



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



TECHNICAL
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GROUP



SUSTAINABLE
DEVELOPMENT
GOALS

SDG 4 indicator benchmarking consultation

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Outline



- Introduction
- Benchmarking in the Education 2030 Agenda
- What do data tell us on regional benchmarking?
- National Consultation on benchmarks
- The relevance of data availability
- Lessons and next steps



Introduction



From MDGs to SDGs → global vision of prosperity; “leave no one behind”

- Indicator methodology and data collection
- Example: Indicator 4.1.1

How many children?

What is the minimum proficiency level?

Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

What does it mean to reach that level?

What level should be achieved?

Benchmarking in the Education 2030 Agenda

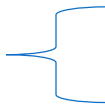
What needs to be achieved?

- Effective monitoring and accountability
- Consensus on global level
- Consensus on measurement
- Improve quality and timeliness of reporting
- Freely accessible information

 **Benchmarking**

Benefits of benchmarking

- ✓ Setting progress and identifying objectives
- ✓ Transparent learning device
- ✓ Practical; based on situations of countries
- ✓ Information sharing and mutual learning → capacity building

 **✗ "One fit for all"**
✗ Ranking

Avoided by...

Helping countries define their own points of reference on common indicators

Member States decide on priority areas

Setting regional points of reference

Benchmarking in the Education 2030 Agenda

SDG 4 ACCOUNTABILITY STRUCTURE



REPORTING

As the official source of SDG 4, the UIS compiles education-related data and metadata from various sources at the national, regional and international levels.



MONITORING

Producing reports monitoring progress towards the achievement of SDG 4, as well as commitments and follow-up actions, including policies, investments, budgetary expenditures, programmes and partnerships, in support of the Education 2030 Agenda

