



# Overview of Regional and National Benchmarking Process, Challenges and the Way Forward



# 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)

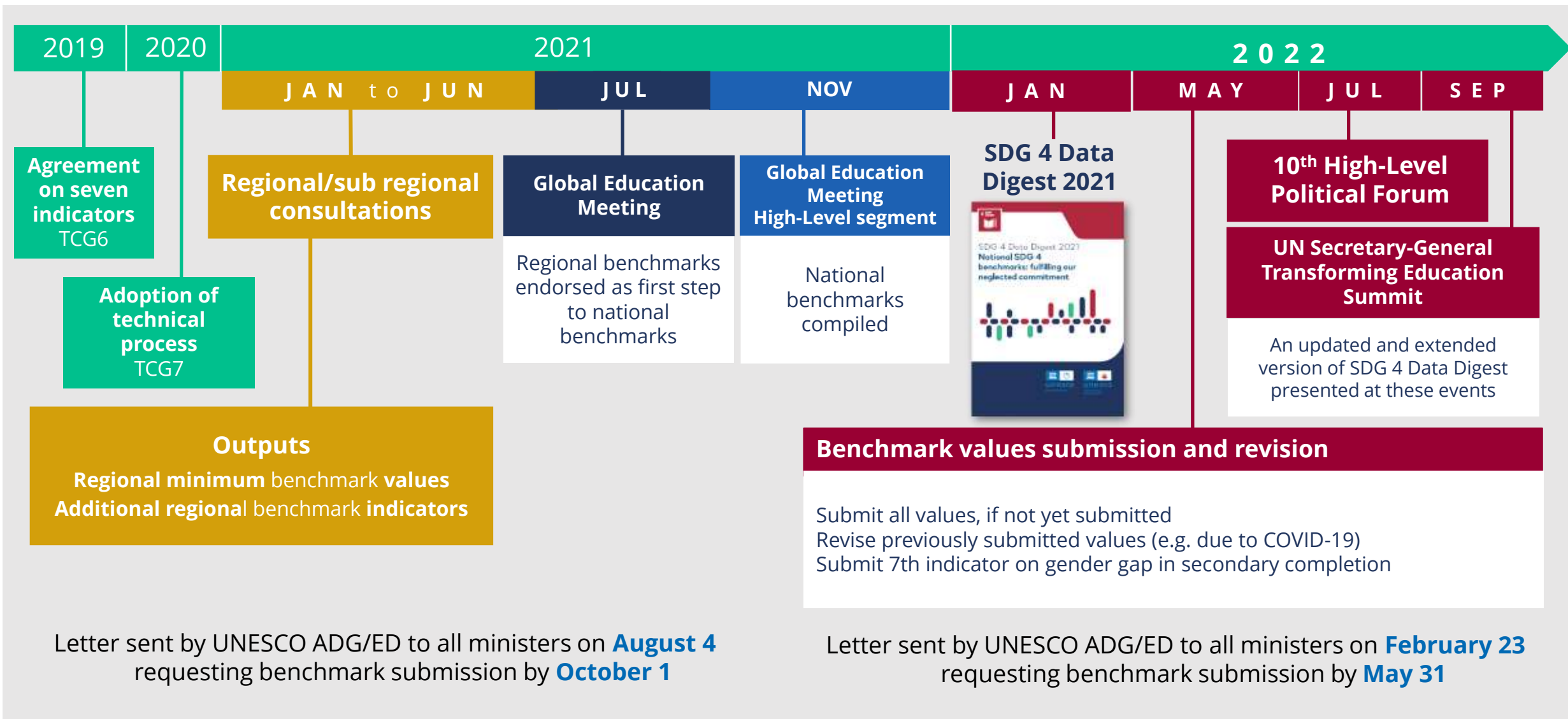


## Global Education Meeting, 2020

“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





# Benchmarks for seven SDG 4 and regional indicators

## Priority policy areas











### GLOBAL

SDG 4 benchmark indicators



### REGIONAL

|  |   |  |
|--|---|--|
|  <b>Basic education</b>           | <p><b>4.1.1</b> Minimum proficiency in reading/maths</p> <p><b>4.1.2</b> Completion rate</p> <p><b>4.1.4</b> Out-of-school rate</p> | <p><b>Definition of regional minimum levels for global indicators</b></p> <p><b>+</b></p> <p><b>Indicators selected from regional frameworks:</b></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> |
|  <b>Pre-primary</b>               | <p><b>4.2.2</b> Participation in organized learning a year before primary education entry</p>                                       |  |
|  <b>Teachers</b>                  | <p><b>4.c.1</b> Qualified teachers</p>  |  |
|  <b>Expenditure</b>               | <p><b>1.a.2/FFA</b> Education as % GDP / % budget</p>   |  |
|  <b>Equity</b>                   | <p><b>4.5.1</b> [To be defined]</p>   |  |
|  <b>TVET / Higher education</b> |   |  |
|  <b>Skills for work</b>         |   |  |
|  <b>Learning environment</b>    |   |  |

