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Orientation Meeting on Establishing National Benchmark Values for the SDG 4 Indicators



Objectives of the meeting

Purpose of the meeting

- ❖ Update Member States on the progress of the global and regional processes in establishing the regional and national benchmarks for the seven SDG 4 indicators.
- ❖ to orientate Member States on the process of establishing national benchmark values.

The specific objectives of the meeting are:

- To familiarize participants with the benchmark indicators and their methodologies and data sources;
- To present and discuss the process of establishing national benchmark values for SDG 4 indicators; and
- To draw an action plan to support countries in establishing their national benchmark values.



Benchmarks are a neglected Education 2030 Framework for Action commitment



UN Secretary General Synthesis Report, 2014

Called on countries to “embrace a culture of **shared responsibility**, one based on ... **benchmarking** for progress” (§146)



Education 2030 Framework for Action, 2015

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)



Global Education Meeting, 2020

“We request 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 indicators for subsequent monitoring” (§10)



Benchmarks for seven SDG 4 and regional indicators

Priority policy areas











GLOBAL

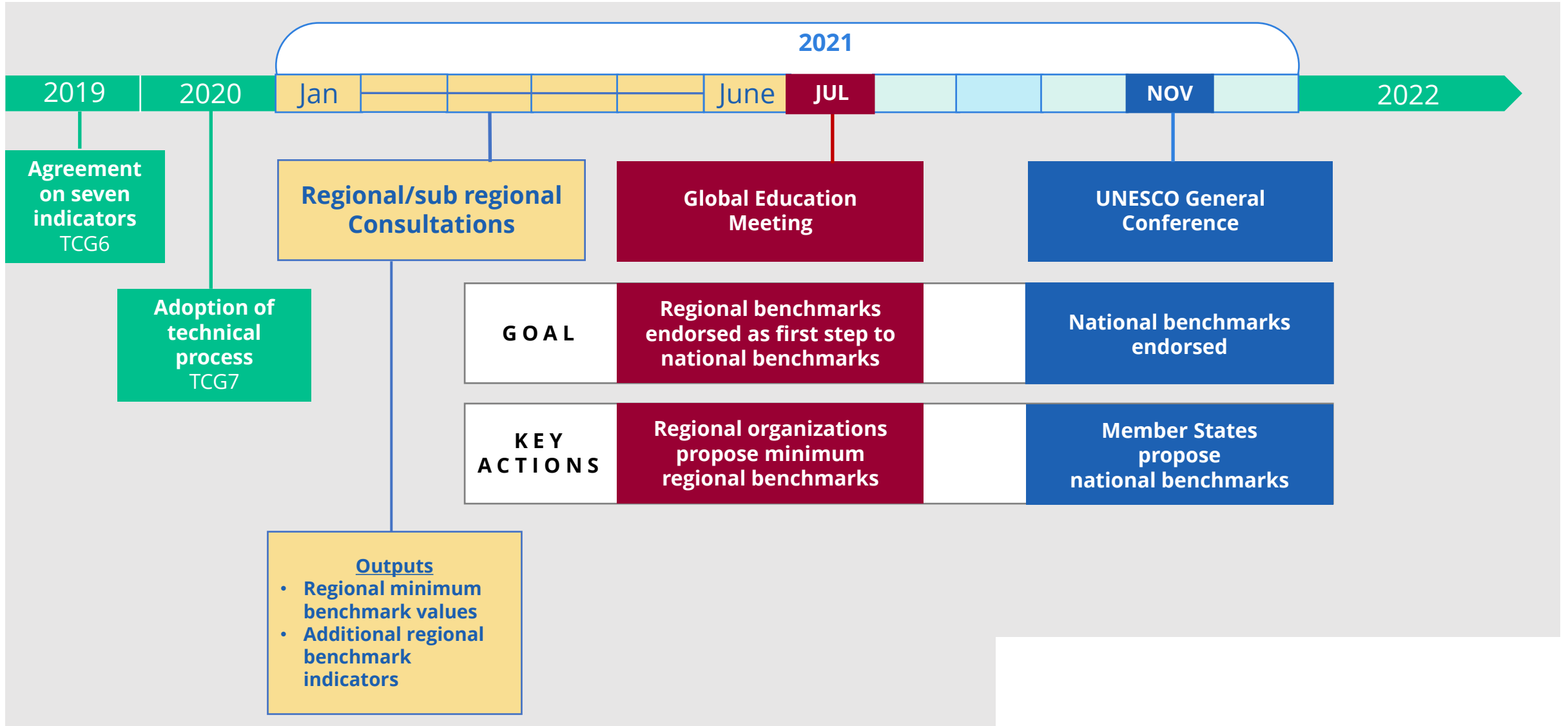
SDG 4 benchmark indicators



REGIONAL

 Basic education	<p>4.1.1 Minimum proficiency in reading/maths 4.1.2 Completion rate 4.1.4 Out-of-school rate</p>	<p>Definition of regional minimum levels for global indicators</p> <p style="text-align: center;">+</p>
 Pre-primary	<p>4.2.2 Participation in organized learning a year before primary education entry</p>	<p>Indicators selected from regional frameworks:</p>
 Teachers	<p>4.c.1 Qualified teachers</p>	<p>Africa</p>
 Expenditure	<p>1.a.2/FFA Education as % GDP / % budget</p>	<p>Arab States</p>
 Equity	<p>4.5.1 [To be defined]</p>	<p>Asia/Pacific</p>
 TVET / Higher education		<p>Europe/North America</p>
 Skills for work		<p>Latin America/Caribbean</p>
 Learning environment		<p>Africa: +2 (NEET; STEM) Asia/Pacific: +3 (adult education; tertiary GER; STEM) Europe: +2 (adult education; tertiary GER)</p> <p>Africa: +1 (Participation TVET grads in LF) Asia/Pacific: +1 (youth/adult TVET participation) Europe: +2 (VET graduates work-based learning; digital skills)</p> <p>Africa: +2 (schools with electricity/Internet/computers; WASH)</p>

Process towards benchmarks in 2021



Regional Process of benchmarks in Asia and Pacific

November 2020

Technical Team



March and April 2021

Five sub regional technical consultations



June 2021

Online country consultation

