SDG 4 Benchmarking Process – Phase 2

Technical Workshop
21 April 2022
The benchmarking process
• A quick review: background, objectives, timeline
• The benchmark indicators: a focus on the gender gap in upper secondary completion
• Results of phase 1
• A couple of useful resources
• Next steps

TCG nominations

Other useful UIS resources
Background of the benchmarking process in a nutshell

**UN Secretary General Synthesis Report, 2014**

Called on countries to “embrace a culture of shared responsibility, one based on … benchmarking for progress” (§146)

**Education 2030 Framework for Action, 2015**

Called on countries to establish “appropriate intermediate benchmarks“... for selected SDG indicators, seeing them as “indispensable for addressing the accountability deficit associated with longer-term targets” (§28)

**Global Education Meeting, 2020 and 2021**

“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 indicators for subsequent monitoring” (§10)
Objectives

- Mark contribution of each country to global agenda
  = bring the approach of climate change agenda to education

- Benchmarks should be more ambitious than ‘business as usual’

- Make progress monitoring context-specific, given that each country has different starting points

- Link national, regional and global education agendas to ensure coherence & mutual understanding of different contexts

- Focus attention on data gaps on key indicators that every education system needs for management purposes

- Strengthen national planning: all plans should include targets

- Provide evidence for collective initiatives
  = linchpin of global education cooperation mechanism
**The timeline → Launch of phase 2 in 2022**

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JAN to JUN</strong></td>
<td><strong>JUL</strong></td>
<td><strong>NOV</strong></td>
<td><strong>JAN</strong></td>
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</table>

- **Agreement on seven indicators TCG6**
- **Adoption of technical process TCG7**
- **Regional/sub regional consultations**
- **Global Education Meeting**
- **Global Education Meeting High-Level segment**
- **SDG 4 Data Digest 2021**
- **10th High-Level Political Forum**
- **UN Secretary-General Transforming Education Summit**

**Outputs**
- Regional minimum benchmark values
- Additional regional benchmark indicators

**Benchmark values submission and revision**
- Submit all values, if not yet submitted
- Revise previously submitted values (e.g. due to COVID-19)
- Submit 7th indicator on gender gap in secondary completion

**UNESCO ADG/ED letter to all ministers: **
- **August 4**
- **February 23**

**Deadline for submission: **
- **October 1**
- **May 31**
### Setting national benchmarks for 7 indicators

#### Priority policy areas

<table>
<thead>
<tr>
<th>Education Level</th>
<th>SDG 4 Benchmark Indicators</th>
<th>Number of Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic education</td>
<td>4.1.1 Minimum proficiency in reading/maths</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4.1.2 Completion rate</td>
<td>3</td>
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<td></td>
<td>4.1.4 Out-of-school rate</td>
<td>3</td>
</tr>
<tr>
<td>Pre-primary</td>
<td>4.2.2 Participation in organized learning a year before primary education entry</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>4.c.1 Teachers with minimum required qualifications</td>
<td>4</td>
</tr>
<tr>
<td>Expenditure</td>
<td>1.a.2/FFA Education as % GDP / % budget</td>
<td>2</td>
</tr>
<tr>
<td>Equity</td>
<td>4.5.1 Gender gap in upper secondary completion rate</td>
<td>1</td>
</tr>
</tbody>
</table>

#### GLOBAL SDG 4 benchmark indicators

- 20 values for 2025
- 20 values for 2030
- A total of 40 values
Gender gap in upper secondary completion rate

→ a very simple new indicator to reflect on equity

**Definition:** Difference in the upper secondary completion rate between females and males

**Calculation:**

\[ GG = CR_{\text{females}} - CR_{\text{males}} \]

- The GG is simply derived from **SDG 4.1.2**, disaggregated by sex
- The completion rate refers to the **completion of the cohort**: it is not the survival rate nor the gross intake ratio to the last grade (**SDG 4.1.3**)  

- **A difference of zero** = No gender gap in completion rates
- **Positive values** = completion rates of females higher than males
- **Negative values** = completion rates of females lower than males

- It is hard to model:

  How difficult is for governments recognize to close the gender gap?  
  How feasible is to address the root causes and in what time frame?

STEP 1: Countries submit national benchmarks from their own national plans
Targets for 2025 and 2030 were submitted to UIS (in some cases for other years too)

If a plan or policy does not have target for benchmark indicator or b. there is no up-to-date plan or policy, then:

STEP 2: Countries consult internally to set national benchmarks
Targets are then sent to UIS

When no benchmarks were submitted, then:

STEP 3: UIS/GEM Report consult national plans
Targets were extracted to inform the analysis
Results of phase 1

High level of engagement

- Submitted benchmarks: 45%
- Committed to submit benchmarks: 17%
- Regional benchmarks (EU and CARICOM): 13%
- National plans with targets: 11%
- National plans without targets: 7%
- No national plan: 7%

http://tcg.uis.unesco.org/benchmarks-dashboard/submission/
Where do countries plan to be in 2025-2030?

