



SDG 4 Benchmarks

Benchmarking approach: three reference points

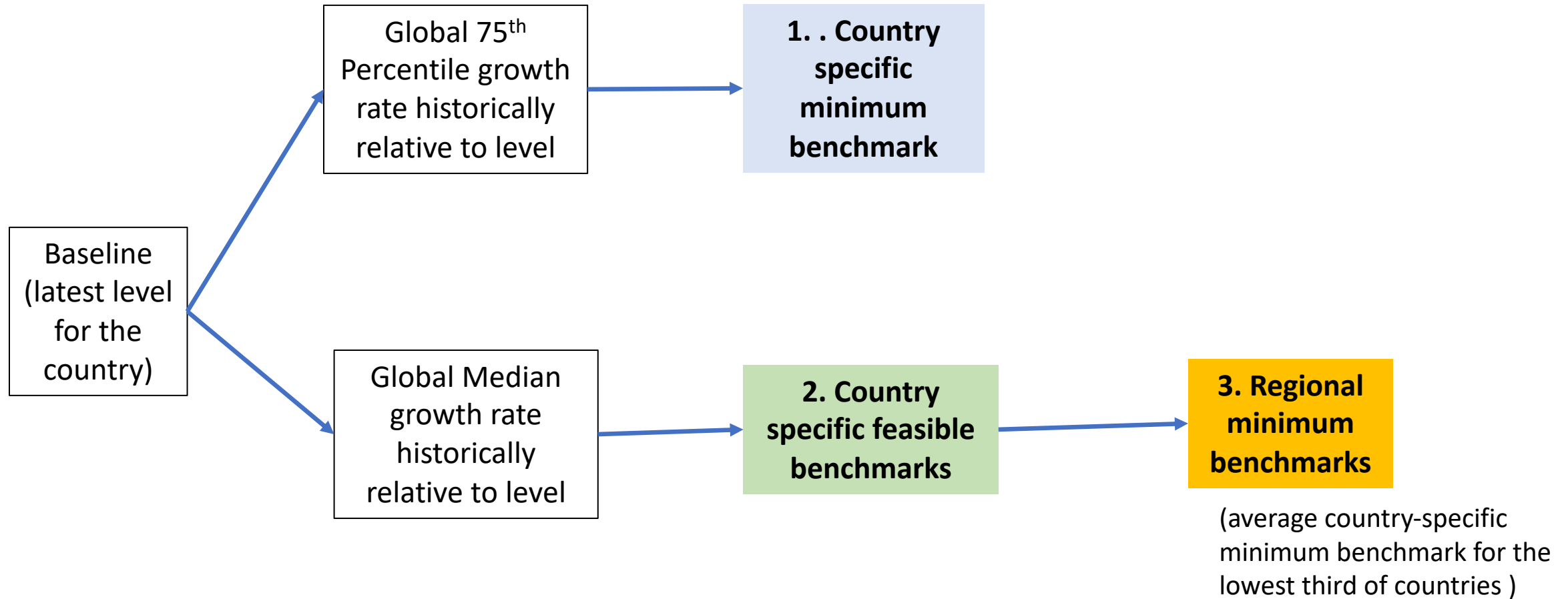


Support to countries to establish national benchmarks for SDG 4

- UIS has developed a model to produce three reference points to support countries in developing their national benchmarks:
 - 1. Country-specific feasible benchmarks for 2025/2030**
 - 2. Country-specific minimum benchmarks for 2025/2030**
 - 3. Regional minimum benchmarks for 2025/2030**
- These 3 reference points, are to assist countries to establish their own targets or benchmarks(if they have not done so already)