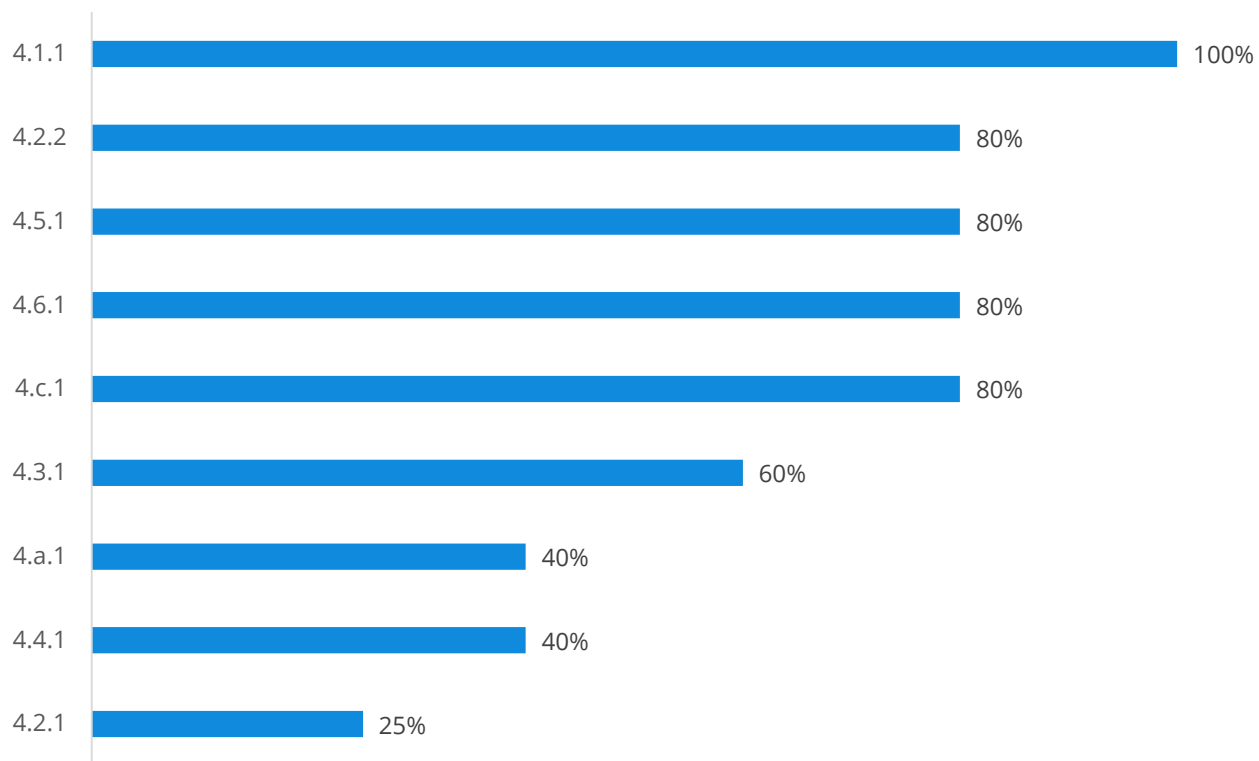


FOLLOW-UP AND REVIEW

The UIS is supported by the UN system, international organizations, and main regional platforms, all of which serve to validate the methodological and standard setting work of UIS

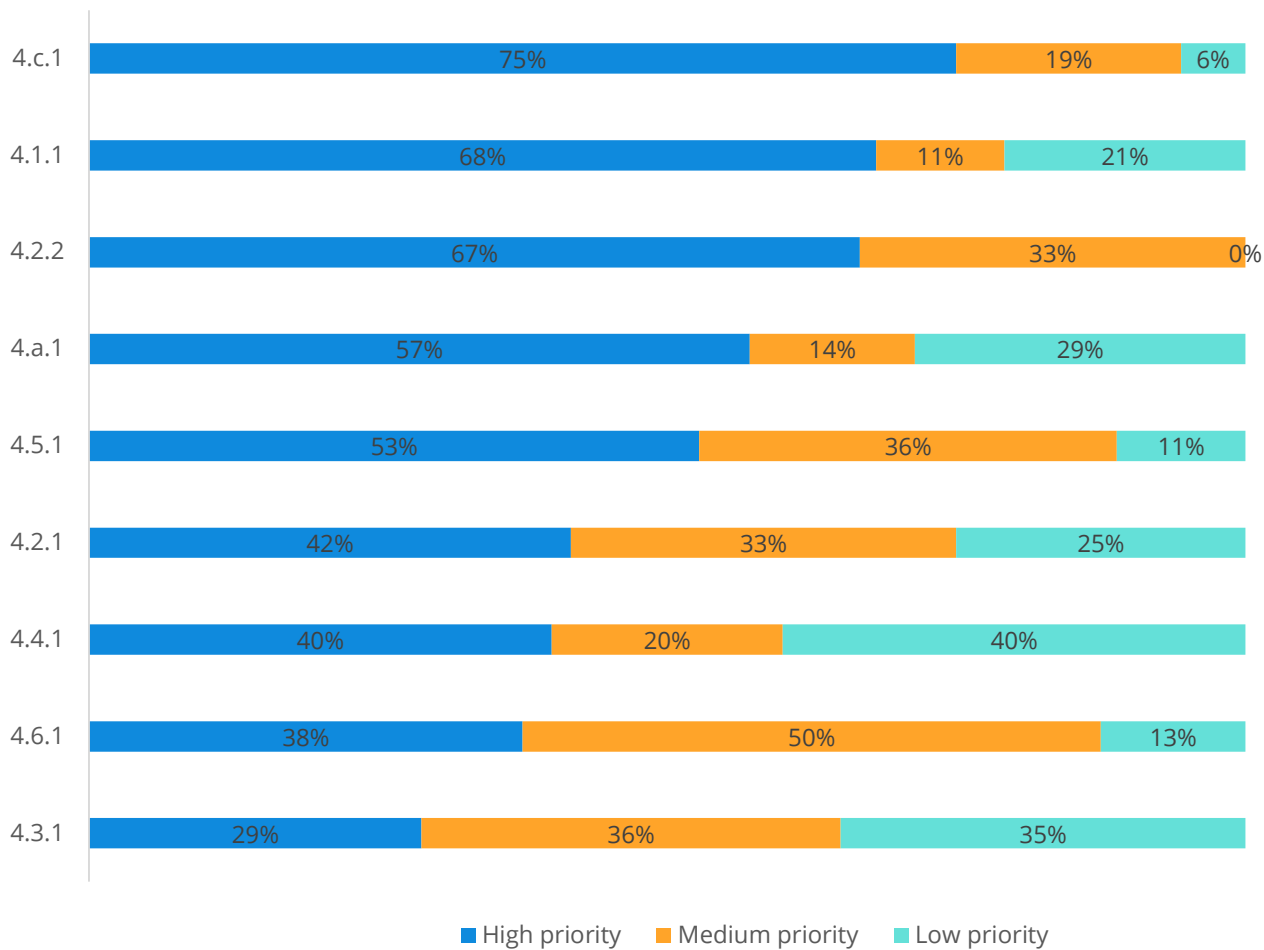
What do data tell us on regional benchmarking?

