Setting and monitoring national SDG 4 benchmarks: what are the challenges going forward?

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#25YearsOfDataInsights

Outline

- What are the uses of national SDG 4 benchmarks?
- Key features on setting benchmarks
- What are the benchmark indicators?
- What is the coverage of SDG 4 benchmark indicators?
- Progress Monitoring
- Challenges
- Agenda forward to work with Member States

What are the uses of national SDG 4 benchmarks?

- Capture the **contribution of each country** to the global education goal

- Make progress monitoring context-specific, as **each country's starting points**

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

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

- Link national, regional and global education agendas: **coherence and common language**
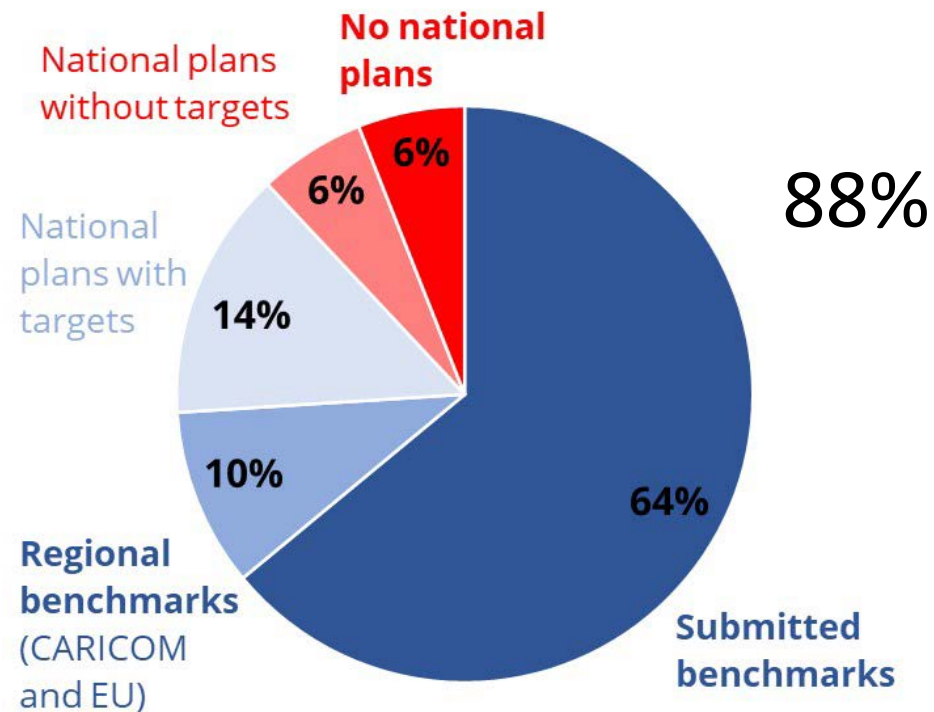
Key features on setting benchmarks

- **Ambition:** Benchmarks should be set at a level that entails progress faster than what would have been achieved without extra effort

