

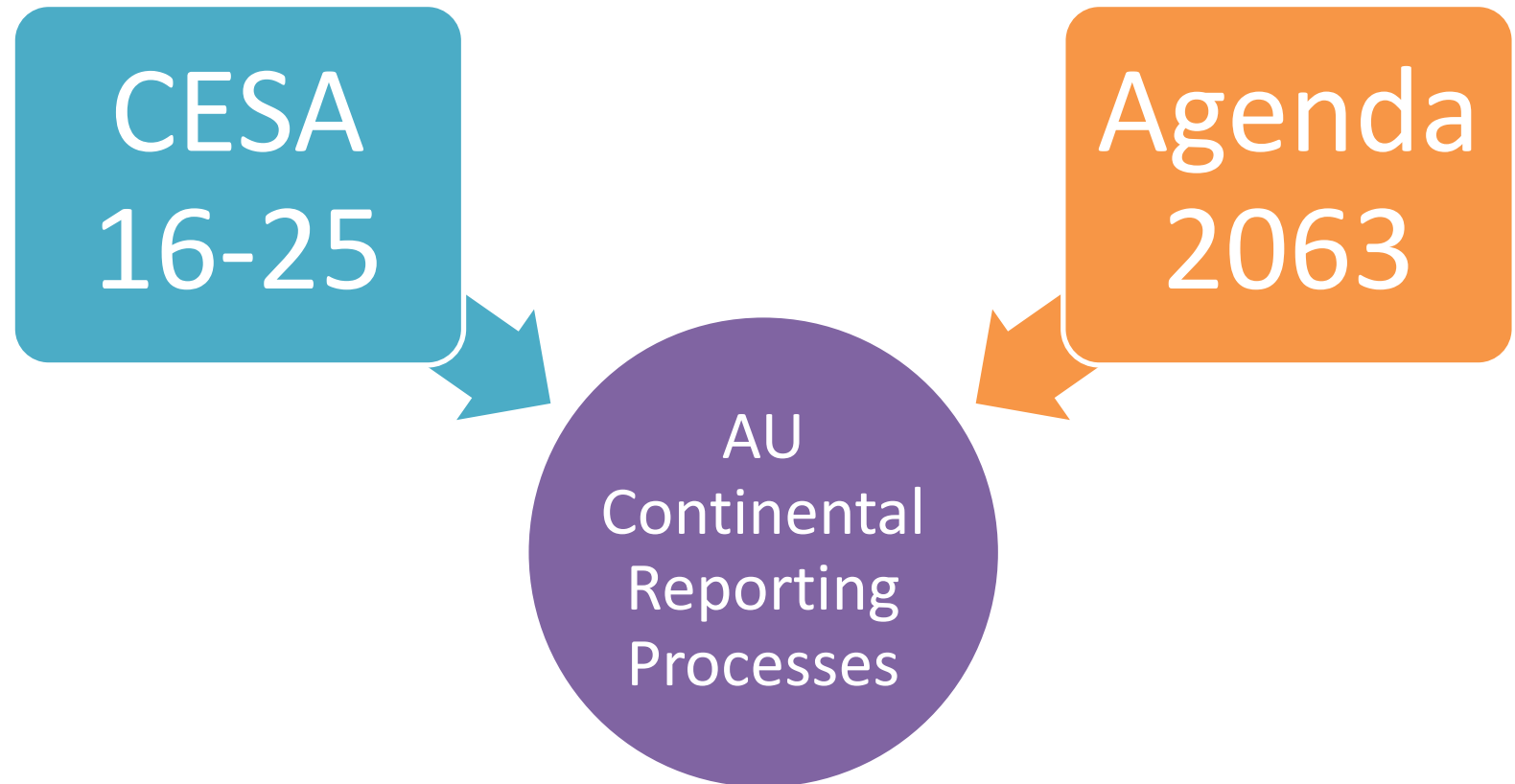


Regional Benchmarking in Africa: an opportunity for accountability, and reporting achievements against Agenda 2030 and Agenda 2063

- **Noubatour Adoumtar,**
Coordinator of the Pan-African Institute of Education for Development (IPED/AUC)
- **Shem Okore Bodo,** *Senior Programs Officer/ADEA*

Content:

1. Mapping indicators for global benchmarking to the Continental education strategy for Africa (CESA 16-25)
2. Areas of concerns for Africa
3. The benchmarking process in Africa
4. Achievements so far



1. THE SEVEN BENCHMARKING INDICATORS IN THE CESA INDICATORS FRAMEWORK

	SDG	CESA
1	Global indicator 4.1.1 Minimum learning proficiency in reading and mathematics	SO 4: 4.5 Proportion of children and young people (a) in grade 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 (ii) mathematics and (iii) science, by sex
2	Global indicator 4.1.2 Completion rate	SO4 : 4.7 Percentage of girls who complete secondary education (under development)
3	Thematic indicator 4.1.5 Out-of-school rate	SO5: 5.4 Girls' dropout rate per reason of drop out
4	Global indicator 4.2.2 Participation rate one year before primary	<i>No specific equivalent indicator, but Early childhood education is a very relevant area in Africa.</i>

5	Global indicator 4.c.1 Percentage of trained teachers	<p>O1: 1.1 Percentage of Teachers Qualified to Teach According to National Standards</p> <p>O1: 1.2 Percentage of teachers qualified in Science or Technology or Engineering or Mathematics by Sex</p> <p>O1: 1.4 Percentage of Teachers who have undergone In-Service Training (under development)</p>
6	Framework for Action benchmarks Education expenditure as share of budget and GDP	<p>F.1 Public Expenditure on Education as a Percentage of Total Government Expenditure</p> <p>F.2 Public Current Expenditure on Education as a Percentage of Total Education Expenditure by level</p> <p>F.3 Public Expenditure on Education as a Percentage of GDP</p>
7	Global indicator 4.5.1 [Equity indicator to be defined]	<p>SO5: 5.1 Gender Parity Index for Gross Enrolment Ratio</p> <p>SO5: 5.2 Percentage of Female Teachers</p> <p>SO5: 5.3 Percentage of Female Head Teachers</p> <p>SO5: 5.4 Girls' dropout rate per reason of drop out</p> <p>SO5: 5.5 Percentage of girls enrolled to STEM</p>

2. Areas of Concern

- Disparity between indicators and indicator definition
- Disparity in Benchmarking Standards
- African Education Systems Priorities are missing: TVET Strategy
- Global Successes on indicators hides Africa's reality: Regional benchmarks are needed
- Indicators that reflect COVID and Post COVID-19 scenarios on teaching and learning

3. The benchmarking process in Africa: Draft Road Map (2020 - 2021)

	Activity	Timeline
1	<p>Technical Consultation on Benchmarking for CESA and SDG4 (Members states , RECs)</p> <ul style="list-style-type: none">• Review of the methodology and simulations at continental, RECs and countries.• Assessing the inclusion of CESA specific indicators to reflect AUC areas of priorities: disability and TVET indicators• Support strategy for countries in collaboration with the RECs	December 2020/January 2021
2	Extraordinary Ministerial meeting for the political engagement	January or February 2021
3	Capacity building initiatives with selected member states	January to March 2021

4. The benchmarking process in Africa: Achievement so far

- First meeting IPED/ADEA and UNESCO/UIS
- A consultation was held on 26th October with the leadership of the AUC and Ministries to deliberate on national/regional concerns: Ref. the communiqué on the technical AUC involvement in the global process.

