

# SDG 4 Benchmarks

4 QUALITY  
EDUCATION



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

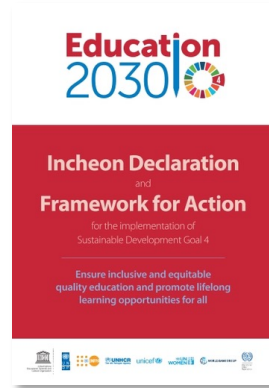


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**There is global commitment to honor the Education 2020 Framework for Action call to foster improvements in education outcomes**



## 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

## Priority Policy Areas



### GLOBAL

SDG 4 Benchmark Indicators



### REGIONAL



### NATIONAL



#### Basic education

- 4.1.1 Minimum proficiency in reading and mathematics
- 4.1.2 Completion rate
- 4.1.4 Out-of-school rate

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

**Definition of national commitment for global indicators**



#### Pre-primary

- 4.2.2 Participation in organized learning a year before primary education entry



**Indicators selected from regional frameworks:**

Africa – CESA Continental Framework  
Arab States  
Asia/Pacific  
Europe/North America  
Latin America/Caribbean  
EC/COE



**Indicators selected from National Frameworks**



#### Teachers

- 4.c.1 Qualified teachers



#### Expenditure

- 1.a. 2/FFA Education expenditure - (% GDP / % budget)



#### Equity

**Equity**





# 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**

**Policy gaps**

National  
commitments

**Data gaps**

National  
commitments



**Missions**

(e.g., 100m  
children learning)

**Global Data  
Coalition**



## 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



### 3<sup>rd</sup> Meeting of SAARC OF SAARC Ministers of Education / Higher Education adopted:

- Draft SAARC Regional Monitoring Mechanism

- 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:**

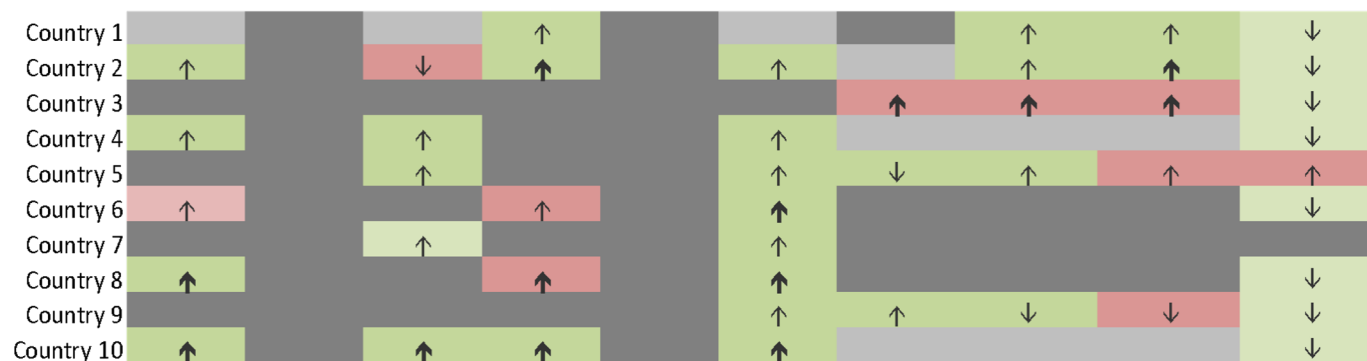
- to harmonize regional and global monitoring process and methodologies
- set benchmarks for additional indicators that interest to the region
- advocacy with Member States in achieving the benchmarks
- mobilize partnership and resources



# 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**

## Indicative example of dashboard functionality



## Legend

No data  
 No data for trend  
 Exceeds benchmark by much  
 Exceeds benchmark by a little

Misses benchmark by a little  
 Misses benchmark by much

↑ increases slowly  
 ⇄ no change  
 ↓ decreases slowly  
 ↓ decreases quickly  
 ↑ increases quickly



