Summary Report of Africa Regional Technical Consultations on Regional Benchmarks for SDG 4 and CESA 16-25

Final Outcomes Document

This document summarizes the outcomes of the regional and sub-regional technical consultations on regional benchmarks for SDG 4 in Africa.

Summary Report of Africa Regional Technical Consultations on Regional Benchmarks for SDG 4 and CESA 16-2

1. Background

The Education 2030 Framework for Action called on countries to establish "*appropriate intermediate benchmarks (e.g. for 2020 and 2025)*" for the SDG indicators, seeing them as "indispensable for addressing the accountability deficit associated with longer-term targets" (§28), a request that remains unrealized. The extraordinary session Global Education Meeting in October 2020 reminded countries of this commitment. Its Declaration called on "*UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to … accelerate the progress and propose relevant and realistic benchmarks of key SDG 4 indicators for subsequent monitoring*" (§10). Fulfilling this neglected commitment to set benchmarks would help renew emphasis on achieving SDG 4. Countries have started from different points and move at different speeds. Unless there is a clearer and shared understanding of where countries started from in 2015, what minimum levels they should achieve and how fast, there is a risk that lack of progress will go unnoticed. But to be effective, benchmarks must be designed to mobilize action and communicated in a transparent and informative way.

In this context, the UNESCO Institute for Statistics (UIS) and its partner agencies discussed the approaches and processes of identifying and establishing benchmarks at global, regional, and national level. A set of indicators to benchmark was adopted in August 2019 by the Technical Cooperation Group on the Indicators for SDG 4 - Education 2030 (TCG). The proposal was based on a review by TCG members, which concluded that it would be possible to set benchmarks for 6 of the 43 SDG 4 indicators and the Framework for Action expenditure indicator based on past trends, country coverage, frequency of data and policy relevance (see Table 1).

Table 1: Proposed benchmark indicators

No.	Benchmark Indicators	Level
1	**indicator 4.1.1** Minimum learning proficiency in reading and mathematics	Global
2	**indicator 4.1.2** Completion rate	Global
3	**indicator 4.1.4** Out-of-school rate	Thematic
4	**indicator 4.2.2** Participation rate one year before primary	Global
5	**indicator 4.c.1** Proportion of teachers with the minimum required qualifications	Global
6	**Indicator:** Education expenditure as share of budget and GDP	Education 2030 Framework for Action
7	**Equity indicator** (to be defined)	Global

This report is structured as follows. After this introduction, it presents the specific African context (Section 2) and the UIS approach regarding the benchmarks in the region (Section 3). Then, it

describes the organization of the regional benchmarking process in Africa (section 4) and the finalization and agreement on regional minimum benchmarks and the additional regional indicators (section 5). Finally, it confirms the endorsement of the benchmarks and the way forward (section 6). Annexes 1 and 2 summarize the key definitions and list the regional values for the seven benchmark indicators. Annexes 3 and 4 provide the list of participants in consultations and the recommendation from the expert group meeting in February. Annexes 5 shares the questionnaire of the consultation with Member States.

2. The African Position

Agenda 2063 "The Africa We Want" was adopted at the January 2013 African Union Summit, reflecting the aspirations of the African continent for the post 2015 development agenda. To fast-track its implementation over the 50-year period, the First Ten-Year Implementation Plan was developed.

The Continental Education Strategy for Africa 2016-2025 underlines the priorities in the education sector until 2025. In addition, a TVET strategy was developed to stress the importance that the continent attributes to the development of adequate skills to transform Africa. The strategy calls for a paradigm shift in TVET, that is transforming TVET to prepare young people to become job creators rather than job seekers and ensuring relevance of TVET programs by aligning them to the market demand.

The Continental Education Strategy for Africa (CESA 2016-2025) outlines 12 strategic objectives, which have parallels with the SDG 4 targets, as **Table 2** shows.