- **Fairness:** Benchmarks should be set relative to countries' starting points

- **Ownership:** Benchmarks should build on national and not external processes

- **Learning:** Benchmarks should have a formative purpose

- **Accountability:** Benchmarks should lead countries to take responsibility for delivering improved education
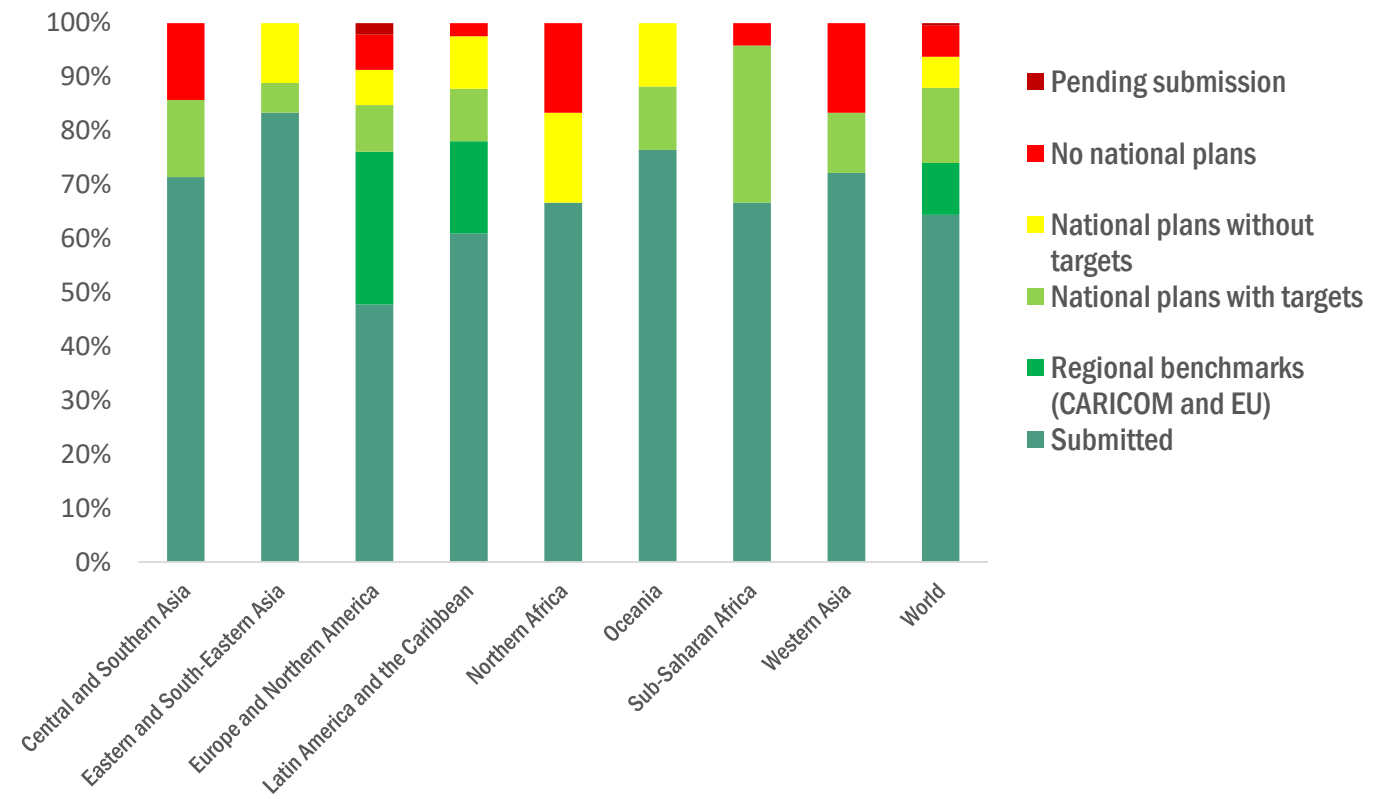
What are the benchmark indicators?

Priority policy area	SDG 4 benchmark indicator	Number of benchmarks
Basic education	4.1.1 Minimum proficiency in reading/maths	6
	4.1.2 Completion rate	3
	4.1.4 Out-of-school rate	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 % budget / % GDP	2
Equity	Gender gap in upper secondary completion rate	1
Connectivity	Proportion of schools with access to Internet for pedagogical purposes	4

Regional Process of benchmarks in Asia and Pacific

November 2020

Technical Team

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•March and April 2021

Five sub regional technical consultations

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June 2021

Online country consultation

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Validation and capacity Development 2022

