

Global review of progress towards SDG 4–Education 2030 targets and commitments

Global Education Meeting
Brussels, 3 December 2018

Manos Antoninis
Global Education Monitoring Report



Global
Education
Monitoring
Report

Mandate



Extended mandate at Incheon Declaration and Framework for Action Education 2030 to:

Monitoring part

‘be the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs’ as part of the global SDG follow-up and review

and

Thematic part

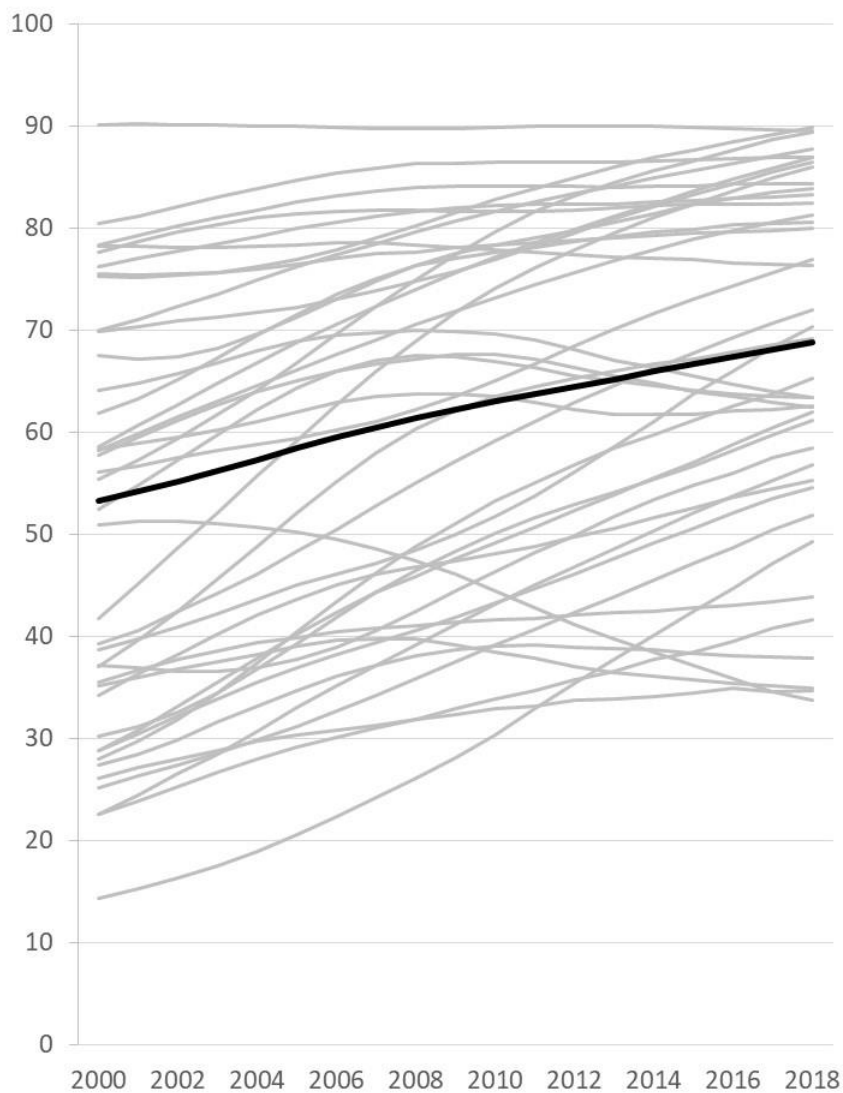
‘report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments’