Table 2. CESA 2016-2025 strategic objectives

CESA Strategic objectives	SDG 4
SO 1: *Revitalize the teaching profession to ensure quality and relevance at all levels of education*	4.c
SO 2: *Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub- sectors and for all, so as to expand access to quality education*	4.a
SO 3: *Harness the capacity of ICT to improve access, quality and management of education and training systems*	
SO 4: *Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration*	4.1; 4.3; 4.6
SO 5: *Accelerate processes leading to gender parity and equity*	4.5
SO 6: *Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy*	4.6
SO 7: *Strengthen the science and math curricula in youth training and disseminate scientific knowledge and culture in society*	
SO 8: *Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems*	4.3; 4.4
SO 9: *Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness*	4.3

SO 10: *Promote peace education and conflict prevention and resolution at all levels of education and for all age groups*	4.7
SO 11: *Improve management of education system as well build and enhance capacity for data collection, management, analysis, communication, and use*	SDG 17
SO 12: *Set up a coalition of stakeholders to facilitate and support activities resulting from the implementation of CESA 16-25.*	

Despite the existence of an indicator framework and a governance framework for monitoring the strategy, its operationalization has not been effective. In an effort to avoid parallel monitoring frameworks with the SDG 4, Member States recommended at the Pan African conference on Education (Nairobi, 2018) that the UIS and the African Union Commission (AUC) work together to ensure a joint monitoring and reporting framework for CESA and SDG 4 is in place.

Both CESA and the SDG 4 frameworks have a number of common indicators. About 47% of CESA indicators are currently produced by the UIS as part of data required for the global monitoring of the SDG 4. Therefore, increasing the coverage of CESA specific indicators necessitates to develop a complementary data collection tool considering the need to avoid parallel data collection mechanism and to reduce the burden to the respondents.

The joint reporting of achievements towards objectives of both Agenda 2030 and 2063 requires the definition of intermediate benchmarks. So far, there has been no report at all levels (national, sub-regional and continental) since the adoption of the two Agendas. It is therefore imperative to put in place a functional mechanism to countries' achievements on both Agendas.

It is in this context that a baseline continental report for both CESA and SDG 4 is planned in 2021. Future comprehensive reports are scheduled for 2025 and 2030 with thematic reports in between.

The benchmarking of key indicators that include the seven global indicators as identified at the TCG6, and indicators specific to the CESA 2016-2025 is most relevant in this context. TVET related indicators are missing among the seven global indicators, therefore there is a need to identify relevant ones that align to the CESA and TVET strategy and meet the selection criteria.

Table 3 presents the preliminary assessments of the selected global indicators to be benchmarked and the corresponding strategic objectives and indicators of CESA.

Table 3. CESA – SDG 4 Common Indicators

S/N	SDG	CESA
1	Global indicator 4.1.1 Proportion of students in (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 (ii) mathematics, by sex	SO4: 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: 4.1 Gross intake ratio for the final year of primary, lower secondary and upper secondary SO4: 4.7 Percentage of girls who complete secondary education (under development)
3	Thematic indicator 4.1.4 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	
5	Global indicator 4.c.1 Proportion of teachers with the minimum required qualifications	SO1: 1.1 Percentage of Teachers Qualified to Teach According to National Standards SO1: 1.2 Percentage of teachers qualified in Science or Technology or Engineering or Mathematics by Sex SO1: 1.4 Percentage of Teachers who have undergone In-Service Training (under development)
6	Education expenditure as share of budget and GDP i) Public Expenditure on Education as a Percentage of Total Government Expenditure **(SDG 1.a.2)** ii) Public Expenditure on Education as a Percentage of GDP	F.1 Public Expenditure on Education as a Percentage of Total Government Expenditure F.2 Public Current Expenditure on Education as a Percentage of Total Education Expenditure by level F.3 Public Expenditure on Education as a Percentage of GDP
7	Equity indicator to be defined	SO5: 5.1 Gender Parity Index for Gross Enrolment Ratio SO5: 5.2 Percentage of Female Teachers SO5: 5.3 Percentage of Female Head Teachers SO5: 5.4 Girls' dropout rate per reason of drop out SO5: 5.5 Percentage of girls enrolled to STEM

The SDG 4 Framework for Action requests that benchmarks be set for selected indicators. However, at the AU Member States level, there is a huge difference in starting points and defined minimum levels between countries. It is therefore important to chart a pathway for setting benchmarks as minimum levels that can be achieved by Member States in all regions.

