



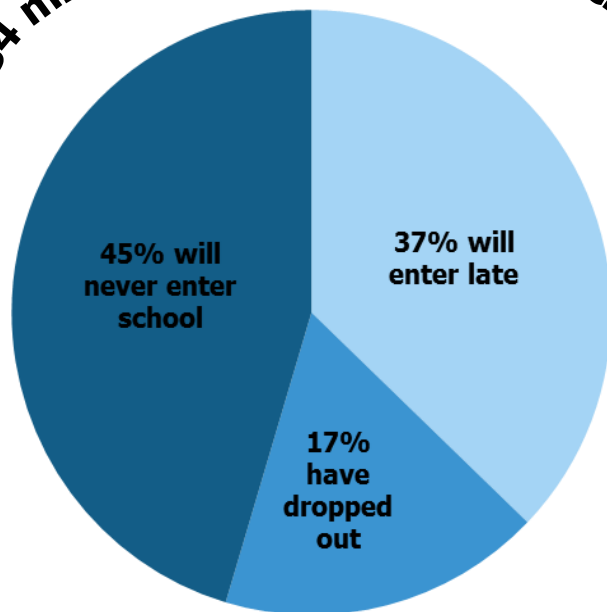
Children out-of-school, or in school but still not learning?

The link to a defective school environment (SDG4a) in Africa and its necessary progress for better schooling and learning



Despite remarkable efforts and progress made, Africa is still home to more than half of out-of-school children of primary age (6-11 years) globally

34 million children are out-of-school



One-third of adolescents of lower secondary age (12-14 years) and more than half of youth of upper secondary age (15-17 years) are not in school

Among those who are in school, many are not learning

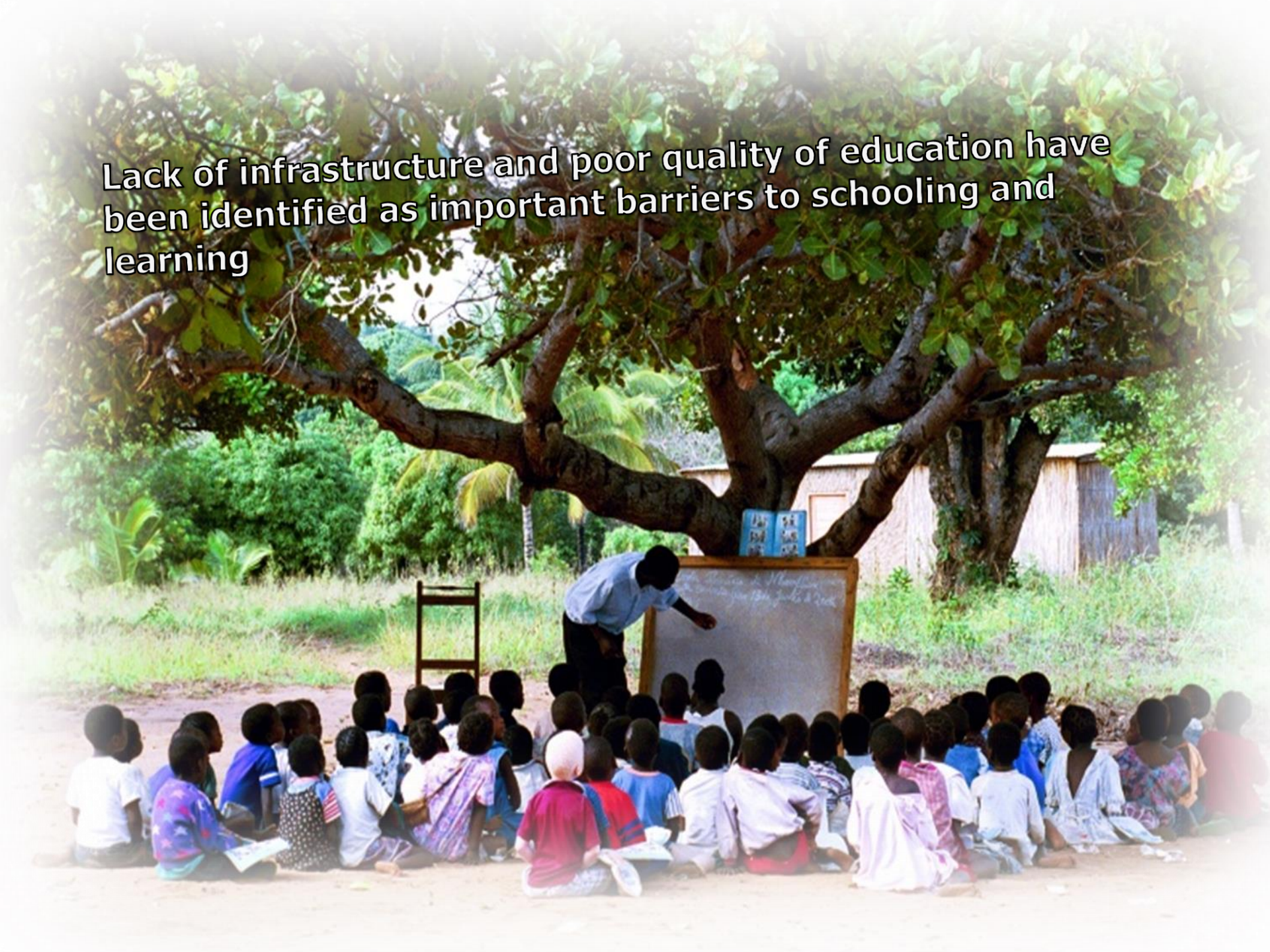
Results from regional assessments indicate poor learning outcomes in Sub-Saharan Africa, despite upward trend in average learning achievements.

Many who are now still in school will not learn enough to acquire basic skills needed to lead successful and productive lives.

Some will leave school without a basic grasp of reading and mathematics



Lack of infrastructure and poor quality of education have been identified as important barriers to schooling and learning



SDG 4.a: Build and upgrade education facilities that are child, disability and gender sensitive, and provide safe, non-violent, inclusive and effective learning environments for all



What do SDG 4a-Education 2030 indicators on the school environment cover ?