Global SDG 4 indicators covered by regional monitoring frameworks



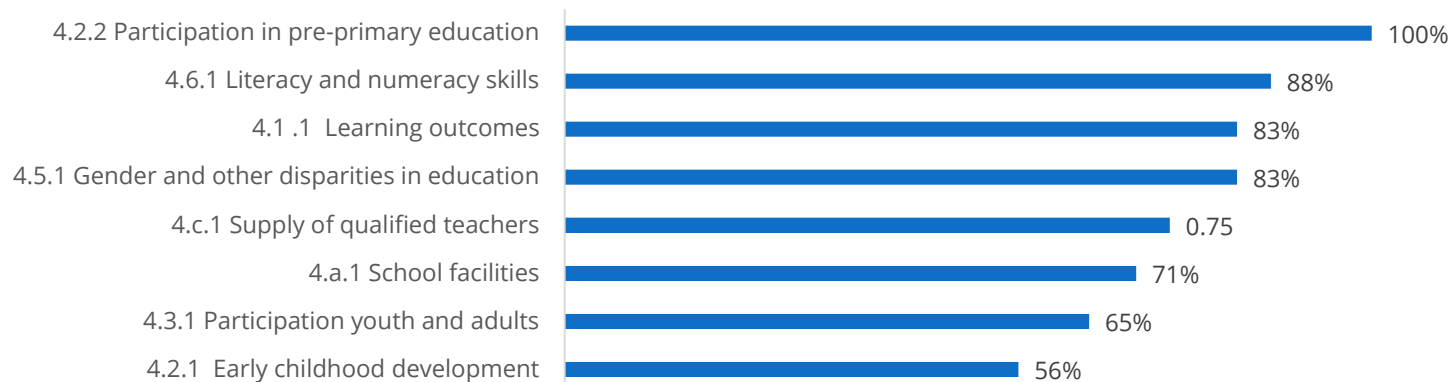
What do data tell us on regional benchmarking?

Priority for setting benchmarks of SDG 4 global indicators

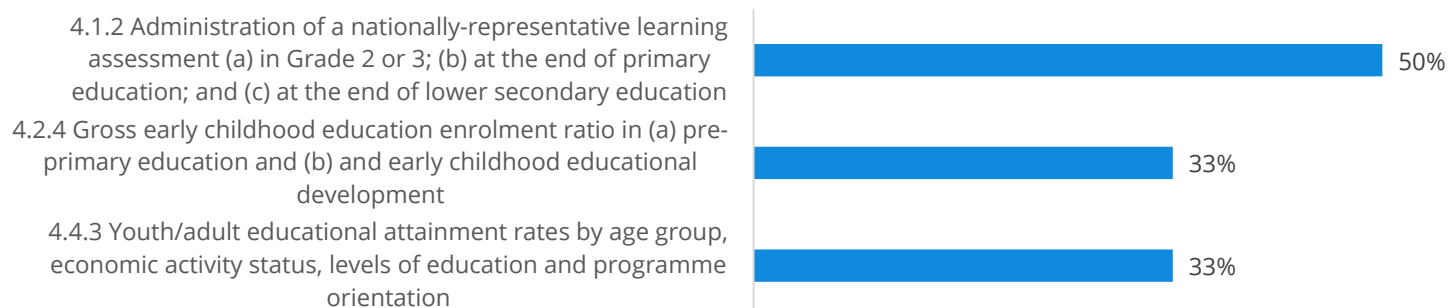


What do data tell us on regional benchmarking?

