East Asia 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

4 QUALITY EDUCATION

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There is global commitment to honor the Education 2020 Framework for Action call to foster improvements in education outcomes
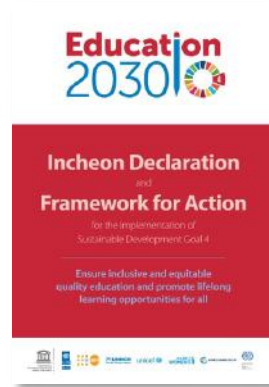
Education 2030 Framework for Action, 2015

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	**+** **Indicators selected from National Frameworks**
Teachers		**4.c.1** Qualified teachers	Arab States Asia/Pacific	
Expenditure		**1.a. 2/FFA** Education expenditure - (% GDP / % budget)	Europe/North America Latin America/Caribbean	
Equity		**Equity**	EC/COE	

Regular monitoring against benchmarks will drive commitment and focus on where investments are needed

4 QUALITY EDUCATION

Regional Benchmarking approach

Policy Priority Areas SDG Global Targets

SDG 4 Benchmark Indicators

Policy gaps	Data gaps
National commitments	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

Regional Framework and Relevance of Regional benchmarks for Regional monitoring

Pacific Regional Education Framework (2018-2030)

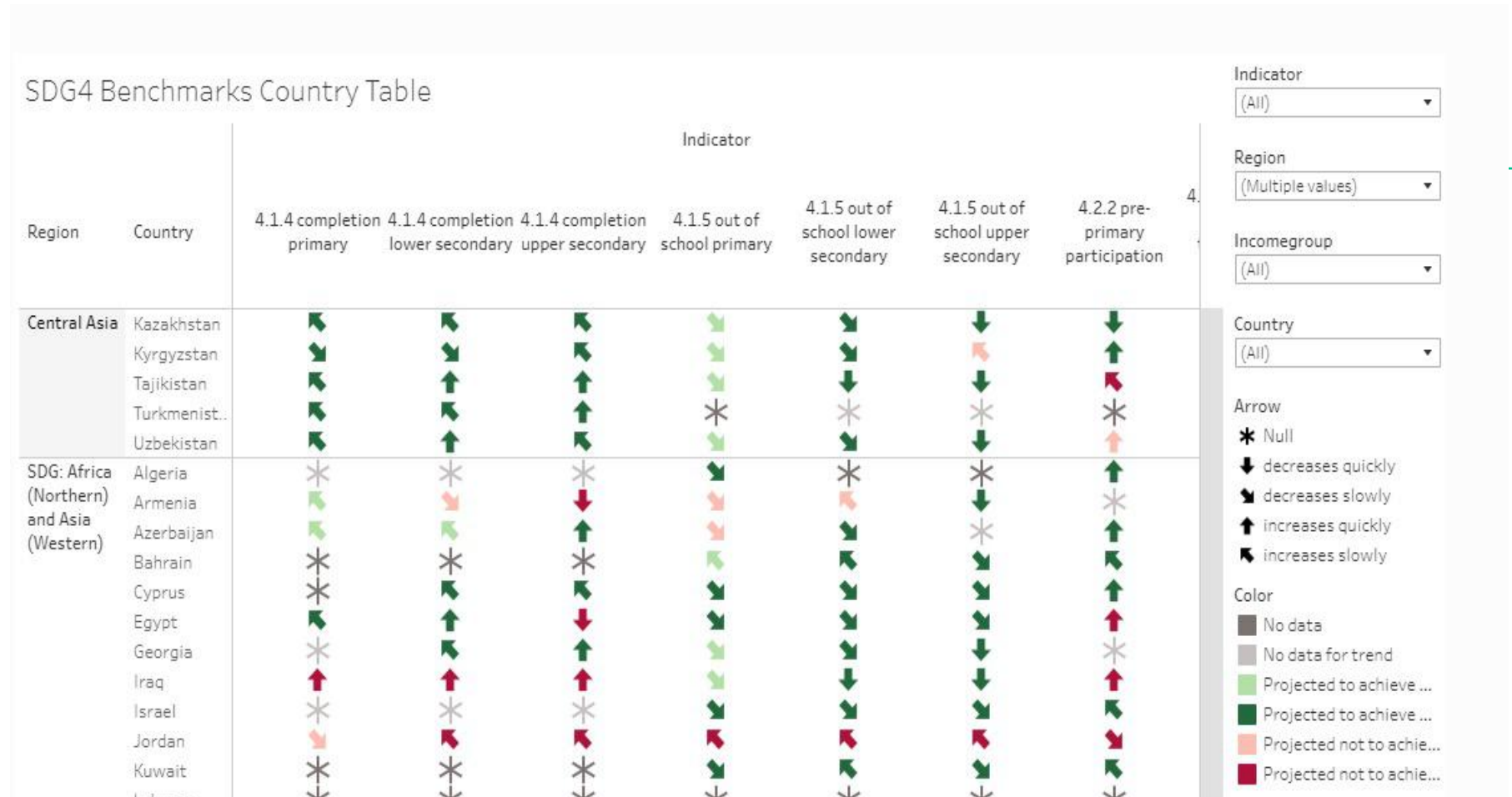**SEAMEO Strategic Plan, 2021-2030**

SAARC Framework of Action

- Aligned with the Technical and political processes of Regional bodies
- Streamlines advocacy and focus on key policy areas
- Mobilize resources
- Improve the monitoring
- Peer learning

Dashboards and regular monitoring reports will be used to visualize progress at country and regional levels