Sanitation facilities



Computer, internet



Adapted infrastructure for disabled students



Electricity

Frequency of bullying, attacks



Hand washing facilities



Drinking water



Schools with access to basic drinking water and single-sex toilets

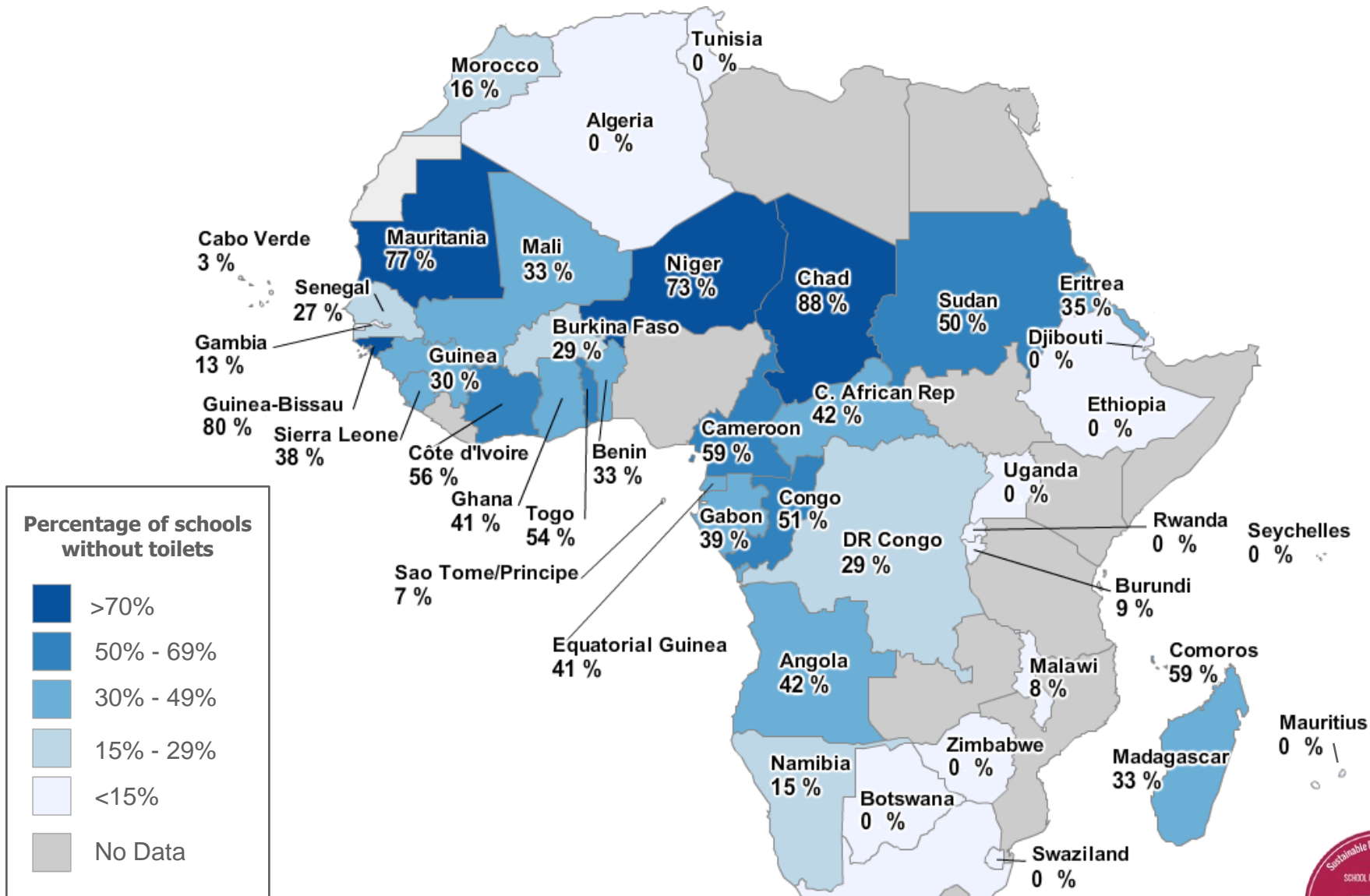


Availability of sanitation facilities improves the learning environment, improves pupils' health, boosts school attendance and achievement, and promotes gender equality

Lack of potable water and sanitation is one of the reasons why pupils, especially girls in many developing countries, drop out of school.

