



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



TECHNICAL
COOPERATION
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

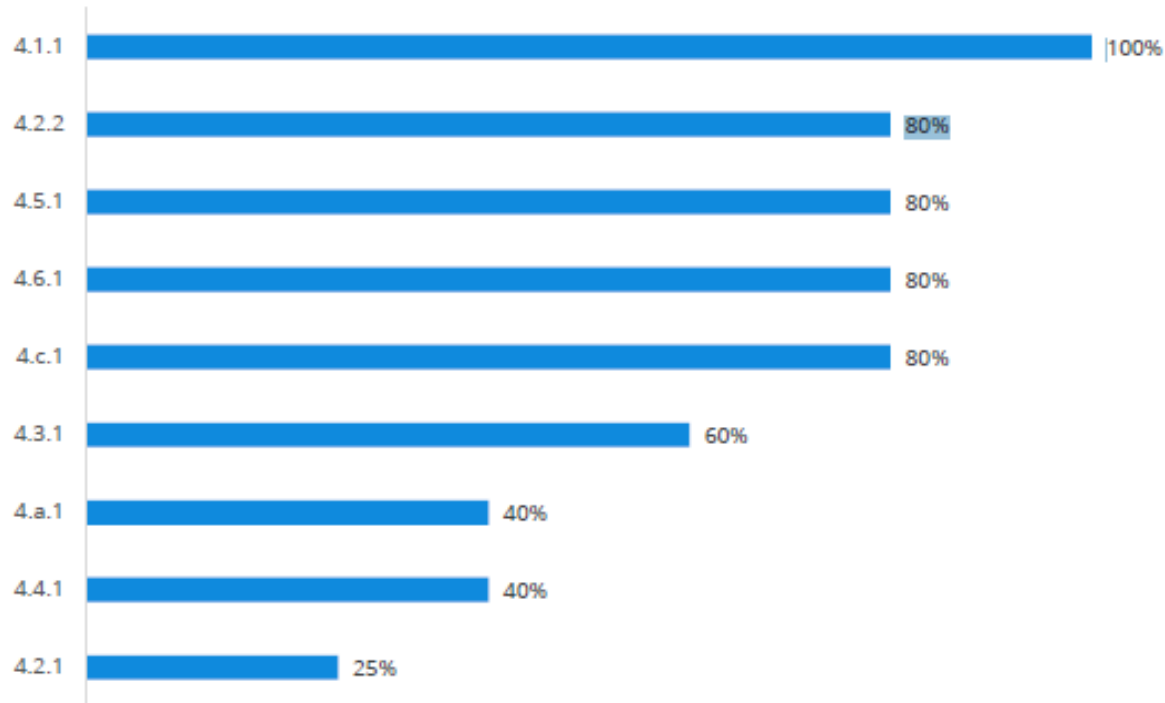


FOLLOW-UP AND REVIEW

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