Also, national benchmark levels should be based on past trends, country coverage, frequency of data collection and policy relevance. More work is needed to fill data gaps in some indicators to ensure that progress can be monitored over time.

3. Benchmarking SDG 4 and the UIS' proposed approach

The effectiveness of benchmarking SDG 4 rests primarily on two factors. First, political commitment is needed. Setting benchmarks as requested by the Framework for Action cannot be done at global level, given the very large differences in starting points between countries. Benchmarks need to be feasible, reflecting countries' realities but also be owned nationally. A global process that ignores countries' own starting points, contexts or aspirations may undermine the effectiveness of benchmarking. Defining benchmarks regionally offers a balance between globally and nationally defined benchmarks, particularly when countries in a region share many of the same challenges, and a regional approach in conjunction with a national benchmark setting process enables engagement across countries to better understand common challenges and opportunities and to learn from each other. **Second, technical challenges of measurement need to be overcome. The UNESCO Institute for Statistics has developed a proposed approach[1] to benchmarking SDG 4 to help**

---

[1] UIS (2020). TCG paper on benchmarking, UIS (2020). BENCHMARKS FOR SDG 4 INDICATORS:
A POLITICAL AND TECHNICAL BASIS FOR DISCUSSION. Background paper for the 2020 TCG. UNESCO

guide regional entities and national governments in setting SDG 4 benchmarks. The proposed approach is based around the following **FERST** principles.

- **Fairness**: Countries accept the value of benchmarks and that their values are set in a fair way taking SDG 4 aspirations, their initial conditions and feasible past progress into account.

- **Efficiency**: The data that need to support the benchmarks are available for the largest possible number of countries, on a regular basis and in a timely way.

- **Relevance**: The indicators are selected to correspond to national and regional agendas and the assessment of whether the benchmark has been met can be linked to policy responses.

- **Simplicity**: Benchmarks need to be understood by all countries, while striking a balance between the three objectives outlined above.

- **Transparency**: The process by which benchmarks were developed needs to be verifiable and, to the extent possible, systematic, while it needs to be communicated clearly.

In order to support countries and regional bodies to establish their own regional and national benchmarks, UIS has developed a projection model to propose regional and national benchmarks for identified benchmark indicators for 2025 and 2030 that balance meaningful progress with what is feasible based on historical trends. Using the model, UIS provided three reference points for 2025 and 2030 for each indicator: (1) a country-specific minimum benchmark, (2) a region-specific minimum benchmark, and (3) a country-specific feasible benchmark (see Box 1 for details). **Countries and regional entities can investigate those reference points and either adopt these benchmarks or use these three reference points as guidance in establishing their own benchmarks.**

Box 1 - Core concepts used in the proposed benchmark approaches

---

Country-specific minimum benchmark for 2025/2030: This is the value that a country could achieve by 2030 given the progress made by other countries historically on average with the same starting point. For the country-specific minimum benchmark, a growth rate was defined as the median annual growth witnessed historically for each level of the indicator. Using this conditional median is considered feasible because its growth rate is balance of probabilities: half of countries were able to achieve higher and half were able to achieve lower.

Country-specific feasible benchmarks for 2025/2030[2]: The country-specific feasible benchmarks provide more ambitious benchmarks that countries are expected to achieve by 2030 based on global 75th percentile annual growth rate that is conditioned by levels of indicators.

Regional minimum benchmark for 2025/2030: This is the minimum acceptable level that all countries in a region should achieve. Because many regions have a diverse range of countries with both high and low performers, this benchmark may not apply to countries that are expected to or could feasibly achieve a higher level—in these cases countries are expected to set their own more ambitious benchmarks or use the feasible national benchmarks. For the examples presented in Annex 2, the minimum regional benchmark for 2030 is the average[3] of the country-specific minimum benchmarks for the lowest third of countries.