Feasibility of setting regional benchmarks for global SDG 4 indicators



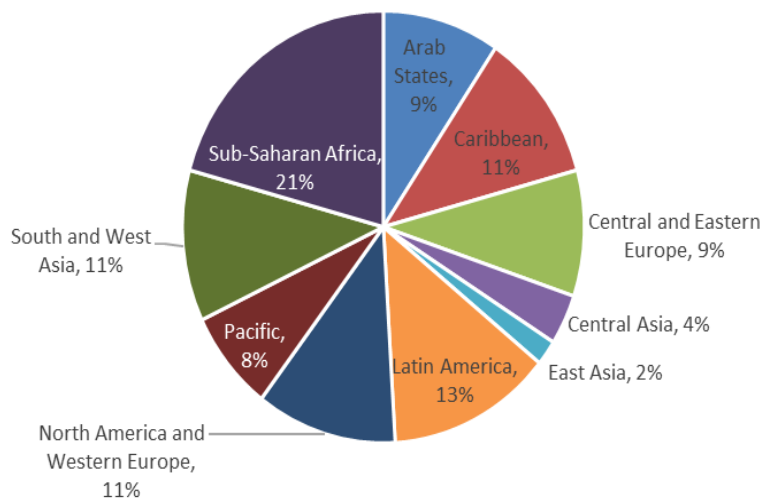
Thematic SDG 4 indicators with regional benchmarks