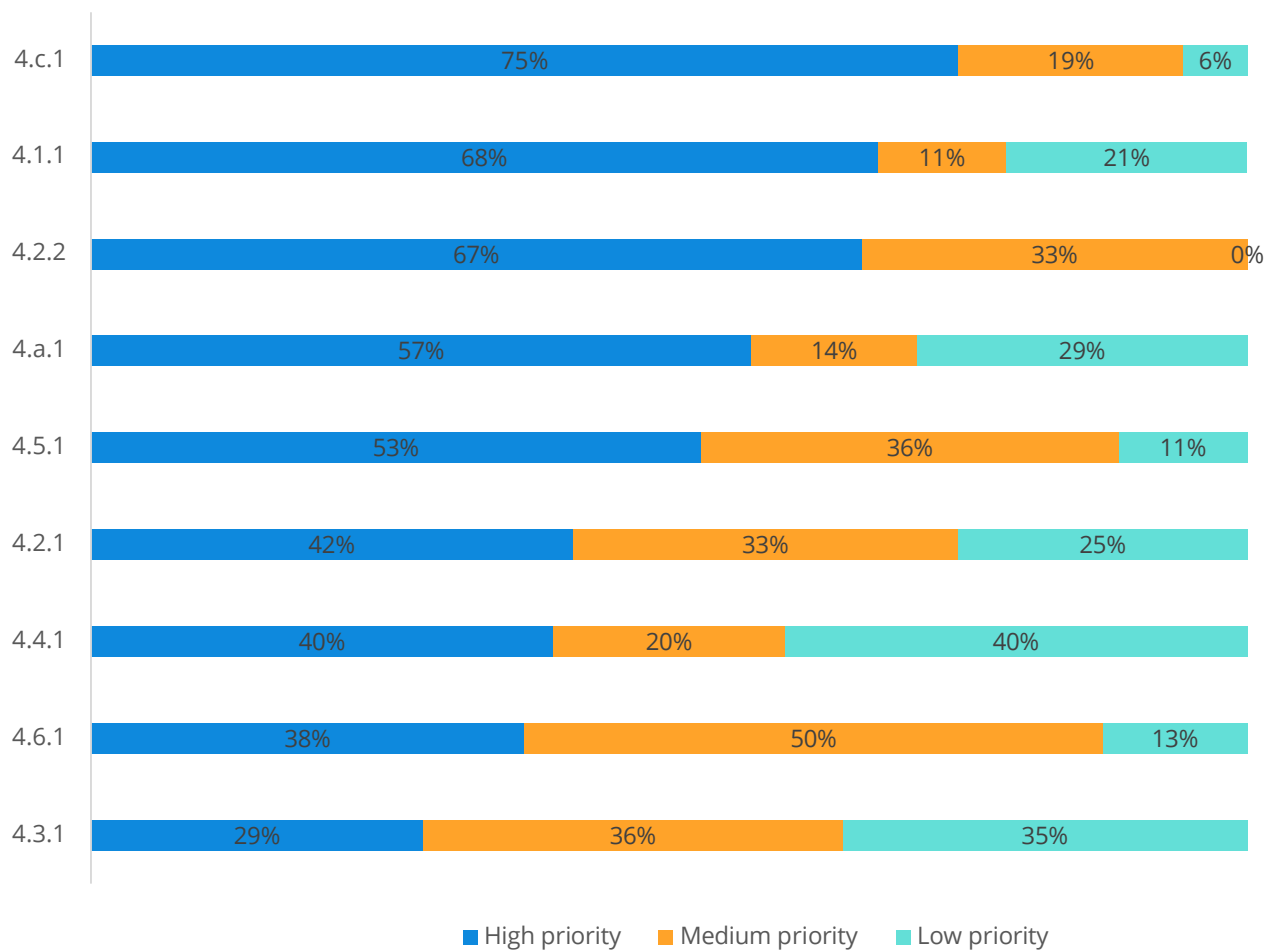
What do data tell us on regional benchmarking?

Global SDG 4 indicators covered by regional monitoring frameworks



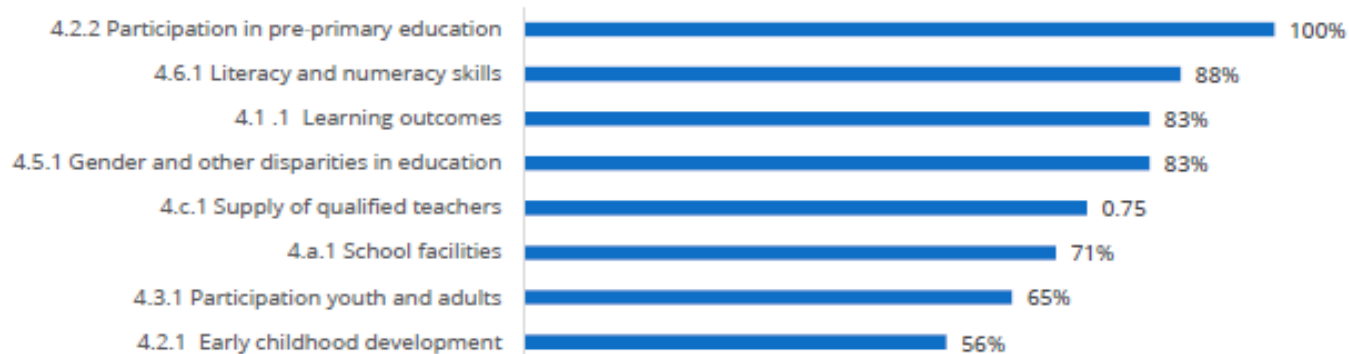
What do data tell us on regional benchmarking?

