



**Regional Minimum Benchmark
Methodology for Asia–Pacific**

Benchmarking in Asia Pacific

Additional Indicators

- UNESCO has been assisting countries and regions develop benchmarks for core SDG indicators for 2025 and 2030 through a series of regional and sub-regional consultations
- 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

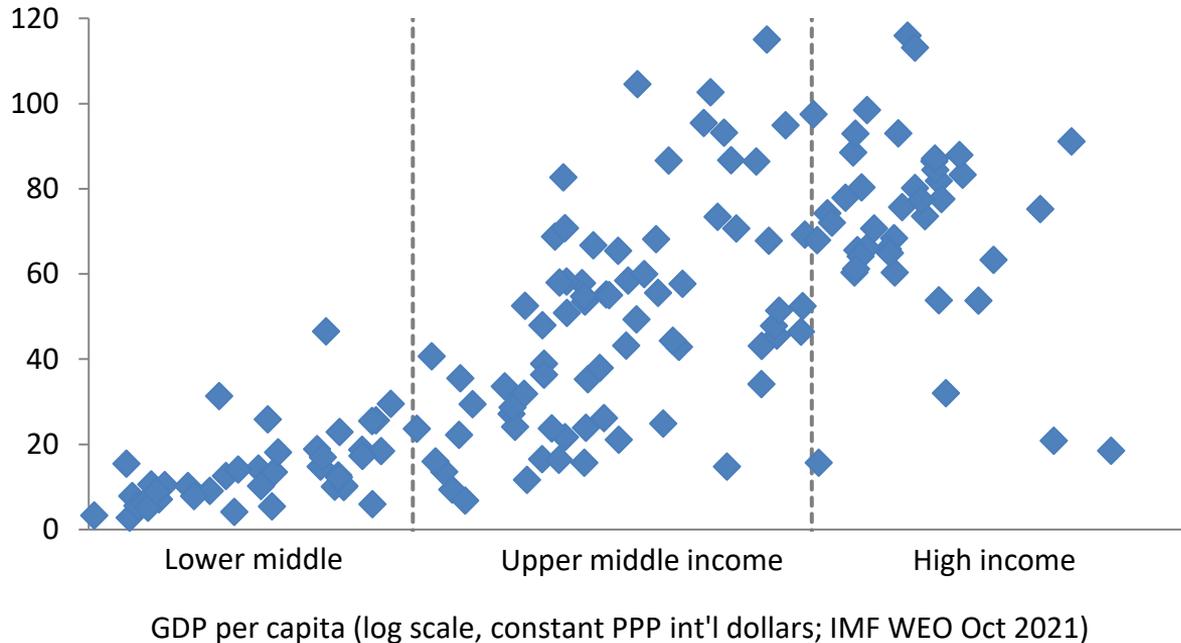
* Given the lack of data for establishing a baseline, it has been proposed that SDG 4.3.1 would be benchmarked at a later date

Proposed approach

- A regional minimum benchmark would be selected through an **informed collaborative Consultation process**
- Establishing benchmarks while acknowledging **the association between indicators and country income level** will help reach a balance between feasibility for lower income countries and aspirations for skills development and economic growth and transformation
- As a result, **initial sub-regional minimum benchmarks have been proposed** approximating the highest levels achieved by the countries with the lower per capita incomes **as a starting point for discussion**

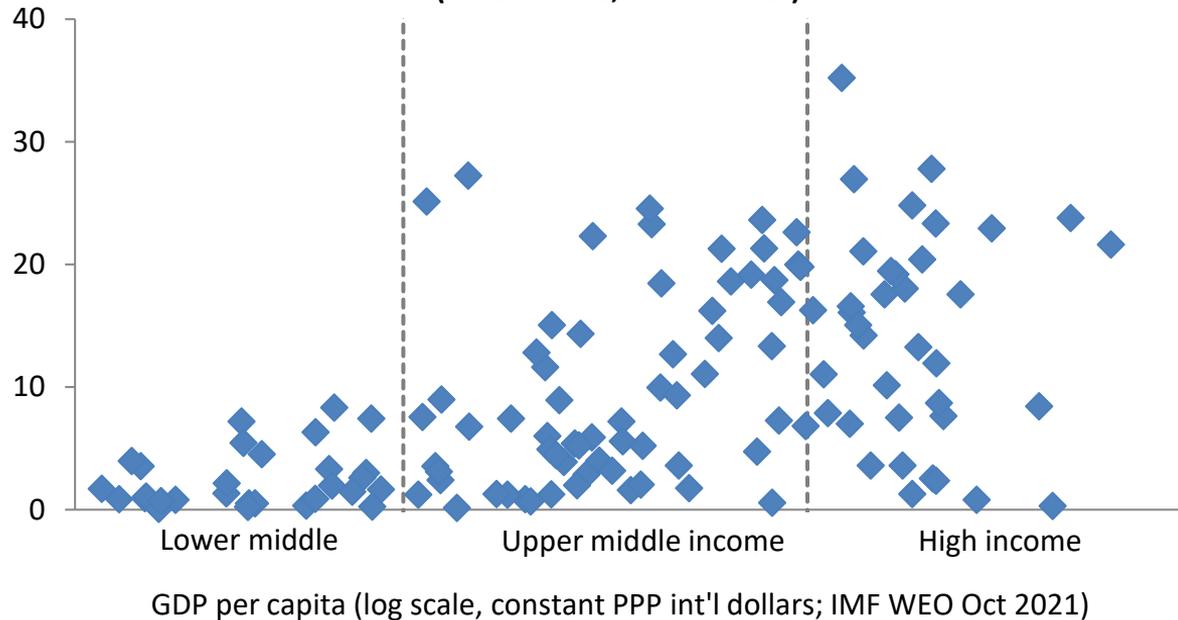
SDG 4.3.2 (Gross enrolment ratio for tertiary education) and income per capita globally