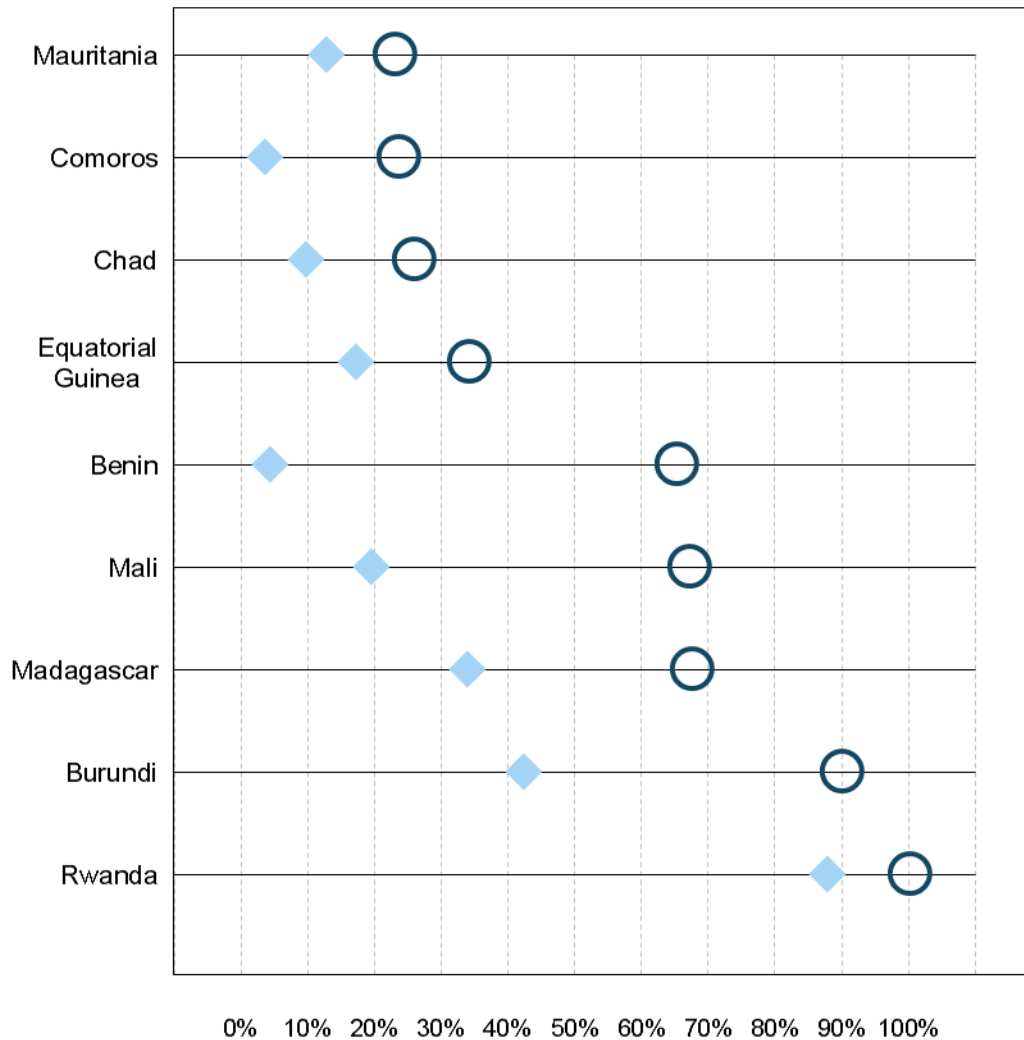
Yet...

About 1 in 3 primary schools do not have any toilets



Source: UNESCO Institute for Statistics. *Data for more countries are available on the UIS website

Either toilets are not available or girls still have to share with boys in most countries*



70% or more schools in Mauritania, Comoros and Chad do not have toilets...

About half of the existing toilets are mixed toilets in Mali, Madagascar and Burundi...



UNESCO
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STATISTICS

Percentage of primary schools with toilets



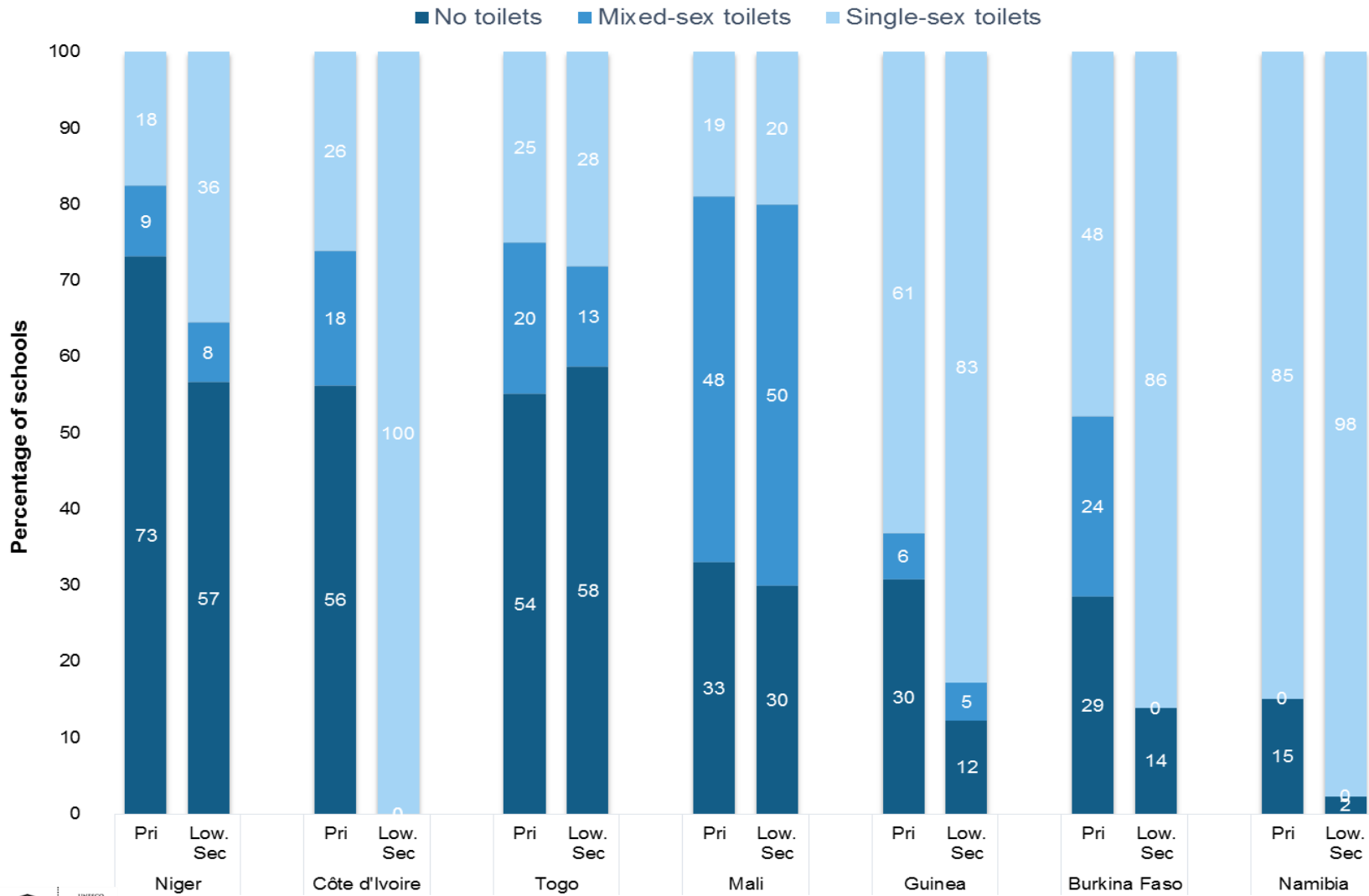
Percentage of primary schools with single-sex toilets