Priority for setting benchmarks of SDG 4 global indicators

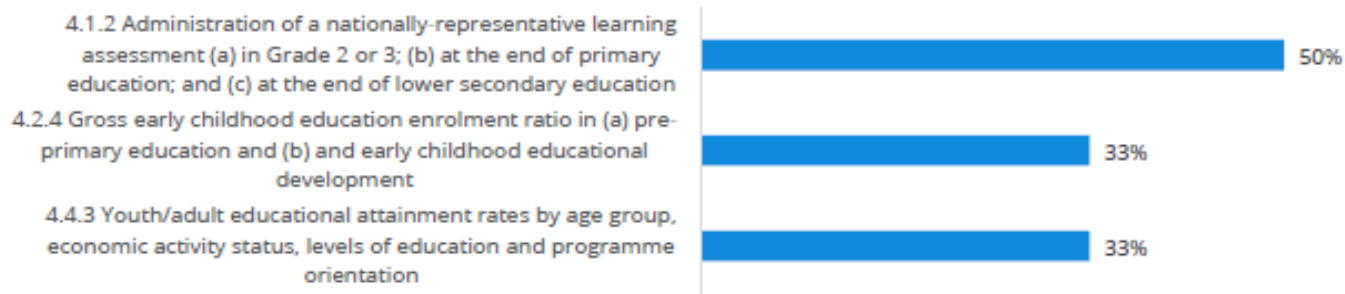


What do data tell us on regional benchmarking?

Feasibility of setting regional benchmarks for global SDG 4 indicators



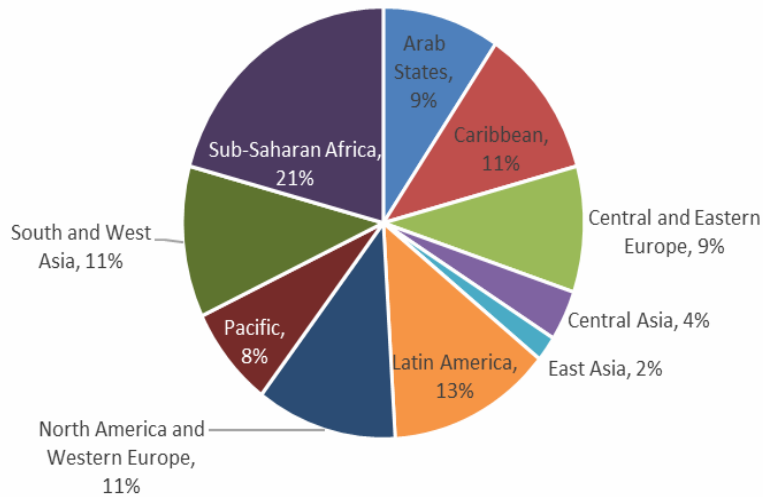
Thematic SDG 4 indicators with regional benchmarks