Indicative example of dashboard functionality

- 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**
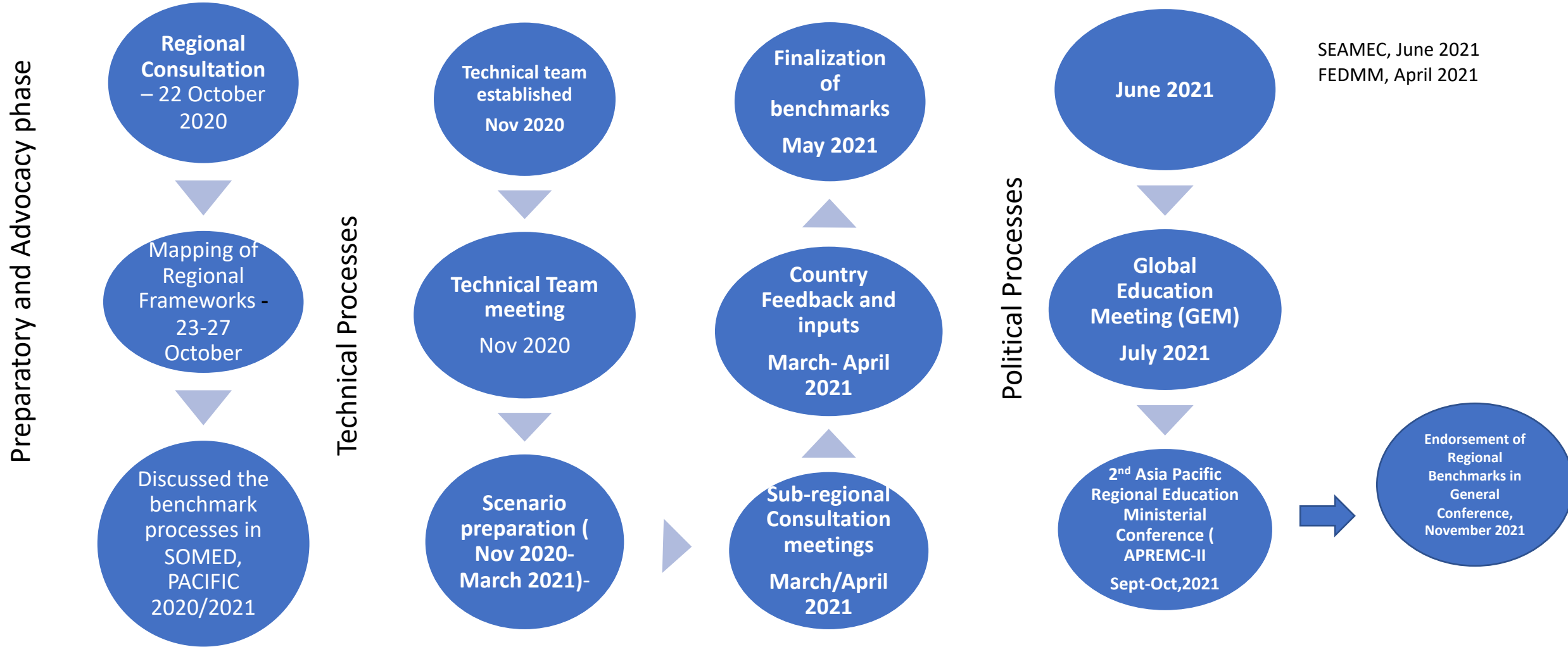- All stakeholders will have access, ensuring

http://tcg.uis.unesco.org/benchmarks-dashboard/benchmarks-asia-pacific/

Possible Additional Indicators for the

No.	Indicators	Data coverage			Assessment of the indicator		
		Regional Relevance	Dta point last 5 years	Trend	Relevancy	Data availability	Possibility of Benchmarking
	SDG4 Indicators						
1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months	Lifelong learning	24%	6%	Relevant for all the sub region	lack of data, can be improved	some difficulty in setting antional benchmark
2	GER for Tertiary	Growing emophasis in higher education in the region	69%	55%	Relevant for the region	Data available, further improved through advocacy/capacity development	can easily set benchmark
3	Participation rate in Technical and Vocational education (15-24 years) and 15 +	Skills has been a focus for ASEAN Framework, **SEAMEO** Priority and PAcREF	57%	45%	Relevant for all sub regions,	Good coverage of data	can easily set benchmarks
4	Education attainment	Human Capital	33%	6%	Do not directly link with regional frameworks	Medium coverage of data	Can set benchmarks
5	Youth and adult literacy	Many countries, adult literacy is still a priority and Asia has the highest illiterate population	63%	14%	Priority for South and west Asia and some South East Asian countries, but doesn't reflect the true measurement of levels of literacy skills	Data available	Can set benchmarks
6	Proportion of population in the given age group achieving at least a fixed level of proficiency in functional literacy		6%	0%	Highly appropriate and provide true measurement.	Data coverage is very limited.	Probably difficult to establsih benchmarks
	National Indicators						
7	% of Graduate from STEM fields (Tertiary)	STEM has been priority for many of the countries and also in ASEAN, **SEAMEO** and PacREF	45%	39%	Relevant for all the regions	Good coverage of data,	can easily set benchmarks
8	% NEET	Measure both edcuation and labor participation	67%	41%	Relevant for region.	There is availability fo data.	Possible to set benchmarks

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

SEAMEC, June 2021
FEDMM, April 2021

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

- Do you have additional suggestions for the proposed process of setting Regional benchmarks?

- 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)

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Thank you.

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