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SDG 4 Indicator benchmarking consultation

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TCG6

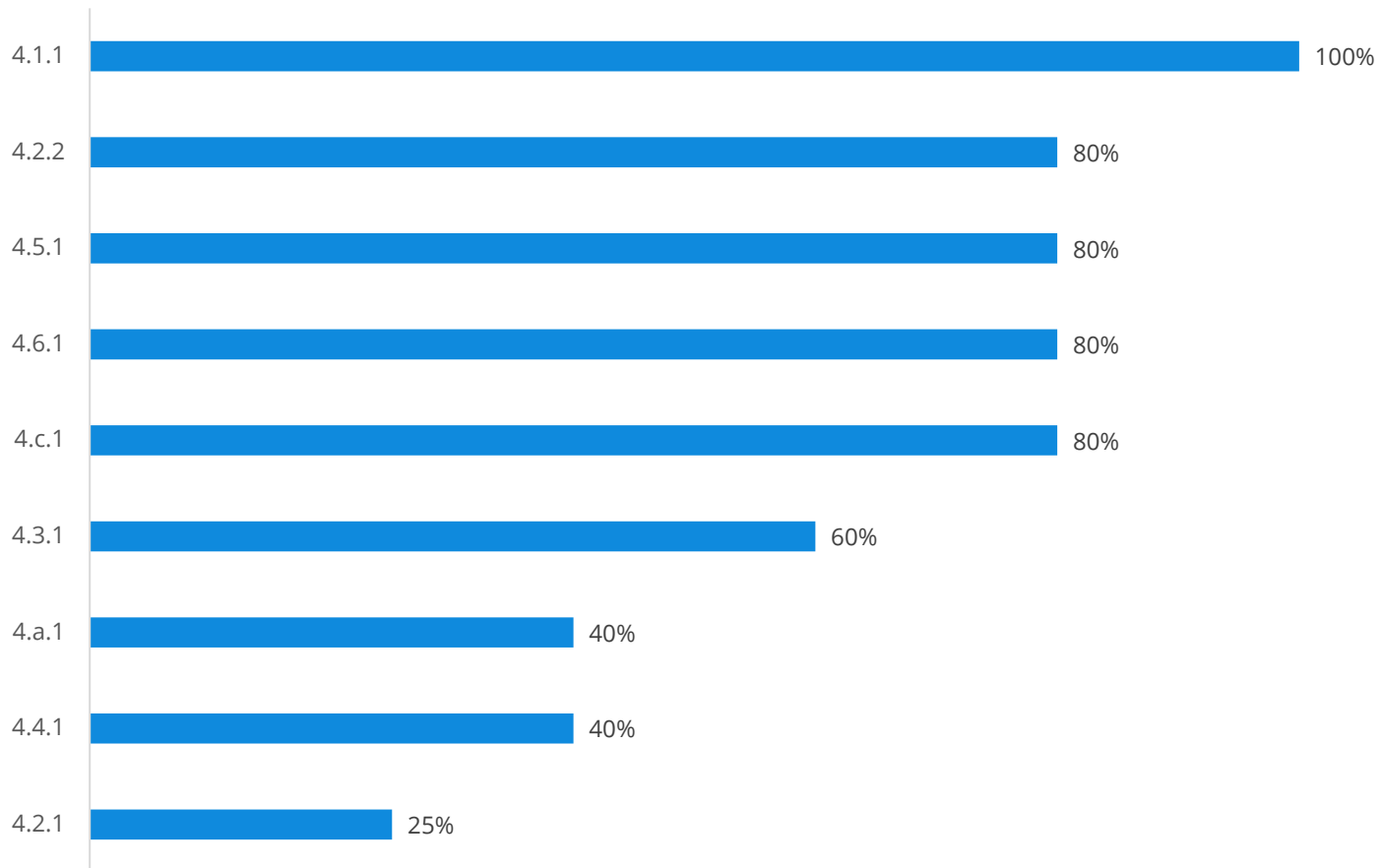
August 2019

Yerevan, Armenia



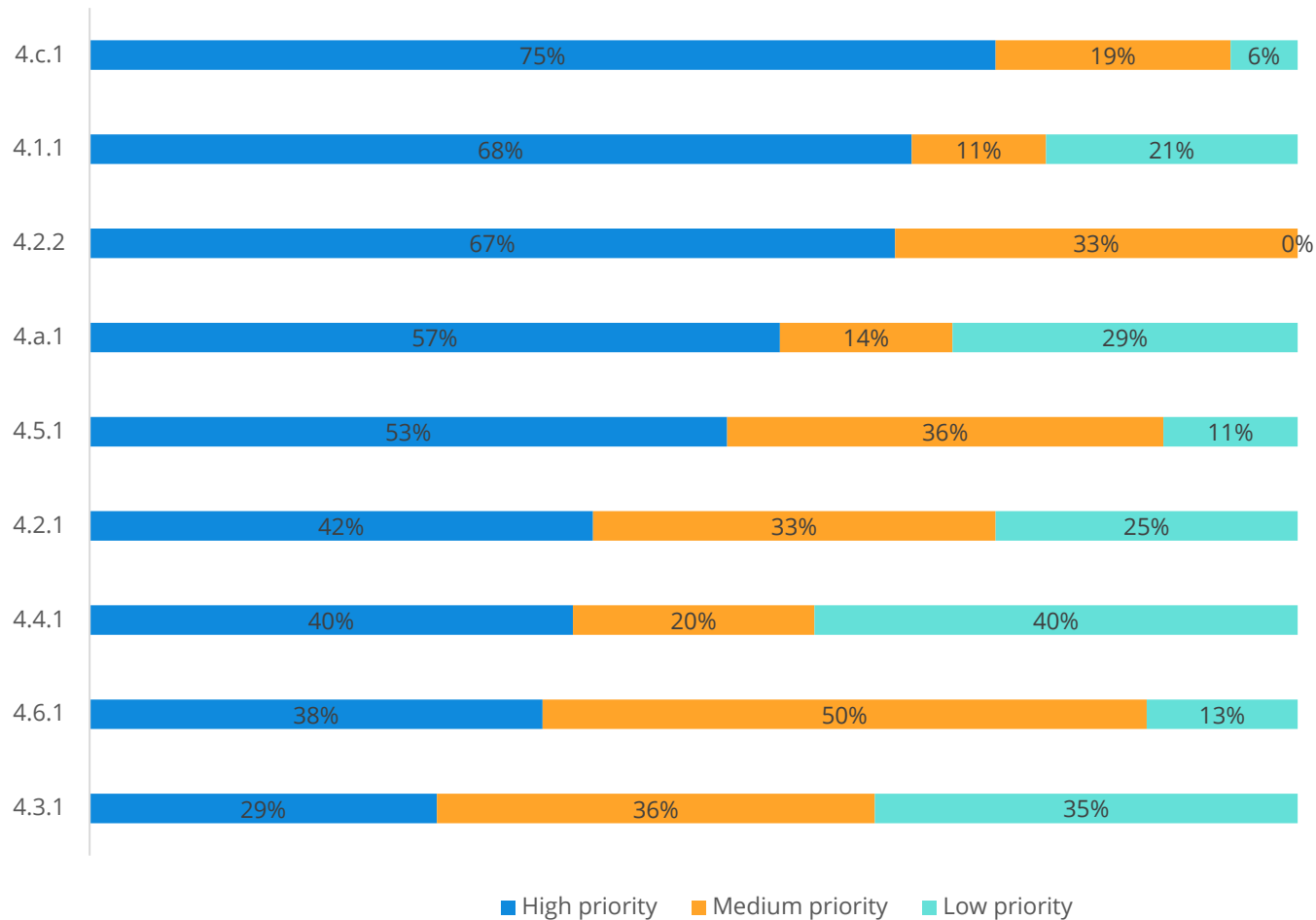
What do data tell us on regional benchmarking?