---

[2] These are described for 2030 but are applicable to any reference year.
[3] A school-aged weighted average was used.

> **Nationally set benchmarks for 2025/2030:** Countries are expected to set their own national benchmarks reflecting national priorities and goal. The above three reference points are provided to assist in deriving their own benchmarks.

4. Organization of the Regional Benchmarking Process in Africa

The regional benchmarking process in the African continent integrates additional indicators that reflect the Agenda 2063 aspiration. Moreover, considering the large disparities between countries, the benchmarking exercise could be conducted at the level of Regional Economic Communities (REC) as defined by the AUC[4]. Unfortunately, some countries belong to more than one REC meaning that they will face different benchmarks but also may influence the benchmarks of different RECs. It was advised to focus on the geography, splitting countries into five big groups[5] of which: Central, Eastern, Northern, Southern and Western. The AUC, as the lead of the regional benchmarking process in Africa, supported this solution.

In order to meet the need for setting up meaningful benchmarks for SDG 4 and CESA 16-25 indicators, to which all the countries in the region would commit, the UIS together with the African Union Commission via its Pan African Institute of Education for Development (IPED) have been conducting several consultations with Member States.

4.1 October 2020

The process was kick-started by the first virtual consultation between the UIS and the African Union Commission, at which the AUC presented its proposed CESA indicators (to be matched with the seven global indicators) and steps for a political process to agree on benchmarks at national and regional levels.

4.2 February 2021

The second virtual consultation gathered experts from the AU Member States, the Regional Economic Communities (RECs) and other key stakeholders on 25 February 2021.

The consultation intended:

1. To update Experts from Members States and RECs, Ministers and foster a sense of ownership of benchmarks at the national and regional levels;

2. To engage Member States and RECs and agree on the most realistic level for each of the indicators to be benchmarked;

3. To adopt the intermediate level of regional and national benchmark for 2025 and 2030;

4. To document the national benchmarking trends and challenges of national benchmarking processes discussing on the CESA complementary data to be submitted;

---

[4] https://au.int/en/organs/recs
[5] https://au.int/en/member_states/countryprofiles2

5. To inform Members States and RECs on the joint CESA-SDG 4 continental baseline report 2021 and the plan for future reports.

The list of benchmarking indicators for Africa was extended to seven indicators specific to CESA (see **Table 4**). They reflect the development priority areas of the Agenda 2063 for education.

Table 4. CESA indicators for benchmarking

1	Proportion of students enrolled in STEM related fields by level of education
2	Expenditure on Research and Development as a Percentage of GDP
3	Proportion of schools with access to (i) electricity (ii) the Internet for pedagogical purposes and (iii) computers for pedagogical purposes
4	Public expenditure on TVET
5	TVET graduates labour force participation rate
6	Proportion of young people not in employment, education or training
7	Proportion of schools with hand washing/sanitizing facilities by level

Based on the discussions, it was recommended that the AU Member States should support the benchmarking process by AU-IPED and UIS. The Regional Economic Communities (RECs) were urged to engage with Member States for the national ownership and leadership of the benchmarking process through effective collaboration with IPED and UIS. The UIS and other stakeholders were requested to contribute to the capacity building of national institutions through the sharing of experience and best practices

The virtual Bureau Meeting of the Ministers of the 3rd African Union Specialized Technical Committee on Education, Science and Technology (STC-EST 3), held on 26 February, recommended to support the IPED/UIS benchmarking process, therefore requesting to organize national consultations to review the CESA and SDG 4 indicators that have been selected to be benchmarked, and agree on the intermediate benchmarks for 2025 and 2030 for each country and for the region.

4.3 May-June 2021

In application of the above request from STC-EST, the UIS and IPED set up five regional meetings aimed at discussing the implementation of the regional benchmarking process in each of the five regions of Africa. In particular, the meetings intended to offer an opportunity (i) to build ownership momentum of Member States to define benchmarks as **minimum levels** to be achieved in each of the five regions, and (ii) to maintain regional benchmarks for measuring progress towards SDG 4 /CESA indicators in a meaningful and comparative way.