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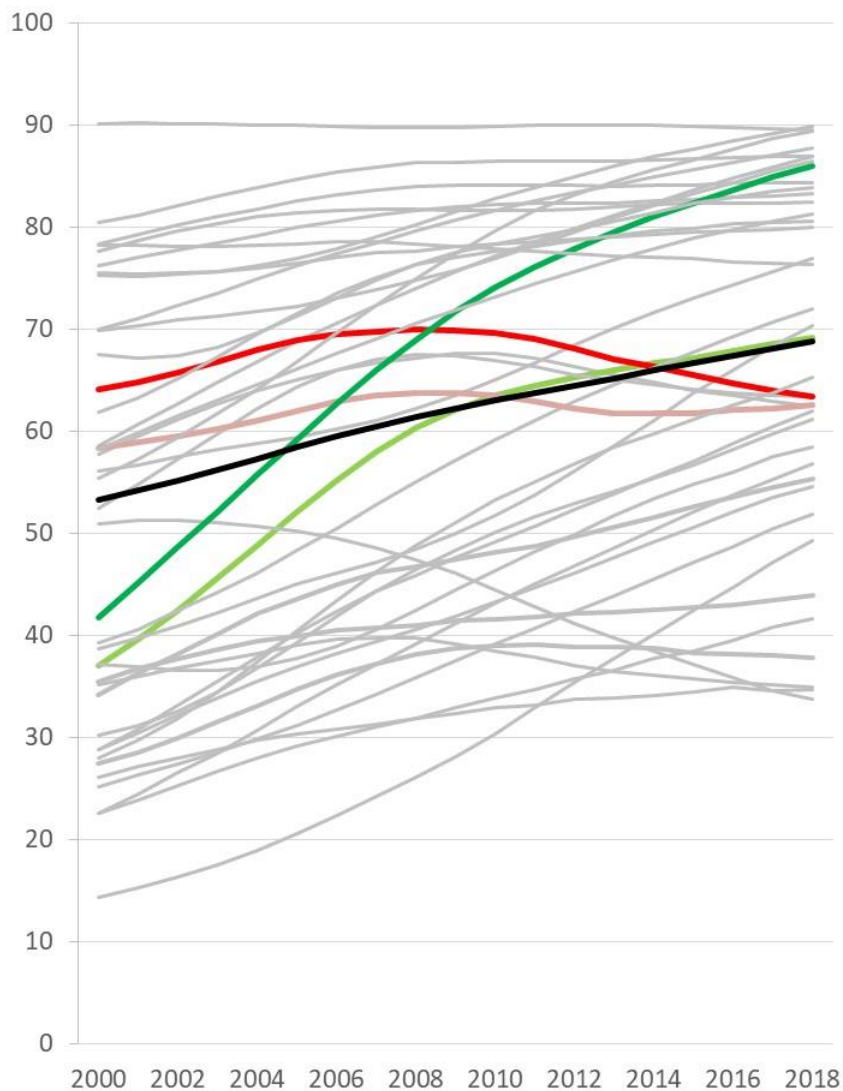
Monitoring completion