Discussed in various sub regional high-level meetings such as ASEAN SOMED meeting, SEAMEO Education Congress and Forum of Education Ministers' Meeting (FEdMM).

Agreement on Regional benchmarks

- Member States **agreed with all the proposed indicators for regional benchmarks.**
- **Agreed on Regional Minimum Benchmarks values** for each of the sub regions
- The Member States confirmed that **there is a need of national consultation meetings and agreed to finalize the national benchmarks in the next stage.**

Establishing National Benchmarks

Invitation

Letter from UNESCO Assistance Director General for Education has been sent to all the Ministers inviting member states to establish and provide inputs to UNESCO on **4th of August**

When?

- Countries are requested to submit their national benchmarks for selected indicators by **1 October 2021**
- Compile and finalize the national benchmarks values by **15 October 2021**

How?

- Use national targets in strategies and plans
- Consult UIS dashboard on benchmarks in making decision, in case the lack of such national targets
- Together with regional organizations and partners, sub regional/national consultation meetings will be organized to support countries to establish national benchmarks

USE of Regional and National benchmarks

- Progress achieved
 - Lessons to learn
- Lack of progress
 - To act upon
- Data gaps
 - To fill the gaps
- Support strategies for the countries farthest most from the Regional minimum benchmarks

National Benchmark Indicators for SDG 4

Definitions and Methodologies

Indicator 4.1.1

-

Learning

Definition

Percentage of children and young people in **Grade 2 or 3 of primary education, at the end of primary education and the end of lower secondary education** achieving at least a **minimum proficiency level in (a) reading and (b) mathematics.**

Data Source

Large Scale Learning Assessments:

- International
- Regional
- National (establishing alignment is needed)

Type of Data

Numbers of students who have achieved different levels of proficiencies in different subjects. The minimum proficiency level must be defined.

Formula:

$$= \frac{\text{Number of children at Grade 2/3 achieving or exceeding minimum proficiency level in the given subject}}{\text{No of children grade 2/3 achieving any proficiency level in the subject}} \times 100$$

Minimum proficiency level: the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments.

Definition of minimum level data published by UIS from 2019: According to alignment as adopted by GAML and TCG

Indicator 4.1.2

Completion rate

Definition

The percentage of a cohort of children or young people **aged 3-5 years above the intended age for the last grade** of each level of education who have completed that grade.