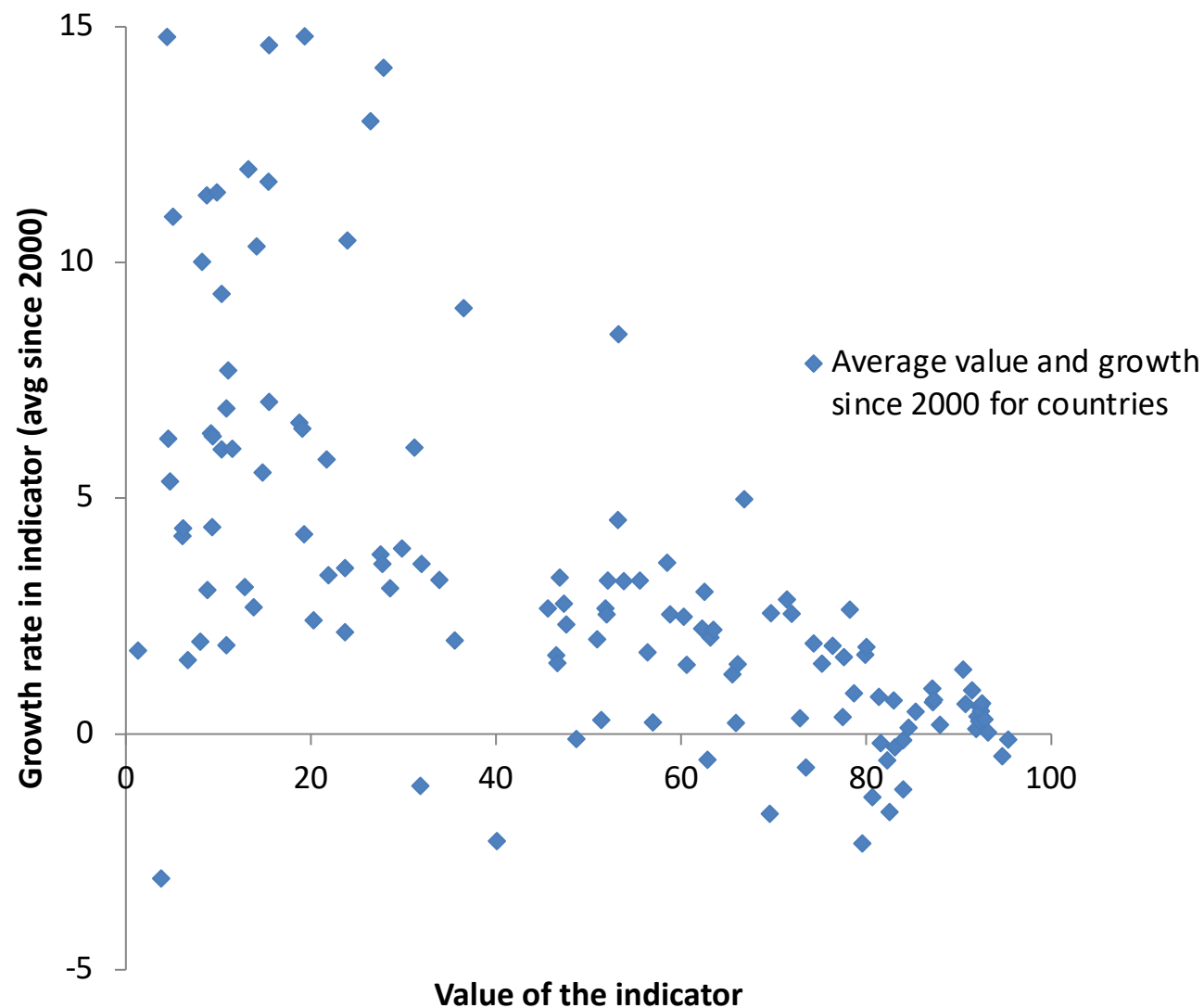


Overview



How country-specific benchmarks are defined

Example: 4.1.2 Upper Secondary Completion

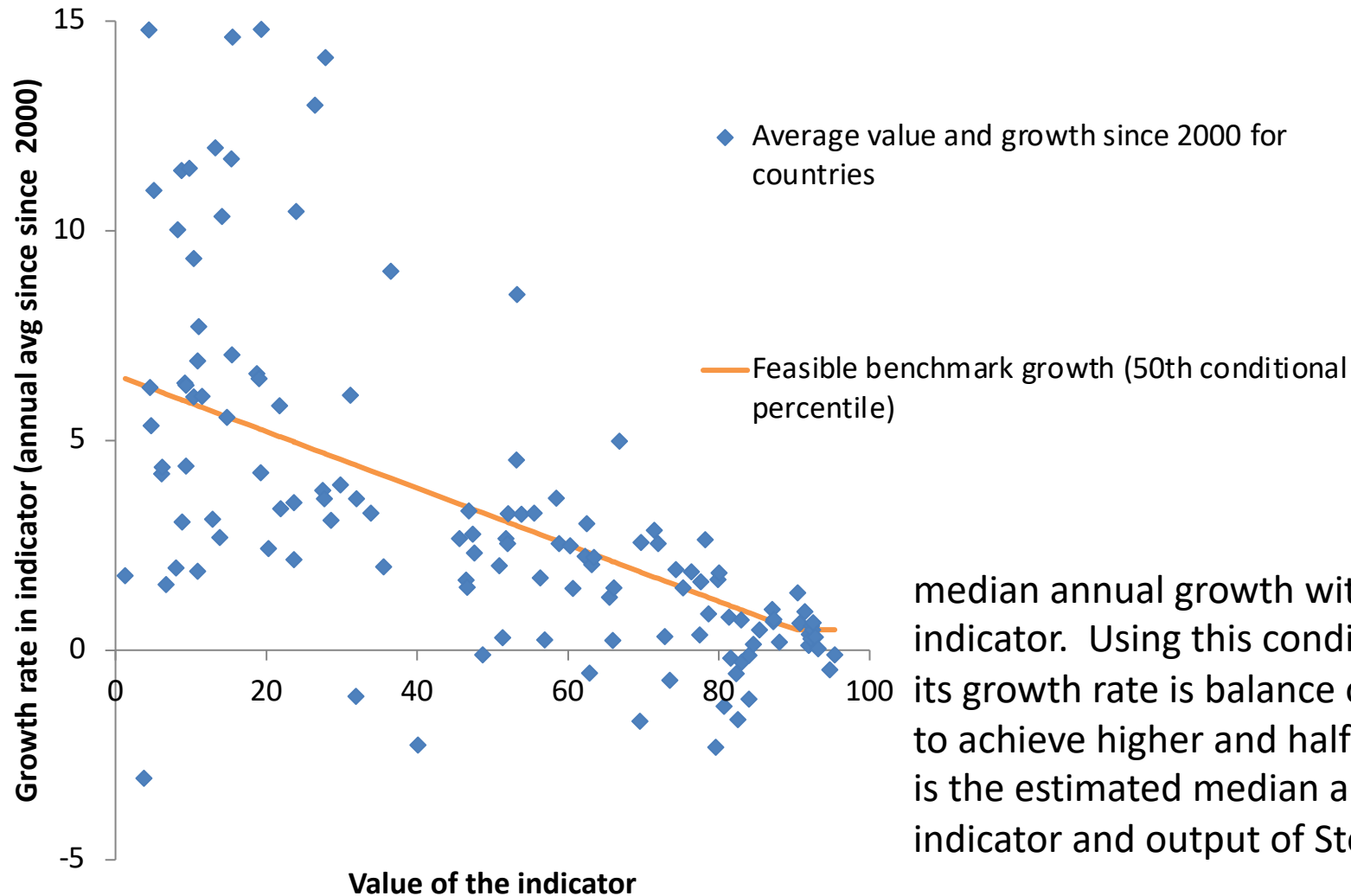


This figure shows each country's average level of lower secondary completion (**x-axis**) and average growth rate in lower secondary completion (**y-axis**) since 2000. Historically, countries with lower levels have made more rapid progress in the indicator. As a result, a country with a lower starting point is expected to progress more rapidly than those with a higher starting point. Assessing whether a country is