Primary completion in sub-Saharan Africa



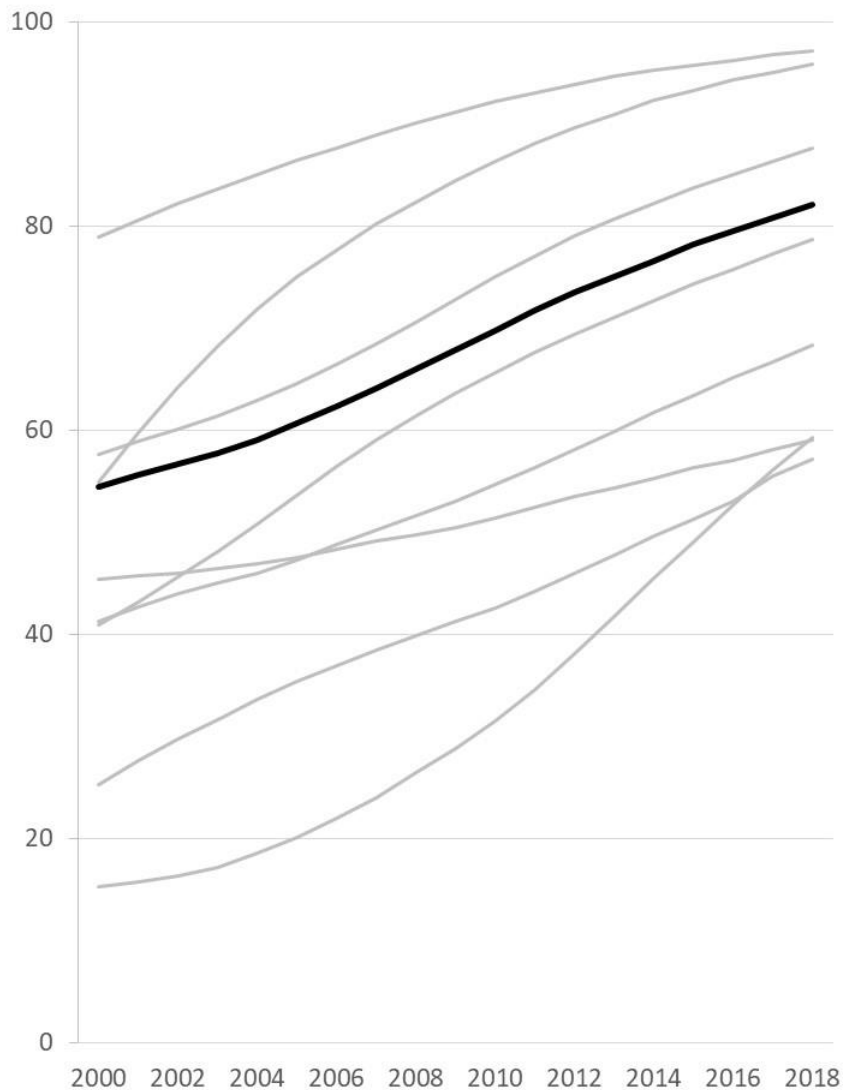
Monitoring completion

Primary completion in sub-Saharan Africa



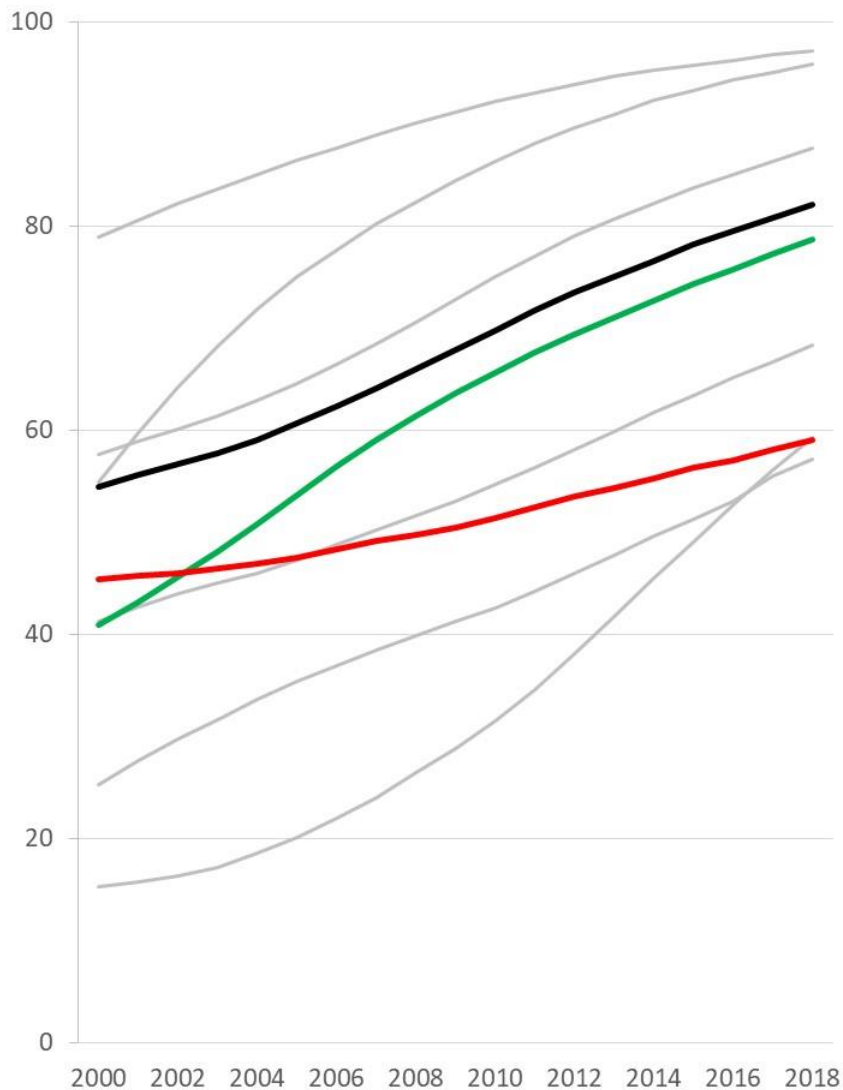
Monitoring completion

Lower secondary completion in Southern Asia