Discussed in various sub regional high-level meetings such as ASEAN SOMED meeting, SEAMEO Education Congress and Forum of Education Ministers' Meeting (FEdMM).
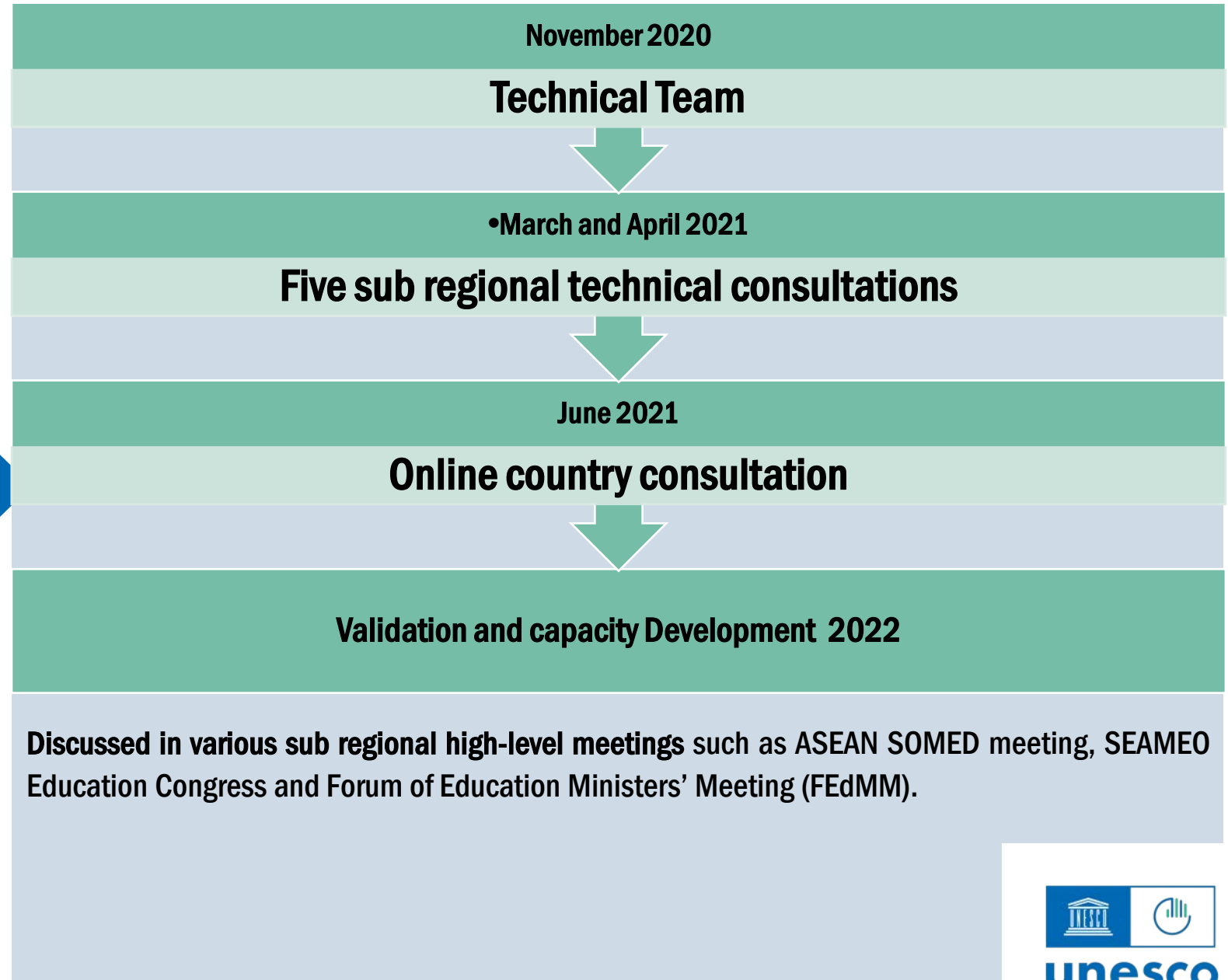
Monitoring Progress in SDG4 using Benchmark indicators
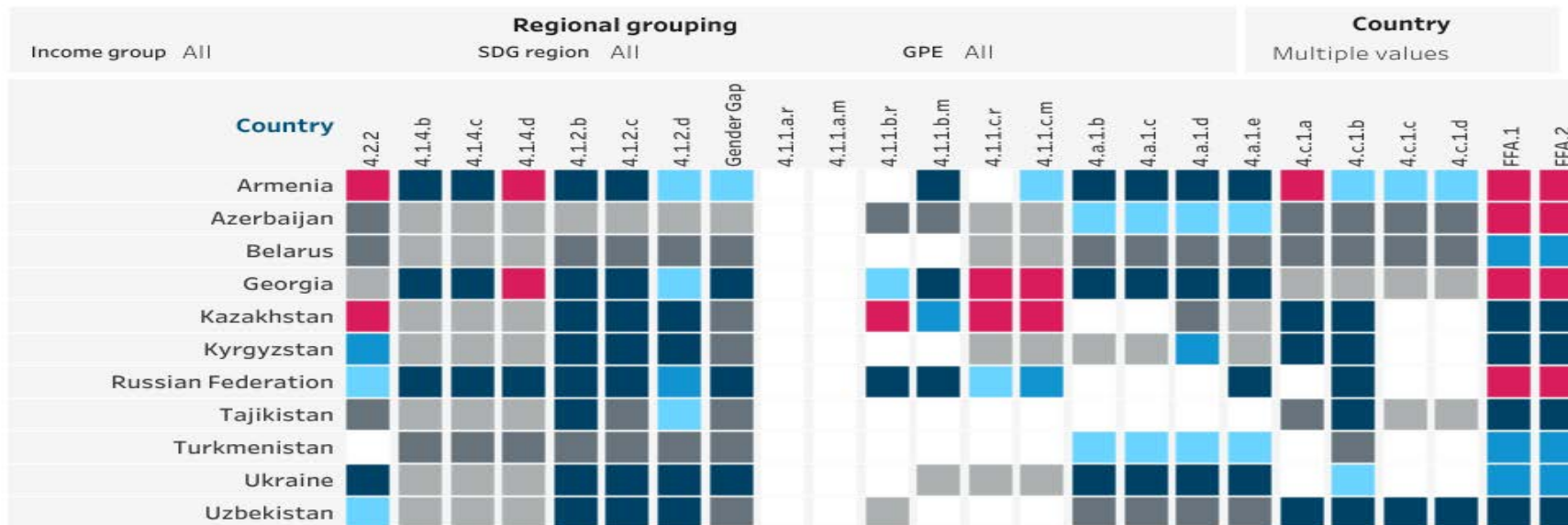
Coverage of Benchmarks for CIS countries

