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Institute for Statistics

Updates from UIS: new products and national SDG 4 benchmarking process in Africa

Regional meeting

22 March 2022

 **SDG4benchmarks**



OUTLINE

UIS resources
Benchmarks
TCG

- ▶ UIS resources to support country work
- ▶ Benchmark update
 - ▷ Review objectives of benchmarking process
 - ▷ Highlight indicators, coverage and data gaps
- ▶ TCG nominations

UIS resources
Benchmarks
TCG

- ▶ Regional reports
- ▶ **Africa-specific** products
 - ▷ Bridging SDG 4 and CESA 16-25 report
 - ▷ CESA 16-25 indicators report
 - ▷ Minimum proficiency level report
 - ▷ Country tables
 - ▷ Country profiles
- ▶ UIS SDG 4 data browser

New UIS reports in 2021: Bridging global and regional frameworks

Align global, regional and national education agendas

Strengthen national planning

Prompt exchanges on challenges and good practices, mutual learning, common action

Africa

Arab States

Asia and Pacific

Latin America and Caribbean

Europe, North America and Caucasus



English - French



English - Arabic



English



English - Spanish

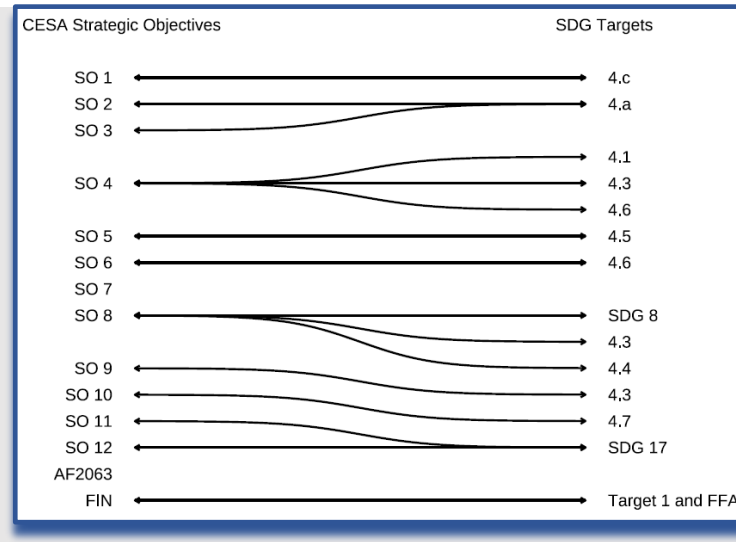
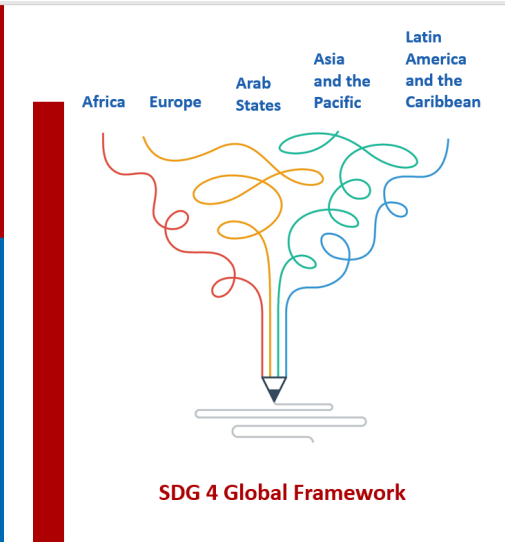


English

Analysis of regional and global education monitoring frameworks in a cheat sheet with focus on Africa



Spotlight on Bridging Regional and Global Education Monitoring Frameworks



CESA SO	CESA Indicators	SDG Target	SDG Indicator
SO 1	1.1	4.c	4.c.1
	1.4	4.c	4.c.7
SO 2	2.1	4.a	4.a.1
	2.2	4.a	4.a.1
SO 3	3.1	4.a	4.a.1
	4.1	4.1	4.1.2
SO 4	4.5	4.1	4.1.1
	4.6	4.6	4.6.1
SO 5	5.1	4.6	4.5.1
	6.1	4.6	4.6.2
SO 6	6.2	4.6	4.6.2
	6.3	4.6	4.6.3
SO 8	8.3	4.3	4.3.1
	8.6	4.3	4.3.3
SO 9	9.2	9.5	9.5.1
SO 10	10.2	4.7	4.7.1

SDG Targets vs. Targets in Africa, Arab States and the European Union	4.1 Basic education	4.2 Early childhood education	4.3 TVET/Higher education	4.4 Skills for work	4.5 Equity	4.6 Adult literacy and numeracy	4.7 Sustainable development	4.a Learning environment	4.b Scholarships	4.c Teachers
African Union¹ Strategic Objectives (SO)	SO4: Knowledge, skills, completion rates at all levels	SO4: Knowledge, skills, completion rates at all levels SO8: TVET; work and education and training systems SO9: Tertiary education	SO8: TVET; work and education and training systems	SO5: Gender parity and equity	SO4: Knowledge, skills, completion rates at all levels SO6: Literacy programmes	SO10: Peace education and conflict prevention and resolution	SO2: Infrastructure and learning environment SO3: ICT to improve access, quality and management	SO1: Teaching profession		
Arab States² Priority	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
European Union³ Strategic Priority (SP)	SP1: Quality, equity, inclusion and success	SP1: Quality, equity, inclusion and success	SP1: Quality, equity, inclusion and success SP4: European higher education SP5: Green and digital transitions	SP1: Quality, equity, inclusion and success SP2: Lifelong learning and mobility SP5: Green and digital transitions	SP1: Quality, equity, inclusion and success	SP5: Green and digital transitions	SP5: Green and digital transitions	SP1: Quality, equity, inclusion and success	SP4: European higher education	SP3: Competences and motivation in the education profession