progressing well is therefore thought of in terms of relative to its level or, in other words, **conditional on level**.



How country-specific feasible benchmarks are defined

Example: 4.1.2 Upper Secondary Completion Tajikistan



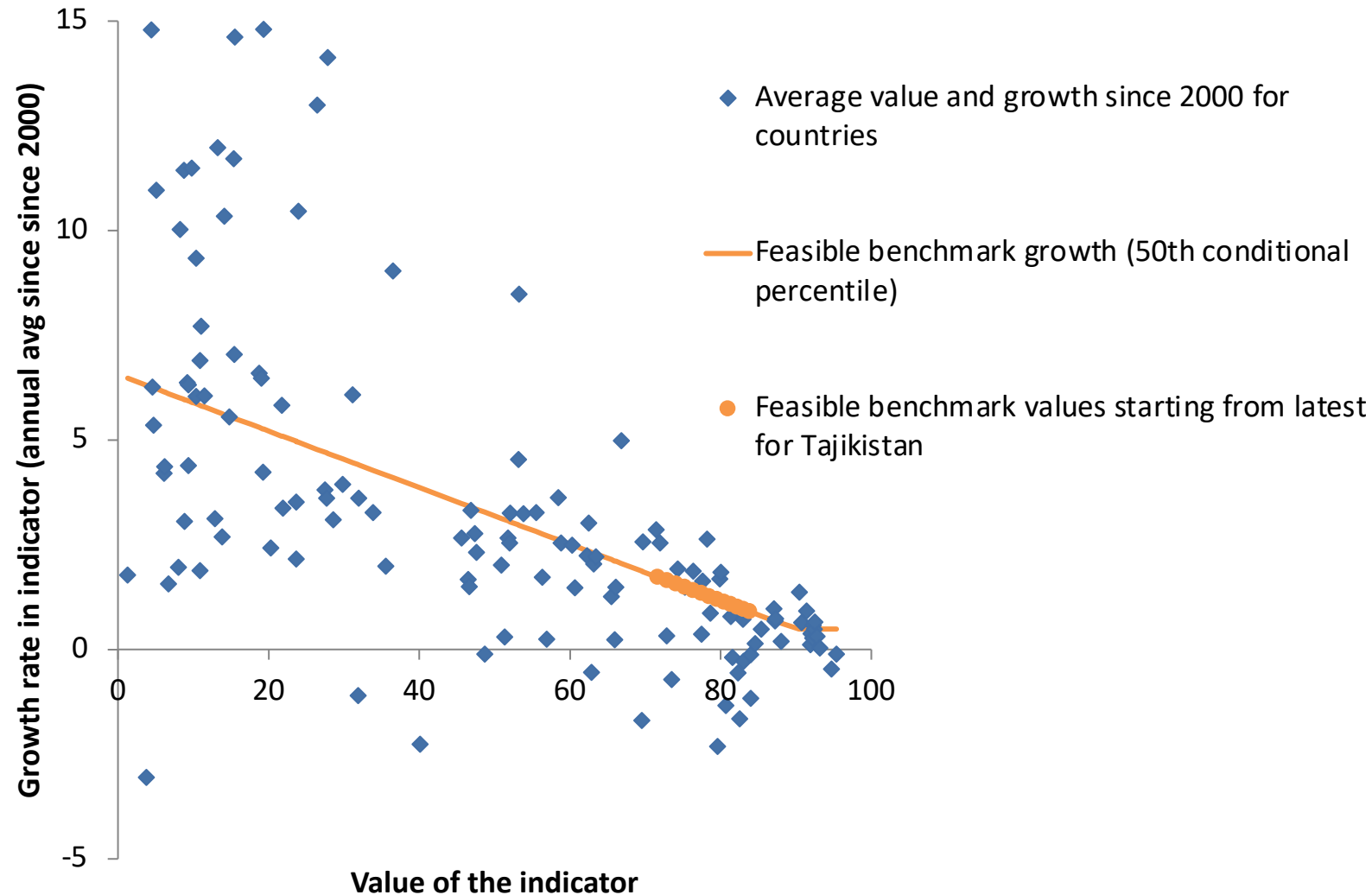
Step 1. Determine the feasible annual growth rate of an indicator for each level of the indicator. In order to define a country-specific feasible benchmark, a *feasible* growth rate for an indicator is estimated for each level of the indicator. For the country-specific feasible benchmark, a feasible growth rate was defined as the