Heads of Statistical Units, Directors of Planning and Policy from Ministries of Education, as well as SDG 4 focal points from Ministries and National Statistical Offices of Member States were invited to the meetings. See Annex 3 for the list of the countries that contributed to the consultations.

Table 5. Schedule of the regional meetings

Regions[6]	Meeting dates
Eastern Africa: Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Somalia, South Sudan, Sudan, Tanzania, Uganda	14 May 2021
Southern Africa: Angola, Botswana, Eswatini, Lesotho, Malawi, Mozambique, Namibia, South Africa, Zambia, Zimbabwe	19 May 2021
Northern Africa: Algeria, Egypt, Libya, Mauritania, Morocco, Sahrawi Republic, Tunisia	26 May 2021
Western Africa: Benin, Burkina Faso, Cabo Verde, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, Togo	8 June 2021
Central Africa: Burundi, Cameroon, Central African Republic, Chad, Congo Republic, DR Congo, Equatorial Guinea, Gabon, São Tomé and Príncipe	10 June 2021

4.4 Outcomes of the meetings

Through presentation and discussion in the sub-regional technical consultations, the key outputs/outcomes including the agreements are summarized below:

Process of regional benchmarks

- **A general consensus on the benchmark indicator process for the region and sub-regions has been achieved**. Countries in all the sub region have overwhelmingly supported the process of establishing the regional benchmarks with feasible and achievable levels of indicators.

- Individual country representatives delivered SDG 4-related status updates with the intent of showcasing the progress that has been achieved in SDG 4 targets and/or the monitoring of those targets. Most of the countries have established national SDG 4 coordination committees and reviewed their national policies and plans to integrate SDG 4 targets and indicators. **Many countries have developed monitoring mechanism with data collection strategies. However, there are big data gaps in calculating indicators in many of the countries, and the process for setting intermediate national benchmarks for 2025 and 2030 should be implemented.**

Agreement on regional benchmarks

- Member States fully agreed that the key indicators identified for the benchmarks are very much aligned with the (sub)regional policy priorities and will be very useful for regional and sub-regional SDG 4-CESA progress monitoring, **thus agreed with all the proposed indicators for regional benchmarks.**

- The Member States understood that the proposed reference points provided by UIS are to nurture discussions within countries and region to establish their own benchmarks and would be very useful for establishing national benchmarks.

---

[6] https://au.int/en/member_states/countryprofiles2

- Participants expressed that the methodologies used for generating various scenarios for deciding on regional and national benchmarks are innovative and expressed their interest to apply them as many are planning to revisit their education targets.

- The country representatives confirmed that **there is a need of national consultation meetings to finalize the national and regional minimum benchmarks**. UIS with partners should start a process for the national consultation to finalize and agree on the levels for each of the identified indicators.

Additional regional benchmarks

As mentioned earlier, the list of benchmarking indicators for Africa was extended to seven indicators specific to CESA framework and the "Africa we want", reflecting the development priority areas of the Agenda 2063 for education.

These additional regional indicators are:

- Proportion of students enrolled in STEM related fields by level of education
- Expenditure on Research and Development as a Percentage of GDP
- Proportion of schools with access to (i) electricity (ii) the Internet for pedagogical purposes and (iii) computers for pedagogical purposes
- Public expenditure on TVET
- TVET graduates labour force participation rate
- Proportion of young people not in employment, education or training
- Proportion of schools with hand washing/sanitizing facilities by level

Support on plan for national consultations

- A national technical consultation is needed to discuss further and agree on the proposed benchmark values for different indicators. UIS and UNESCO and partner agencies should develop viable approaches to organize the national technical consultation. Such technical consultation should discuss the proposed benchmark values following various approaches and agree on the national benchmark values for different indicators and should collect national benchmarks if the country has already established. Many of the countries have set their national targets for some of the indicators, though not for all the indicators proposed for benchmarks.