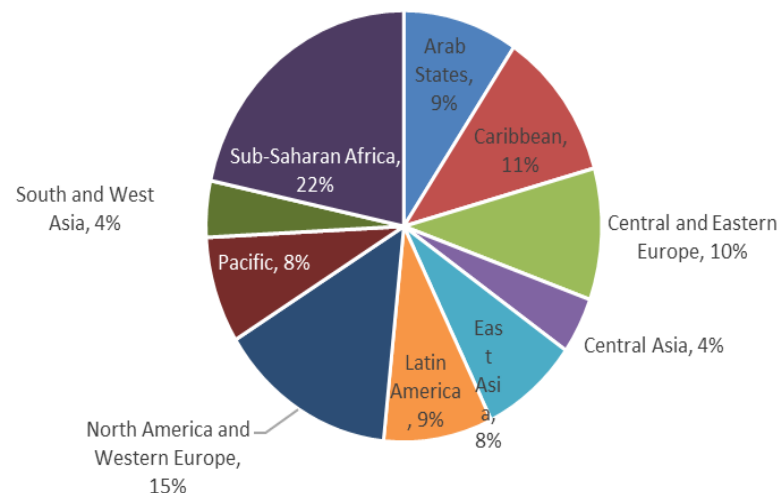
National Consultation on benchmarks

Distribution of countries and responses in the national consultation

Number of responses: 53

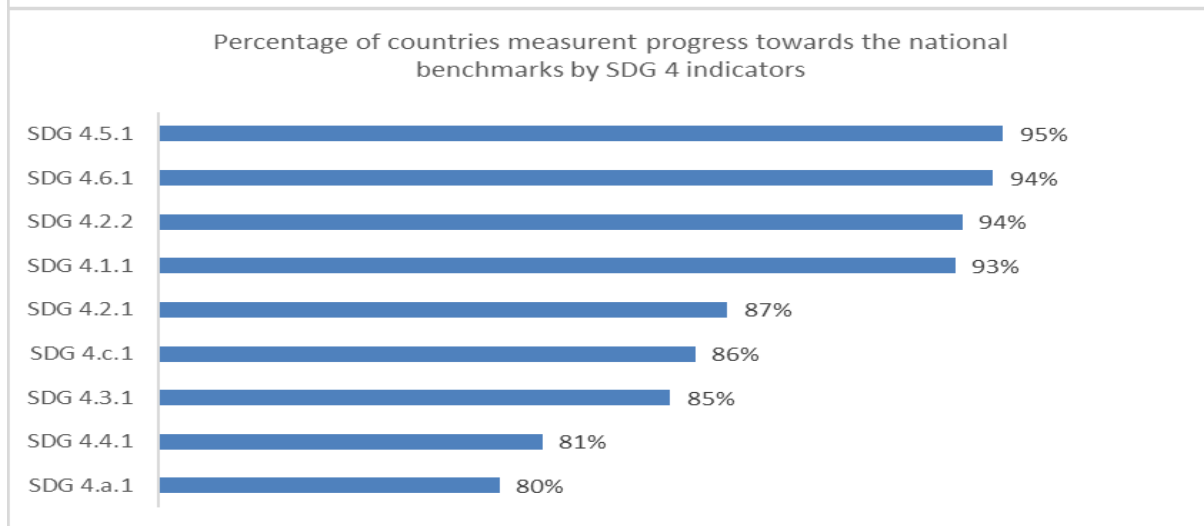
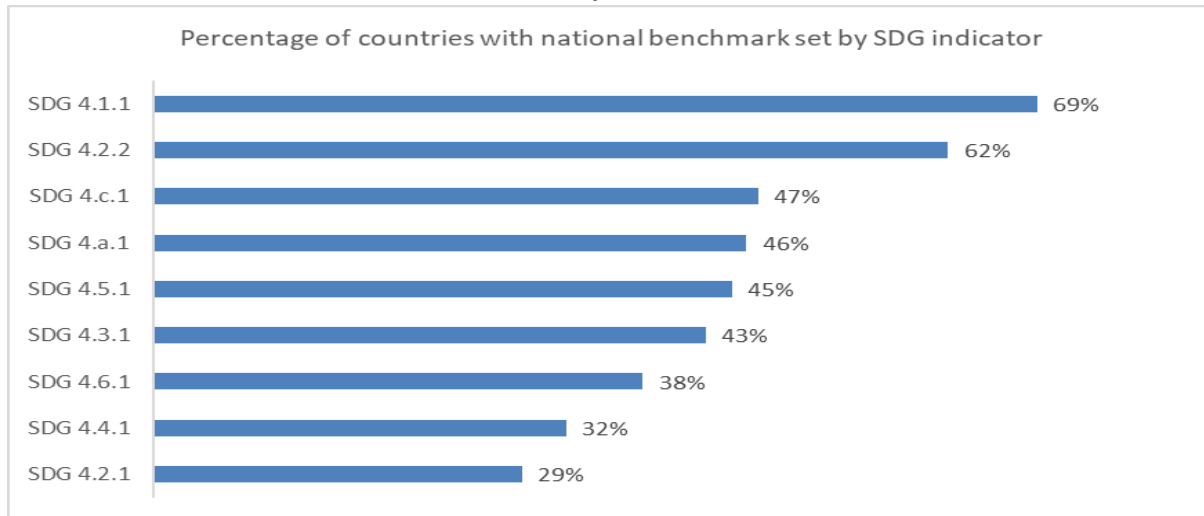


Number of target countries: 213



National Consultation on benchmarks

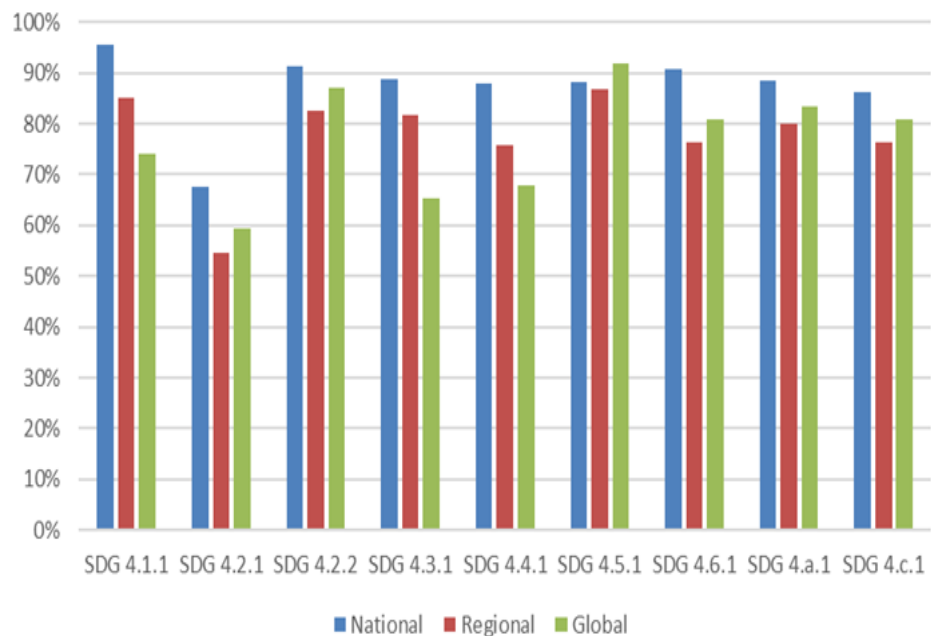
Distribution of countries and responses in the national consultation