median annual growth witnessed historically for each level of the indicator. Using this conditional median is considered feasible because its growth rate is balance of probabilities: half of countries were able to achieve higher and half were able to achieve lower. The **orange line** is the estimated median annual growth rate for each level of the indicator and output of Step 1.



How country-specific feasible benchmarks are defined

Example: 4.1.2 Upper Secondary Completion Tajikistan

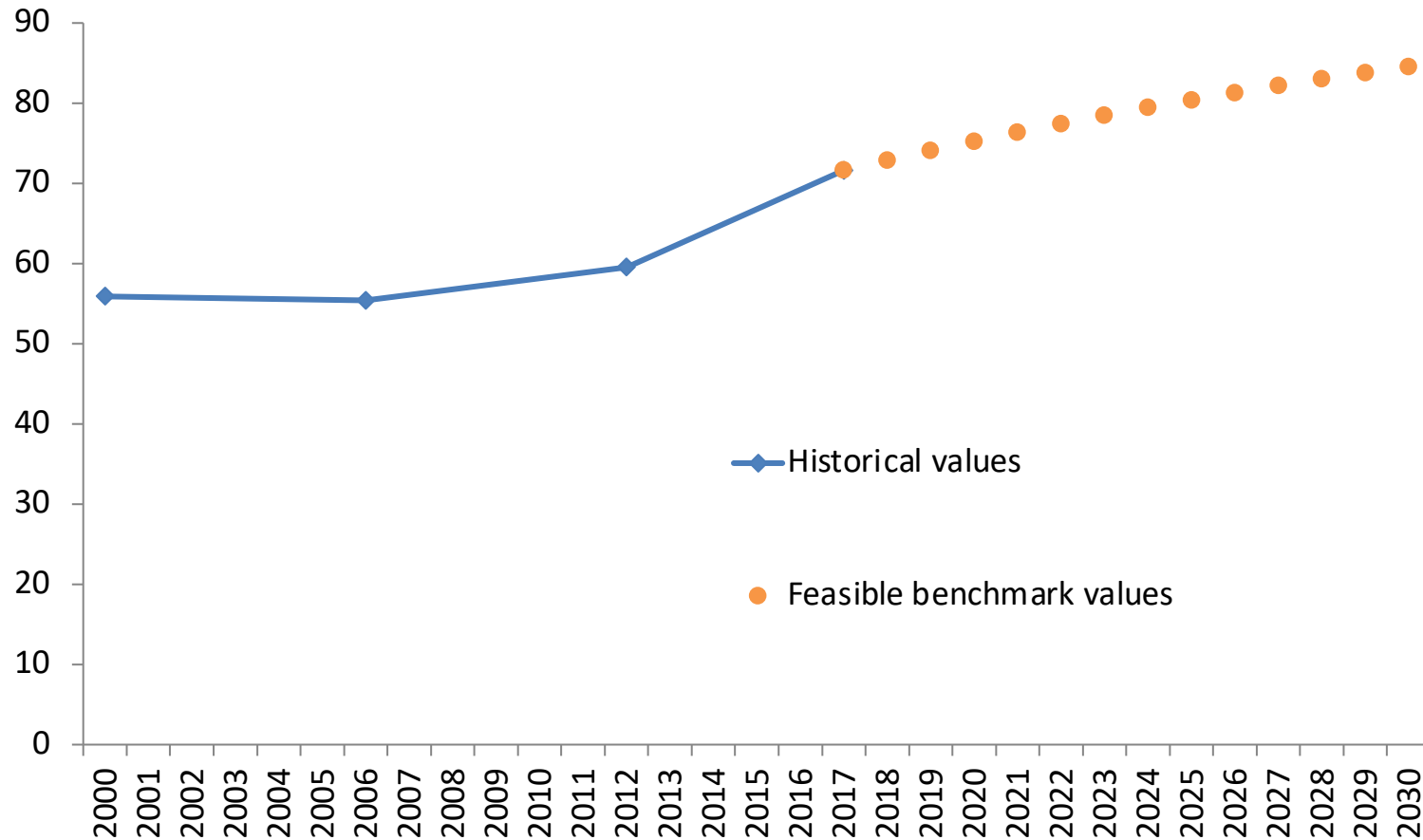


Step 2: Use the feasible annual growth rate growth at each level from Step 1 to project future levels and annual growth going forward. Starting from the latest level of the indicator, its annual growth rate is determined using the feasible rate of growth