# Benchmarks

## ▶ Objectives

### TCG

▶ Mark **contribution** each country is making to global agenda  
= bring the approach of **climate change agenda** to education

Benchmarks should be **more ambitious than 'business as usual'**

▶ Make progress **monitoring** context-specific, given that each country has different starting points

▶ Link **national, regional and global** education agendas to ensure coherence and mutual understanding of different contexts

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

▶ Strengthen national planning: all plans should **include targets**

▶ Provide **evidence** for collective initiatives  
= linchpin of **global education cooperation mechanism**

# Benchmarks

## ▶ Process

TCG

### ▶ **STEP 1: Countries submit national benchmarks from their own plans**

Targets for 2025 and 2030 were submitted to UIS (in some cases for other years too)

*If **a.** plan or policy does not have target for benchmark indicator or **b.** there is no up-to-date plan or policy, **then:***

### ▶ **STEP 2: Countries consult internally to set national benchmarks**

Targets are then sent to UIS

*When no benchmarks were submitted, **then:***

### ▶ **STEP 3: UIS/GEM Report consult national plans**

Targets were extracted to inform the analysis



# Benchmarks for seven SDG 4 indicators

| Priority policy areas  | GLOBAL<br>SDG 4 benchmark indicators   | Number of benchmarks |
|------------------------|--|----------------------|
| <b>Basic education</b> | 4.1.1 Minimum proficiency in reading/math<br>4.1.2 Completion rate<br>4.1.4 Out-of-school rate | 6<br>3<br>3          |
| <b>Pre-primary</b>     | 4.2.2 Participation in organized learning a year before primary education entry                | 1                    |
| <b>Teachers</b>        | 4.c.1 Teachers with minimum required qualifications  | 4                    |
| <b>Expenditure</b>     | 1.a.2/FFA Education as % GDP / % budget  | 2                    |
| <b>Equity</b>          | 4.5.1 Gender gap in upper secondary completion   | 1                    |

20 values for 2025

20 values for 2030

A total of 40 values

## Gender gap = Difference between females and males in upper secondary completion rate

- A difference of zero indicates no gender gap in completion rates.
- Positive values indicate that completion rates among females are higher than males
- Negative values indicate that completion rates among females are lower than males

$$GG = CR \text{ females} - CR \text{ males}$$

# Providing you with a template...

...To facilitate national consultation/discussion on establishing benchmark values for different indicators based on national policies and priorities

...To provide plausible values based on different scenario to take decision on the most reliable and realistic benchmark values for different indicators

...To help countries compile inputs from different sub sectors in an efficient manners

The Template is composed of 3 worksheets

1. **Instructions** – background information; explanations on the composition of the matrix; and steps on how to set national benchmark values
2. **Benchmarks Setting** – this is the template to enter your benchmark values
3. **FAQ** – a section to answer some of your questions

|  | 4                               | 5                                | 6                                   | 7                               | 8                                | 9                                   | 10                              | 11                              | 12       | 13  |
|--|---------------------------------|----------------------------------|-------------------------------------|---------------------------------|----------------------------------|-------------------------------------|---------------------------------|---------------------------------|----------|---|
| Indicator  | 2025 national minimum benchmark | 2025 national feasible benchmark | 2025 national benchmark (to be set) | 2030 national minimum benchmark | 2030 national feasible benchmark | 2030 national benchmark (to be set) | 2025 minimum regional benchmark | 2030 minimum regional benchmark | Comments | If benchmark values are from national plans, strategies, or policies, please mention the documents' name and link |
| 4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics           | 72                              | 78                               |                                     | 84                              | 94                               |                                     | 45                              | 57                              |          |   |
| 4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading               | 66                              | 76                               |                                     | 74                              | 86                               |                                     | 59                              | 69                              |          |   |
| 4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics     | 54                              | 57                               |                                     | 61                              | 66                               |                                     | 28                              | 35                              |          |   |
| 4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in reading         | 52                              | 63                               |                                     | 56                              | 73                               |                                     | 41                              | 45                              |          |   |
| 4.1.1.c Proportion of students at the end of lower secondary   | 46                              | 47                               |                                     | 49                              | 52                               |                                     | 28                              | 32                              |          |   |
| 4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading | 45                              | 51                               |                                     | 49                              | 57                               |                                     | 33                              | 38                              |          |   |
| 4.1.2.i Completion rate primary  | 97                              | 97                               |                                     | 98                              | 100                              |                                     | 83                              | 87                              |          |   |
| 4.1.2.ii Completion rate lower secondary   | 90                              | 91                               |                                     | 92                              | 93                               |                                     | 68                              | 74                              |          |   |