Policy area/Target	SDG 4		SAARC	SEAMEO	PIF	AU
	Number of indicators					
	Global	Thematic				
4.1 Basic education	2	6	2	4	9	2
Of which benchmark:	4.1.1 Learning proficiency 4.1.2 Completion rate		Yes			Yes
4.2 Early childhood education	2	3	4	1	3	---
Of which benchmark:	4.2.2 Pre-primary enrolment rate		Yes			---
4.3 TVET/Higher education	1	2	3	4	1	9
Of which benchmark:	---	---	+3 benchmarks			Including 2 additional
4.4 Skills for work	1	2	5	1	1	2
Of which benchmark:	---	---	-1 benchmark			Including 1 additional
4.5 Equity	1	4	5	---	1	5
Of which benchmark:	TBD	---	---	---	---	---
4.6 Adult literacy and	1	2	4	---	2	4
Of which benchmark:	---	---	---	---	---	---

UIS focuses on Africa: **Three reports**

A suite of products sets the baseline for education in the African continent and provide an overview of the implementation of the regional CESA 16-25 and global SDG 4 education frameworks since their adoption in 2015.

Bridging CESA and SDG 4 in Africa



Expanding the coverage of CESA indicators



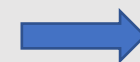
Assessing learning proficiency levels and trends for Sustainable Development Goal 4.1: A focus on Africa



UIS focuses on Africa : Country tables

SDG 4 Global Data Book

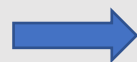
Region	Country	2010	2011	2012	2013	2014	2015
SDG: Africa (Northern)	Algeria	92.6	93.3	93.9	94.2	94.9	95.4
SDG: Africa (Northern)	Egypt	89.6	90.2	90.8	91.4	90.9	92.6
SDG: Africa (Northern)	Morocco	69.1	70.5	71.9	73.3	74.6	76.0
SDG: Africa (Northern)	Sudan	71.4	71.3	72.0	72.6	65.4	73.6
SDG: Africa (Northern)	Tunisia	92.2	92.7	94.0	93.5	93.8	94.1
SDG: Africa (Sub-Saharan)	Angola	47.5	48.9	50.1	51.0	52.0	59.9



Excel file that allows the navigation of SDG 4 time series **by indicator** with the annotated metadata points

SDG 4 Country Data Table

Excel file that allows the navigation of SDG 4 time series **by country** with the annotated metadata points

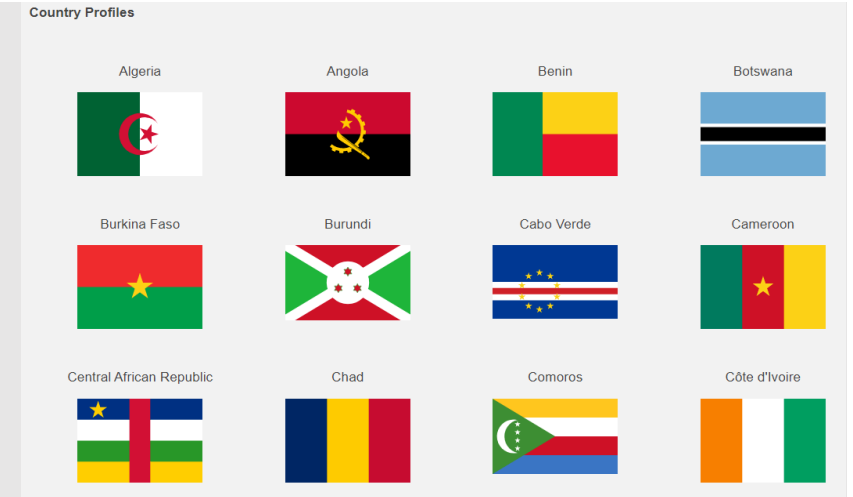


SDG Target	SDG Table	Related SDG Indicator	SDG Indicator	2010	2011	2012	2013	2014	2015
4.1	4.1.6	..	Administration of a nationally-representative learning assessment at the end of lower secondary education in	..	..	..	..	0.0	1.0
4.1	4.1.6	..	Administration of a nationally-representative learning assessment at the end of lower secondary education in reading	..	..	..	..	0.0	1.0
4.1	4.1.6	..	Administration of a nationally-representative learning assessment at the end of primary in mathematics (number)	..	..	..	..	0.0	0.0
4.1	4.1.6	..	Administration of a nationally-representative learning assessment at the end of primary in reading (number)	..	..	..	..	0.0	0.0
4.1	4.1.6	..	Administration of a nationally-representative learning assessment in Grade 2 or 3 in mathematics (number)	..	..	..	..	0.0	0.0
4.1	4.1.6	..	Administration of a nationally-representative learning assessment in Grade 2 or 3 in reading (number)	..	..	..	..	0.0	0.0
4.1	4.1.3	..	Gross intake ratio to the last grade of primary education, both sexes (%)	95.6	97.6	101.6	106.0	108.4	105.5
4.1	4.1.3	..	Gross intake ratio to the last grade of primary education, female (%)	95.4	97.3	101.3	105.9	108.9	105.5
4.5	4.5.1	4.1.3	Gross intake ratio to the last grade of primary education, adjusted gender parity index (GPIA)	1.0	1.0	1.0	1.0	1.0	1.0
4.1	4.1.3	..	Gross intake ratio to the last grade of primary education, male (%)	95.9	97.9	101.8	106.2	107.9	105.6
4.1	4.1.3	..	Gross intake ratio to the last grade of lower secondary general education, both sexes (%)	58.3	70.4	114.6	85.3	79.3	76.2
4.1	4.1.3	..	Gross intake ratio to the last grade of lower secondary general education, female (%)	66.3	80.0	132.8	93.7	87.2	84.8
4.5	4.5.1	4.1.3	Gross intake ratio to the last grade of lower secondary general education, adjusted gender parity index (GPIA)	1.2	1.2	1.3	1.2	1.2	1.2
4.1	4.1.3	..	Gross intake ratio to the last grade of lower secondary general education, male (%)	50.6	61.3	97.2	77.1	71.7	67.9