for that level from Step 1 (**orange line**). The resulting level is used to determine the next year's rate of growth, and so on, until a level of for 2030 is determined (**orange points**). This offers a **country-specific feasible benchmark** because it is (1) tailored to the country's starting point and (2) represents a feasible level of annual progress.



How country-specific feasible benchmarks are defined

Example: 4.1.2 Upper Secondary Completion Tajikistan

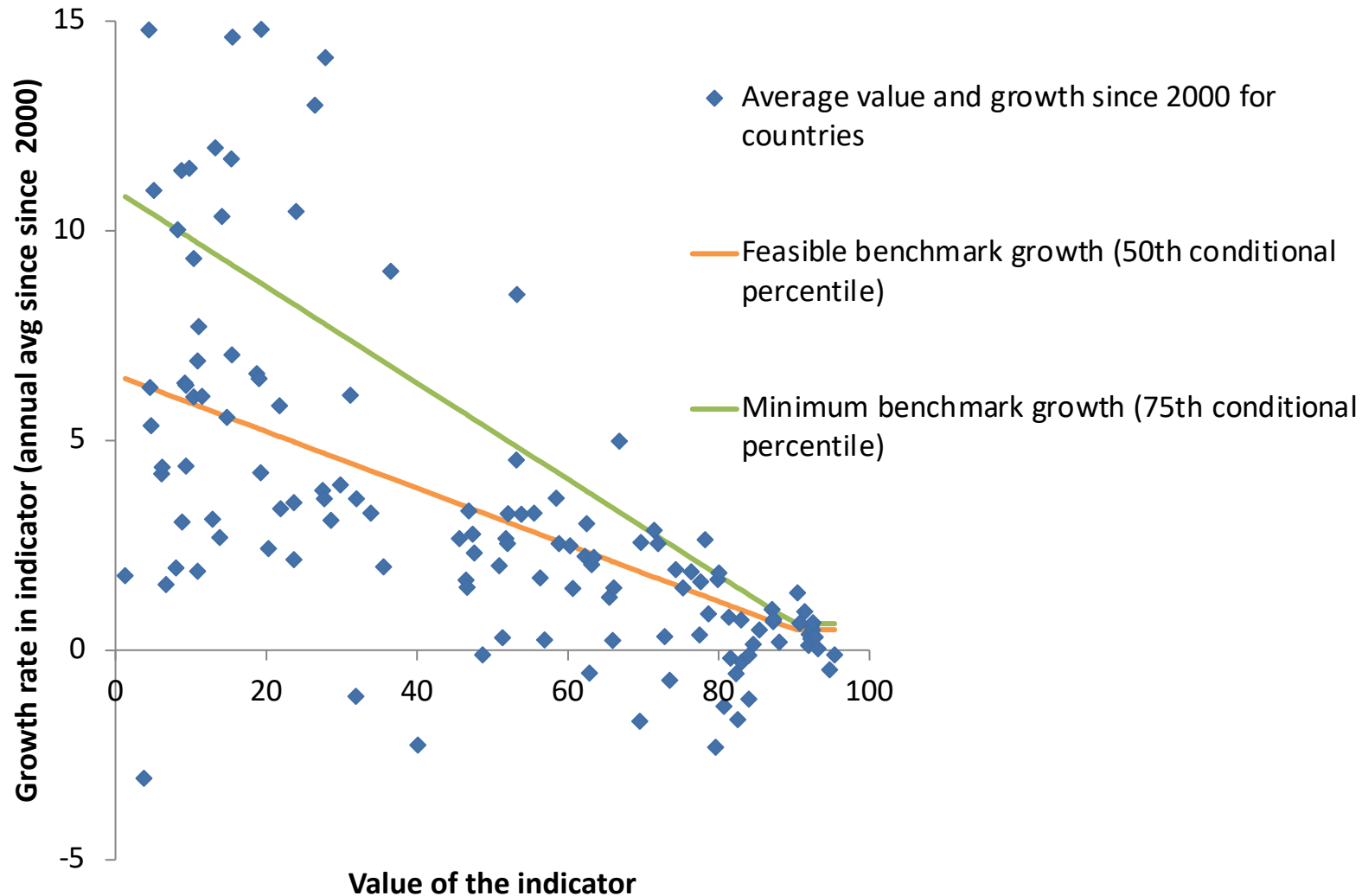


This figure presents the country-specific feasible benchmarks (**orange points**) for **Tajikistan** across time. The orange points correspond with the orange points in the previous slide. The country-specific feasible benchmark for Tajikistan for 2030 is 84.6 percent.