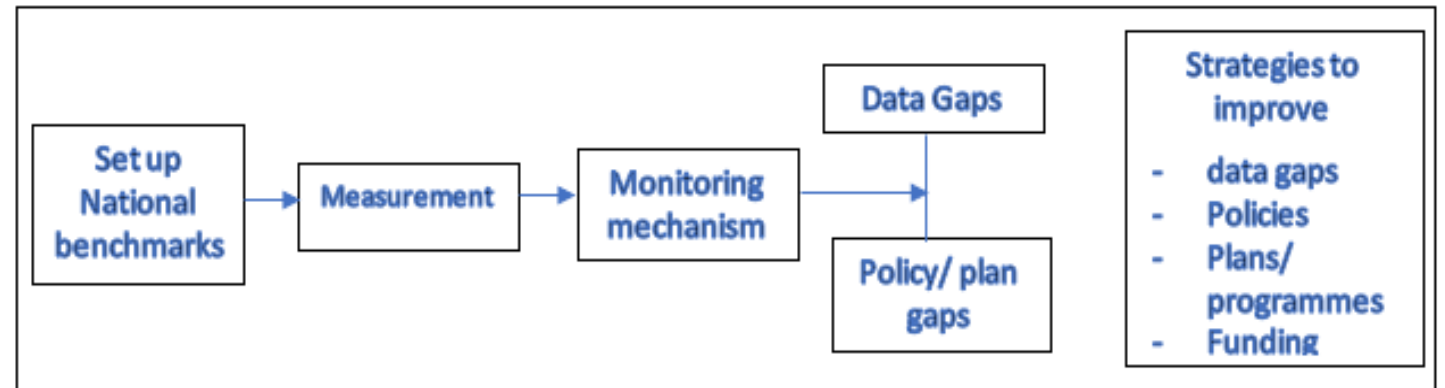


# Setting National Benchmark Values in Asia and Pacific Region

- Almost 90% of the countries have been established benchmark values
- Benchmark has been set for 2025 and 2030
- Mostly coming from the national policies and plans to ensure the alignments

# National benchmarks in Monitoring progress- filling data and policy gaps in achieving SDG4

Figure 6: Contribution of national benchmarks in filling data and policy gaps in achieving SDG4



**Available  
benchmarks  
values and other  
data for assessing  
the progress**

- Sub Regional Average benchmark values for each of the indicators for 2025 and 2030
- National benchmark Values for each of the indicators for countries in the region for 2025 and 2030
- Baseline for countries in benchmark indicators ( ±2015)
- Data for trend

## What's about benchmarks for other indicators?

For the Asia-Pacific Region, additional indicators were proposed during consultations for establishing regional minimum benchmarks. These were

- 1. Participation rate of youth and adults in formal and non-formal education and training (SDG 4.3.1)\***
2. Gross enrolment ration for tertiary education (SDG 4.3.2)
3. Participation rate in technical vocational education programme (SDG 4.3.3)
4. The percent of students in Tertiary Education in STEM field

# TRANSFORMING EDUCATION SUMMIT 2022

- ***Seven new Global Initiatives launched at the Summit will focus on such solutions to transform education:***

1. **Greening Education** to get every learner climate-ready;
2. **Connecting** every child and young person to **digital solutions**;
3. Addressing the crisis in **foundational learning** among young learners;
4. Transforming education systems to enable all crisis-affected children and youth to access **inclusive, quality, safe learning opportunities** and continuity of education;
5. Advancing **gender equality** and girls' and women's empowerment;
6. Transforming the **financing** of education by investing more, more equitably, more efficiently, more innovatively;
7. **Empowering young people** to be effective leaders in reshaping education.

- ***Call on countries to build on the [national SDG 4 benchmarking process](#), by:***

- Agreeing to set a small number of indicators, linked to the Global Initiatives, which will be added to the list of SDG 4 benchmark indicators.
- Setting national targets for these indicators for 2025 and 2030.

## **Follow up on the transformative commitments made at the Summit:**

- **To be led by the SDG 4 High-level Steering Committee (HLSC) and coordinated by UNESCO**, with the UNESCO Institute for Statistics and the Global Education Monitoring Report continuing their mandate for SDG 4 monitoring and reporting.