Figure 1. SDG 4.3.2: Gross enrolment ratio for tertiary education, both sexes (%)
(latest values, all countries)



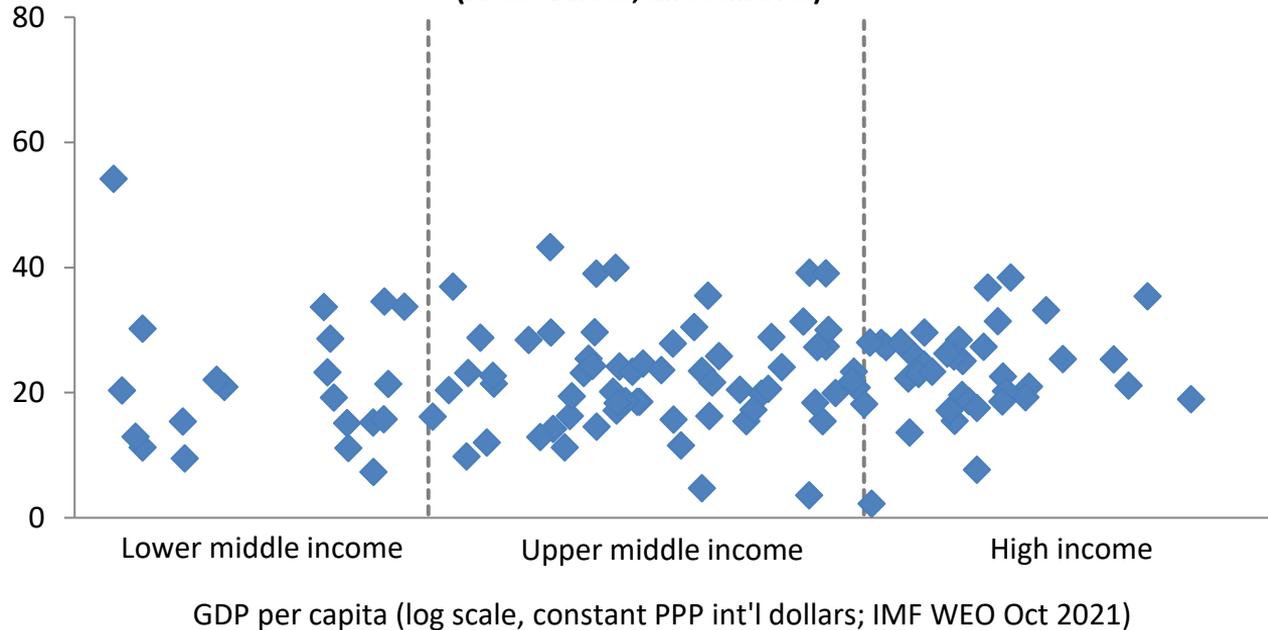
SDG 4.3.3 (proportion of 15- to 24- year-olds enrolled in vocational education) and income per capita globally

Figure 2. SDG 4.3.3: Proportion of 15- to 24-year-olds enrolled in vocational education, both sexes (%)
(latest values, all countries)



Percent of graduates from STEM programmes in tertiary education and income per capita globally

