress		>75% probability that 2025 national benchmark will be achieved given latest value
Average progress		25-75% of probability that 2025 national benchmark will be achieved given latest value
Slow progress		<25% probability that 2025 national benchmarks will be achieved given latest values
Regression		Negative progress
No benchmark		
No data for trend		
No data		



2. 'Feasible' progress

Fast progress		Top 25% of progress rate and/or reached close to SDG 4 target
Average progress		25-75% of progress rate
Slow progress		Bottom 25% of progress rate
Regression		Negative progress
No data for trend		
No data		

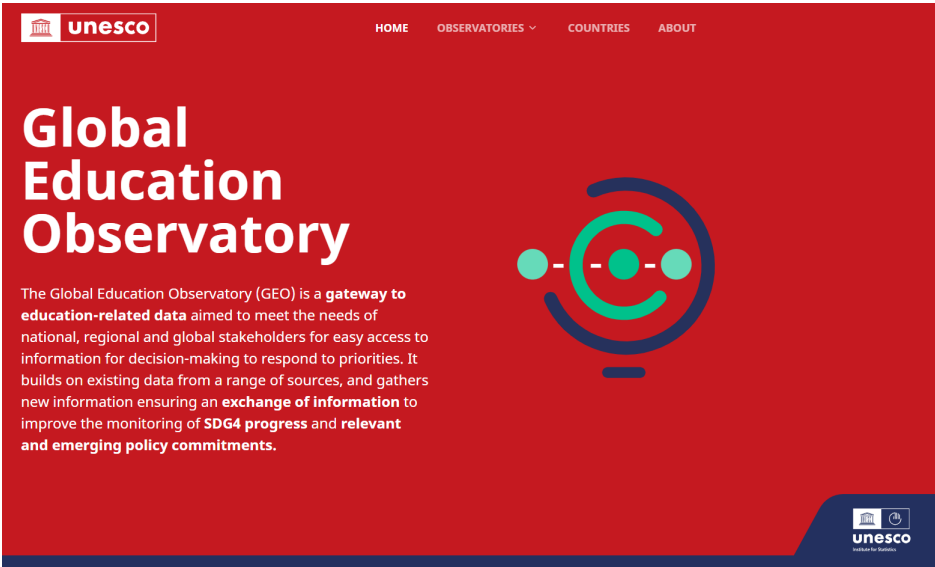


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Global Education Observatory: gateway for benchmarks

Dashboards will feature on the Global Education Observatory, a focal point on the follow-up process



4.1.2

Completion rate in Burundi

[Download Data](#)

Africa (Sub-Saharan)

● Latest national value ● Regional average at baseline | National determined benchmark 2025 | National determined benchmark 2030

4.1.2.i

Completion rate in primary



View by

- ☒ Development over time
☐ Comparison by country

Benchmarks

- ☒ National
☐ Regional

Year

- ☒ Latest and oldest year
☐ Custom

4.1.2.ii

Completion rate in lower secondary



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National SDG 4 benchmark objectives

Mark contribution each country is making to global agenda

= bring climate change agenda approach to education

Make progress monitoring context-specific, as each country's starting points differ **but** be more ambitious than 'business as usual'

Link national, regional and global education agendas: coherence and common language

Focus attention on data gaps on key indicators that every education system needs for management purposes

Strengthen national planning: all plans should include targets

Help monitor global initiatives as part of SDG 4 processes
= linchpin of global education cooperation mechanism

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Call to Action by the SDG 4 High-level Steering Committee