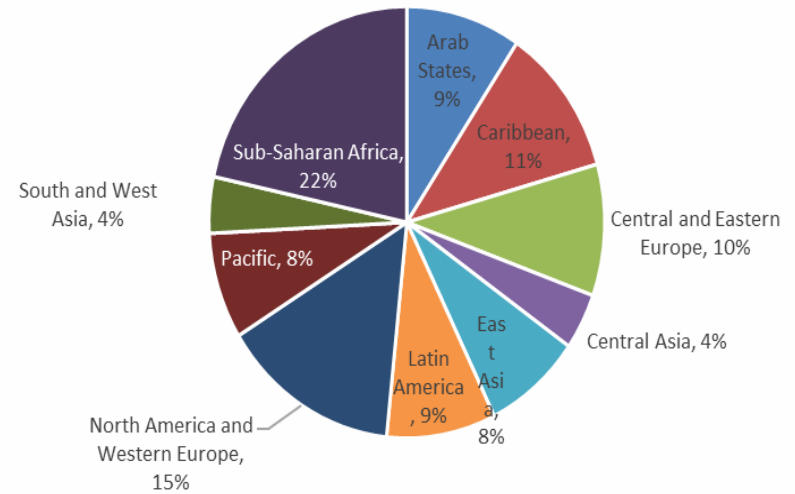
National Consultation on benchmarks

Distribution of countries and responses in the national consultation

Number of responses: 53

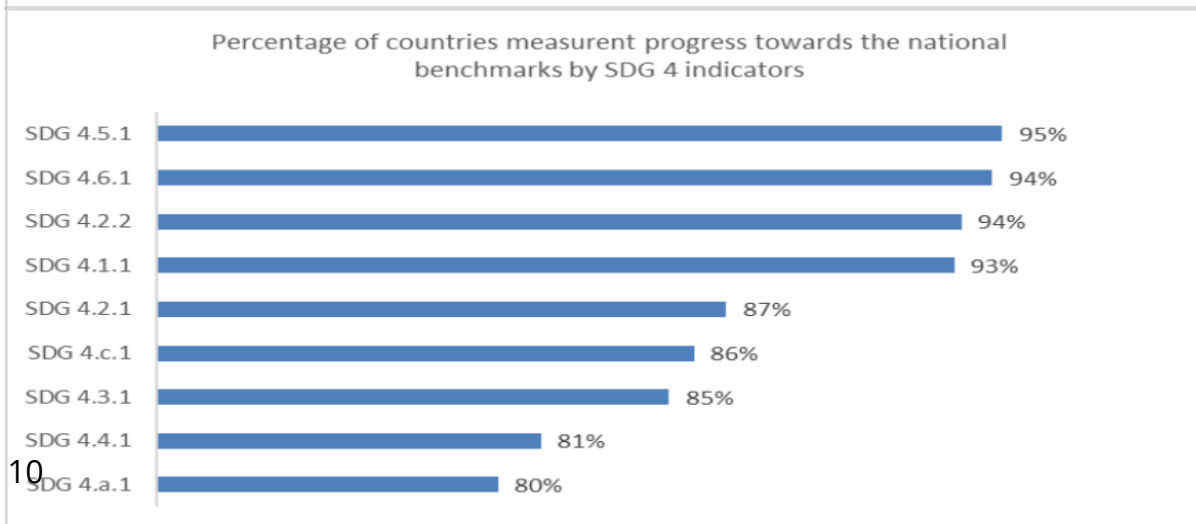
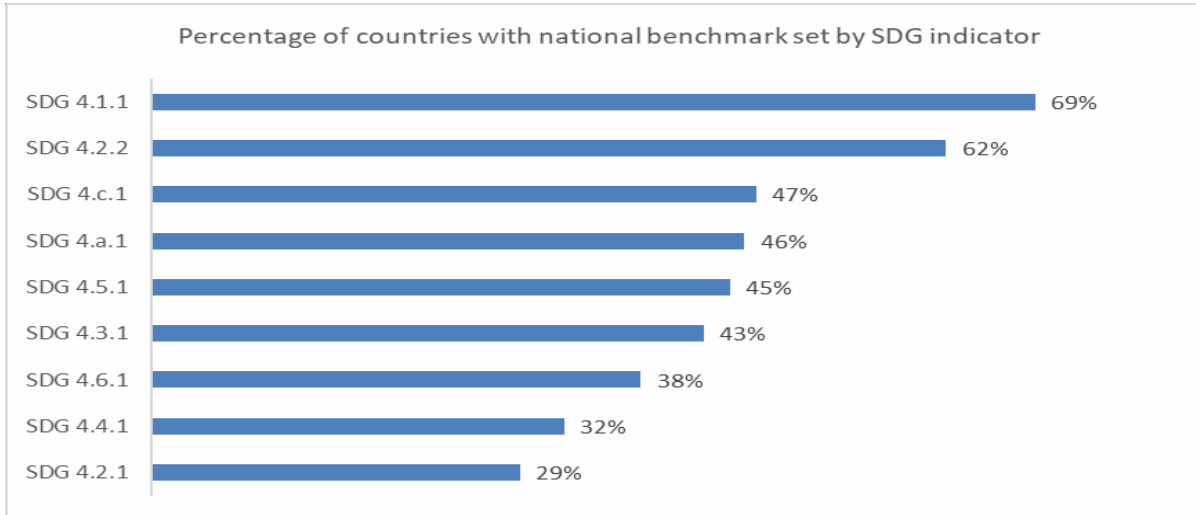