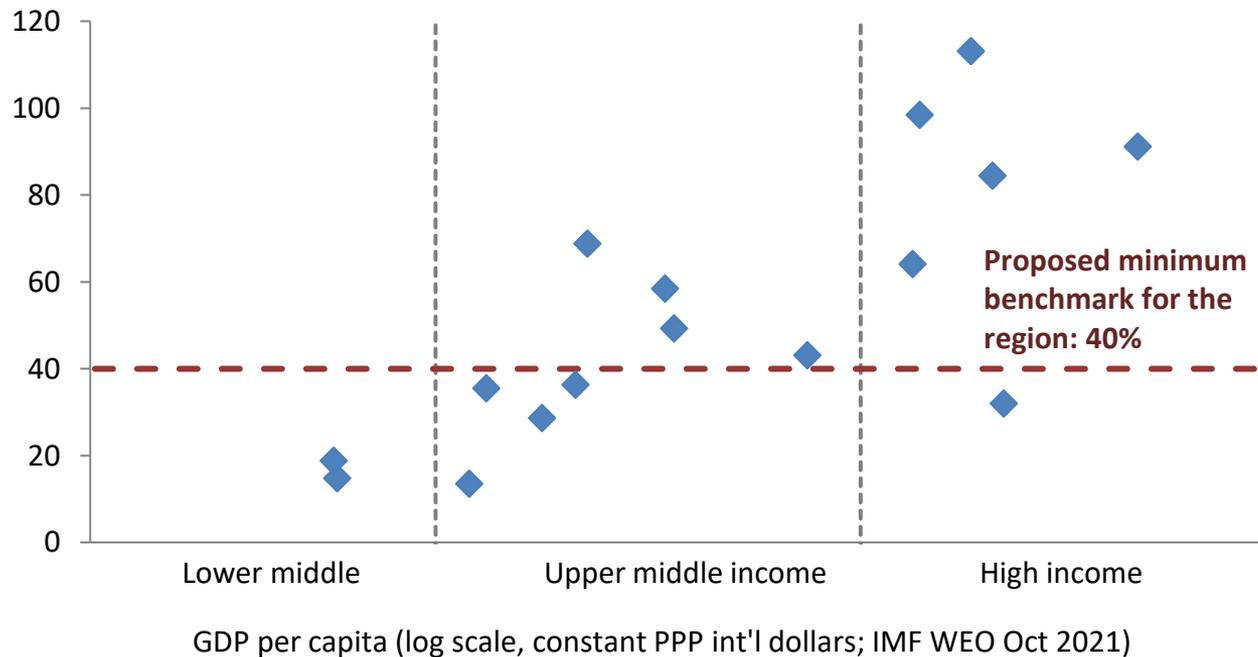
Figure 3. Percentage of graduates from Science, Technology, Engineering and Mathematics programmes in tertiary education, both sexes (%)
(latest values, all countries)



Asia (Eastern and South-eastern)

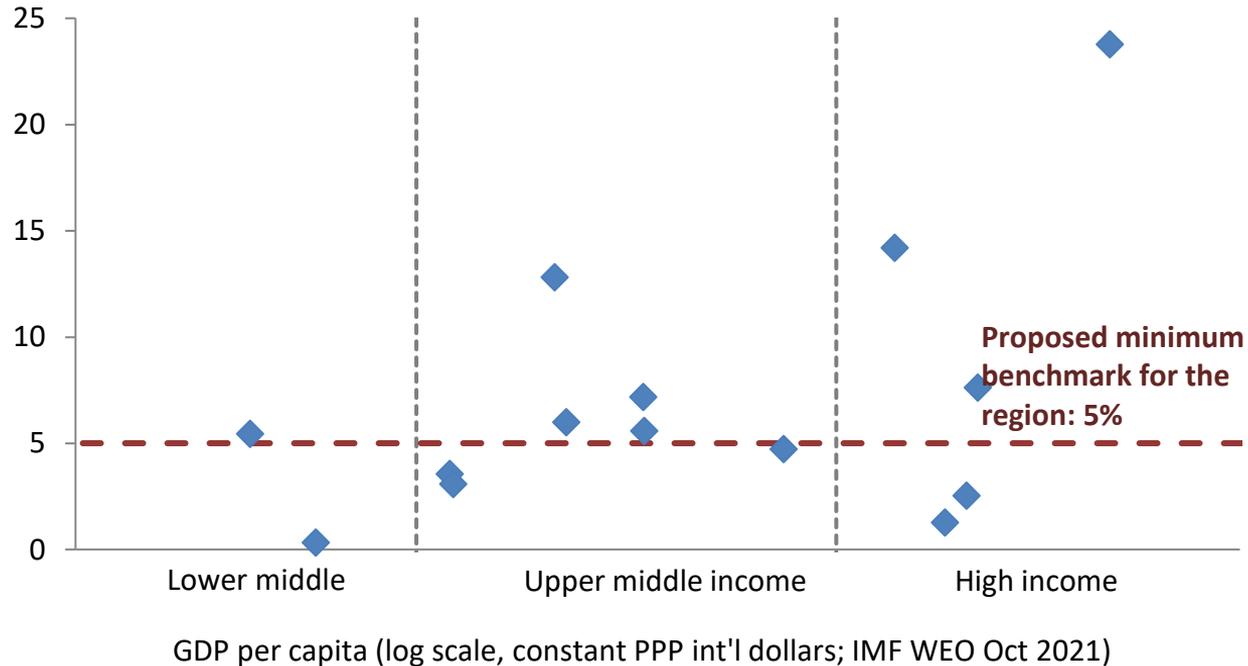
Indicators, income levels and Initial benchmarks for discussion