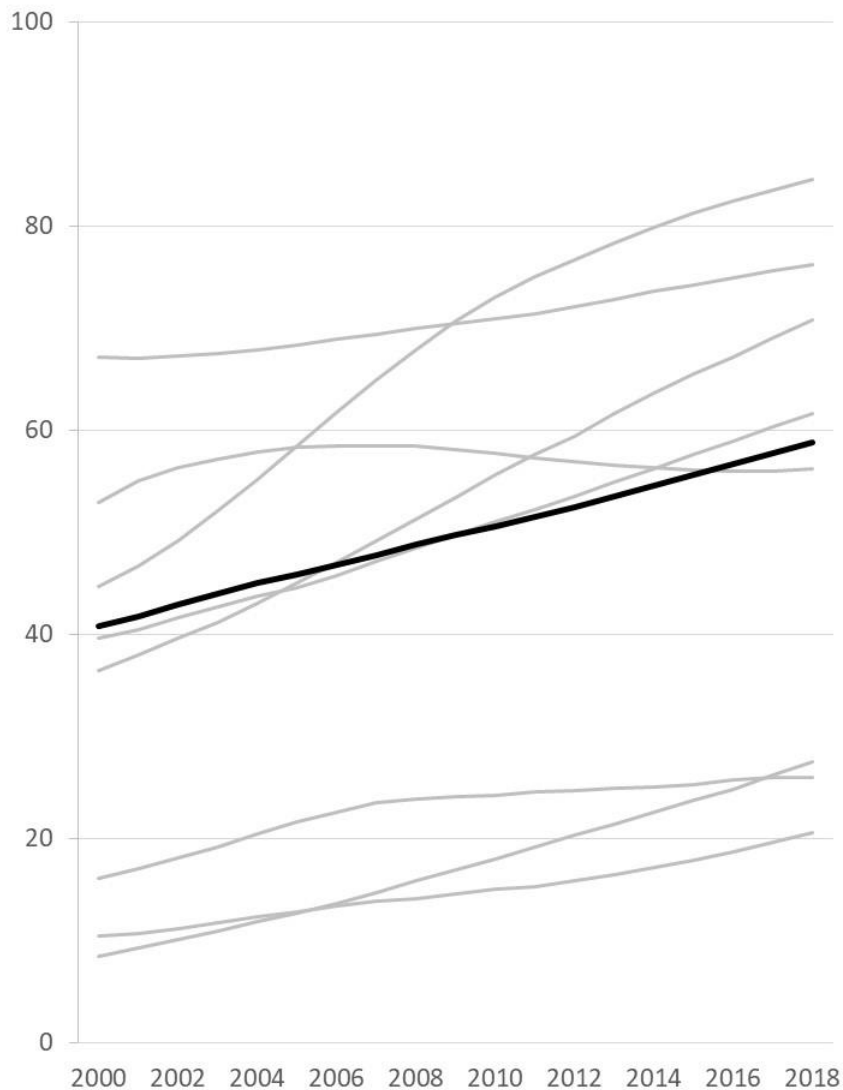
Monitoring completion

Lower secondary completion in Southern Asia



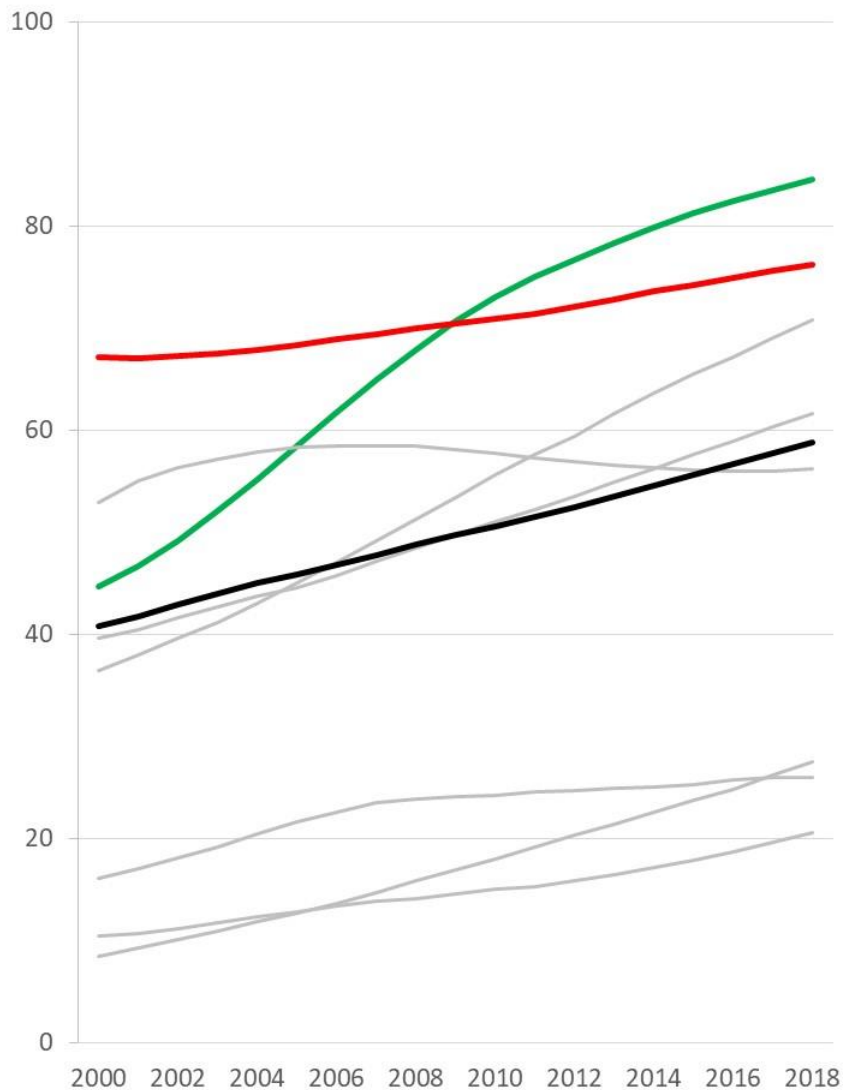
Monitoring completion

Upper secondary completion in Eastern Asia