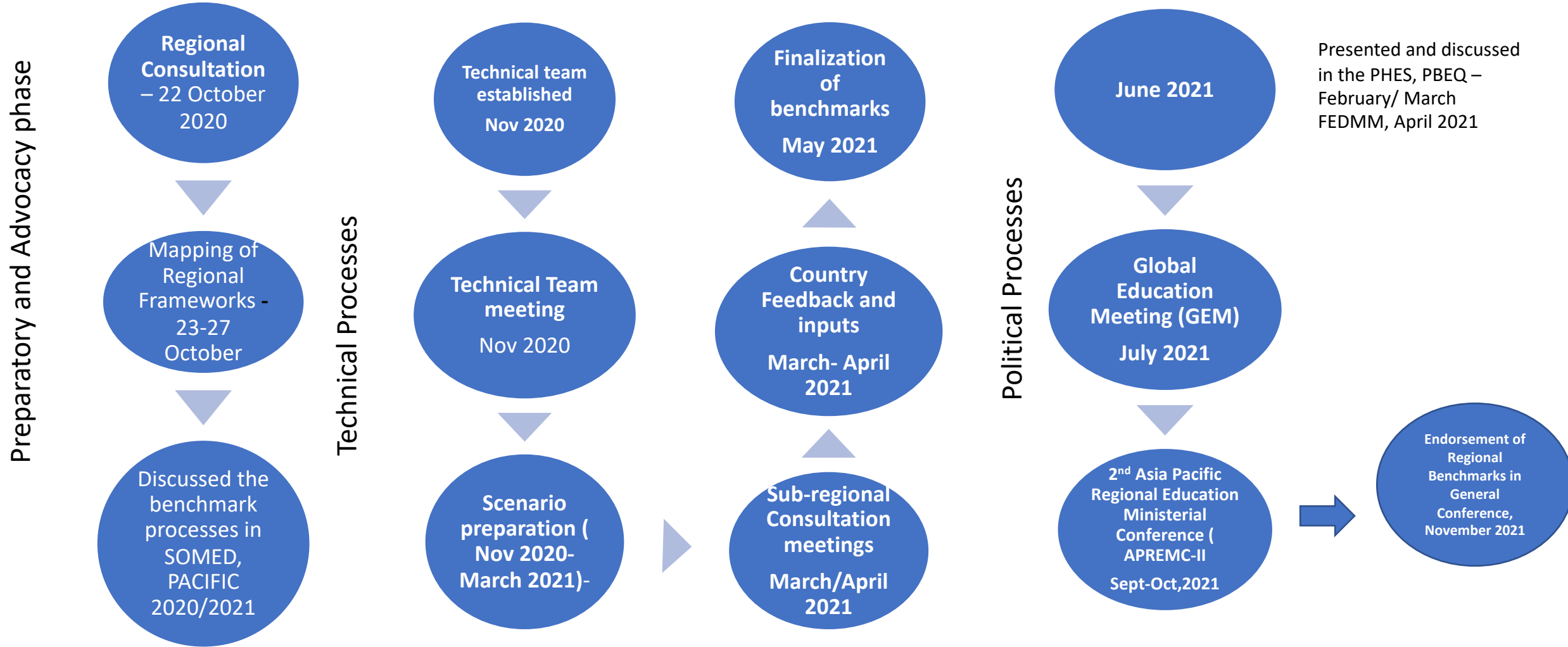


## Possible additional indicator for SAARC sub-regional

1	4.1.2 Completion Rate 9 (Global)
2	• Gross enrolment ratio in early childhood education development
3	• Gross enrolment ratio in pre-primary education
4	• Participation rate of youth and adults in formal and non-formal education and training in the last 12 months
5	• Gross enrolment ratio for tertiary education
6	• Participation rate in technical-vocational education programmes (15- to 24-year-olds)
7	• Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
8	• Percentage of youth who have achieved at least a minimum level of proficiency in digital literacy skills
9	• Youth educational attainment rates
10	• Percentage of population in a given age group achieving at least a fixed level of proficiency in functional numeracy skills
11	• Youth literacy rate and Adult literacy rate
12	• Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes
13	• # of higher education students from SAARC countries studying in other SAARC countries other than their home country



# Regional Processes of Benchmarking exercise



# 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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