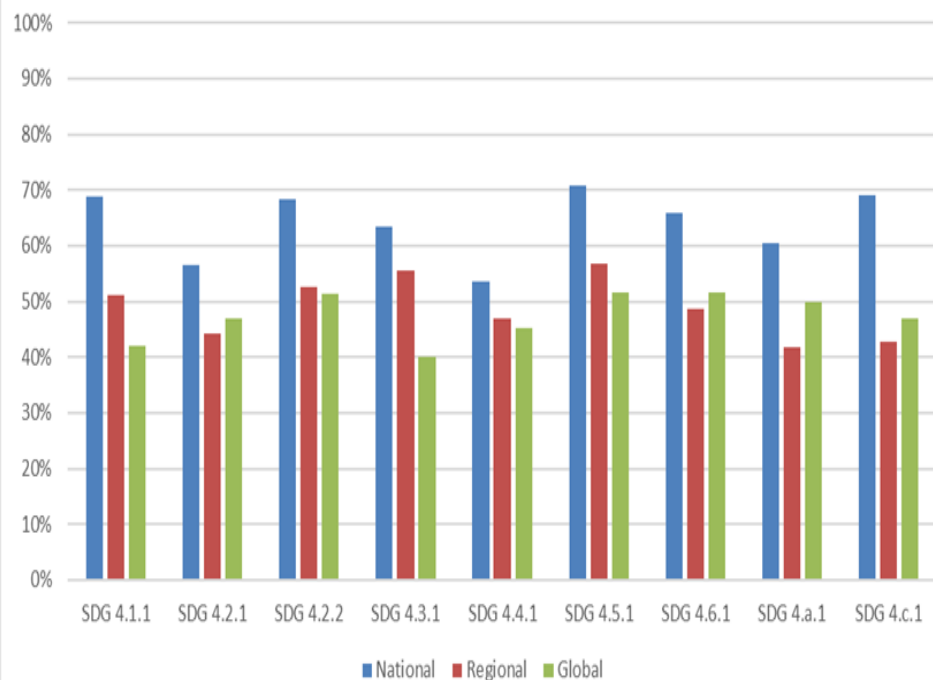
National Consultation on benchmarks

Distribution of countries and responses in the national consultation

Percentage of countries indicating that setting benchmarks for SDG 4 indicators is possible by SDG indicator and level of implementation