Monitoring completion

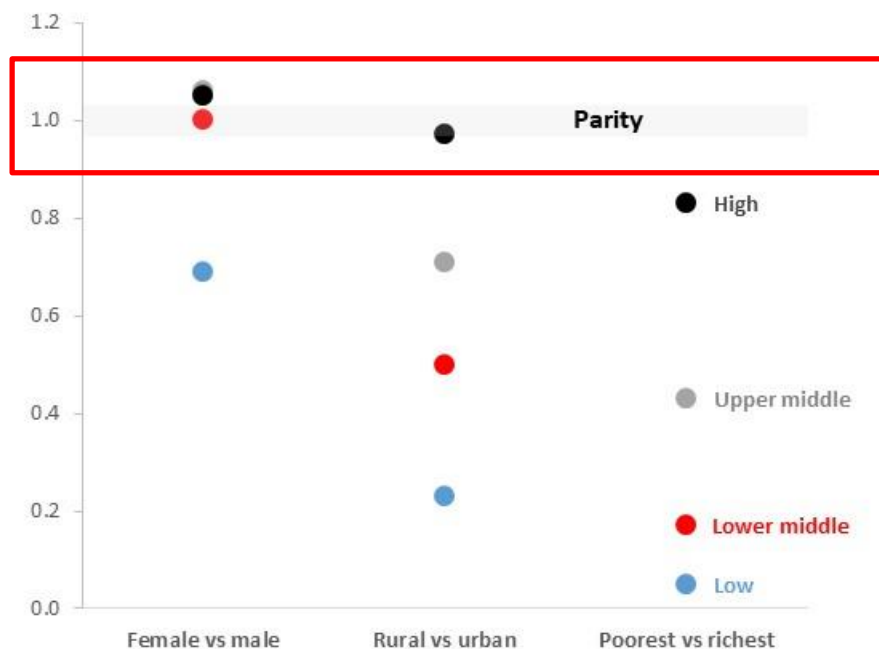
Upper secondary completion in Eastern Asia



Monitoring equity

Parity in **secondary school completion**
by country income group, and
by three dimensions: sex, location and wealth