Global SDG 4 indicators covered by regional monitoring frameworks



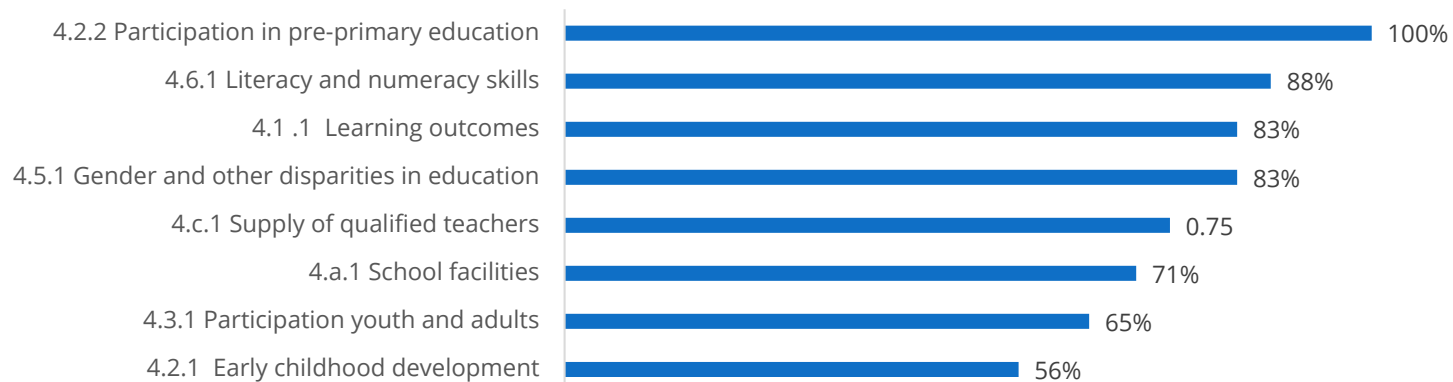
What do data tell us on regional benchmarking?

Priority for setting benchmarks of SDG 4 global indicators

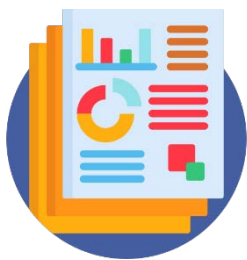


What do data tell us on regional benchmarking?