- UIS has developed a dashboard presenting the benchmark values for three different reference points for countries to learn from and consult to establish their own national benchmarks values. There is a need to orient national and regional counterparts on using the dashboard for establishing their own benchmarks. http://tcg.uis.unesco.org/benchmarks-dashboard/

- UIS with IPED need to develop appropriate tools and strategies in reaching out to the countries in orienting the use of dashboard for national consultation processes and to establish national benchmarks.

5. Finalization and agreement on regional minimum benchmarks and additional regional indicators

After taking into consideration the feedback and advice from Member States obtained through a series of sub-regional consultations, the UIS together with the Global Education Monitoring Report (GEMR) and the African Union proposed the levels of regional minimum benchmarks for the SDG 4-

CESA indicators in compliance with paragraph 10 of the 2030 Framework for Action and paragraph 10 of the 2020 Global Education Meeting declaration (Annex 2).

The Regional Benchmarking Consultation on SDG 4 and CESA 16-25 Summary Report (EN/FR/AR/PT) for SDG4 summarizes the outcomes of the last 9 months of work together and ways forward before submission for endorsement at the Global Education Monitoring (GEM) report meeting in July 2021. The UIS asked countries from Africa to complete a short survey to provide feedback on the report. The consultation was mailed out on June 11th, 2021 and 33 responses from 21 countries have been submitted. This report presents the results of the consultation.

Member States have agreed on the report and have no major comments with respect to its content and the way the information is presented. They agreed with all the proposed indicators for regional benchmarks, approved the regional minimum benchmarks values and confirmed the regional process to establish national benchmark values for the benchmark indicators. They also confirmed the inclusion of the 7 additional regional benchmarks.

However, there are some inputs for improvement and for moving this exercise forward:

- There is interest for Early Childhood Development and disability to be included
- UIS should provide support and guidance to contribute to capacity building
- UIS should set up a common platform for sharing of expertise and learning from experience of other countries
- The successful implementation of the benchmarks will depend on the tools developed for measurement, as well as the systems established to accurately measure progress on achieving the benchmarks. This may require some technical assistance to Member States
- It is important to involve a wider audience (civil society, economic operators, local and national elected representatives, etc.) in addition to the experts already involved in the process.

For more details on the consultation, please refer to annexes 5 Second half 2021:

- **Collaboration with RECs.** The UIS and the IPED/AU will continue the close collaboration with the RECs;

- **Endorsement of STC.** The recommendation of the February meeting along with the report will be submitted for endorsement of the STC in July/August;

- **Regional Indicators – CESA framework**. Aiming to organize at least one or two consultations for additional benchmark indicators during the second half of the year, the AU and the UIS will present a corresponding implementation plan.

- **Repository of National Set Benchmarks.** The UIS in coordination with the AU will collect relevant national targets for those defined benchmark indicators, including documentation.

- **Submission to UNESCO General Conference.** In October, nationally set benchmarks will be submitted to the Dashboard of National Benchmarks at UNESCO Institute for Statistics (UIS).

Annex 1: Benchmarks Definitions

Minimum benchmark	The minimum benchmark is based on a rate of growth that is feasible given a country's current level. Each successive year's benchmark is defined based on the previous year's benchmark and the median growth rate historically conditional on that level. It is doable because half of countries at the same level have achieved this level of growth or higher. For indicators on expenditure, it is 4% of gross domestic product (GDP) to education and 15% of public expenditure to education[7] when the country has not reached any of those values yet, or nothing when the country has reached at least one of those values.
Feasible benchmark	It is defined the same way as the country-specific minimum benchmark but using the conditional 75th percentile rather than the median for defining benchmarks. However, if a country has been high performing relative to its level historically and its projection exceeds this benchmark, then the country's projection is used as the ambitious benchmark; achieving a rate of progress higher than this is not likely given historical trends.
National benchmark (to be determined)	This is the benchmark to be set by each country on a voluntary basis.
Minimum regional benchmark	This is the average of the country feasible benchmarks for the lowest tercile of countries in the region weighted by the school-age population, except for indicators on expenditure. For indicators on expenditure, it is 4% of gross domestic product (GDP) to education; and 15% of public expenditure to education.
Regional value at baseline	Average of regional values at 2015 (+2/-2); for expenditure data, median regional value
Minimum Regional Value at Baseline	Minimum value observed for the region at baseline.

