Setting commitments:
National SDG 4 benchmarks to transform education

A special 2022 High Level Political Forum side-event on a new transformative compact owned by countries

New York
7 July 2022
Benchmarks in 2030 Agenda and Education 2030

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)
National benchmark objectives

- 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: 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**
## Seven SDG 4 benchmarks indicators

<table>
<thead>
<tr>
<th>Priority policy areas</th>
<th>SDG 4 benchmark indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td>4.2.2 Participation in organized learning a year before primary education entry [1]</td>
</tr>
</tbody>
</table>
| Basic education       | 4.1.1 Minimum proficiency in reading/maths [6]  
                        | 4.1.4 Out-of-school rate [3]  
                        | 4.1.2 Completion rate [3] |
| Equity                | 4.5.1 Gender gap in upper secondary completion |
| Teachers              | 4.c.1 Teachers with min required qualifications [4] |
| Expenditure           | 1.a.2/FFA Education as % GDP / % budget [2] |
Publication marks progress so far

- Updates on 2022 process
- 12 case studies
- Proposal to monitor

Progress
Next steps
Links with TES
Annexes show:

Submission status by country

Data by indicator

Progress
Next steps
Links with TES
Progress

Next steps

Links with TES

High level of engagement

- 59% Submitted benchmarks
- 11% Regional benchmarks (CARICOM and EU)
- 17% National plans with targets
- 6% National plans without targets
- 6% Pending submission
- 1% No national plans

submitted benchmarks
Where do countries plan to be in 2025-2030

**Progress**

**Next steps**

**Links with TES**
Case studies

Country experience with benchmarking and links with national policies
Proposal to monitor against:

1. **National benchmarks**
   - Fast progress: >75% probability that 2025 national benchmark will be achieved given latest value
   - Average progress: 25-75% of probability that 2025 national benchmark will be achieved given latest value
   - Slow progress: <25% probability that 2025 national benchmarks will be achieved given latest values
   - Regression
     - No benchmark
     - No data for trend
     - No data

2. **Feasible** progress
   - Fast progress: Top 25% of progress rate and/or reached close to SDG 4 target
   - Average progress: 25-75% of progress rate
   - Slow progress: Bottom 25% of progress rate
   - Regression
     - No benchmark
     - No data for trend
     - No data
Benchmarks and dashboards will feature on the **Global Education Observatory**, a new gateway to education data and focal point on the follow-up process.
UIS and GEM Report will prepare a monitoring report on the results of process by January.

Convene conference of education statisticians in 2023 to address issues that have come up.

Make benchmark reporting part of global cooperation mechanism to inform policy dialogue and common action.
Progress
Next steps
Links with TES

Initiatives to come up through TES
- Identify at least an indicator per action track
- Repeat process of setting national targets
- Integrate into SDG 4 benchmark monitoring
<table>
<thead>
<tr>
<th>SDG 4 target</th>
<th>National SDG 4 benchmark indicators</th>
<th>TES action tracks</th>
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<tr>
<td>4.2 Early childhood</td>
<td></td>
<td>AT1 Inclusive, equitable, safe and healthy schools</td>
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<tr>
<td>4.3 TVET/Higher/Adult education</td>
<td></td>
<td>AT4 Digital learning and transformation</td>
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<td>4.4 Skills for work</td>
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<td>AT3 Teachers, teaching and the teaching profession</td>
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<tr>
<td>4.5 Equity</td>
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<td>4.6 Adult literacy</td>
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<tr>
<td>4.7 Sustainable development</td>
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<td>4.8 Learning environment</td>
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<td>4.9 Scholarships</td>
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<td>4.10 Teachers</td>
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<td>FFA Finance</td>
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Note (1): Indicators in **bold** are the 7 **benchmark indicators** | Note (2): Indicators in other **colours** are **potential TES indicators**, one per action track area
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| 4.1 Basic education | 1. Out of school rate [4.1.4]  
2. Completion rate [4.1.2]  
3. Learning proficiency [4.1.1]  
4. Pre-primary participation [4.2.2]  
5. Gender gap in completion [4.5.1] | 'Learning poverty' |
| 4.2 Early childhood |  | |
| 4.3 TVET/Higher/Adult education |  | |
| 4.4 Skills for work |  | |
| 4.5 Equity |  | |
| 4.6 Adult literacy |  | |
| 4.7 Sustainable development | Countries with climate change education | AT2 Learning and skills for life, work, and sustainable development |
| 4.a Learning environment | Children with daily healthy school meal | AT1 Inclusive, equitable, safe and healthy schools |
| 4.b Scholarships | Schools connected to the internet | AT4 Digital learning and transformation |
| 4.c Teachers | Schools with learning teams | AT3 Teachers, teaching and the teaching profession |
| 4.7 Sustainable development | 6. Trained teachers [4.7.1] |  |
| FFA Finance | 7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2] | |
|  | Countries allocating 0.7% of GNI to aid and 15% of that to education | |

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Thank you

Global Education Observatory

geo.uis.unesco.org

Setting Commitments