Feasibility of setting regional benchmarks for global SDG 4 indicators



SDG 4 ACCOUNTABILITY STRUCTURE



INDICATOR
DEFINITION AND
PRIORITAZATION



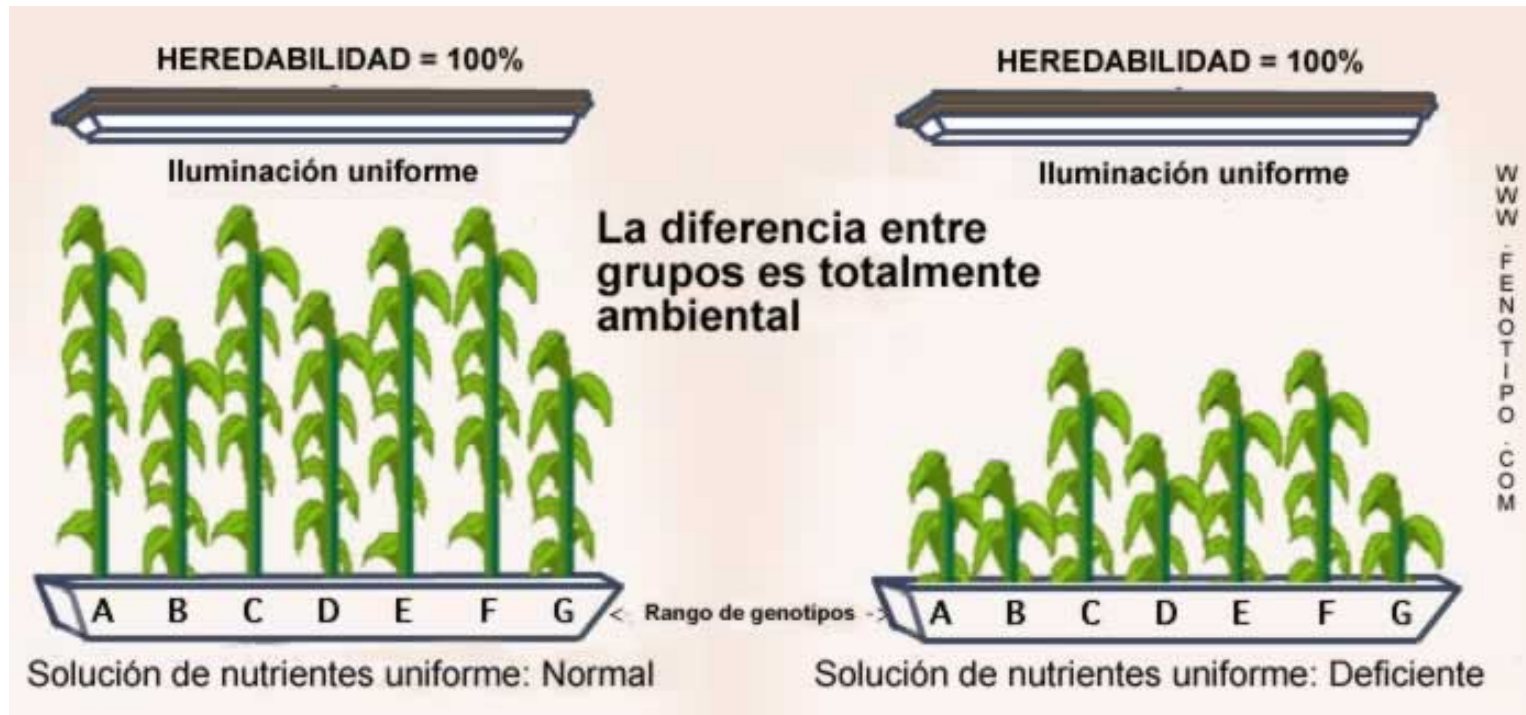
ALINGNMENT
OF RESOURCES



FOLLOW-UP
AND REVIEW

Benchmark periodicity and targets

Target	Indicator		Proposed periodicity	Baseline		Targets		
	Number	Name		Year	Data source	2016	2017	2018
4.1	4.1.1	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	3	2015	Learning assessments between 2010 and 2016			x (includes years 2017-2019)
4.1	4.1.2	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	3	2015	Learning assessments			x
4.1	4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)	1	2015	UIS education survey	x	x	x
4.1	4.1.4	Completion rate (primary education, lower secondary education, upper secondary education)	3	2015	Household surveys and censuses			x
4.1	4.1.5	Out-of-school rate (primary education, lower secondary education, upper secondary education)	1	2015	UIS education survey	x	x	x
4.1	4.1.6	Percentage of children over-age for grade (primary education, lower secondary education)	1	2015	UIS education survey	x	x	x
4.1	4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	1	2015	UIS education survey	x	x	x
4.2	4.2.1	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	3	2015	Household surveys			x
4.2	4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	1	2015	UIS education survey	x	x	x
4.2	4.2.3	Percentage of children under 5 years experiencing positive and stimulating home learning environments	3	2015	Household surveys			x
4.2	4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development	1	2015	UIS education survey	x	x	x
4.2	4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	1	2015	UIS education survey	x	x	x



The question of tempo ... depends not only on the factors of personal taste and skill but to some extent upon the individual instrument and the room or hall involved in the performance."

Willard Palmer, Chopin: An Introduction to His Piano Works



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Thank you!

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