How country-specific minimum benchmarks are defined

Example: 4.1.2 Upper Secondary Completion Tajikistan

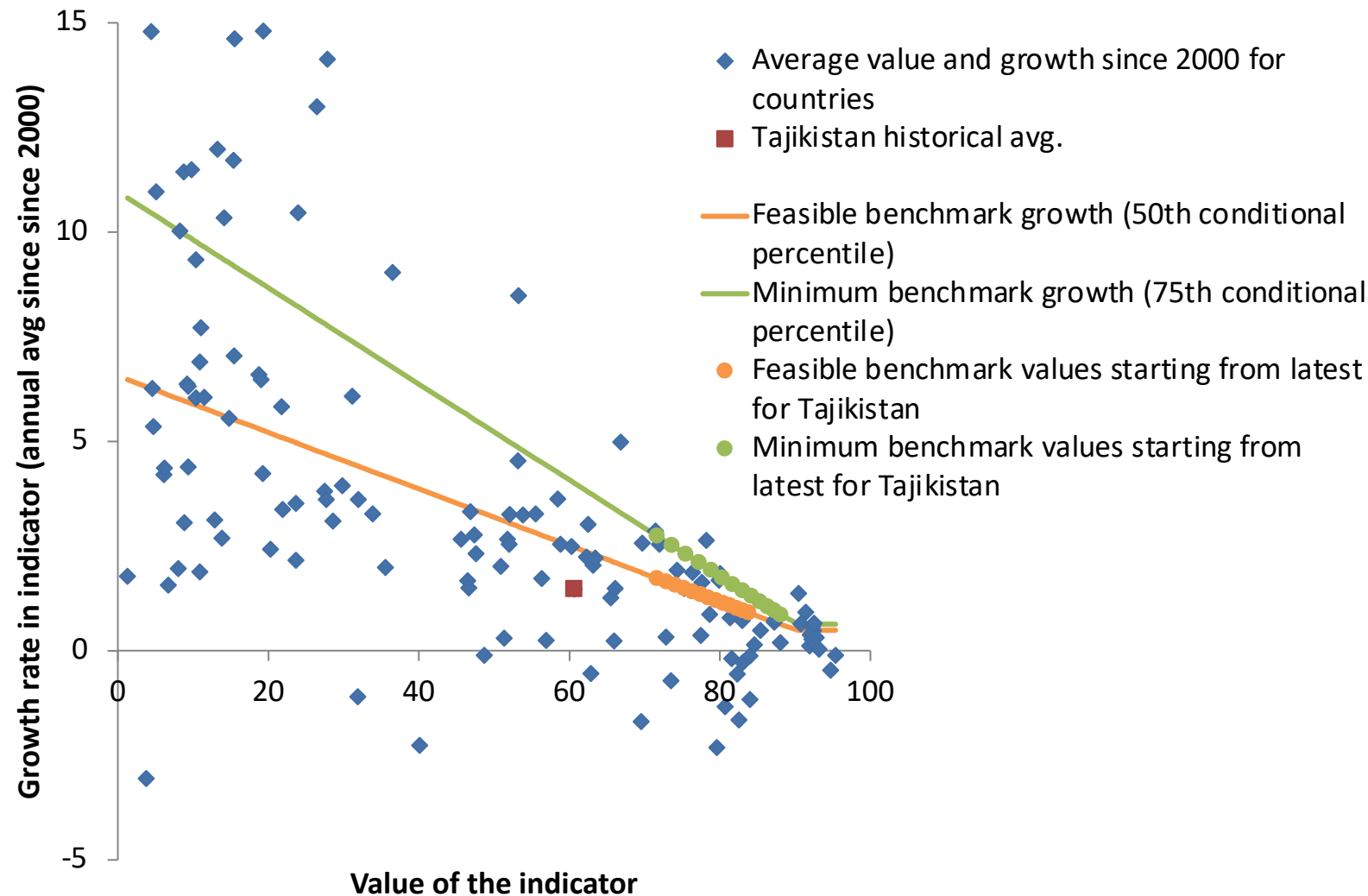


Step 1. Determine a target annual growth rate of an indicator for each level of the indicator. In order to define a country-specific minimum benchmark, the 75th percentile annual growth witnessed historically was estimated for each level of the indicator. . The **green line** is the estimated 75th percentile annual growth rate for each level of the indicator and output of Step 1.