UIS focuses on Africa : Country profiles

General country information and diagram of national education system

All data points available for indicators common to SDG 4 and CESA 16-25, and a comparison of country and regional trends from 2010 to 2020



Burkina Faso

African Union: Western Africa

Burkina Faso belongs also to the following regional aggregations:



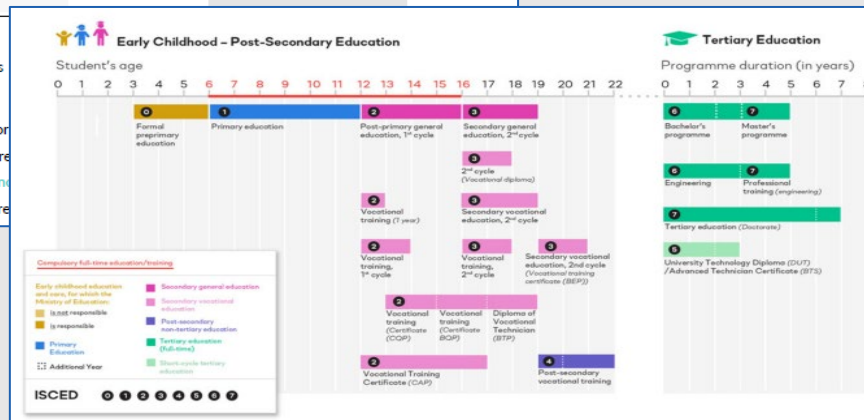
GPE: Overall FY20, all 68 countries, June 2020

SDG: Africa (Sub-Saharan)

WB: Low income (July 2020)

GNI per capita, PPP (2019) \$ 2180
Population, total (2020) 20.9 millions

This country profile presents the data available to monitor Strategic Objectives (SO). Data points for Burkina Faso are for SO1, SO2, SO3, SO4, SO5, SO6, SO8, SO9, and Financial. Arrow indicate the trend when at least two data points are available.



CESA SO 1 - Teachers

1.1 Percentage of teachers qualified to teach according to national standards

SDG Target 4.c

4.c.1 Proportion of teachers with the minimum required qualifications, by education level

Level	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Pre-primary	Both sexes	..	21.6	..	..	..	..	..	34.5	41.9	42.6	48.2	↑
Pre-primary	Female	..	9.2	..	..	..	..	..	30.2	38.5	39.2	45.6	↑

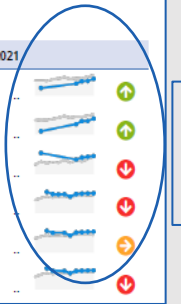
CESA SO 6 - Literacy

6.1 Youth literacy rate

SDG Target 4.6

4.6.2 Youth/adult literacy rate

Level	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Youth	Both sexes	..	..	..	..	50.1	..	..	..	58.9	..	..	↑
Youth	Female	..	..	..	..	44.0	..	..	..	54.5	..	..	↑
Youth	Male	..	..	..	..	57.0	..	..	..	63.9	..	..	↑



Trends

UIS focuses on Africa : CESA 16-25 / SDG 4 indicators correspondence table

CESA 16-25 Framework Indicators		Sustainable Development Goals (SDG) Indicators	
Number	Name	Number	Name
1.1	Percentage of teachers qualified to teach according to national standards	4.c.1	Proportion of teachers with the minimum required qualifications, by education level
1.4	Percentage of teachers who have undergone in-service training	4.c.7	Percentage of teachers who have undergone in-service training in the last 12 months by type of training
2.2	Proportion of schools with (i) adapted infrastructure; (ii) materials for students with disabilities	4.a.1	Proportion of schools with adapted infrastructure
4.1	Gross intake ratio to last grade of primary, lower secondary and upper secondary	4.1.2	Completion rate (primary, lower secondary and upper secondary education)
4.4	Percentage distribution of tertiary graduates by field of study		Distribution of tertiary graduates by field of study
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	4.1.1	Proportion of children and young people (a) in grade 3; (b) at the end of primary; 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
4.6	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
5.1	Gender parity index for gross enrolment ratio	4.5.1-4.1.2	Completion rate - Adjusted for gender inequality
5.2	Percentage of female teachers	-	Percentage of female teachers
5.4	Girls' dropout rate per reason of drop out	4.1.4	Out-of-school rate, by sex
5.5	Percentage of girls enrolled to STEM	-	Percentage of graduates in STEM fields
			Mathematics program
		6.1	Youth literacy rate
		6.2	Adult literacy rate
		6.3	Participants in literacy programmes as a percentage of non-literate population
		8.1	Percentage of total enrolment in secondary and tertiary technical and vocational education and training
		8.2	Percentage of TVET Graduates
		8.6	Percentage of TVET Graduates who have participated in Apprenticeships
		9.1	Number of earned doctoral degrees by field
		9.3	Enrolment of students in higher and tertiary education per 100,000
		9.4	Inbound mobility ratio
		9.5	Outbound mobility ratio
		10.3	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, (iii) Peace, Life Skills, Media and Information Literacy education, are mainstreamed in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
		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
		4.6.2	Youth/adult literacy rate - Youth
		4.6.2	Youth/adult literacy rate - Adult
		4.6.3	Participation rate of illiterate youth/adults in literacy programmes
		-	Distribution of enrolment by programme orientation
		-	Share of all students in vocational programmes, by level of education (%)
		4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex
			Percentage of graduates by field of education (tertiary education)
		4.3.2	Gross enrolment ratio for tertiary education by sex
		-	Inbound mobility rate
		-	Outbound mobility ratio
		4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
		1.a.2	Proportion of total government spending on essential services (education)
		4.5.4	Education expenditure per student by level of education and source of funding
		FFA 2030	Government expenditure on education as a percentage of GDP