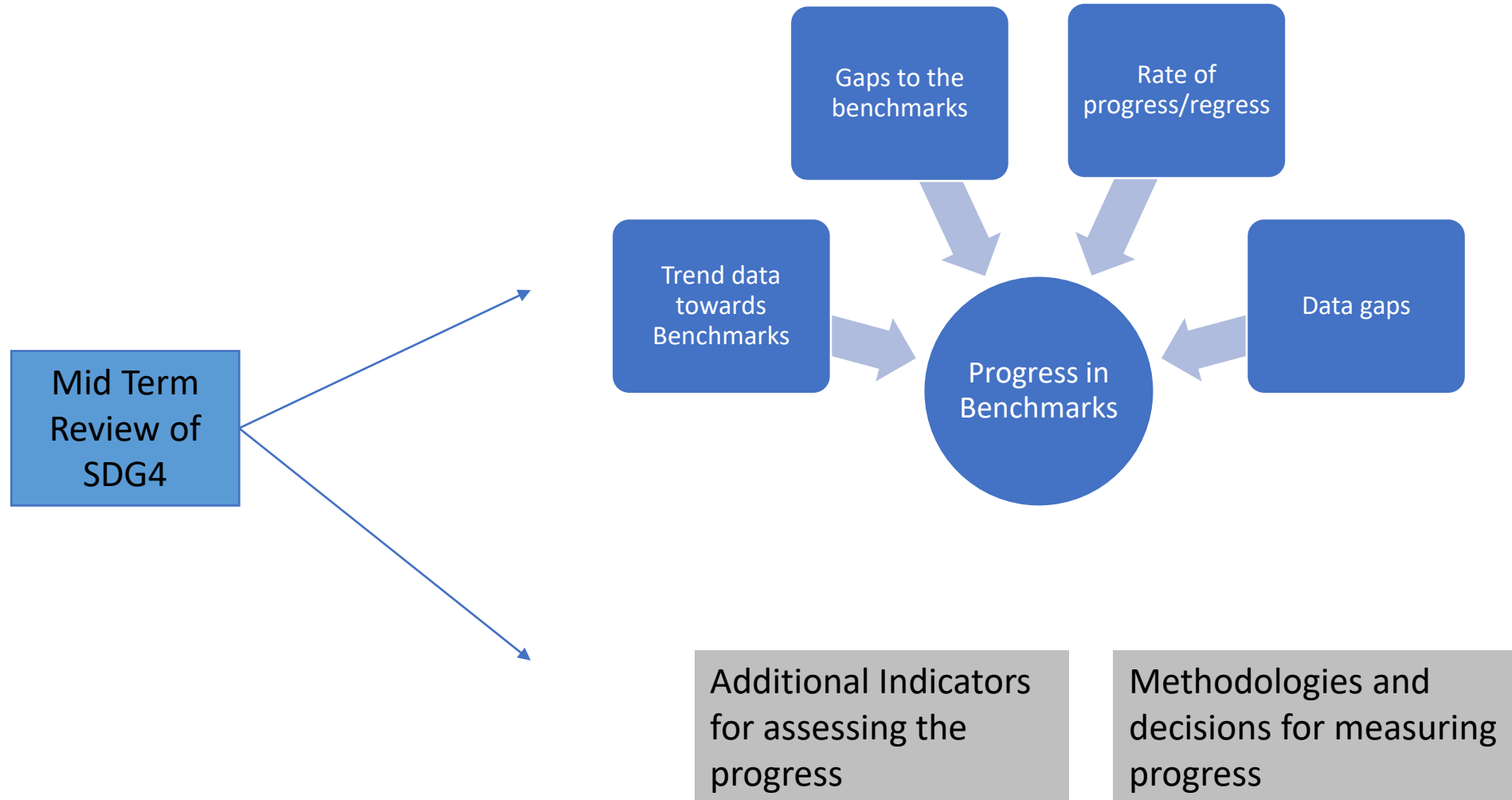


# Transforming Education and SDG 4

## 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      |

# Linkage between Benchmark progress data and Mid Term Report



# Regional Benchmarks values ( averaged) for East and Southeast Asia Countries

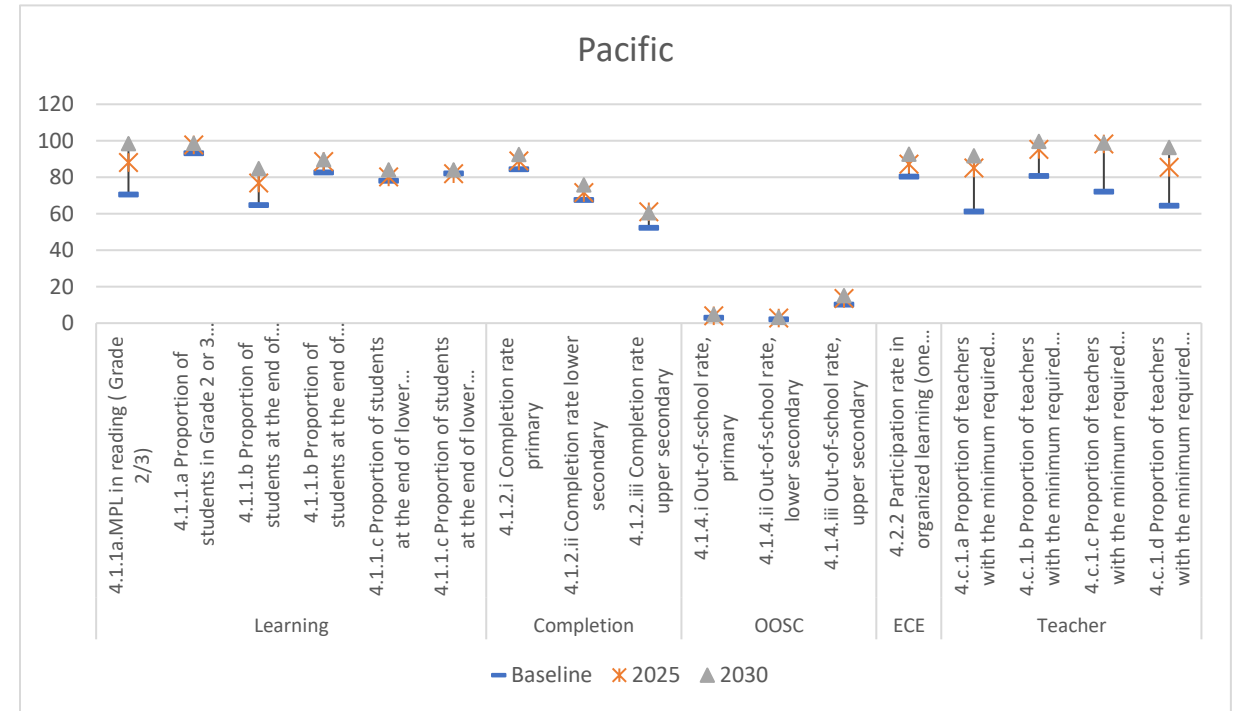
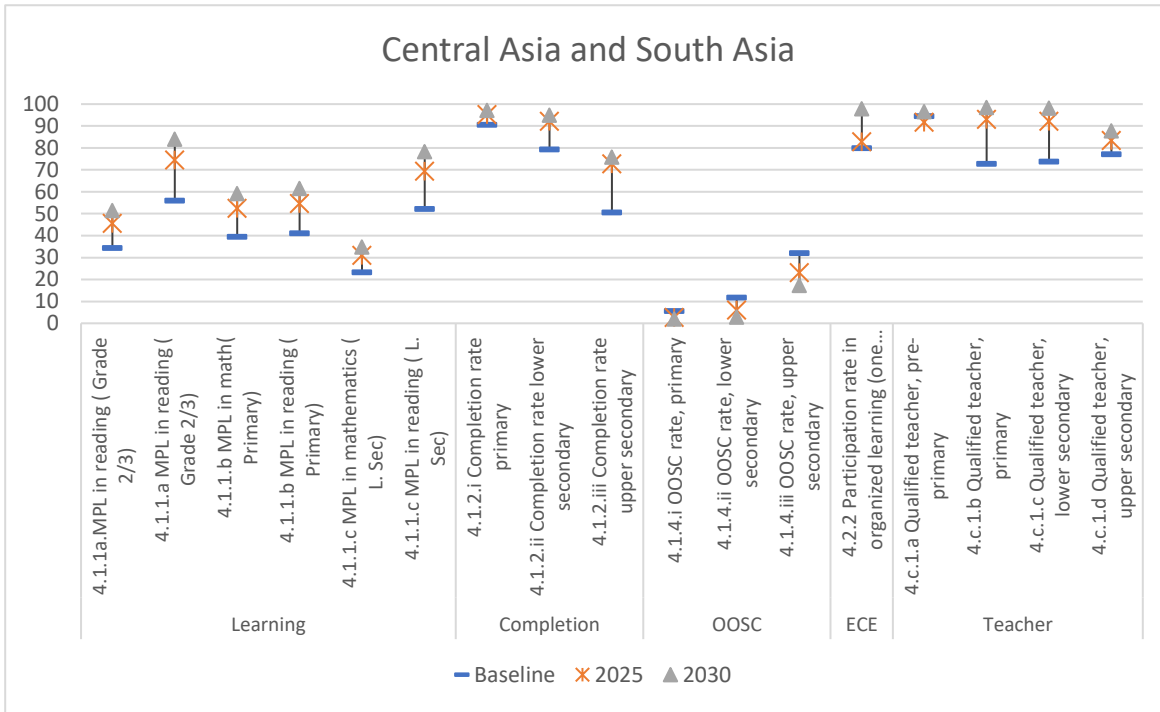
| Benchmark Indicators   | Eastern and Southeastern |      |      |
|--|--------------------------|------|------|
|  | Baseline                 | 2025 | 2030 |
| 4.1.1.a Grade 2 or 3 achieving at least a MPL in Math                        | 84.6                     | 83.7 | 84.2 |
| 4.1.1.a Grade 2 or 3 achieving at least a MPL in reading                     | 82                       | 81.5 | 82   |
| 4.1.1.b end of primary achieving at least a MPL in mathematics               | 71.5                     | 70   | 72.6 |