Number of target countries: 213



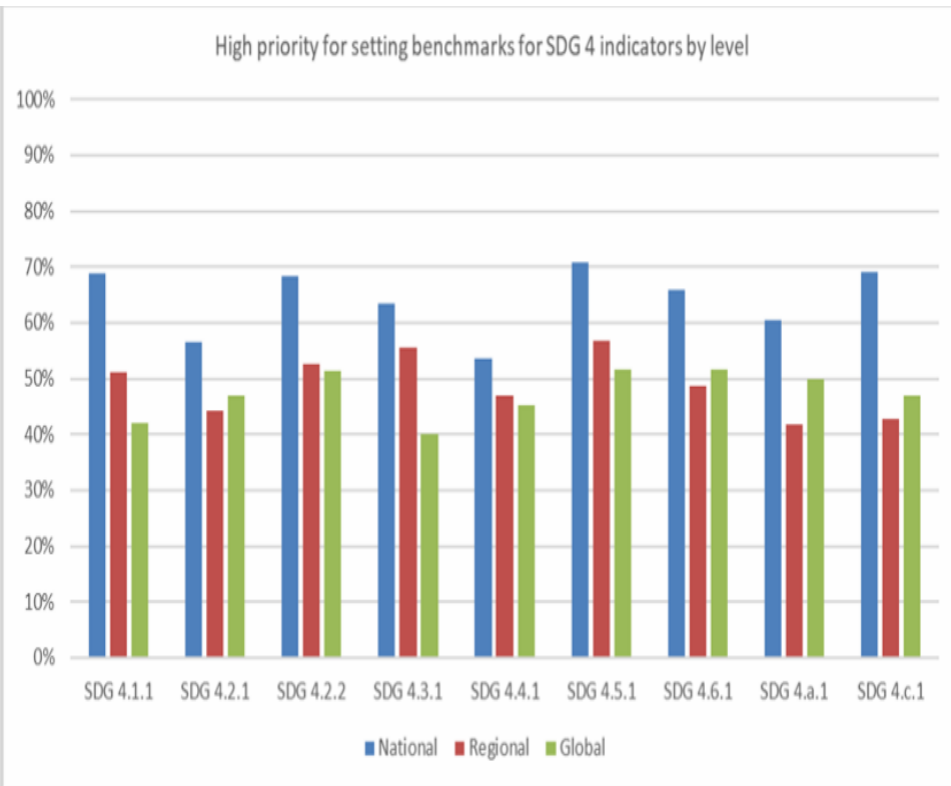
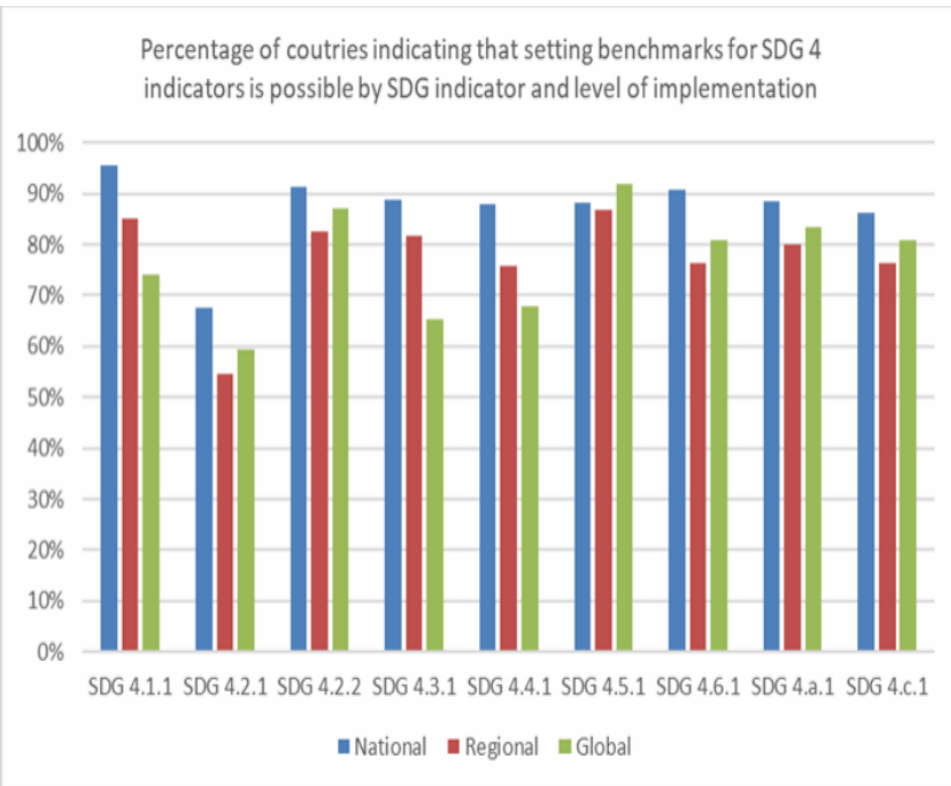
National Consultation on benchmarks