---

[7] The *Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4* sets regional benchmarks as follows: allocating at least 4% to 6% of gross domestic product (GDP) to education; and/or allocating at least 15% to 20% of public expenditure to education.

Annex 2: Regional benchmarks – Africa

Indicators/Region	Minimum Regional Value at Baseline	Regional Value at baseline	2025 Minimum regional benchmark	2030 Minimum regional benchmark	2025 Average of National Feasible Values	2030 Average of National Feasible Values
1.a.2 Proportion of total government spending on essential services (education)	3.3	16.5	15.0	15.0	20.0	20.0
1.a.GDP Government expenditure on education as a percentage of GDP	1.5	3.8	4.0	4.0	6.0	6.0
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics	5.6	22.9	40.5	52.5	54.7	68.8
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading	5.8	21.2	45.7	58.8	67.2	80.1
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics	1.4	30.6	19.8	26.4	40.1	48.8
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in reading	2.1	34.2	16.9	20.5	52.7	62.3
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics	2.3	20.4	15.6	21.0	29.7	35.1
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading	5.0	28.8	23.5	29.1	45.2	52.4
4.1.2.i Completion rate primary	24.3	73.5	61.8	68.1	83.6	88.6
4.1.2.ii Completion rate lower secondary	8.8	53.9	33.9	39.7	64.4	70.8
4.1.2.iii Completion rate upper secondary	2.7	34.0	12.8	15.1	43.0	49.2
4.1.4.i Out-of-school rate, primary	49.9	20.1	24.1	19.6	11.3	7.8
4.1.4.ii Out-of-school rate, lower secondary	58.5	24.3	31.4	26.4	15.0	10.8
4.1.4.iii Out-of-school rate, upper secondary	84.7	43.6	55.0	50.1	31.7	25.7
4.2.2 Participation rate in organized learning (one year before the official primary entry age)	8.5	48.2	34.7	41.4	68.4	77.3
4.c.1.a Proportion of teachers with the minimum required qualifications, pre-primary	16.9	50.1	53.0	63.5	80.5	87.8
4.c.1.b Proportion of teachers with the minimum required qualifications, primary	16.1	80.8	65.0	69.7	94.1	97.3
4.c.1.c Proportion of teachers with the minimum required qualifications, lower secondary	11.2	65.7	61.7	68.8	92.8	96.6
4.c.1.d Proportion of teachers with the minimum required qualifications, upper secondary	14.9	70.9	62.6	68.2	72.7	80.2

Annex 3 – List of Participants in Consultations

A - List of participants – Expert Meeting - February 2021

Member States
Angola
Benin
Cote d'Ivoire
Democratic Rep of Congo
Egypt
Ethiopia
Guinea
Malawi
Mali
Mauritania
Mauritius
Rwanda
Senegal
Sierra Leone

Institution
African Union Commission
Association for the Development of Education in Africa (ADEA)
Higher Education Commission
The Arab Maghreb Union
The Global e-Schools and Communities Initiative (GESCI)
UNESCO Global Education Monitoring Report (GEMR)
UNESCO Institute for Statistics (UIS)
UNESCO/Dakar

B - List of participants – May-June 2021 - Five regional meetings aimed at discussing the implementation of the regional benchmarking process in each of the five regions of Africa.