SDG 4.3.2: Gross enrolment ratio for tertiary education, both sexes (%)
SDG: Asia (Eastern and South-eastern)

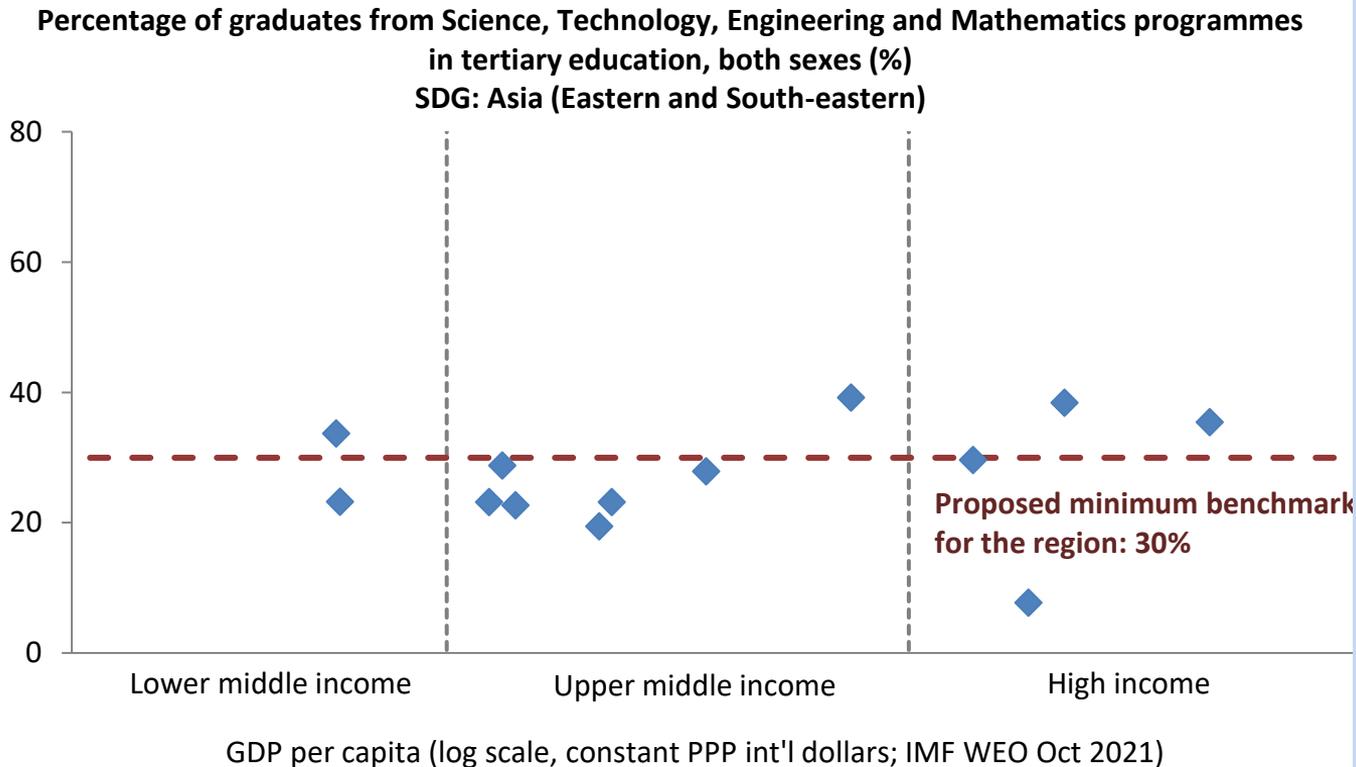


- Is the value established is feasible for the region? (all the countries will be able to achieve)
- Does the value will help to track the progress in the indicator lower low performing countries
- Does it help countries to develop appropriate policies and plans?

SDG 4.3.3: Proportion of 15- to 24-year-olds enrolled in vocational education, both sexes (%)
SDG: Asia (Eastern and South-eastern)



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Benefits of establishing Regional Minimum benchmark values

- Help to develop support strategies to the most falling behind countries to achieve the minimum benchmarks
- Track the progress among the lagging behind countries in achieving the targets
- Brining priority in policies and programmes around the areas