UIS focuses on Africa : Regional benchmark indicators table

CESA 16-25 Framework Indicators

Number	Name
2.1	Proportion of schools with access to (i) basic drinking water, (ii) single sex basic sanitation facilities; and (iii) basic hand-washing facilities
3.1	Proportion of educational institutions with access to (i) electricity, (ii) the internet for pedagogical purposes, and (iii) computers for pedagogical purposes
5.5	Percentage of girls enrolled in STEM
8.3	TVET Graduates Labour Force Participation Rate
9.2	Expenditure on Research and Development as a percentage of GDP
c)	Youth not in Education, Employment or Training (NEET)
c)	Public expenditure on TVET

Sustainable Development Goals (SDG) Indicators

Number	Name
4.a.1	Proportion of schools offering basic services, by type of service: (i) basic drinking water, (ii) single sex basic sanitation facilities, and (iii) basic hand-washing facilities
4.a.1	Proportion of schools offering basic services, by type of service: (i) electricity, (ii) the internet for pedagogical purposes, and (iii) computers for pedagogical purposes
-	Percentage of graduates from Science, Technology, Engineering and Mathematics programmes in tertiary education
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months
9.5.1	Research and Development Expenditure as a proportion of GDP
8.6.1	Youth not in Education, Employment or Training (NEET)
-	Share of all students in vocational programmes, by level of education (%)

New UIS SDG 4 data browser including benchmark indicators

New data browser

- All SDG 4 indicators
- Benchmarks indicators

- ✓ Indicator dashboards
- ✓ Country dashboards
- ✓ Data in long format dashboards

From 2000 to 2021

The screenshot displays the 'SDG 4 March 2022 Release' interface. On the left sidebar, the 'Benchmark Indicators Only' toggle is highlighted with a red circle. Below it, the 'Select Period' section shows a timeline from 2000 to 2021 with markers for 2010 and 2021. The 'Gender' section has checkboxes for 'Both Sexes', 'Female', and 'Male'. The 'Level' section lists various education levels from 'Early childhood education' to 'All', all of which are checked. The main content area features a heading 'Navigate SDG4 indicators in the new UIS browser!' followed by a paragraph and a bulleted list of features. Below this, there are three columns of instructions: 'Using the Indicator Dashboard', 'Using the Country Dashboard', and 'Using the Data in Long Format Dashboard'. Each column ends with a button: 'Start browsing by indicator', 'Start browsing by country', and 'Start browsing long data' respectively. The UNESCO logo is visible in the top right corner.

SDG 4 March 2022 Release

Welcome!

- Indicator Dashboard
- Country Dashboard
- Data in Long Format
- Benchmark Indicators Only**

Select Period

2000 2010 2021

2000 2003 2006 2009 2012 2015 2018 2021 2022

Gender

- Both Sexes
- Female
- Male

Level

- Early childhood education
- Pre-primary
- One Year Before Primary
- Grade 2 to 3
- Primary
- Lower Secondary
- Upper Secondary
- Secondary
- Tertiary
- Youth
- Adult
- Population 25-64 years
- Elderly
- All

Navigate SDG4 indicators in the new UIS browser!

The UNESCO Institute for Statistics has released a new data browser for Sustainable Development Goal 4 (SDG 4) data. The browser allows users to view data from 2000 to 2021 in easy-to-navigate dashboards by indicator or country. They may also copy, print or download the data in various formats (csv, Excel, pdf) and search of key words within the filtered dataset.

- The Indicator Dashboard presents all available data for selected SDG 4 indicators for all countries;
- The Country Dashboard provides an overview of all SDG 4 targets and indicators for a selected country.
- The Data in Long Format Dashboard presents the data in long vertical format where every row is the value for a selected country, indicator and year.

When the 'Show metadata' option is selected, **metadata points** are made available in two ways: as tooltips, when the cursor is positioned over the values of the indicators; and as a metadata table, below the data table.

Browsing may be limited to **benchmarks indicators** when the 'Benchmarks Indicators Only' option is selected.

Default settings described below for benchmarked indicators, years, gender and levels may be modified from the left pane:

- 'Benchmark indicators only': filter only benchmarked indicators
- 'Select Period': filter the data points for the selected years (default 2010 to 2021)
- 'Gender': filter indicators for both sexes as well as for females and males
- 'Level': filter indicators for all education levels and population sub-groups

Obs. : "Not applicable" and "nil or negligible" values are shown as zero. Countries without data available for a given indicator are not displayed.

Using the Indicator Dashboard

1. Change benchmarked, period, range and level filters in the left pane
2. Select the region or regions of interest from the drop-down menu. By default, all regions will be selected.
3. Select the SDG target and indicator number from the corresponding drop-down menus.
4. Select the 'Indicator Name' from the drop-down menu.

Start browsing by indicator

Using the Country Dashboard

1. Change benchmarked, period, range and level filters in the left pane
2. Select the region or regions of interest from the drop-down menu. By default, all regions will be selected.
3. Select the country for which you want to visualize and/or download data. Note that you can only select one country at a time.

Start browsing by country

Using the Data in Long Format Dashboard

1. Change benchmarked, period, range and level filters in the left pane
2. Select the region or regions of interest from the drop-down menu. By default, all regions will be selected.
3. Select the country for which you want to visualize and/or download data.
4. Select the Target, Indicator Number and Indicator Name

Start browsing long data

UIS metadata page for all SDG 4 indicators

Consult the [metadata](#) of any SDG 4 global or thematic indicator. The [complete list](#) of all indicators is also available.

Metadata and Methodological Documents

The latest data release was in September 2021.

