TCG 6 Benchmarks Decisions

During 2018, the UIS and the Global Education Monitoring (GEM) Report led a national and regional consultation to look into the absence of a clear global or regional approach to benchmarking indicators. The consultation's objective was to inform a mapping of existing national and regional benchmarks to better guide the TCG for future steps while informing the deliberations of the SDG – Education 2030 Steering Committee.

The consultation involved two levels: regional organizations and countries. These stakeholders were consulted on the coverage in the monitoring frameworks of the global indicators, the feasibility to set benchmarks or reference points for each level of monitoring and the priorities in certain areas. The results from the consultation highlighted the indicators for which benchmarking is possible.

Based on these results, the UIS has developed proposals for the seven indicators, which include a snapshot of current data status, and regional averages and different options for reference points. The proposals were reviewed by TCG members in Yerevan, with discussions focusing on how to:

a. Assess the feasibility of setting benchmarks ("benchmarkability") for all 43 global and thematic indicators, including a proposal about the periodicity for monitoring in order to narrow down the list.

b. Evaluate the feasibility, periodicity and options for the seven selected SDG indicators proposed by the UIS and compared that list with the one resulting from point a. above.

There was consensus on the "benchmarkability" and type of benchmark to implement for the following indicators: 4.1.1 (minimum proficiency levels in mathematics and reading), 4.1.4 (completion rate), 4.1.5 (out of school rate), 4.2.2 (participation rate in organized learning one year before the official primary entry age), 4.5.4 (Education expenditure per student) and 4.c.1 (trained teachers).

The TCG recommended to not only adopt benchmarks for these indicators but also to define them if needed with different reference points for the global and regional levels. The UIS will finalize the technical document with the reference levels for each of the **seven** indicators in table 2 and elaborate a proposal on equity as the proposed by the Secretariat needs further elaboration.

Table 1 - Indicator benchmarking outcomes

Indicators		Reference point	Reference points recommendation set at
Access			
4.2.2	Participation in pre-primary	YES	Regional and global
Completion rate			
4.1.4	Basic education by level	YES	Regional and global
Learning			
4.1.1	Reading and mathematics in basic education	YES	Regional and global
Quality of teaching			
4.c.1	Trained teachers in basic education	YES	Regional and global
Expenditure			
4.e	Expenditure as a percentage of budget and GPD	YES	Global
4.5.4	Expenditure per student	YES	Regional and global
Equity			
Needs a revised proposal			

TCG members also suggested having benchmarks at the regional level for a second set of indicators. The UIS will invite the regional Education Steering Committees to work on these definitions at the regional level – see table 3.

Table 2 - Additional indicator benchmarking outcomes

Indicators		Consultation outcome on benchmarking	Scale of reporting
4.1.5	Out-of-school rate	YES	Regional
4.3.3	Participation in tech-vocational programmes	NO	-
4.6.1	Achieving fixed level of proficiency in literacy and numeracy	YES	Regional
4.7.4	Global citizenship and sustainability	NO	-
4.a.1	School infrastructure	YES	Regional
4.a.2	Students experiencing bullying	NO	-
4.a.3	Attacks on students, personnel and institutions	NO	-
4.c.7	In-service teacher training	YES	Regional