Below the parity line, disparity is at the expense of the disadvantaged group



Monitoring equity

Parity in secondary school completion

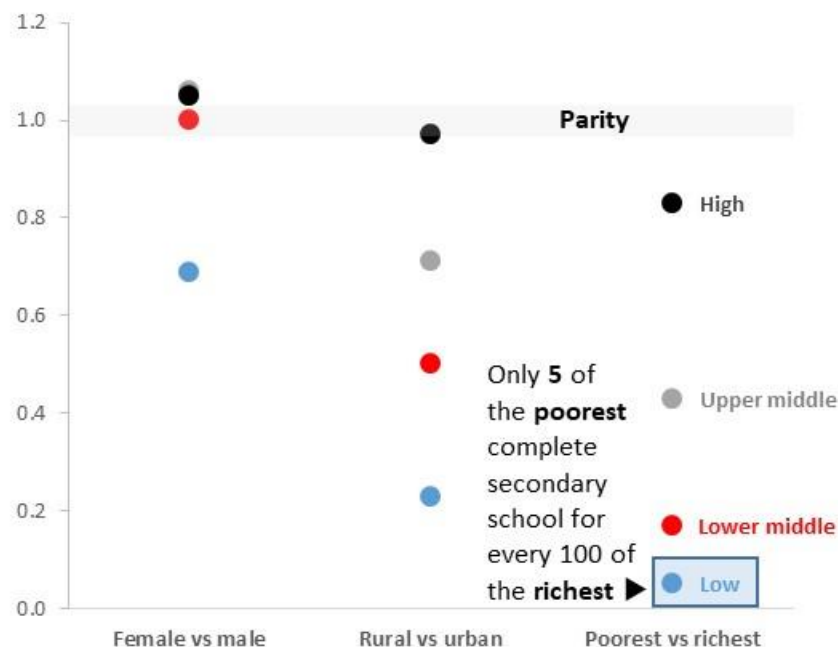
Gender parity achieved except in low income countries



