Pacific Regional technical Consultation Meeting on Regional benchmarks

SDG 4 Benchmarks

A common framework of global, regional and national priorities to improve education program quality, efficiency & impact

Roshan Bajracharya, Regional Advisor, UNESCO Institute for Statistics 1 April 2021
There is global commitment to honor the Education 2020 Framework for Action call to foster improvements in education outcomes.

**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 4 indicators for subsequent monitoring” (§10).
Benchmarks will improve outcomes through enhanced...

**Alignment**
- On a focused set of global priority policy areas for education
- On regional benchmarks as a minimum for each policy area
- On national benchmarks for countries to achieve, aligned to regional ‘minimum floors’

**Commitment**
- From countries at the political level to work towards the benchmarks
- From regional bodies to oversee country progress and peer learnings
- From donors to mobilize resources to support ongoing progress

**Monitoring**
- Country capability and capacity to regularly report results (e.g. via EMIS)
- Using dashboards to identify ‘bright spots’ and best-practices
- Support aimed at fixing low performance, bottlenecks, and cross-cutting issues

**Accountability**
- Focus on improvement through routine country reporting
- Based on country ownership to make improvements
- Of partners and donors for provision of targeted support based on evidence

Each component is underpinned by a focus on ensuring regular, reliable, and high-quality education data at global, regional and country-levels
Benchmarks provide focus on a small number of priority policy areas linked to the achievement of SDG4.

1. Basic education
2. Pre-primary
3. Teachers
4. Expenditure
5. Equity
Benchmark targets will be set at global, regional and national levels for each priority policy area

<table>
<thead>
<tr>
<th>Priority Policy Areas</th>
<th>GLOBAL SDG 4 Benchmark Indicators</th>
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</thead>
<tbody>
<tr>
<td><strong>Basic education</strong></td>
<td>4.1.1 Minimum proficiency in reading and mathematics</td>
</tr>
<tr>
<td></td>
<td>4.1.2 Completion rate</td>
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<tr>
<td></td>
<td>4.1.4 Out-of-school rate</td>
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<tr>
<td><strong>Pre-primary</strong></td>
<td>4.2.2 Participation in organized learning a year before primary education entry</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>4.c.1 Qualified teachers</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>1.a. 2/FFA Education expenditure - (% GDP / % budget)</td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td>Equity</td>
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</tbody>
</table>

**Definition of the regional minimum levels for global indicators**

Indicators selected from regional frameworks:
- Africa – CESA Continental Framework
- Arab States
- Asia/Pacific
- Europe/North America
- Latin America/Caribbean
- EC/COE

**Definition of national commitment for global indicators**

Indicators selected from National Frameworks
Regular monitoring against benchmarks will drive commitment and focus on where investments are needed.

- **Regional Benchmarking approach**
  - **Policy Priority Areas**
    - **SDG Global Targets**
  - **SDG 4 Benchmark Indicators**

- **Increased international commitment on education data**
  - **Alignment and coordination**
  - **Financial Resources**
  - **Global Public Goods**

- **Solutions and means of implementation**
  - **Solutions**
    - Cross-cutting analysis
    - Education strategies
    - Policies initiatives
    - Support mechanisms
    - Improved processes issues and challenges
  - **Means of implementation:**
    - Funding
    - Program design
    - Implementation
    - Results
    - Investment in data systems
3rd Meeting of SAARC OF SAARC Ministers of Education / Higher Education adopted:

- Education 2030: SAARC Framework for Action and latter supporting country action from a cross regional perspective and reflect a clear commitment to advance SDG4 goals and corresponding targets across the region
- 12 Priority areas of collaboration has been identified
- Agreed to implement a Regional Monitoring Mechanism to guide and support the countries in the region to prepare periodic monitoring reports on SDG4

The regional benchmarks process will help:
- to harmonize regional and global monitoring process and methodologies
- set benchmarks for additional indicators that interest to the region
- advocacy with Member States in achieving the benchmarks
- mobilize partnership and resources
Dashboards and regular monitoring reports will be used to visualize progress at country and regional levels

- A **global benchmark dashboard** visualizes progress at all levels
- Allows **comparison** and identification of ‘bright spots’
- **Intuitive, and usable** for stakeholders at all levels
- Countries are trained to ensure **effective-use**
- All stakeholders will have access, ensuring **transparency and accountability**

Legend:
- Gray: No data
- Light green: No data for trend
- Dark green: Exceeds benchmark by much
- Pink: Misses benchmark by a little
- White: Misses benchmark by much
- ↑: Increases slowly
- ▲: Decreases slowly
- ▼: No change
- ↓: Increases quickly
- ■: Decreases quickly
<table>
<thead>
<tr>
<th></th>
<th>Possible additional indicator for SAARC sub-regional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.1.2 Completion Rate 9 (Global)</td>
</tr>
<tr>
<td>2</td>
<td>• Gross enrolment ratio in early childhood education development</td>
</tr>
<tr>
<td>3</td>
<td>• Gross enrolment ratio in pre-primary education</td>
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<td>4</td>
<td>• Participation rate of youth and adults in formal and non-formal education and training in the last 12 months</td>
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<td>5</td>
<td>• Gross enrolment ratio for tertiary education</td>
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<td>6</td>
<td>• Participation rate in technical-vocational education programmes (15- to 24-year-olds)</td>
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<tr>
<td>7</td>
<td>• Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill</td>
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<tr>
<td>8</td>
<td>• Percentage of youth who have achieved at least a minimum level of proficiency in digital literacy skills</td>
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<tr>
<td>9</td>
<td>• Youth educational attainment rates</td>
</tr>
<tr>
<td>10</td>
<td>• Percentage of population in a given age group achieving at least a fixed level of proficiency in functional numeracy skills</td>
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<tr>
<td>11</td>
<td>• Youth literacy rate and Adult literacy rate</td>
</tr>
<tr>
<td>12</td>
<td>• Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes</td>
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<tr>
<td>13</td>
<td>• # of higher education students from SAARC countries studying in other SAARC countries other than their home country</td>
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Regional Processes of Benchmarking exercise

Preparatory and Advocacy phase

- Regional Consultation – 22 October 2020
  - Mapping of Regional Frameworks - 23-27 October
    - Discussed the benchmark processes in SOMED, PACIFIC 2020/2021

Technical Processes

- Technical team established Nov 2020
  - Technical Team meeting Nov 2020
    - Scenario preparation (Nov 2020-March 2021)

- Finalization of benchmarks May 2021
  - Country Feedback and inputs March- April 2021
    - Sub-regional Consultation meetings March/April 2021

Political Processes

- June 2021
  - Global Education Meeting (GEM) July 2021
    - 2nd Asia Pacific Regional Education Ministerial Conference (APREMC-II Sept-Oct,2021)

Presented and discussed in the PHES, PBEQ – February/ March FEDMM, April 2021

Endorsement of Regional Benchmarks in General Conference, November 2021
Questions & Clarification
Discussions/Consultation

• How do you think the relevancy and usefulness of the proposed 7 *global benchmark indicators* for the monitoring of education agenda in the region and the countries?

• Apart from 7 benchmarks, could you please choose 2/3 *additional indicators* that could be useful and relevant for the region. Please provide your choice through poll. (launch the poll)
Thank you.

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