FFA 1.a 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.a 4.b 4.c

Target 4.1 - By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.1.0 Proportion of children/young people prepared for the future, by sex

4.1.1 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

Protocole for reporting ([English](#), [Français](#))

4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)

4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)

4.1.4 Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)

4.1.5 Percentage of children over-age for grade (primary education, lower secondary education)

4.1.6 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

- **Metadata for SDG 4 indicators**

- One file per indicator

- **Each file includes:**

- Definition

- Purpose

- Calculation method

- Interpretation

- Type of data source

- Disaggregation

- Data required

- Quality assurance

- Limitations and comments

UIS resources
Benchmarks
TCG

- ▶ SDG 4 Digest on benchmarks
- ▶ Objectives
- ▶ Process
- ▶ Resources

UIS resources

Benchmarks

▶ **SDG 4 Digest**

TCG

**Launched on January 24,
summarizes benchmarking process
up to 2021**



Check the submission status of your country

Annex A: Benchmark submission status

Country	Status	Early childhood participation rate	Out-of-school rate, primary	Out-of-school rate, lower secondary	Out-of-school rate, upper secondary	Completion rate, primary	Completion rate, lower secondary	Completion rate, upper secondary	Learning: reading, grades 2/3	Learning: reading, end of primary	Learning: reading, end of lower secondary	Learning: mathematics, grades 2/3	Learning: mathematics, end of primary	Learning: mathematics, end of lower secondary	Trained teachers, pre-primary	Trained teachers, primary	Trained teachers, lower secondary	Trained teachers, upper secondary	Public expenditure, % GDP	Public expenditure, % total expenditure	Benchmarks ¹
Sub-Saharan Africa ²		52	33	33	33	67	63	48	33	40	15	33	38	15	38	44	38	38	100	100	39
Angola	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Benin	Plans with targets	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	4
Botswana	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17

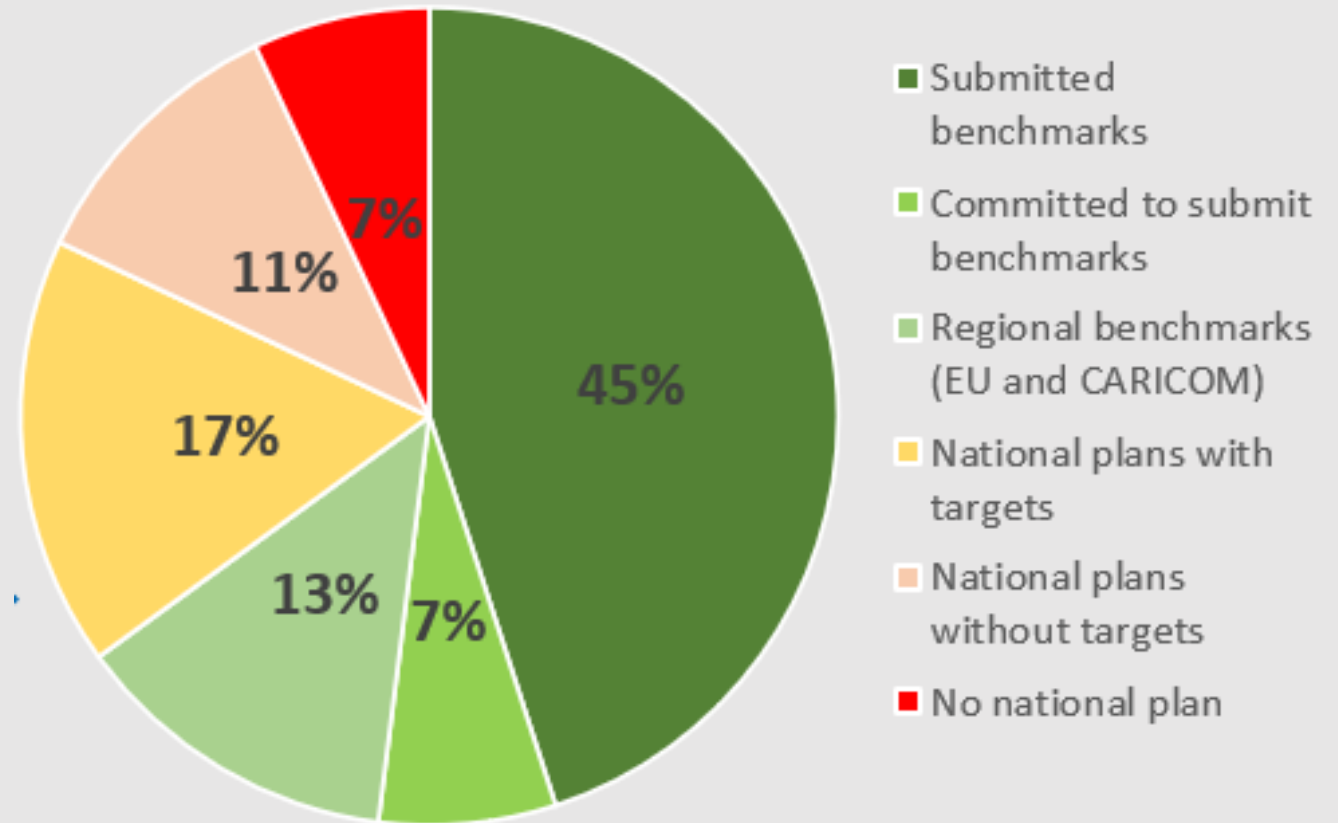
Annex B: Benchmark levels by country and indicator

Early childhood education attendance

Country	Early childhood education attendance		
	2015	2025	2030
Sub-Saharan Africa	44.9	53.8	67.1
Angola	65.2		
Benin	88	28.7	33.3
Botswana	21.3	60	75