Sanitation, schooling and learning:

Access to sanitation is better overall in lower secondary schools

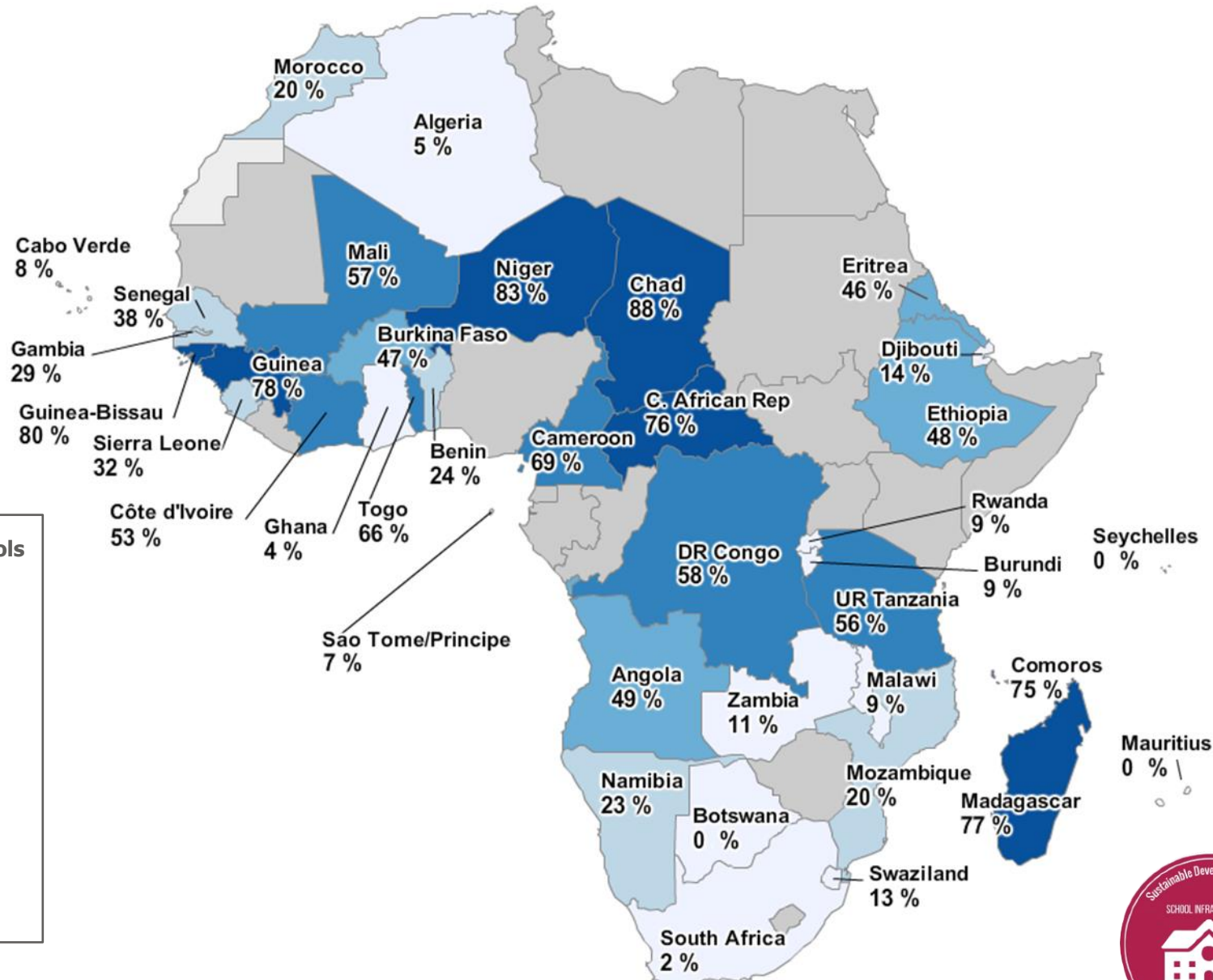
but remains low, with consequences for girls' safety, health, dignity and school performance



Source: UNESCO Institute for Statistics. *Data for more countries are available on the UIS website



Access to drinking water, health and learning: Half of primary schools do not have drinking water