Data Source

Census or Household surveys

Data Type

- Education completion data by single age;
- Population data by single age

Formula:

$$= \frac{\text{Population 3 to 5 years above the entrance age into the last grade of a level of education, who completed that level}}{\text{Population 3 to 5 years above the official entrance age into the last grade of a level of education}} \times 100$$

If the Primary level age group is 6-11 years old, the official entry age to last grade of Primary is 11. Therefore, 3-5 years above the official age of entry to the last grade of primary is 11+3 to 11+5.

$$\text{Primary completion rate} = \frac{\text{14-16 years age children who have completed Primary}}{\text{14-16 years age population}} \times 100$$

Indicator 4.1.4

-

Out-of-school rate

Definition

Children and young people in the official age range for the given level of education who are **not enrolled in Pre-primary, primary, secondary or higher levels of education**. Children and young people who are enrolled in pre-primary education are **not** considered to be out-of-school.

Data Source

Administrative data/EMIS;
Household Survey data

Data Type

- School enrollment/attendance data by single age or official education level age groups;
- Population by single age or official education level age groups

Formula: OOSR for Primary Education

$$\frac{\text{Total population of the official age group for primary education} - \text{Total population enrolled in pre-primary, primary and secondary education of the same age group}}{\text{Total population of the official age group for the same education level}}$$

Pre-primary refers to ISCED 0
Primary refers to ISCED 1
Secondary refers to ISCED 2 and 3

Indicator 4.2.2

-

Participation rate in organized learning

Definition

The number of children aged **one year before the official entrance age to primary education** who **participate in an organized learning programme**, including programmes which offer a combination of education and care, expressed as a percentage of the corresponding population of that age.

The age range will vary by country depending on the official age for entry to primary education.

Formula:

$$= \frac{\text{Number of children aged one year below the official primary entrance age who participate in organized learning}}{\text{Total number of children of the official age one year before for pre-primary education}} \times 100$$

Data Source

Administrative Data/EMIS;
Household Survey

Data Type

- School enrollment/attendance by single age;
- Population by single age

Indicator 4.c.1

Minimum Qualified Teachers

Definition

Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in each country, by sex

Data Source

Administrative Data/EMIS

Data Type

- Number of teachers by who have received minimum organized training (pre-service or in-service) by levels
- Total numbers of teachers by levels of education

Formula:

$$= \frac{\text{Total number of teachers in a level of education with at least the minimum training}}{\text{Total number of teachers at that level}} \times 100$$

Target 1.a- related

-

Expenditure vs. GDP / Total Public Expenditure

Definition

Vs. GDP: Total public expenditure on education (current and capital) expressed as a percentage of the Gross Domestic Product (GDP) in a given financial year.

Vs. Total Public Expenditure: Total public expenditure on education (current and capital) expressed as a percentage of total government expenditure in a given financial year.

Data Source

Ministry of Finance/
Planning/NSO

Data type

- Public expenditure by current and capital
- Total Government expenditure
- Gross domestic products (GDP)

Expenditure on education as % of total public expenditure

$$= \frac{\text{Total expenditure on education from the government}}{\text{Total government expenditure from all public sectors}}$$

- Total government expenditure from IMF data

Government expenditure on education as % of GDP

$$= \frac{\text{Total expenditure on education from the government}}{\text{GDP}}$$

- GDP data from the World Bank

National Benchmark Indicators for SDG 4

UIS Template to support establishing
national benchmarks

Purpose of Establishing Benchmarks

In the Education 2030 Framework for Action all countries committed in 2015 to establish ‘appropriate intermediate benchmarks ... to serve as quantitative goalposts for the review of the global progress vis-à-vis the longer-term goals’ (§28).



- ✓ Benchmarks are objectives to be achieved by 2025 and 2030 for selected SDG 4 indicators.
 - ✓ Benchmarks define the contribution the country is making to the achievement of SDG 4.
 - ✓ Countries will set their benchmarks based on the targets in their national plans.
- If countries do not have objectives, they can set benchmarks with the help of supporting resources, which calculate indicative benchmarks based on their starting point and past growth rates.

Providing you with a template...