| 4.1.1.b end of primary achieving at least a MPL in reading                   | 98.1                     | 57.9 | 63.4 |
| 4.1.1.c end of lower secondary achieving at least a MPL in math              | 68.6                     | 68.2 | 69.7 |
| 4.1.1.c end of lower secondary achieving at least a MPL in reading           | 71.9                     | 73.8 | 76.6 |
| 4.1.2.i Completion rate primary  | 97.4                     | 98.3 | 98.6 |
| 4.1.2.ii Completion rate lower secondary                                     | 87.5                     | 94.5 | 95.6 |
| 4.1.2.iii Completion rate upper secondary                                    | 56.7                     | 78.9 | 83.7 |
| 4.1.4.i Out-of-school rate, primary  | 1.8                      | 0.3  | 0.1  |
| 4.1.4.ii Out-of-school rate, lower secondary                                 | 5.9                      | 2.2  | 1.2  |
| 4.1.4.iii Out-of-school rate, upper secondary                                | 16.7                     | 9.6  | 5.7  |
| 4.2.2 Participation rate in organized learning (one year before primary age) | 86.3                     | 89.5 | 90.5 |
| 4.c.1.a Qualified teachers, pre-primary                                      | 98.2                     | 98.9 | 99.3 |
| 4.c.1.b Qualified teacher, primary   | 99.7                     | 99.3 | 99.9 |
| 4.c.1.c Qualified teachers, lower secondary                                  | 98.6                     | 98.5 | 99.8 |
| 4.c.1.d Qualified teachers, upper secondary                                  | 98.1                     | 99   | 99.1 |
| 1.a.2 Education spending as % of Total Government spending                   |                          | 15   | 15   |
| 1.a.education spending as a % of GDP   |                          | 4    | 4    |