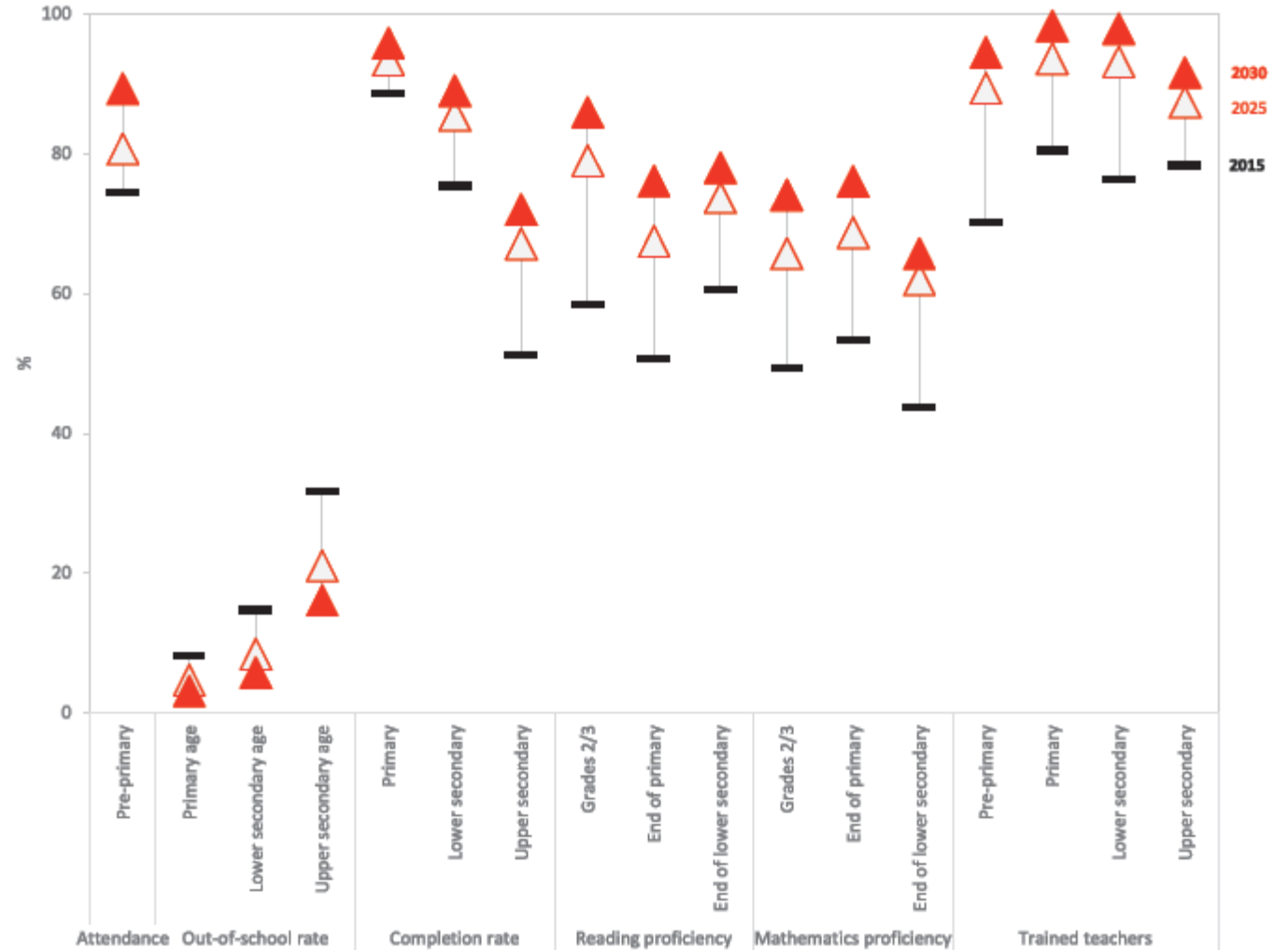
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High level of engagement

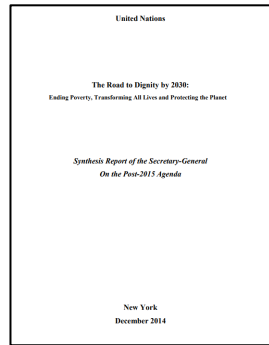


UIS resources
Benchmarks
 ▷ **SDG 4 Digest**
 TCG

Where do countries plan to be in 2025-2030?

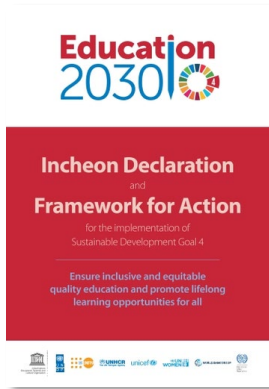


UIS resources
Benchmarks
▶ **Objectives**
TCG



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 selected SDG indicators, seeing them as “indispensable for addressing the **accountability** deficit associated with longer-term targets” (§28)



Global Education Meeting, 2020 and 2021

“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)

UIS resources
Benchmarks
▶ **Objectives**
TCG

▶ Mark **contribution** each country is making to global agenda
= bring the approach of **climate change agenda** to education

Benchmarks should be **more ambitious than 'business as usual'**

▶ Make progress **monitoring** context-specific, given that each country has different starting points

▶ Link **national, regional and global** education agendas to ensure coherence and mutual understanding of different contexts