...To facilitate national consultation/discussion on establishing benchmark values for different indicators based on national policies and priorities

...To provide plausible values based on different scenario to take decision on the most reliable and realistic benchmarks values for different indicators

...To help countries compile inputs from different sub sectors in an efficient manners

The Template is composed of 3 worksheets

1. **Instructions** – background information; explanations on the composition of the matrix; and steps on how to set national benchmark values
2. **Benchmarks Setting** – this is the template to enter your benchmark values
3. **FAQ** – a section to answer some of your questions

Indicator	4	5	6	7	8	9	10	11	12	13
	2025 national minimum benchmark	2025 national feasible benchmark	2025 national benchmark (to be set)	2030 national minimum benchmark	2030 national feasible benchmark	2030 national benchmark (to be set)	2025 minimum regional benchmark	2030 minimum regional benchmark		
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics	72	78		84	94		45	57		
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading	66	76		74	86		59	69		
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics	54	57		61	66		28	35		
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in reading	52	63		56	73		41	45		
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics	46	47		49	52		28	32		
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading	45	51		49	57		33	38		
4.1.2.i Completion rate primary	97	97		98	100		83	87		
4.1.2.ii Completion rate lower secondary	90	91		92	93		68	74		

Countries are expected to set benchmarks for seven indicators for 2025 and 2030

Indicator	Description
4.1.1:	Proportion of students achieving at least a minimum proficiency level at <u>three</u> (3) levels of education a) Grade 2 or 3, b) end of primary and c) end of lower secondary, in <u>two</u> (2) subjects: (i) reading and (ii) mathematics [6 benchmark values]
4.1.2:	Completion rate at <u>three</u> (3) levels of education a) primary, b) lower secondary and c) upper secondary [3 benchmark values]
4.1.4:	Out-of-school rate at <u>three</u> (3) levels of education a) primary, b) lower secondary and c) upper secondary [3 benchmark values]
4.2.2:	Participation rate in organized learning (one year before the official primary entry age) [1 benchmark value]
4.c.1:	Proportion of teachers with the minimum required qualifications at <u>four</u> (4) levels of education a) pre-primary, b) primary c) lower secondary and d) upper secondary [4 benchmark values]
(Target 1.a)	Total government spending on education as percentage of (a) GDP (b) total government spending [2 benchmark values]

This makes it a total of 38 values:

19 benchmark values for 2 points in time (2025 and 2030).

The definition of the seventh benchmark indicator, a measure of the gender gap in upper secondary completion that will capture equity in education, is currently being decided by the Technical Cooperation Group on SDG 4 indicators. National benchmark values for this indicator will be set in 2022.

How to read the template

Columns 1 and 2 – Latest year and latest value

Column 3 – Regional average at baseline: Average of regional values at 2015 (+2/-2); for expenditure median regional value.

Columns 4 and 7 – National minimum benchmark: Value achieved based on the median growth rate historically observed conditional on the initial level (except for the expenditure indicators, for which the minimum regional benchmarks are 4% of GDP and 15% of public expenditure [1], when the country has not reached any of those values yet).

	1	2	3	4	5	6	7
Indicator	Latest year	Latest value	Regional average at baseline	2025 national minimum benchmark	2025 national feasible benchmark	2025 national benchmark (to be set)	2030 national minimum benchmark
1.a.2 Proportion of total government spending on essential services (education)	2014	11.6	12.8				
1.a.GDP Government expenditure on education as a percentage of GDP	2016	4.4	4.0				
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics			83.0				
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a			53.0				

How to read the template

Columns 5 and 8 – National feasible benchmark: Value achieved based on the conditional 75th percentile rather than the conditional median growth rate. If the country has been growing faster than the 75th percentile, then the country's projection is used as the feasible benchmark.

Columns 6 and 9 – National benchmark (to be set)

	5	6	7	8	9
Indicator	2025 national feasible benchmark	2025 national benchmark (to be set)	2030 national minimum benchmark	2030 national feasible benchmark	2030 national benchmark (to be set)
1.a.2 Proportion of total government spending on essential services (education)					
1.a.GDP Government expenditure on education as a percentage of GDP					
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics					
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading					

How to read the template

Columns 10 and 11 – Regional minimum benchmarks:
Average of country feasible benchmarks for the bottom third of countries in the region, weighted by the school-age population (except for the expenditure indicators, for which the minimum regional benchmarks are 4% of GDP and 15% of public expenditure)