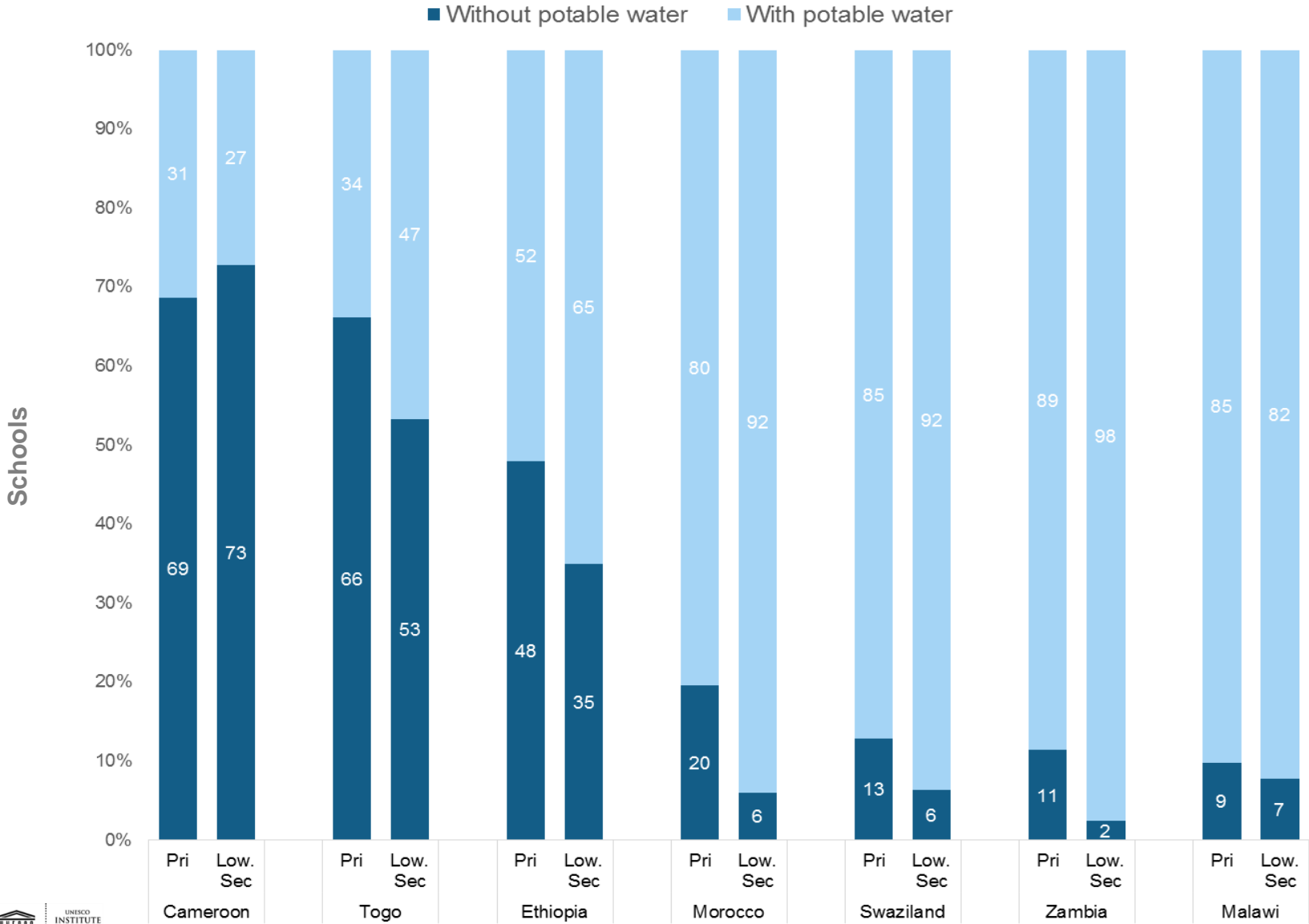


Percentage of schools without potable water

- >70%
- 50% - 69%
- 40% - 49%
- 20% - 39%
- <20%
- No Data



Critical shortage of drinking water in most primary and lower secondary schools... even if lower secondary schools have better access*



Source: UNESCO Institute for Statistics. *Data for more countries are available on the UIS website



Schools with access to electricity and computers for pedagogical purposes

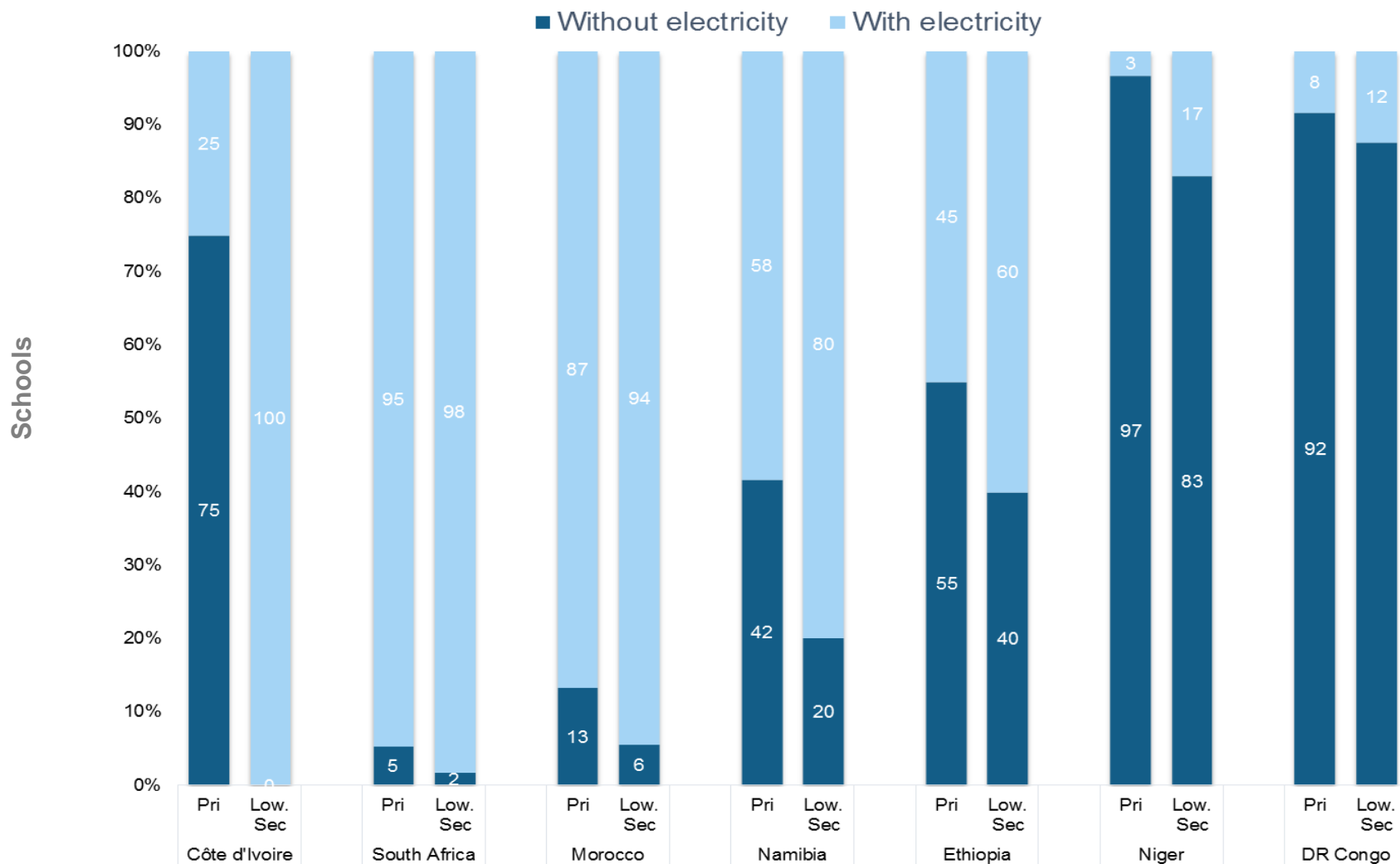
Availability of electricity is of vital importance to help facilitate schools' activities and overall significantly improves learning environments.