Will we achieve SDG 4?
Check the SDG 4 Data Digest 2021

- Benchmarking process
- Data submitted
- Analysis of results

Process summarized

...including annexes with:

Submission status by country

Data by indicator

Check the GEO website to view the benchmarks submitted

- By indicator
- By country

https://geo.uis.unesco.org/
**Benchmark process.** By May 31:

- Submit benchmarks if you had not sent yet
- Review benchmarks submitted as needed
- Submit gender gap in secondary completion

**Results to be used in:**

- High-level Political Forum in July
- UN Secretary General Transforming Education Summit in September

Updated publication with country examples
Call for the nomination of two TCG focal points:

- one from the Ministry of Education
- one from the National Statistical Office

Purpose:
Address gaps in communication between ministries and statistical offices – and between plenary and countries
Other UIS resources to support countries

- SDG 4 Data Browser
- Regional reports to bridge global and regional education monitoring frameworks
- Reference document on bridging global and regional education monitoring frameworks
- Metadata files for all SDG 4 indicators
New UIS SDG 4 data browser including benchmark indicators

New data browser

- All SDG 4 indicators
- Benchmarks indicators
- Indicator dashboards
- Country dashboards
- Data in long format dashboards

From 2000 to 2021

http://sdg4-data.uis.unesco.org/
New UIS regional reports: Bridging global and regional education monitoring frameworks

Align global, regional and national education agendas
Strengthen national planning
Prompt exchanges on challenges and good practices, mutual learning, common action
# Summary of regional and global education monitoring frameworks

## SDG 4 Global Framework

<table>
<thead>
<tr>
<th>SDG 4 Global Framework</th>
<th>SDG Targets vs. Targets in Africa, Arab States and the European Union</th>
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<tbody>
<tr>
<td><strong>SDG Targets</strong></td>
<td><strong>4.1 Basic education</strong></td>
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<td><strong>4.2 Early childhood education</strong></td>
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<td><strong>4.3 TVET/Higher education</strong></td>
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<td><strong>4.4 Skills for work</strong></td>
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<td><strong>4.5 Equity</strong></td>
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<td><strong>4.6 Adult literacy and numeracy</strong></td>
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<td><strong>4.7 Sustainable development</strong></td>
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<td><strong>4.8 Learning environment</strong></td>
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<td><strong>4.9 Scholarships</strong></td>
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<td><strong>4.10 Teachers</strong></td>
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### African Union

**Strategic Objectives (SD)**
- **SO1**: Knowledge, skills, completion rates at all levels
- **SO2**: Knowledge, skills, completion rates at all levels
- **SO3**: TVET, work and education and training systems
- **SO4**: Tertiary education

### Arab States

**Priority**
- Yes
- Yes
- Yes
- Yes
- Yes
- Yes
- Yes
- Yes
- Yes
- Yes

### European Union

**Strategic Priority (SP)**
- **SP1**: Quality, equity, inclusiveness and success
- **SP2**: Quality, equity, inclusiveness and success
- **SP3**: European higher education
- **SP4**: Green and digital transitions

### CESO Strategic Objectives

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<th>SDG Targets</th>
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<tbody>
<tr>
<td>SO1</td>
<td>SDG 4.1c</td>
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<td>SO2</td>
<td>SDG 4.4a</td>
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<td>SO11</td>
<td>SDG 4.17</td>
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<tr>
<td>SO12</td>
<td>SDG 4.15</td>
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### CESO SEI CESO Indicators CESO Target CESO Indicator

- **SO1 SEI 1.1**
- **SO2 SEI 2.1**
- **SO3 SEI 3.1**
- **SO4 SEI 4.1**
- **SO5 SEI 5.1**
- **SO6 SEI 6.1**
- **SO7 SEI 7.1**
- **SO8 SEI 8.1**
- **SO9 SEI 9.1**
- **SO10 SEI 10.1**
- **SO11 SEI 11.1**
- **SO12 SEI 12.1**

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Consult the [metadata](http://tcg.uis.unesco.org/methodological-toolkit/metadata/) of any SDG 4 global or thematic indicator. The [complete list](http://tcg.uis.unesco.org/methodological-toolkit/metadata/) of all indicators is also available.

**Metadata for SDG 4 indicators**
- One file per indicator

**Each file includes:**
- Definition
- Purpose
- Calculation method
- Interpretation
- Type of data source
- Disaggregation
- Data required
- Quality assurance
- Limitations and comments
Thank you

Learn more:

http://tcg.uis.unesco.org/benchmarks/
geo.uis.unesco.org