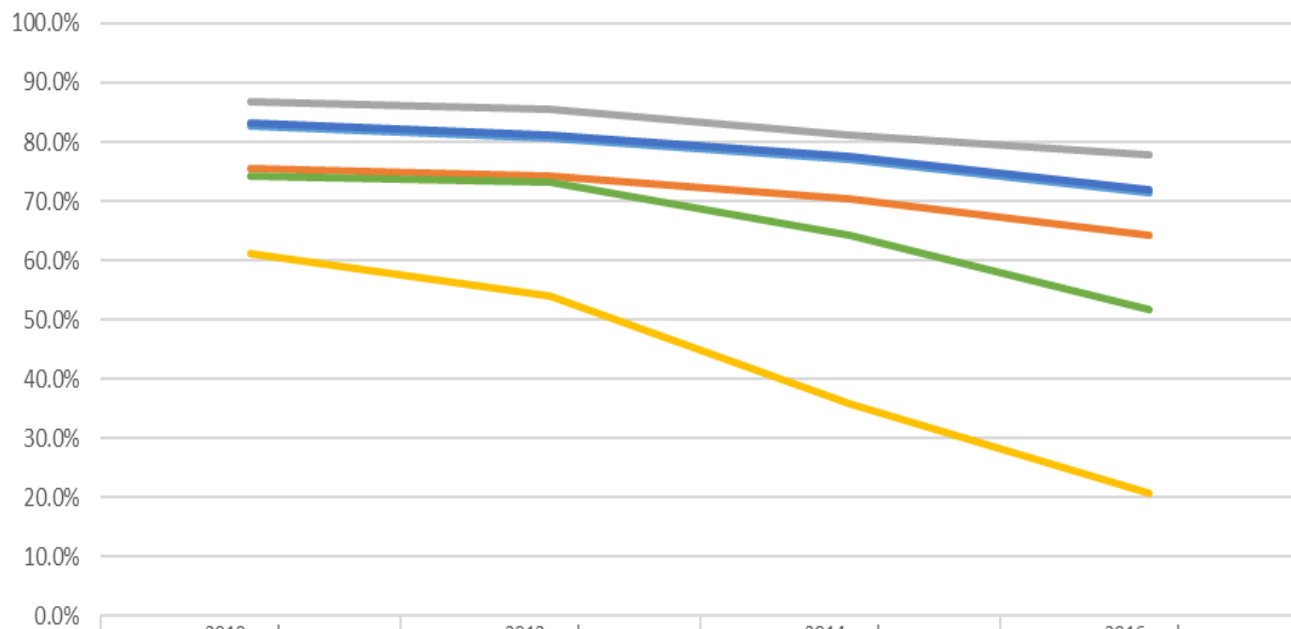


High priority for setting benchmarks for SDG 4 indicators by level



The relevance of data availability

Coverage of MDG indicators by different aggregation by year

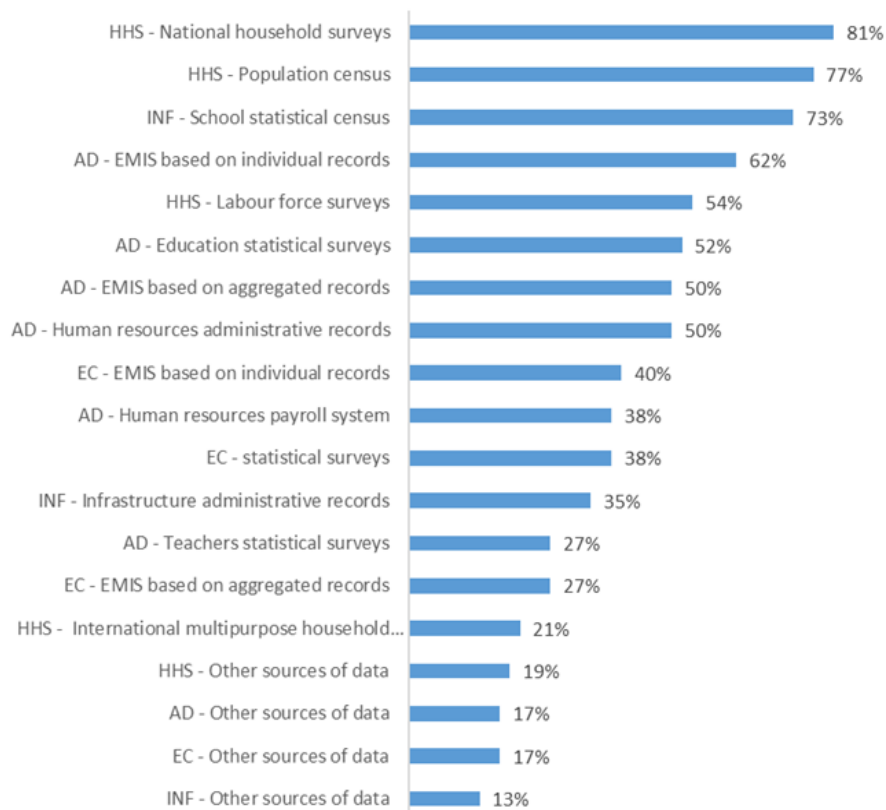


	2010 and +	2012 and +	2014 and +	2016 and +
Out-of-school rate for children of primary school age	82.6%	80.8%	77.0%	71.4%
Out-of-school rate for adolescents of lower secondary age	75.6%	74.2%	70.4%	64.3%
Gross enrolment ratio, pre-primary	86.9%	85.4%	81.2%	77.9%
Literacy rate, population 15-24 years	61.0%	54.0%	35.7%	20.7%
Net enrolment rate, primary	83.1%	81.2%	77.5%	71.8%
Survival rate in primary education	74.2%	73.2%	64.3%	51.6%