Columns 12 and 13 – Space for your annotations and references as required

	10	11	12	13
Indicator	2025 minimum regional benchmark	2030 minimum regional benchmark	Comments	If benchmark values are from national plans, strategies, or policies, please mention the documents' name and link
1.a.2 Proportion of total government spending on essential services (education)	15.0	15.0		
1.a.GDP Government expenditure on education as a percentage of GDP	4.0	4.0		
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics	49.3	61.3		
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading	51.6	63.2		

How to provide your inputs on national benchmarks values in column 6 and 9 of the template

By consulting your national education sector strategy, plan or policy, for each indicator and education level (and/or subject), take the following steps:

- If your strategy, plan or policy contains a target for years **2025 and 2030**, fill in the value of the target in **columns 6 and 9**; and record the source of the information in **Column 13**.
- If they contain a target for years *other than* 2025 and 2030, also fill in the value of the target in **columns 6 and 9**, add a comment in **Column 12** on the year to which this benchmark is referring and record the source of the information in **Column 13**.

5	6	7	8	9	10	11	12	13
2025 national feasible benchmark	2025 national benchmark (to be set)	2030 national minimum benchmark	2030 national feasible benchmark	2030 national benchmark (to be set)	2025 minimum regional benchmark	2030 minimum regional benchmark	Comments	If benchmark values are from national plans, strategies, or policies, please mention the documents' name and link
					15.0	15.0		
					4.0	4.0		

What if...

- A. your national education sector strategy, plan or policy does not have a target for the benchmark indicator
- B. there is no up-to-date national education sector strategy, plan or policy

- A. your national education sector strategy, plan or policy does not have a target for the benchmark indicator
- B. there is no up-to-date national education sector strategy, plan or policy
- C. no indicative 'national feasible benchmark' is proposed

➤ You can use the resources made available in the template, which indicate a possible benchmark value (**national feasible benchmark**) that the country may consider.

➤ Select the benchmark value to the best of your knowledge. Provide any information to explain the decision with a comment in **Column 12**. Also indicate whether your country is unable to set a benchmark for a particular indicator and, if so, which steps you propose for setting your benchmark value for that indicator.

	4	5	6	7	8	9	10	11	12	13
Indicator	2025 national minimum benchmark	2025 national feasible benchmark	2025 national benchmark (to be set)	2030 national minimum benchmark	2030 national feasible benchmark	2030 national benchmark (to be set)	2025 minimum regional benchmark	2030 minimum regional benchmark	Comments	If benchmark values are from national plans, strategies, or policies, please mention the documents' name and link
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4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics	54	57		61	66		28	35		
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Frequently asked questions

- ❖ Are benchmarks fair? Are countries far from and close to the goal treated the same way?
- ❖ COVID-19 is expected to negatively affect education indicators. What happens in that case?
- ❖ Reported latest data seem inconsistent and benchmark values are questionable. What happens in that case?
- ❖ My country has no data. What happens in that case?
- ❖ How have these seven indicators been selected?
- ❖ How will the equity benchmark be decided?
- ❖ The benchmarks suggest that the world will not meet SDG 4 target levels. Are benchmarks lowering the level of ambition?
- ❖ What do regional benchmarks mean and why do we need them in addition to national benchmarks?
- ❖ The regional benchmark in our region is set at a very low level. Why is that?

➤ Consult the FAQ

National benchmarks on SDG 4 indicators
Frequently Asked Questions

Are benchmarks fair? Are countries far from and close to the goal treated the same way?
1. The benchmarks are set by countries therefore it is up to countries to set a level that represents a fair contribution...
2. When countries have not set benchmarks, the indicative benchmarks proposed for countries' consideration are 'starting points of each country into account, but they assume that countries will improve faster than before, given...

COVID-19 is expected to negatively affect education indicators. What happens in that case?
For many countries, COVID-19 is expected to slow down or even reverse their educational progress. This factor can... benchmarks proposed. But the benchmark values are being set for 2025 and 2030, in other words they are medium... countries should have recovered from the consequences of the pandemic and gone back to their original trajectory... more severe, benchmarks may be adjusted in 2022.

Reported latest data seem inconsistent and benchmark values are questionable. What happens in that case?

Instructions | Benchmarks_Setting | **FAQ** | +

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