How country-specific minimum benchmarks are defined

Example: 4.1.2 Upper Secondary Completion Tajikistan

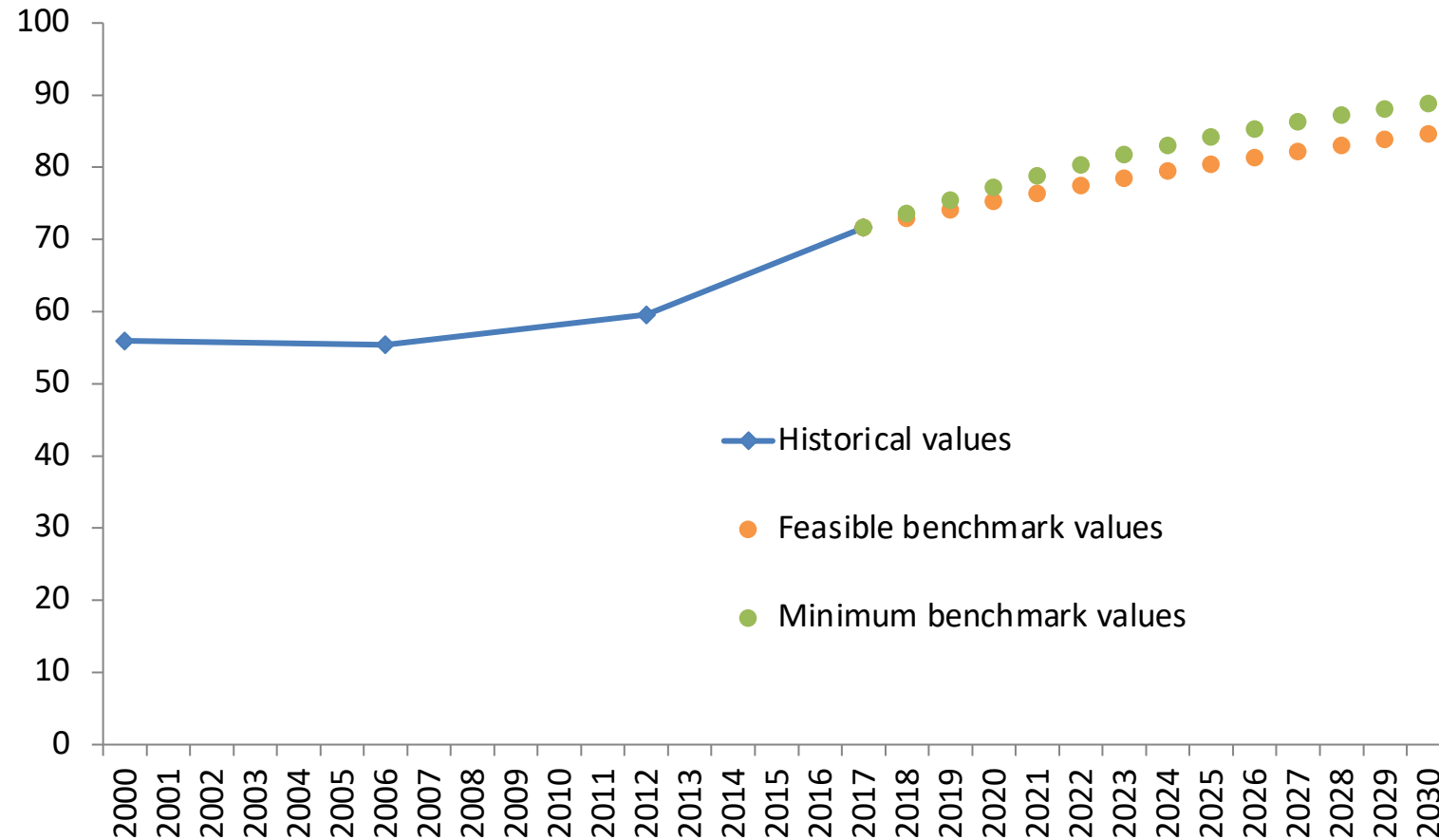


Step 2: Use the target annual growth rate growth at each level from Step 1 to project future levels and annual growth going forward. Starting from the latest level of the indicator, its annual growth rate is determined using the target rate of growth for that level from Step 1 (**green line**). The resulting level is used to determine the next year's rate of growth, and so on, until a level of for 2030 is determined (**green points**). This offers a **country-specific minimum benchmark** because it is (1) tailored to the country's starting point and (2) and more ambitious than the feasible level of annual progress.



How country-specific minimum benchmarks are defined

Example: 4.1.2 Upper Secondary Completion Tajikistan



This figure presents the country-specific feasible benchmarks (**orange points**) and the country specific minimum benchmarks across time (**green points**), for **Tajikistan**. The green points correspond with the orange points in the previous slide. The country-specific feasible benchmark for Tajikistan for 2030 is 84.6 percent while the country-specific minimum benchmark for Tajikistan for 2030 is 88.8 percent.