Distribution of countries and responses in the national consultation



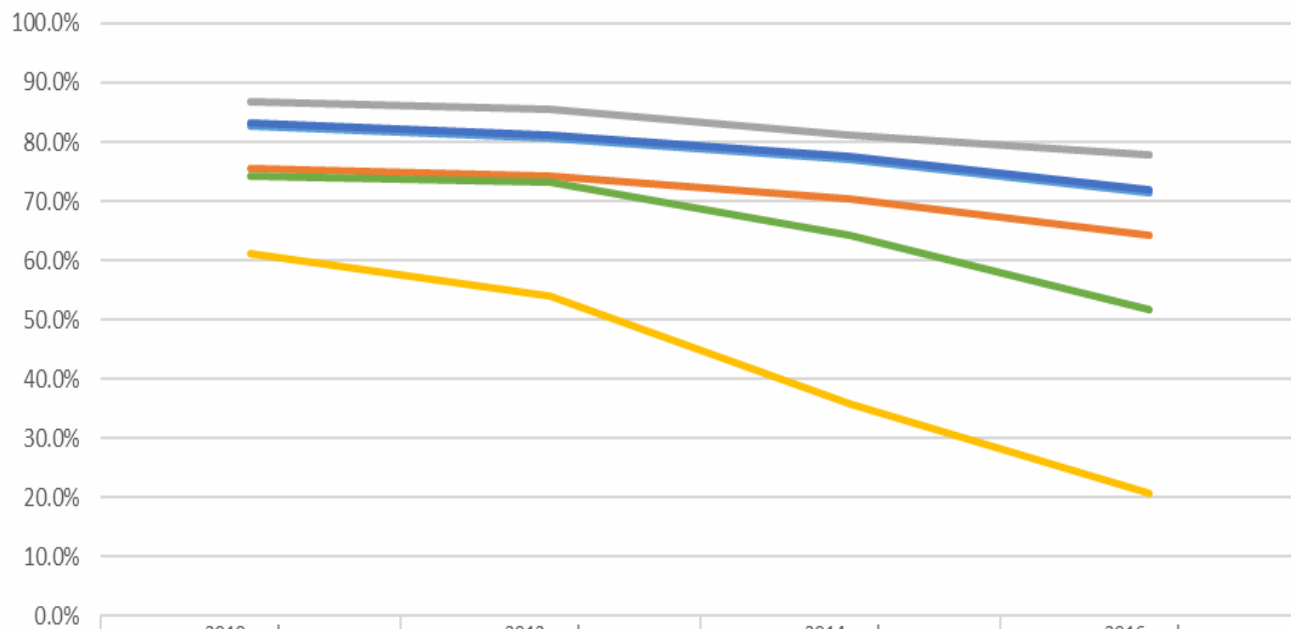
National Consultation on benchmarks

Distribution of countries and responses in the national consultation



The relevance of data availability

Coverage of MDG indicators by different aggregation by year

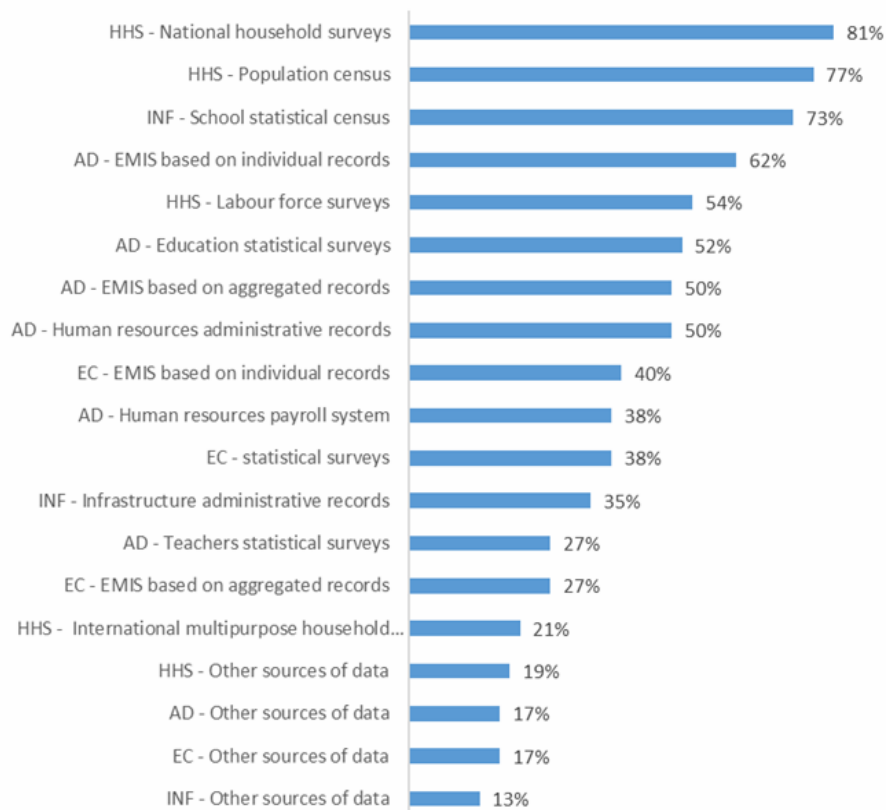


| | 2010 and + | 2012 and + | 2014 and + | 2016 and + |
|---|------------|------------|------------|------------|