**Some of the Examples of reporting progress of  
Regional and national towards regional and national  
benchmarks**



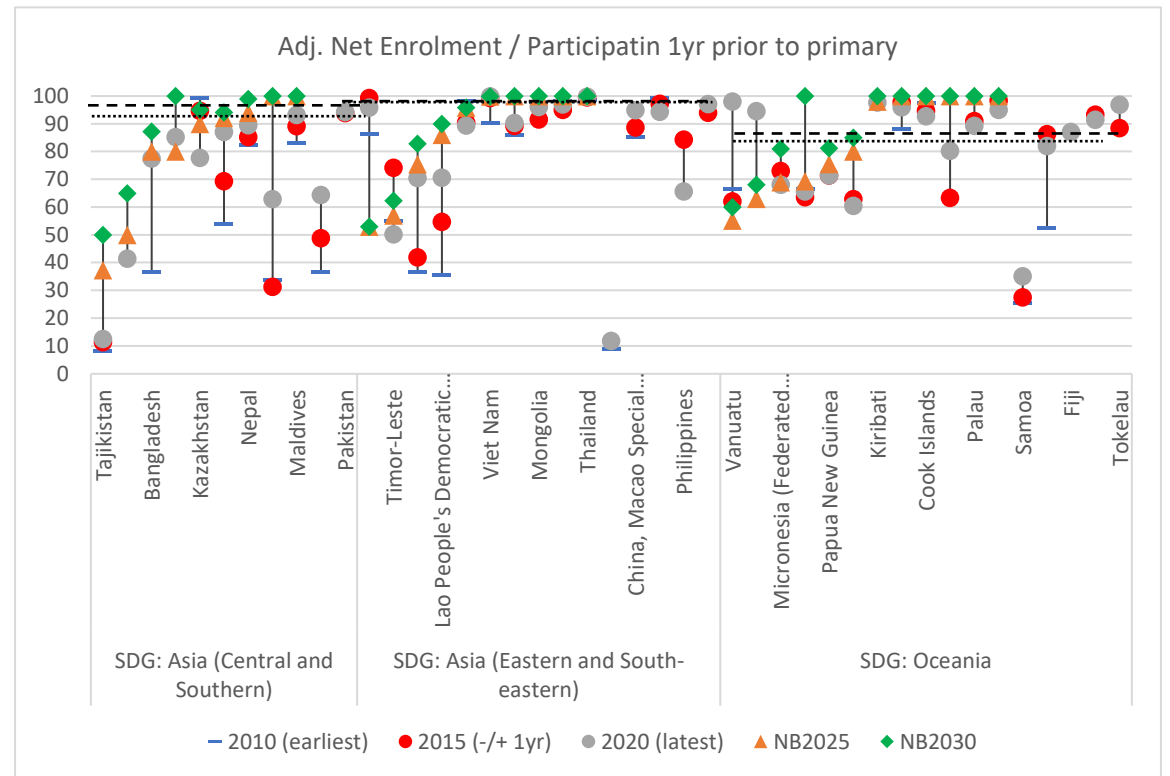
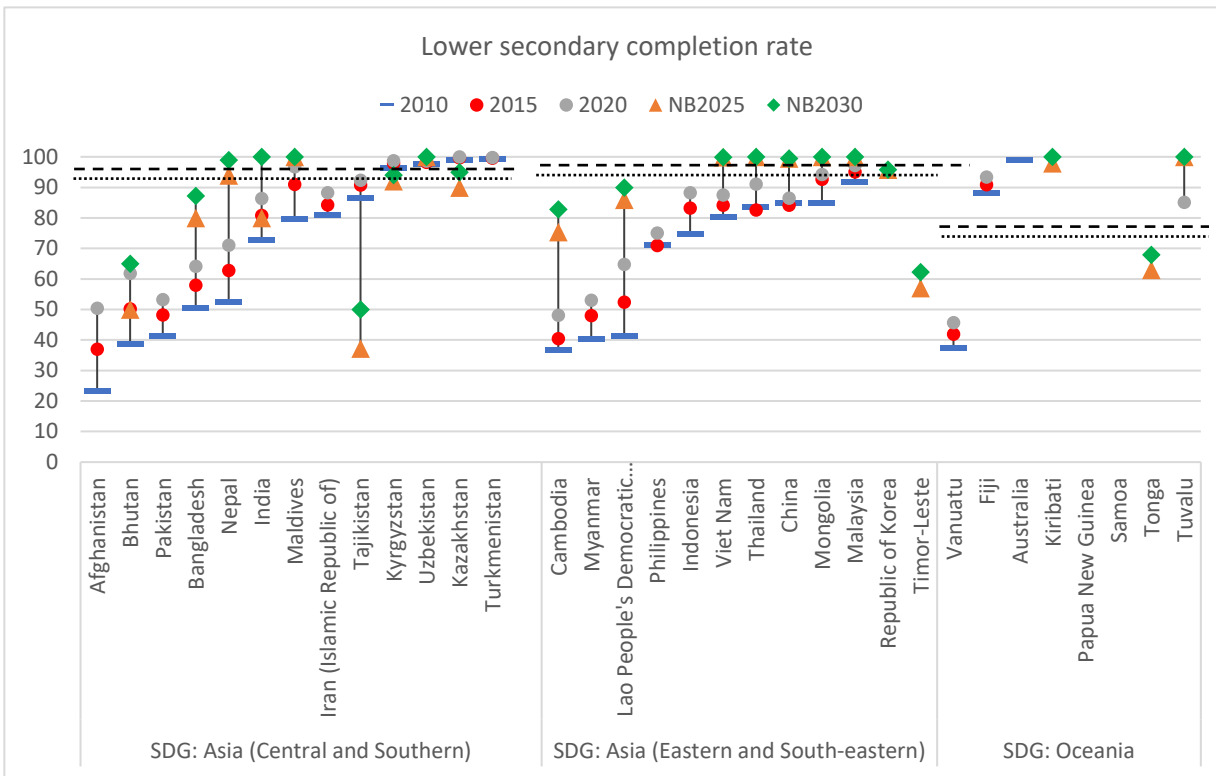
# Monitoring Sub regional Progress of SDG4 towards Sub regional benchmarks for 2025 and 2030 and 2030