Member States
Central Africa
Burundi
Cameroon
Central African Republic
Congo Republic
Democratic Republic of Congo
Equatorial Guinea
Gabon
Eastern Africa
Comoros

Member States
Djibouti
Eritrea
Ethiopia
Kenya
Madagascar
Mauritius
Rwanda
Seychelles
Somalia
Northern Africa
Egypt
Morocco
Southern Africa
Angola
Eswatini
Mozambique
Namibia
South Africa
Zimbabwe
Western Africa
Benin
Burkina Faso
Cabo Verde
Côte d'Ivoire
Liberia
Niger
Togo
Nigeria

Institutions
Economic Community of West African States (ECOWAS)
Economic Community of Central African States (CEEAC)
Community of Sahel-Saharan States (CEN-SAD)

Annex 4 – Recommendation of the Bureau Meeting

EXPERTS MEETING ON THE BENCHMARKING ON THE SGD4 AND CESA INDICATORS

25 FEBRUARY 2021

RECOMMENDATIONS

We, Experts from the AU Members states, the Regional Economic Communities (RECs) and other key stakeholders convened the **2ⁿᵈ virtual Consultation on Regional Benchmarking of CESA 16 - 25 and SDG 4** with the Pan African Institute for Education for Development (IPED) of the African Union Commission (AUC) and the UNESCO Institute for Statistics (UIS) on 25 February 2021. The Experts reviewed the CESA indicators against the selected SDG 4 indicators to ascertain alignment, identified the strategy and methodology for setting minimums, in collaboration with the Regional Economic Communities and assessed readiness and capacity of Member States to provide the needed data for the selected indicators;

TAKE NOTE of the statement made by **H.E. Prof. Sarah Anyang Agbor**, Commissioner for Education, Science, Technology and Innovation, the statement of **Mr. Albert Nsengiyumva**, Executive Secretary of ADEA, the remarks of **Dr. Silvia Montoya**, UIS Director, **Mr Manos Antoninis**, Global Education Monitoring Report Director representing the Secretariat of the TCG and the presentations made by **Dr. Mahama Ouedraogo**, the ESTI Director and **Mr Noubatour Adoumtar**, AU-IPED Coordinator providing a broader overview of regional benchmarking processes for SDG 4 and CESA 16-25 Indicators in Africa;

WELCOME the renewed commitment by the African Union Commission in ensuring that the Members states and RECs continue to articulate and engage the concerns of African education data in the overall implementation of Agenda 2063 and the Sustainable Development Goals (SDG 4);

RECOGNIZE the Article 14a of the outcomes of the Pan African High Level Conference on Education (PACE 2018) which calls on the African Union and UNESCO to establish a joint CESA – SDG 4 Mechanism;

NOTE the unending challenges pertaining to reporting, monitoring and evaluation of CESA 16-25 and SDG 4 indicators;

We recommend to the African Union Member States to:

1. Support the benchmarking process undertaken by IPED and the UNESCO Institute for Statistics (UIS);

2. Adopt during the next STC meeting the agreed indicators for the regional benchmarking of SDG 4 and CESA 16-25 *in fulfilment of the outcomes on the Pan African High Level Conference on Education (PACE 2018) and our commitment under Article 28 of the Education 2030 Framework for Action;*
3. Adopt during the next STC meeting an interim level for each indicator for CESA (2025) and for the SDGs (2030) to be adopted using the benchmarks proposed jointly by the AU-IPED and UNESCO Institute for Statistics as a basis;

We urge the Regional Economic Communities (RECs) to:

4. Engage with Member States for the national ownership and leadership of the benchmarking process through effective collaboration with IPED and UIS;

We request the UIS and other stakeholders to:

5. Contribute to the capacity building of national institutions through the sharing of experience and best practices;

Annex 5 - Questionnaire for consultation

Feedback on the Regional Benchmarking Consultation on SDG 4 and CESA 16-25 Summary Report

The Regional Benchmarking Consultation on SDG 4 and CESA 16-25 Summary Report (EN/FR/AR/PT) for SDG4 summarizes the outcomes of the last 9 months of work together and way forwards before it is submitted for endorsement at the next Global Education Monitoring (GEM) report meeting in July 2021.

We kindly ask you to provide your feedback on the report.

Please select your country (English / Français / Español / العربية).

Contact information
Please provide your contact information

Full name	
Organization	
Organization unit	
Function	
Email address	
Phone number	
Fax number	

Do you have any general feedback on the report?