Monitoring equity

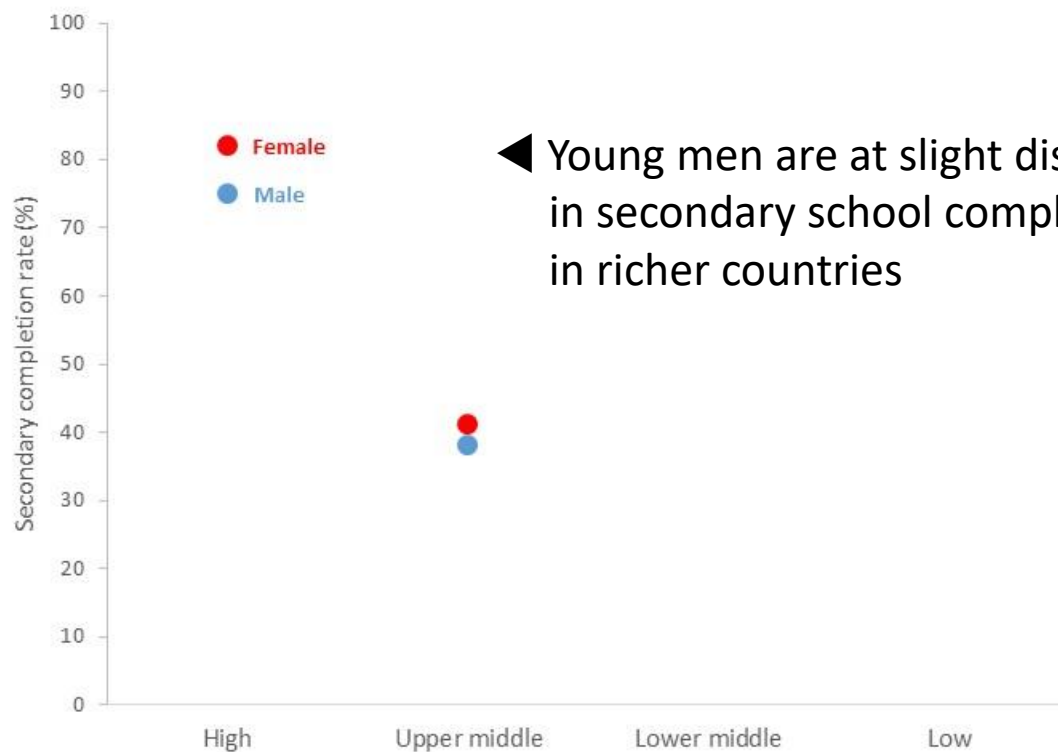
Parity in secondary school completion

Wealth disparities are strong especially in poorest countries



Monitoring equity

Secondary school completion for the poorest 20% by sex

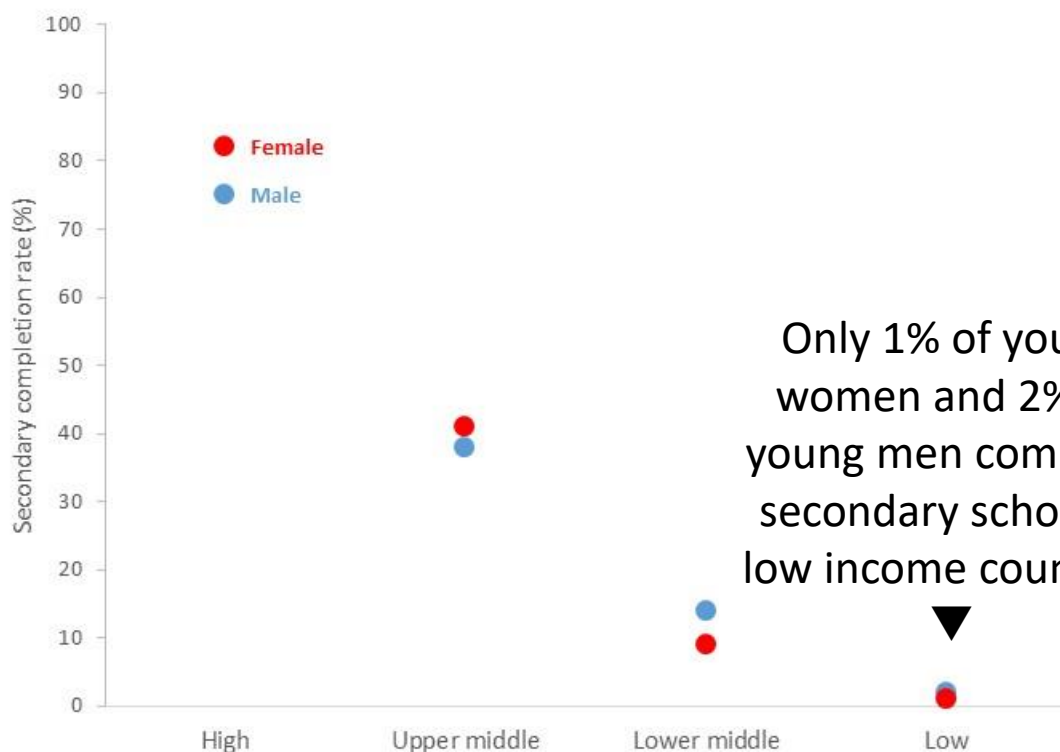


◀ Young men are at slight disadvantage in secondary school completion in richer countries



Monitoring equity

Secondary school completion for the poorest 20% by sex



Only 1% of young women and 2% of young men complete secondary school in low income countries



Monitoring equity



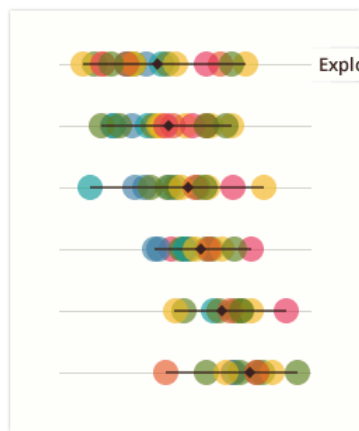
Home Indicators ▾ Countries ▾ Popular About

World Inequality Database on Education

The World Inequality Database on Education (WIDE) highlights the powerful influence of circumstances, such as wealth, gender, ethnicity and location, over which people have little control but which play an important role in shaping their opportunities for education and life. It draws attention to unacceptable levels of education inequality across countries and between groups within countries, with the aim of helping to inform policy design and public debate.

Explore disparities in education across and within countries

Compare countries



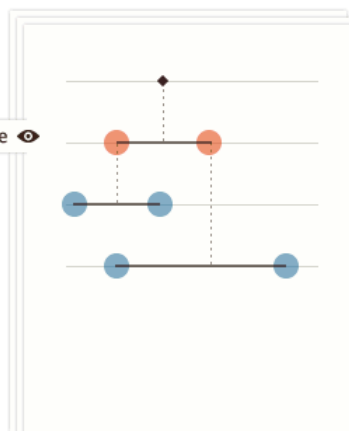
Explore 

Compare groups within countries



Explore 

Compare overlapping disparities



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Monitoring finance

Governments account for four out of five dollars spent on education

a. Total spending on education by country income group and financing source, 2014 or latest year