| Out-of-school rate for children of primary school age | 82.6% | 80.8% | 77.0% | 71.4% |
| Out-of-school rate for adolescents of lower secondary age | 75.6% | 74.2% | 70.4% | 64.3% |
| Gross 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% |

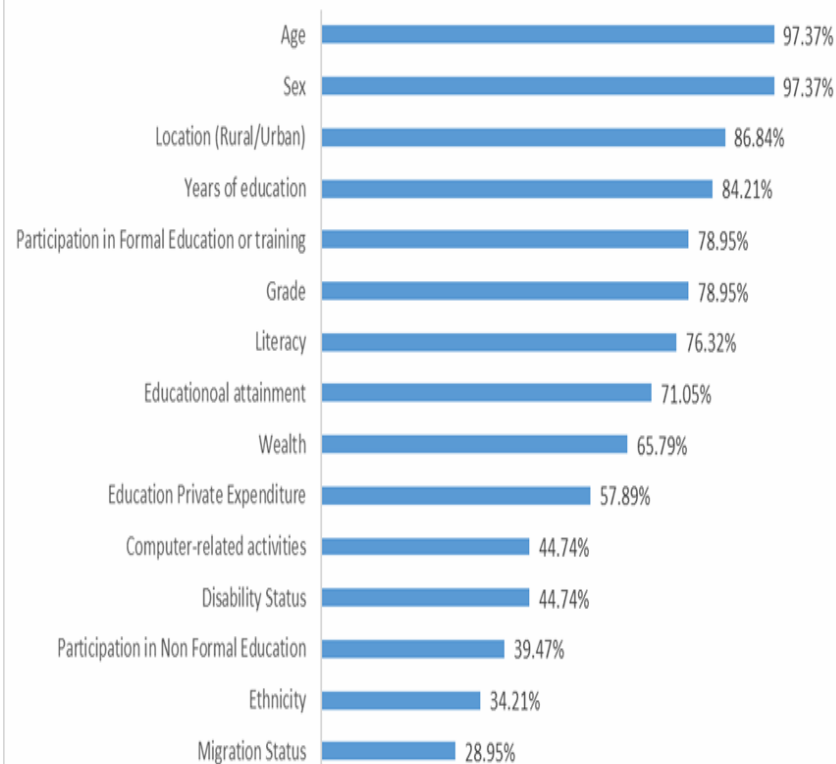
The relevance of data availability

Consultation on sources of information

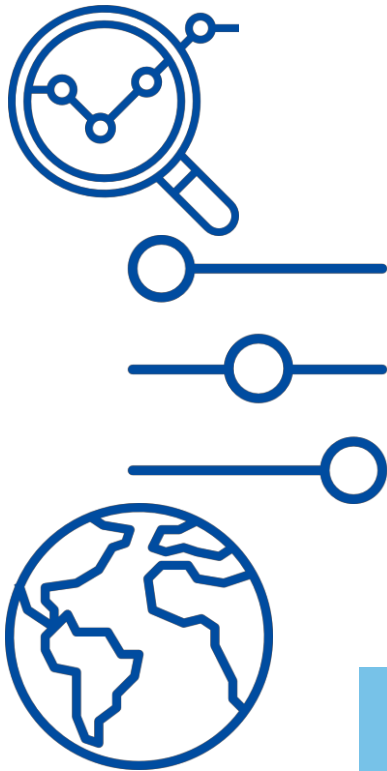
Availability of data sources in countries