For example, it avoids unnecessary cancellation of lessons due to ill-lit classrooms and allows ventilation and use of computers and internet



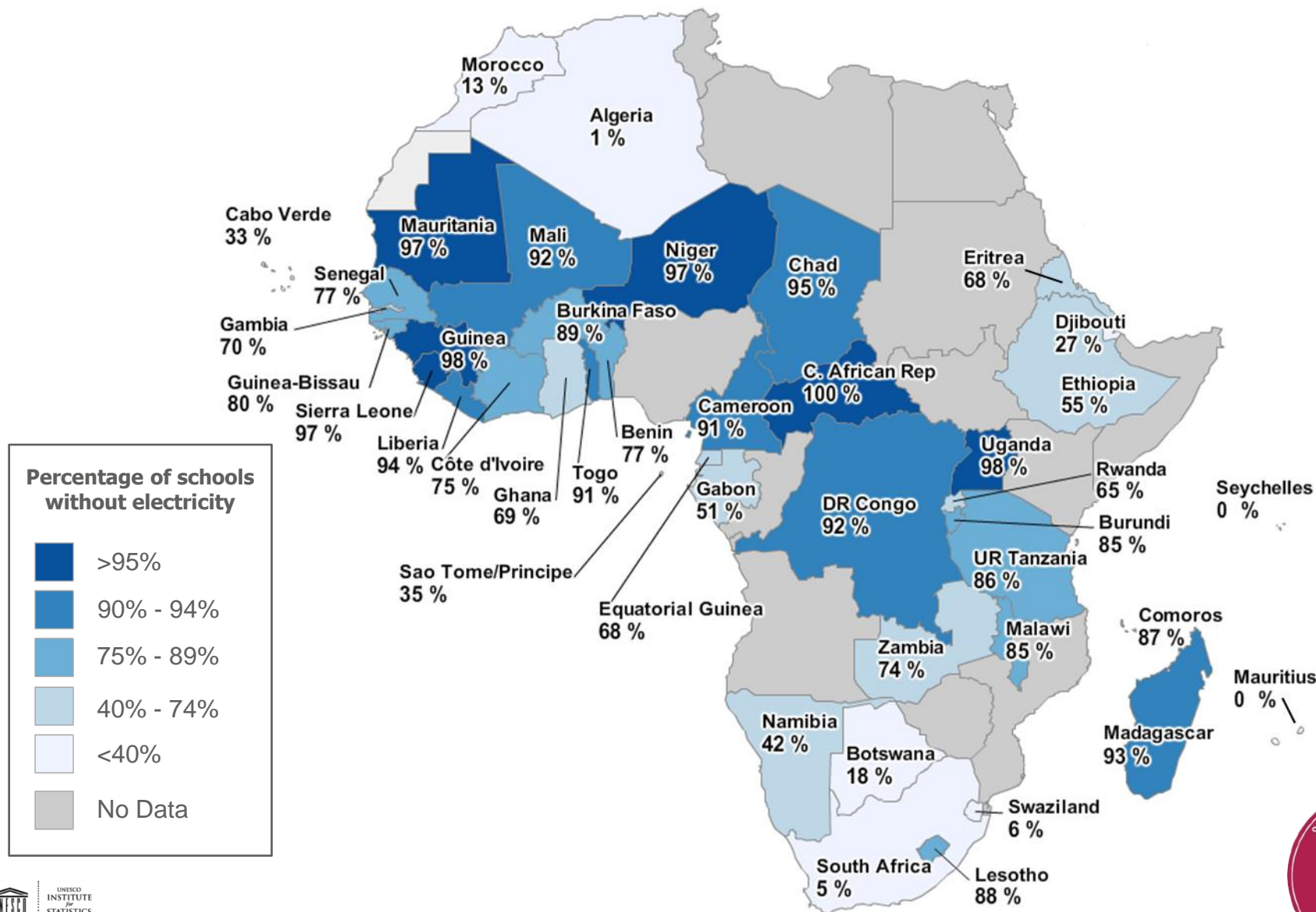
Even if 80% or more of lower secondary schools have electricity in Côte d'Ivoire, South Africa, Morocco and Namibia



... the majority of schools in the region at both primary and lower secondary levels still report no access to electricity