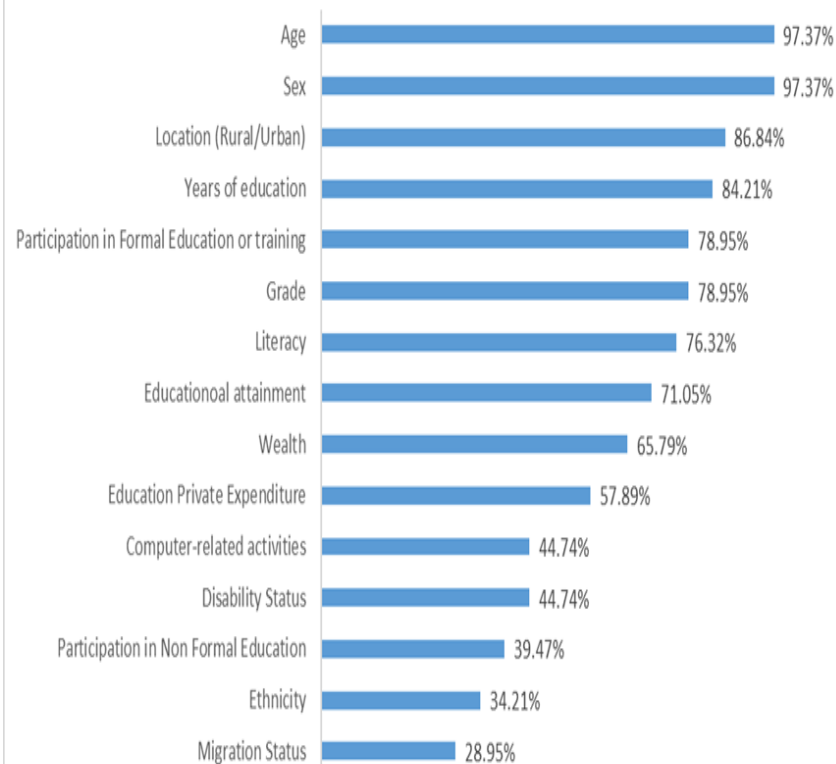
The relevance of data availability

Consultation on sources of information

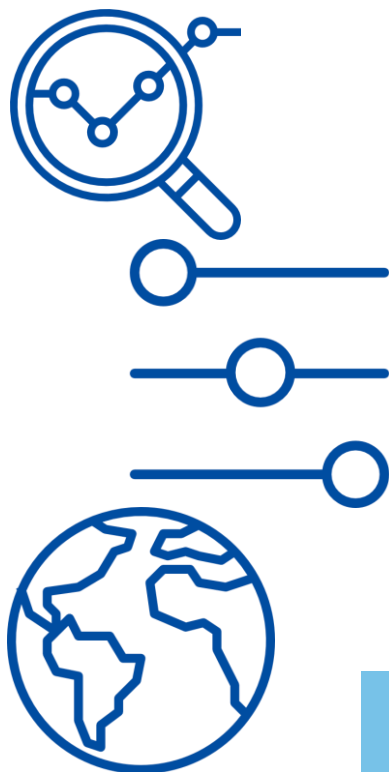
Availability of data sources in countries



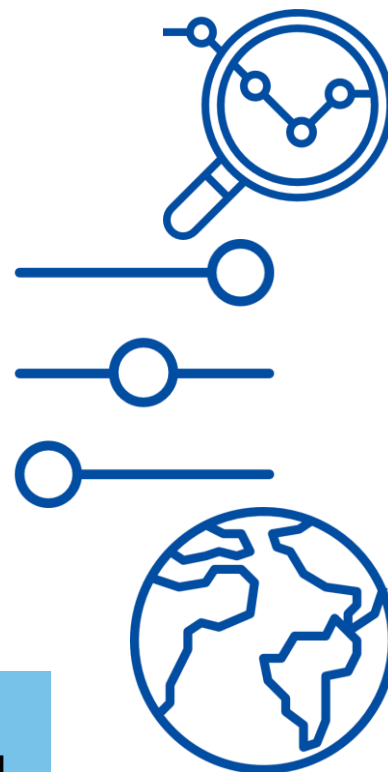
Availability of variables from National household surveys



Lessons and next steps



- Monitoring frameworks:
 - For countries to measure progress;
 - For information sharing;
 - For mutual learning; and
 - To understand what areas to prioritize
- UIS has a global role in developing methods and standards to address the monitoring challenges.



Next step is to support countries in the definition of points of reference for the global indicators at the national level in close collaboration with the regional organizations that support that level of monitoring.



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Thank you!

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