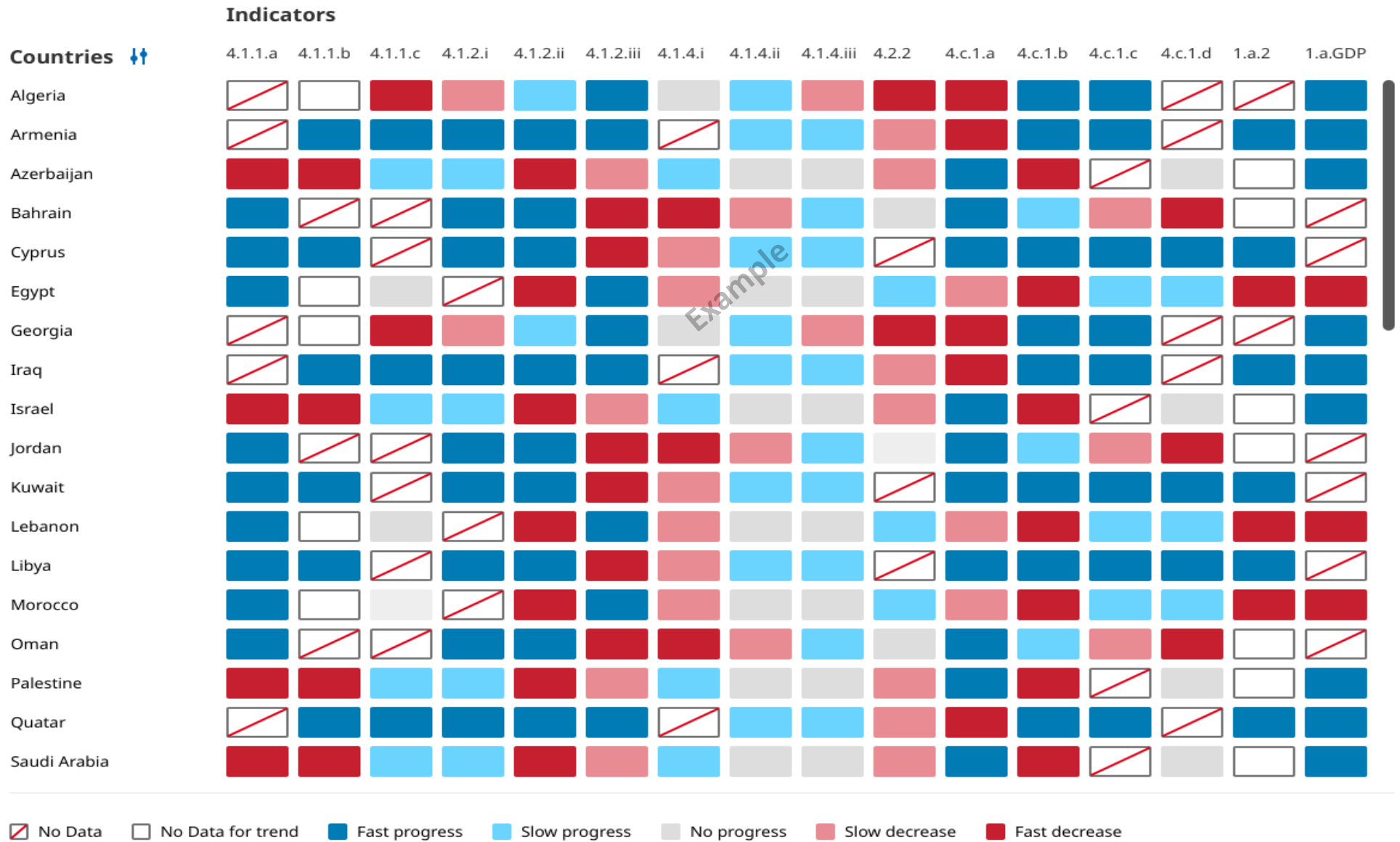
- Monitor how sub-region is moving towards regional average benchmark values for 2025 and 2030
- Identify the Key areas where the region is making good progress or not making progress
- Identify the gaps in progress

# Monitoring national progress using Benchmarks

Make progress **monitoring** context-specific, given that each country has different starting points



- Progress towards its one benchmarks
- Progress against sub/regional average benchmark values
- Compare the benchmarks with other countries and gaps in reaching the benchmarks
- Analyze the trend of the progress in achieving benchmarks
- Key areas where, majority of the countries are making progress and or not making progress



Immediate Reporting on how progress is happening in each of the indicators allow decision makers make right decisions to correct the course

# Thank you

Learn more:

[http://tcg.uis.unesco.org/benchmarks/  
geo.uis.unesco.org](http://tcg.uis.unesco.org/benchmarks/geo.uis.unesco.org)