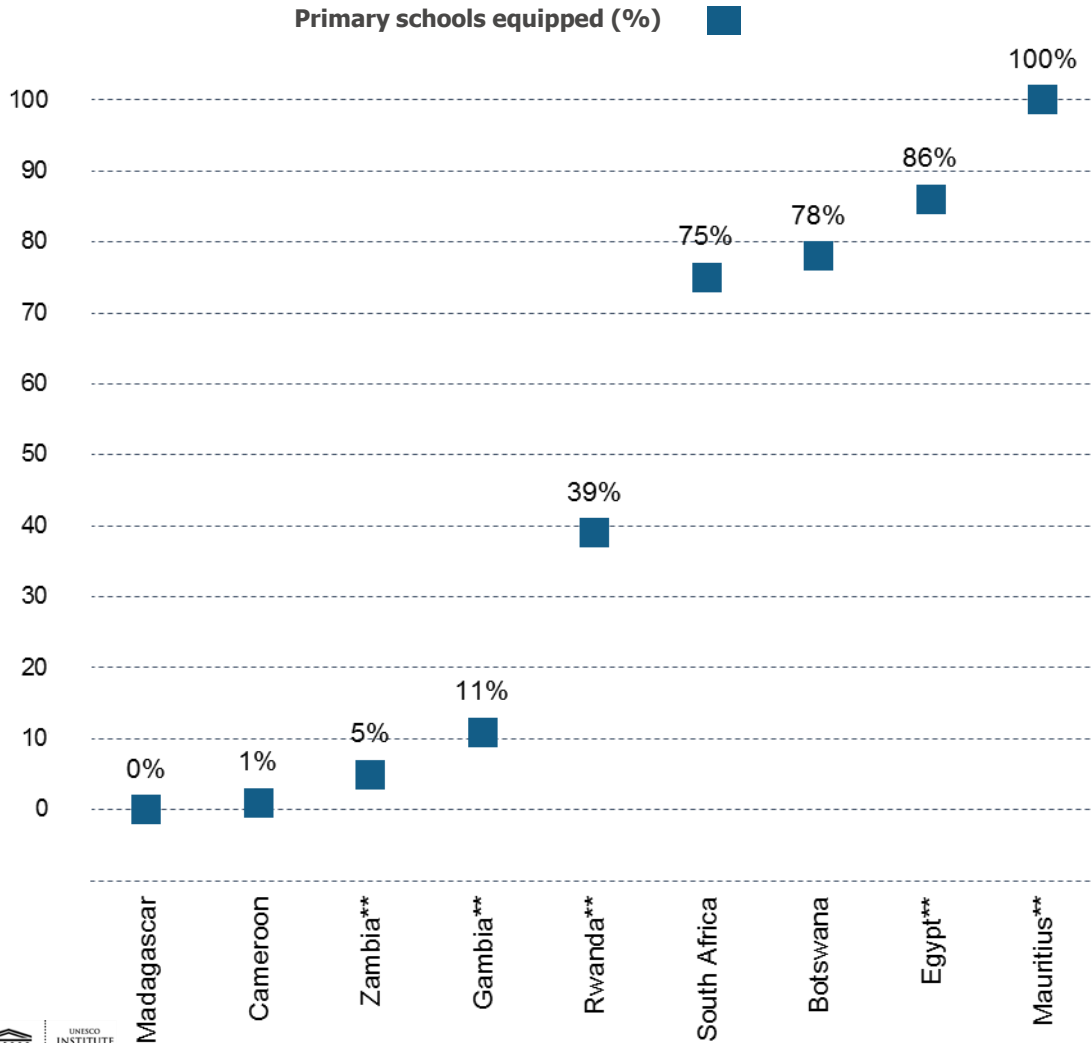


Electricity significantly improves learning environment but the vast majority of primary schools still do not have access



Source: UNESCO Institute for Statistics. *Data for more countries are available on the UIS website

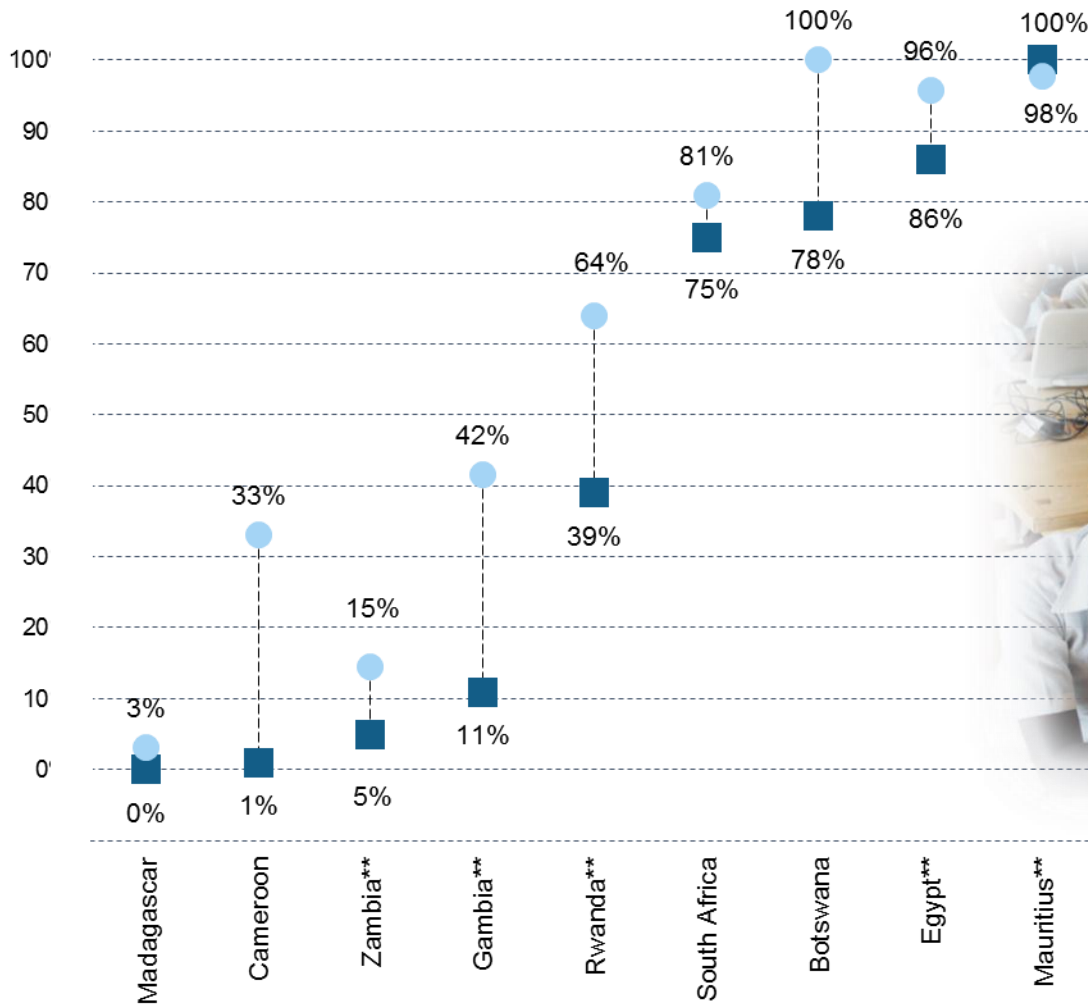
Primary schools with computers for pedagogical purposes vary from 1% or less in Madagascar and Cameroon to 75% or more in Botswana, Egypt and Mauritius