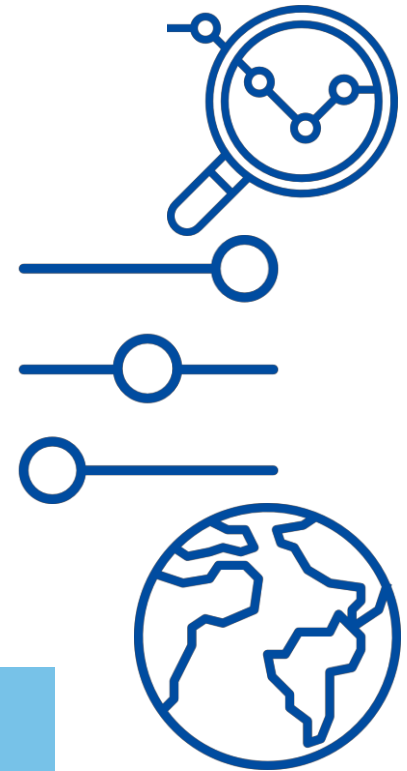
Availability of variables from National household surveys



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.

Comparability of learning assessments

| | | <i>Comparability</i> | <i>Needs of action</i> |
|----------------------|----------|--|-------------------------------|
| School-based | | | |
| | Global | Yes, for participating countries | None |
| | Regional | Yes, for the countries | Translate into a global scale |
| | National | No but could be scaled | Translate into a global scale |
| Population Based | | Yes but alignment of verbal definition should be completed | Translate into a global scale |
| National Examination | | No | ----- |

Summary table of alternatives for aligning to a global scale

| <i>Level</i> | <i>Non psychometric calibration</i> | <i>Psychometric Calibration</i> | |
|------------------------|-------------------------------------|---------------------------------|----------------------------|
| | | <i>Test Based Calibration</i> | <i>Items based linking</i> |
| Early Grades | Yes | Unlikely | Unlikely |
| End of Primary | Yes | Yes | Feasible |
| End of lower secondary | Yes | No | Feasible |

Rates of out-of-school by SDG regions and levels of education, both sexes, 2017 or latest year available

| Region | Rate of out-of-school (%) | | |
|---|---------------------------|-----------------|-----------------|
| | Primary | Lower secondary | Upper secondary |
| Sub-Saharan Africa | 20.51 | 35.51 | 56.96 |
| Northern Africa and Western Asia | 10.58 | 14.22 | 32.17 |
| Northern Africa | 10.65 | 10.14 | 33.33 |
| Western Asia | 10.30 | 17.24 | 31.23 |
| Central and Southern Asia | 6.21 | 16.62 | 47.25 |
| Central Asia | 2.51 | 5.30 | 18.07 |
| Southern Asia | 6.32 | 17.22 | 47.83 |
| Eastern and South-eastern Asia | 3.78 | 8.55 | 19.27 |
| Eastern Asia | 3.04 | 6.55 | 15.91 |
| South-eastern Asia | 5.04 | 11.57 | 25.75 |
| Oceania | 9.21 | 3.66 | 22.81 |
| Latin America and the Caribbean | 4.72 | 7.15 | 22.79 |
| Caribbean | ... | ... | ... |
| Central America | ... | ... | ... |
| South America | ... | ... | ... |
| Europe and Northern America | 2.94 | 1.78 | 6.54 |
| Europe | 2.37 | 2.25 | 7.43 |
| Northern America | 3.76 | 0.74 | 5.03 |
| World total | 8.88 | 15.65 | 35.82 |

Indicator 4.1.1 Adjusted

| <i>Indicator 4.1.1</i> | <i>Indicator 4.1.1 adjusted</i> |
|------------------------|--|
| Early Grades | $4.1.1a = S \times (1 - \text{rate of out-of-school})$ |
| End of Primary | $4.1.1b = S \times \text{rate of completion}$ |
| End of Lower Secondary | $4.1.1c = S \times \text{rate of completion}$ |



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Thank you!

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