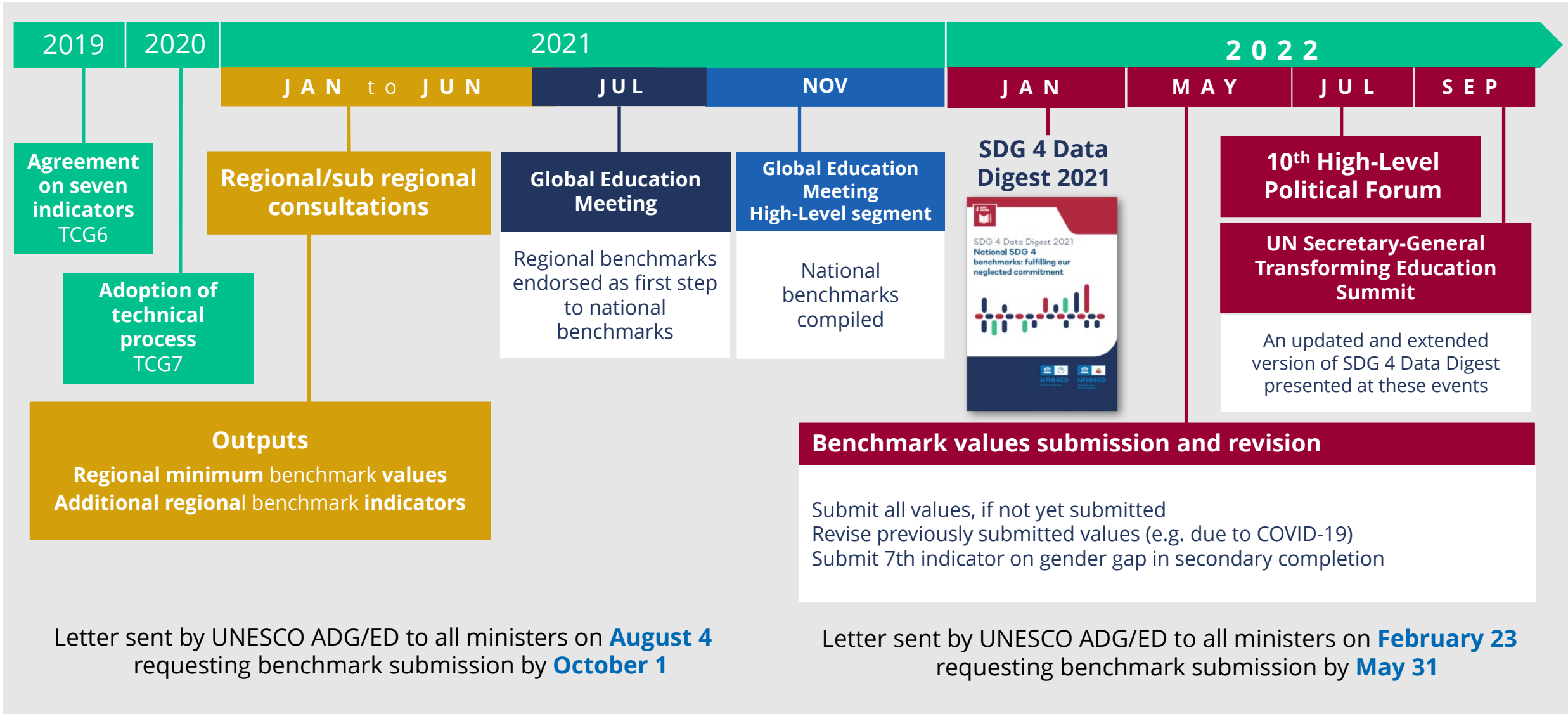
▶ Focus attention on **data gaps on key indicators** that every education system needs for management purposes

▶ Strengthen national planning: all plans should **include targets**

▶ Provide **evidence** for collective initiatives
= linchpin of **global education cooperation mechanism**



Process towards benchmarks



UIS resources
Benchmarks
▶ **Process**
TCG

▶ **STEP 1: Countries submit national benchmarks from their own plans**

Targets for 2025 and 2030 were submitted to UIS (in some cases for other years too)

*If **a.** plan or policy does not have target for benchmark indicator or **b.** there is no up-to-date plan or policy, **then:***

▶ **STEP 2: Countries consult internally to set national benchmarks**

Targets are then sent to UIS








*When no benchmarks were submitted, **then:***

▶ **STEP 3: UIS/GEM Report consult national plans**

Targets were extracted to inform the analysis



Benchmarks for seven SDG 4 indicators

Priority policy areas	 GLOBAL SDG 4 benchmark indicators	 Number of benchmarks
 Basic education	4.1.1 Minimum proficiency in reading/math 4.1.2 Completion rate 4.1.4 Out-of-school rate	6 3 3
 Pre-primary	4.2.2 Participation in organized learning a year before primary education entry	1
 Teachers	4.c.1 Teachers with minimum required qualifications	4
 Expenditure	1.a.2/FFA Education as % GDP / % budget	2
 Equity	4.5.1 Gender gap in upper secondary completion	1

20 values for 2025

20 values for 2030

A total of 40 values

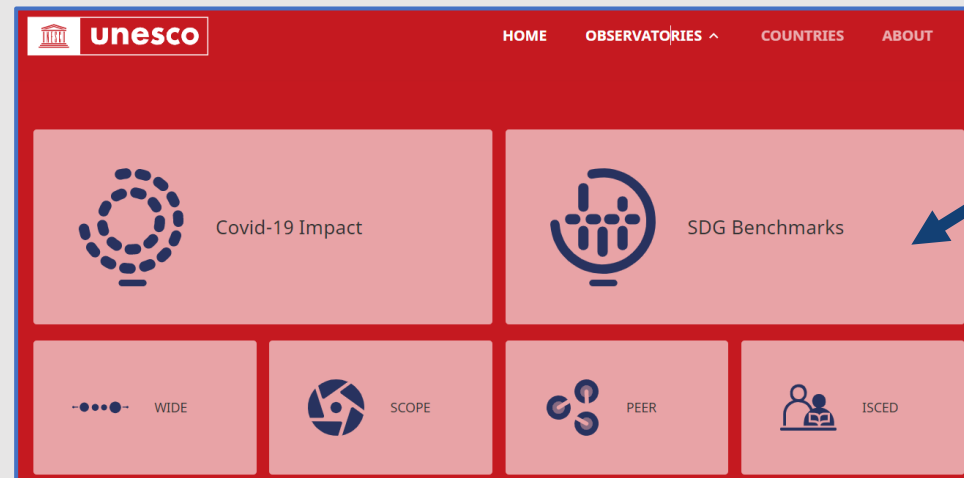
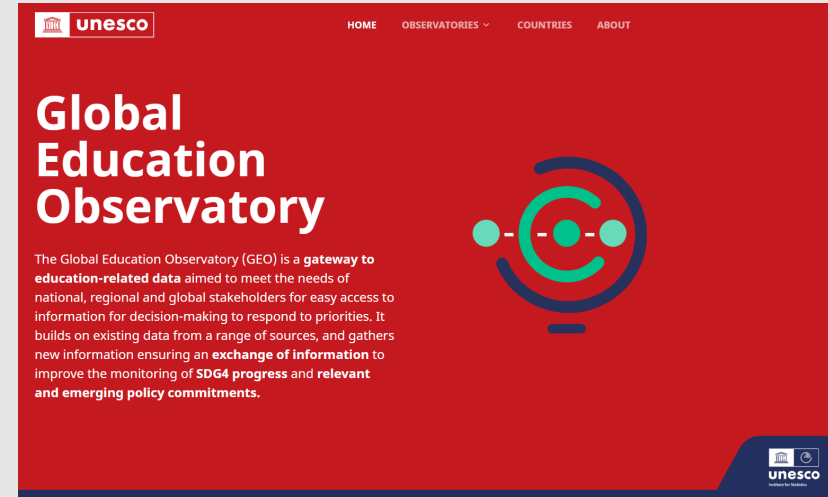
Gender gap = Difference between females and males in upper secondary completion rate