Use of computers boosts learning outcomes and gives young people an essential skill for employment



Computers for pedagogical purposes are more widespread in secondary schools



● Percentage of secondary schools
 ■ Percentage of primary schools

Source: UNESCO Institute for Statistics. *Data for more countries are available on the UIS website. ** Public schools only

Percentage of students experiencing bullying



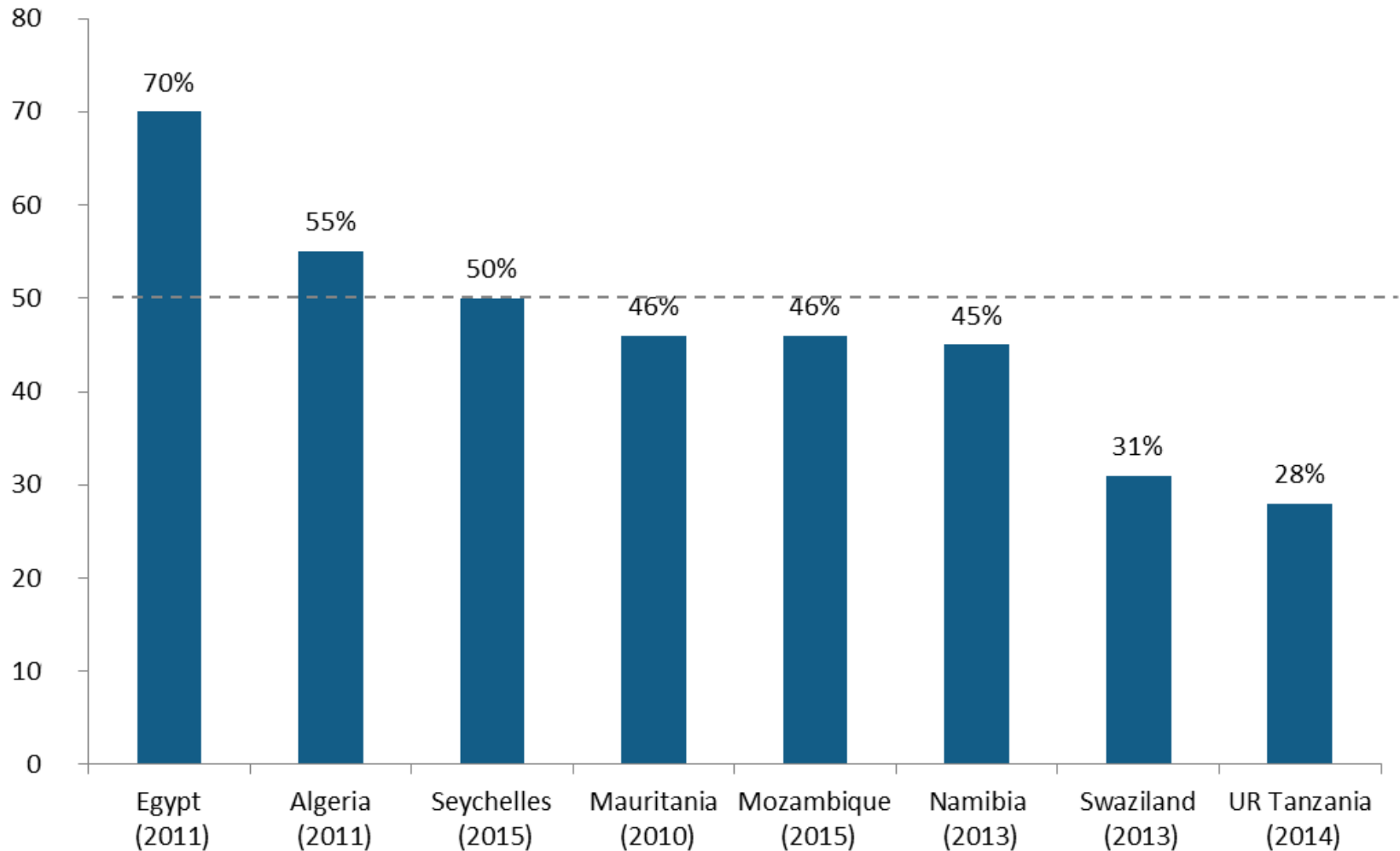
Bullying affects students' motivation, interest, safety, attendance and learning outcomes

The whole school environment may then become one of fear, insecurity and disrespect hampering the ability of students to learn and increase the risk of early school leaving



Percentage of students experiencing bullying

Percentage of 13 to 17 years old reporting being bullied at least 2-3 times a month in the past couple of months



In Egypt, Algeria and the Seychelles, at least 50% of students of age between 13 and 17 years old have reported being bullied within the months prior to the survey



Significant progress on school environment is a prerequisite to improve schooling and learning...

More and better data are then needed to reach the goal

Water and sanitations facilities



Good diagnostic, relevant policies

More & better data

Frequency of bullying, attacks



... and monitor progress on key school environmental factors affecting schooling and students' performance

Electricity, computer, internet



Adapted infrastructure for disabled students



More and better data needed on SDG4
Please see already available data on the UIS website:
<http://tellmaps.com/sdg4/>