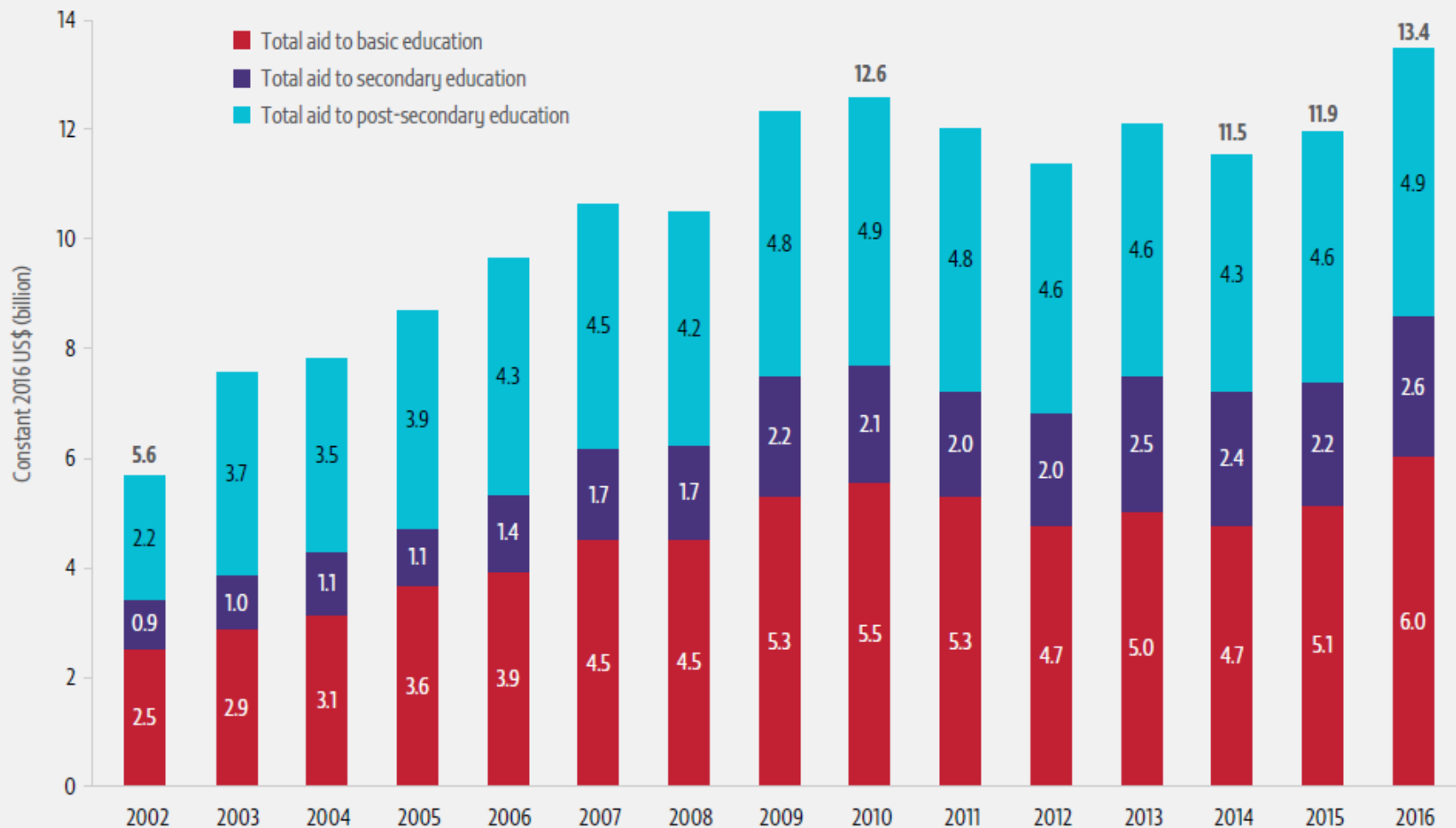
b. Distribution of total spending on education by country income group and financing source, 2014 or latest year



Monitoring finance

Aid to education reached a record high in 2016

Total aid to education disbursements, by education level, 2002–2016



Monitoring quality and inclusion

Themes

2016 Education and the SDGs Sep 2016

- ▶ collaborate across sectors and build partnerships

2017/8 Accountability Oct 2017

- ▶ mechanisms for schools/teachers should be formative

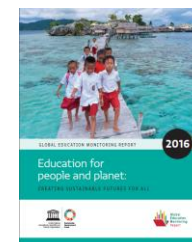
2019 Migration and displacement Nov 2018

- ▶ include migrants / refugees in national education systems

HLPF publication Jun 2019

2020 Inclusion Mar 2020

2021 Non-state provision May 2021



2019 High Level Political Forum

HLPF will for the first time review **SDG 4**:

- ▶ Countries: **Voluntary national reviews**
- ▶ Intergovernmental bodies: e.g. **Steering Committee**
- ▶ UN System: **UNSG Annual Progress Report on SDGs**

+ GEM Report proposed **special publication**

(under auspices of Steering Committee)

to complement other publications:

- ▶ Not quantitative, **qualitative**: reflect on SDG 4
- ▶ Not reporting upwards: **feedback to countries**



Special publication for 2019 HLPF

Objectives

Understand how countries re-orient or align education policies **in light of SDG 4**

- ▶ Collect **country perceptions** about SDG 4
= risk that SDG 4 means everything to everybody...
- ▶ Distil **shared understanding** about SDG 4 :
what actions have different countries prioritized?
 1. **Analysis** of voluntary national reviews
 2. **Questionnaire** on perceptions and priorities
- ▶ Present **good practice** policies / programs
- ▶ Share information on SDG 4 **coordination**



2020: Inclusion Plan

Key points

▶ Broadest definition

‘full and effective participation, accessibility, attendance and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized’

but special reference to people with disabilities

▶ Six elements: laws and policies, governance and finance, curricula and textbooks, teachers and support personnel, schools and infrastructure, and community

▶ Policy mapping of inclusive education and targeted finance

Plus **regional report** on Latin America and Caribbean

Concept note for the
**2020 Global Education
Monitoring Report**
on inclusion





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 Paris, France  unesco.org/gemreport  Joined June 2009

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