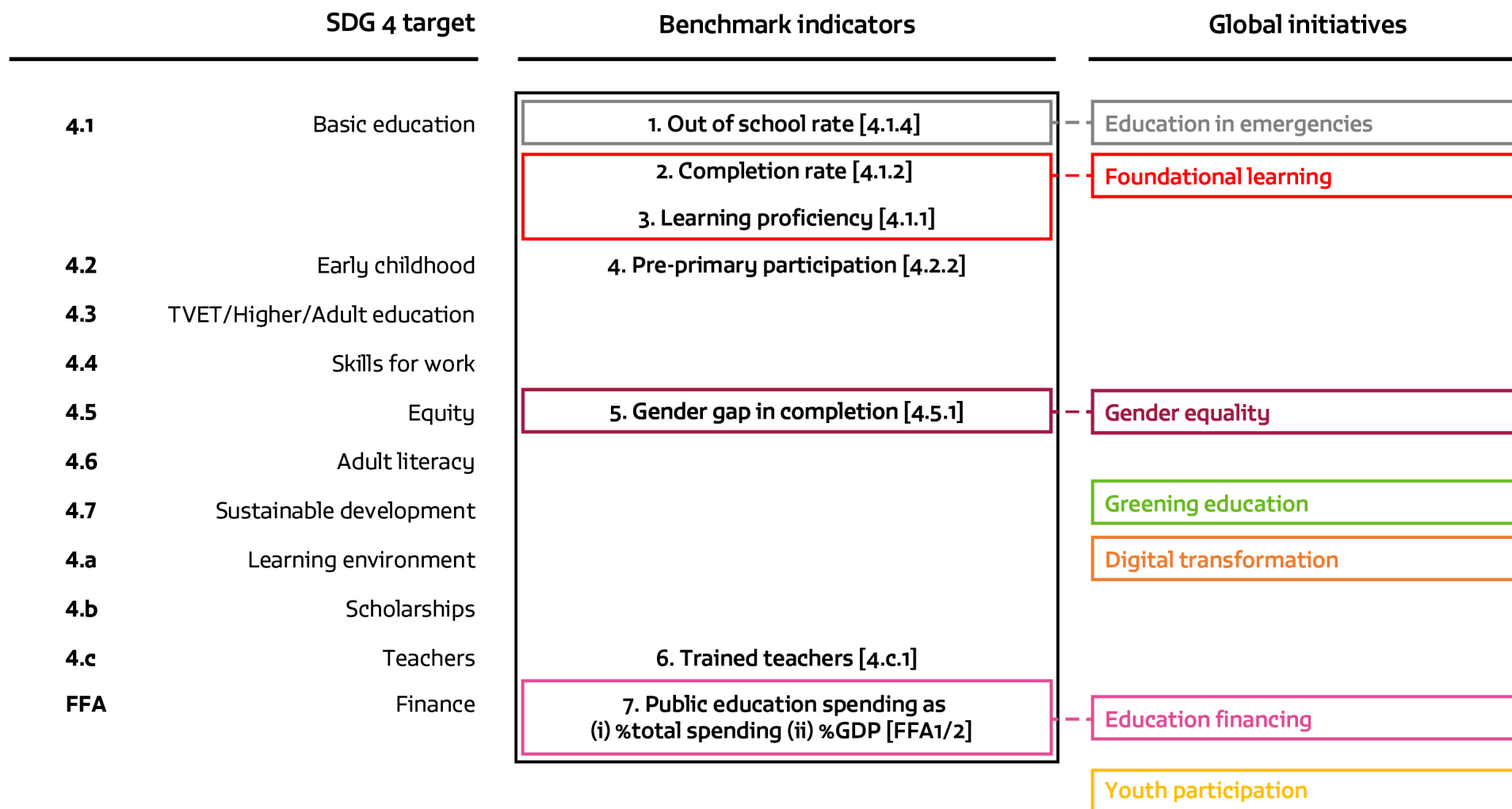
...

- “ We call on countries to build on the national SDG 4 benchmarking process, by:
1. Agreeing to set a small number of **indicators**, linked to the Global Initiatives, which will be added to the list of SDG4 benchmark indicators.
 2. Setting **national targets** for these indicators for 2025 and 2030. These will represent the transformation countries want to see coming out of this Summit.

...

This follow-up mechanism will be led by the SDG 4 High-level Steering Committee and coordinated by the UNESCO Institute for Statistics and the Global Education Monitoring Report, which share the mandate for monitoring and reporting on SDG 4.

SDG 4 monitoring framework



SDG 4 monitoring framework

SDG 4 target		Benchmark indicators	Global initiatives
4.1	Basic education	1. Out of school rate [4.1.4]	Education in emergencies
		2. Completion rate [4.1.2]	Foundational learning
		3. Learning proficiency [4.1.1]	
4.2	Early childhood	4. Pre-primary participation [4.2.2]	
4.3	TVET/Higher/Adult education		
4.4	Skills for work		
4.5	Equity	5. Gender gap in completion [4.5.1]	Gender equality
4.6	Adult literacy		
4.7	Sustainable development	To add	Greening education
4.a	Learning environment	To add	Digital transformation
4.b	Scholarships		
4.c	Teachers	6. Trained teachers [4.c.1]	
FFA	Finance	7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2]	Education financing
		To add	Youth participation

Thank you

Learn more: <https://transformingeducationsummit.sdg4education2030.org/TESFollowUp>

Silvia Montoya
Director, UNESCO Institute
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Manos Antoninis,
Director, Global Education
Monitoring Report



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