- A difference of zero indicates no gender gap in completion rates.
- Positive values indicate that completion rates among females are higher than males
- Negative values indicate that completion rates among females are lower than males

$$GG = CR \text{ females} - CR \text{ males}$$

UIS resources
Benchmarks
▶ Resources
TCG

Benchmarks in **Global Education Observatory**



UIS resources
Benchmarks
▶ Resources
TCG

View data **by indicator**

4.1.1 Learning proficiency
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

4.1.2 Completion rate
Completion rate (primary education, lower secondary education, upper secondary education)

4.1.4 Out-of-school rate
Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)

4.2.2 Participation rate in pre-primary learning
Participation rate in organized learning (one year before the official primary entry age), by sex

4.1.2 Completion rate Download Data

4.1.2.i Completion rate in primary

View by

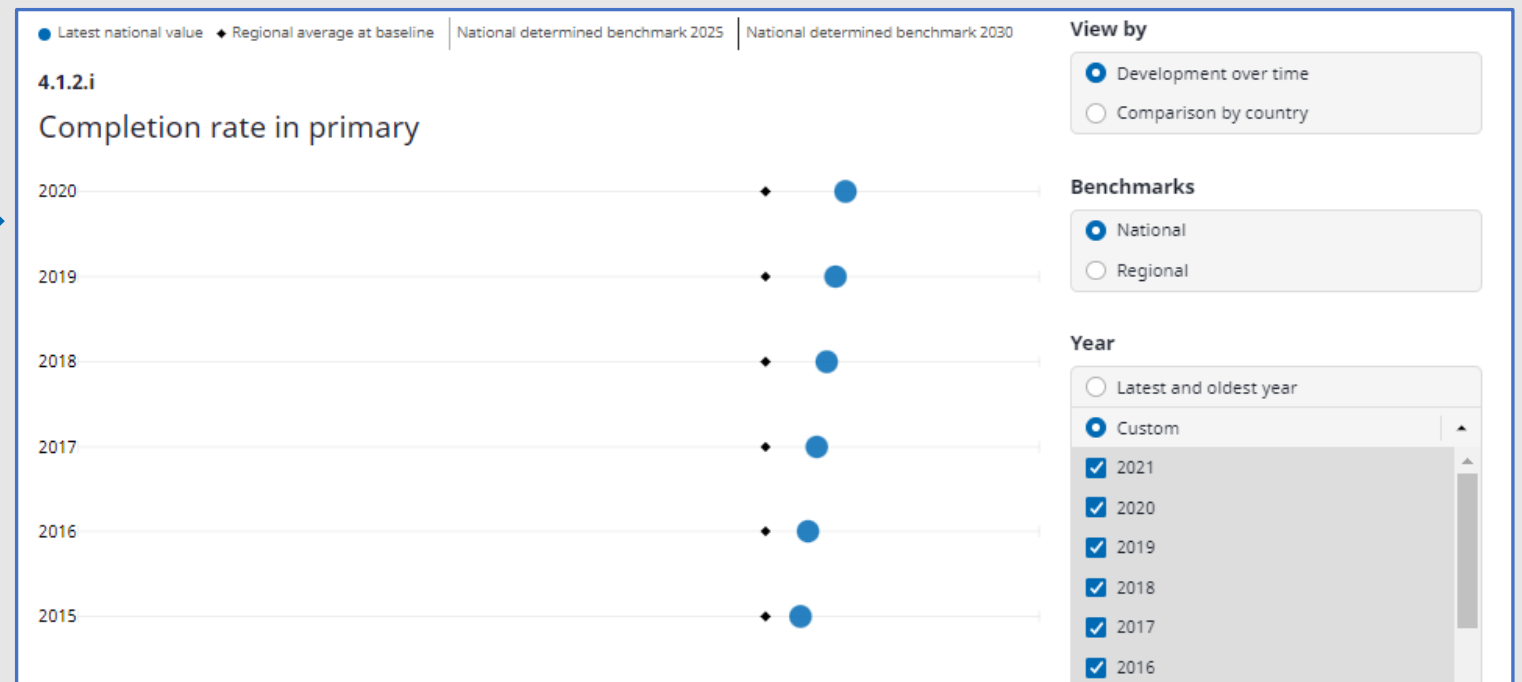
Country
 Region

SDG Region

- Africa (Northern) and Asia (Western)
- Africa (Sub-Saharan)
- Asia (Central and Southern)
- Asia (Eastern and South-eastern)
- Europe and Northern America
- Latin America and the Caribbean
- Oceania

UIS resources
Benchmarks
▶ Resources
TCG

View data **by country**



UIS resources

Benchmarks

TCG



Nominate **two focal points** for the TCG:

- ▶ one from the [Ministry of Education](#)
- ▶ one from the [National Statistical Office](#)

Purpose:

Address gaps in communication between ministries and statistical offices – and between plenary and countries

Key takeaways and next steps

1. **Benchmark process.** By **May 31**:

- ▶ Submit benchmarks if you had not sent yet
- ▶ Review benchmarks submitted as needed
- ▶ Submit gender gap in secondary completion

Results to be used in:

- ▷ High-level Political Forum in **July**
- ▷ UN Secretary General **Transforming Education Summit** in **September**

Updated publication with country examples

2. **TCG nominations**

3. **Individual meetings**

Thank you

Learn more:

[http://tcg.uis.unesco.org/benchmarks/
geo.uis.unesco.org](http://tcg.uis.unesco.org/benchmarks/geo.uis.unesco.org)