- The coverage of the benchmarks setting for the CIS region seems high in general

- Very high proportion of the countries set their benchmarks for learning showing learning has been high priority for the region.

- Similarly, out of school rate and completion has also see high coverage

- Only Gender Gap has low coverage with only 45% of the countries in the CIS established their national benchmarks

Benchmark	Coverage
MPL, early garde (grade 2/3) reading and mathmatics	100%
MPL End of Primary math	91%
MPL End of Primary reading	91%
Out of school rate, Lower secodanry school age	91%
School Connectivity, Secondary	82%
Upper secondary completion rate	82%
Trained teacher, primary	73%
Pre-primary	73%
Gender Gap	45%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Coverage   ■ No benchmarks   *#25YearsOfDataInsights* ● 9

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Monitoring Progress in Benchmark Indicators in CIS

- **45% of the countries** in the region have made fast progress in achieving national benchmark in **% of trained teachers**

- **More than one third of the countries** made fast progress in **completion rate in upper secondary**

- **More than one forth countries** **made fast progress in** **school connectivity and reducing gender gaps**

- **Only 9% of the countries** can make fast progress to achieve national benchmarks for **pre-primary** and Minimum proficiency in reading at the end of primary

Legend:
- No data or No data for trend
- No Benchmark
- Fast Progress
- Average progress
- Slow Progress
- No Progress

Global Alliance to Monitor Learning

Challenges

Missing benchmarks

- There are still significant numbers of countries yet to set their national benchmarks for certain indicators e.g. 55% of the countries haven't set up national benchmark for gender gaps

Quality of benchmarks

- National targets may indicate a level of ambition that is too high or too low.

Monitoring progress

- Huge data gaps can be seen to monitoring the progress towards Benchmarks- countries need to expedite their process of data production to monitor the progress- Most data gaps can be seen for the learning e.g.

- None of the country has data to monitor Minimum Proficiency in early grades (grade 2 and 3), though this is the indicator for which 100% of the countries have set their national benchmarks. This clearly shows the discrepancy between the policy priority and data priority

- The availability and updating of data has low frequency.

Agenda forward to work with Member States

A sustained communication campaign

- Familiarize ministries of education and the general public with national SDG 4 benchmarks
- Improve the GEO website

Introduction of an assessing process

- Give countries the opportunity to receive transparent updates on the assessment of their progress and to contest, seek clarifications or propose corrections to this assessment.

Introduction of a linking process

- A process that links assessment of progress to the monitoring of laws and policies

Thank you

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