How regional minimum benchmarks were defined Example: 4.1.2.iii Completion rate upper secondary, SDG: Central Asia Region

Country	Latest in UIS dataset		Reference points for 2030		
	Latest Year	Latest value	Country-specific feasible benchmark	Country-specific minimum benchmark	Regional minimum
Kazakhstan	2015	93.8	100	100	88.0
Kyrgyzstan	2018	86.4	92.4	94.3	88.0
Tajikistan	2017	71.6	84.6	88.8	88.0
Turkmenistan	2016	95.6	100	100	88.0
Uzbekistan	2006	73.6	91.5	95.9	88.0

The *regional minimum benchmark* is defined as the average country-specific feasible benchmark for the lowest third of countries in the region.

Among the 5 countries here, 1/3 is represented by 2 countries. The average of the lowest 2 countries (highlighted) is **88.0%**. This average is the regional minimum benchmark.



Summary of methodology

Country-specific feasible benchmarks: computed based on the median growth rate (conditional on level)

Country-specific minimum benchmarks: more ambitious, computed based on the 75th percentile growth rate (conditional on level).

Regional benchmark: The average of the feasible benchmarks for the lowest third of countries



Summary Example: 4.1.2.iii Completion rate upper secondary, SDG: Central Asia Region

Country	Latest in UIS dataset		Reference points for 2030			National benchmark
	Latest Year	Latest value	Country-specific feasible benchmark	Country-specific minimum benchmark	Regional minimum	
Kazakhstan	2015	93.8	100	100	88.0	
Kyrgyzstan	2018	86.4	92.4	94.3	88.0	
Tajikistan	2017	71.6	84.6	88.8	88.0	
Turkmenistan	2016	95.6	100	100	88.0	
Uzbekistan	2006	73.6	91.5	95.9	88.0	

Countries without data are not shown

The benchmarking approach provides three reference points for each country (*a. country-specific feasible benchmark, b. country-specific minimum benchmark, and c. regional minimum benchmark*) to assist Member States in benchmarking their progress towards the selected SDG 4 indicators.



Cental Asia Regional Minimum Benchmarks

Indicator	Regional benchmarks	
	2025	2030
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics	57.2	69.2
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading	59.6	69.3
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics	42.8	49.3
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in reading	37.5	41.1
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics	28.6	33.3
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading	38.1	42.6
4.1.2.i Completion rate primary	100	100
4.1.2.i Completion rate primary (GMR)	100	100
4.1.2.ii Completion rate lower secondary	100	100
4.1.2.ii Completion rate lower secondary (GMR)	95.9	98.8
4.1.2.iii Completion rate upper secondary	84.8	88
4.1.2.iii Completion rate upper secondary (GMR)	83.7	86.8
4.1.4.i Out-of-school rate, primary	0	0
4.1.4.ii Out-of-school rate, lower secondary	0	0
4.1.4.iii Out-of-school rate, upper secondary	22.5	19.3
4.2.2 Participation rate in organized learning (one year before the official primary entry age)	39.1	45.5
4.c.1.a Proportion of teachers with the minimum required qualifications, pre-primary	85.9	96.8
4.c.1.b Proportion of teachers with the minimum required qualifications, primary	100	100
4.c.1.c Proportion of teachers with the minimum required qualifications, lower secondary	90.3	98.2
4.c.1.d Proportion of teachers with the minimum required qualifications, upper secondary	85.8	89.9



Technical Cooperation Group on the Indicators for SDG 4

Dashboard on Regional and National Benchmarks

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Benchmarks dashboard

Applying the benchmark [methodology](#) to actual data builds a basis for discussion at global, regional and national level. The TCG Secretariat presents three dashboards to facilitate such discussions, in particular to synthesize progress and identify data gaps, but also to guide monitoring and follow-up.

The dashboards present for each of the seven indicators (and their dimensions, for instance by education level), for each country and for several regional groups, the following information:

- the **baseline** in 2015;
- a projection for 2025 and 2030 based on past rates of progress (**national projection**); and
- a projection for 2025 and 2030 based on average rates of progress (**feasible benchmark**) to initiate a discussion; countries and regional entities can decide whether they would adopt these proposed benchmarks or they prefer to establish their own, more ambitious benchmarks.

Summary of progress



This indicative dashboard shows how progress can be monitored and reported in 2025 and 2030 taking into account the level countries have reached and their rate of progress.

Regional Dashboard



This dashboard shows the baseline, national projection and feasible/proposed benchmarks for 2025 and 2030 in a range of regional entities and groupings, as a basis for decisions on regional and national benchmark setting.

Country Dashboard



This dashboard shows the baseline, national projection and feasible/proposed benchmarks for 2025 and 2030 for all seven indicators and their dimensions, by country as a basis for decisions on national benchmark setting.

Documents

- [Glossary](#) to navigate the dashboards
- [Regional Groupings](#)

<http://tcg.uis.unesco.org/benchmarks-dashboard/#>



Discussion (20 minutes)

- Has your country set own benchmarks for the SDG 4 indicators?
- If yes, a) what are the benchmark values and b) for which indicators?
- Do you think setting benchmarks would be useful in your country?





Thank you.

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