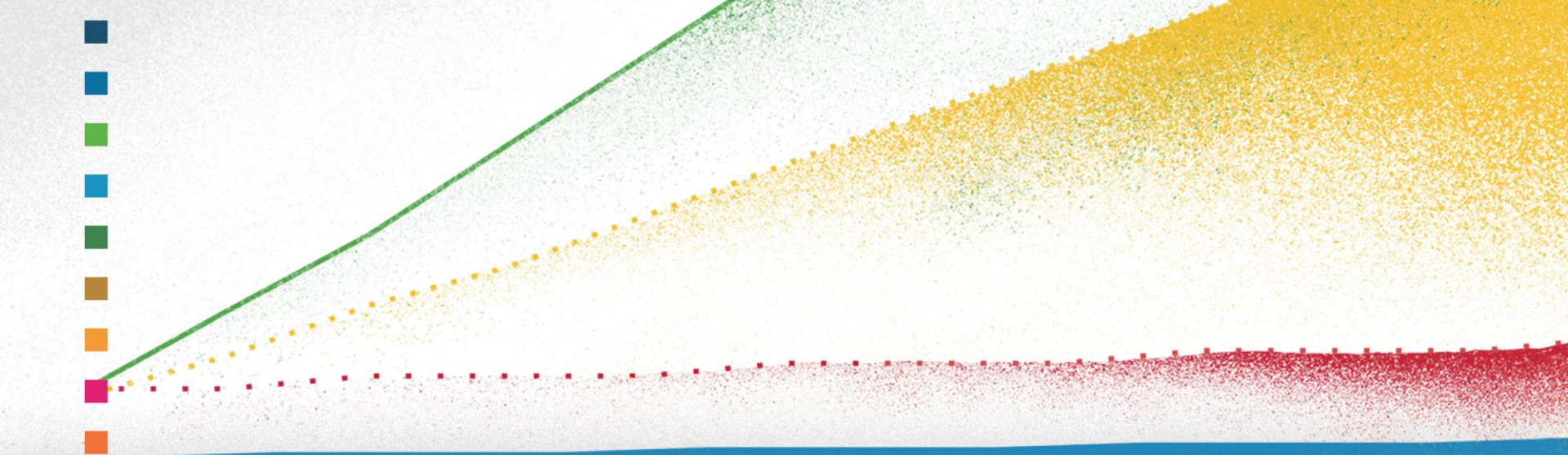


MEETING COMMITMENTS

ARE COUNTRIES ON TRACK TO ACHIEVE SDG 4?

Global Alliance to Monitoring Learning – Yerevan Armenia

Silvia Montoya, Director UNESCO Institute for Statistics
Manos Antoninis, Director, Global Education Monitoring Report

United Nations Educational, Scientific and Cultural Organization

UNESCO INSTITUTE FOR STATISTICS

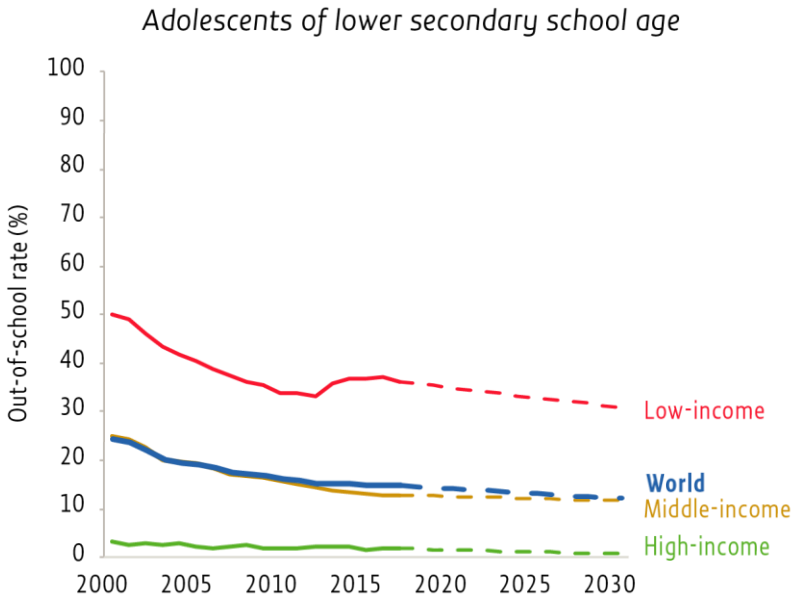
Global Education Monitoring Report

SDG 4 global monitoring framework: one goal, ten targets

- **Universality:** for all countries
- **Inclusion:** leave no one behind
- **Linkages:** collaboration across sectors
- 4.1 Primary and secondary education
- 4.2 Early childhood
- 4.3 Technical and tertiary education
- 4.4 Skills for work
- 4.5 Equity
- 4.6 Literacy
- 4.7 Sustainable development
- 4.a Learning environments
- 4.b Scholarship
- 4.c Teachers
- Finance

Target 4.1: Primary and secondary education **enrolment**

More than 220 million children, adolescents and youth will still be out of school in 2030



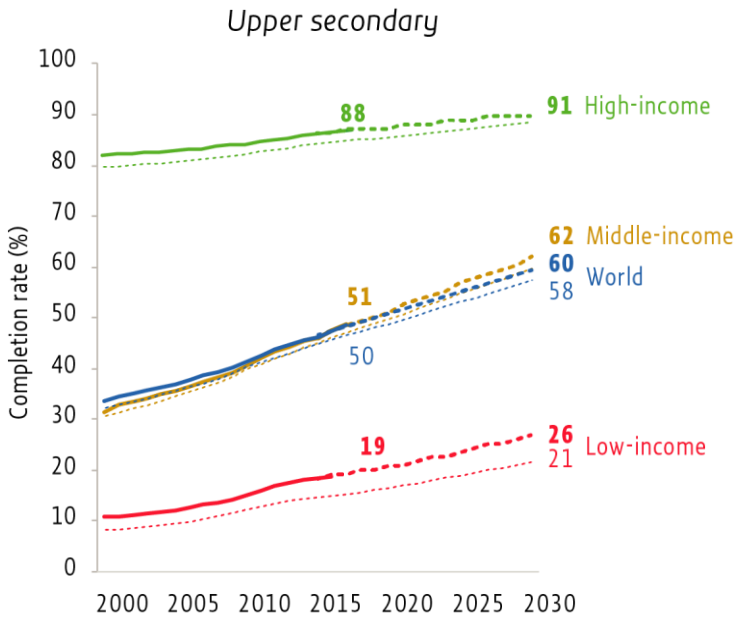
Source: UIS database and projections.

Projected out-of-school rates in low-income countries in 2030

- 19% of children of primary school age
- **31%** of adolescents of lower secondary school age
- 50% of youth of upper secondary school age

Target 4.1: Primary and secondary education **completion**

Only six in 10 young people will be finishing secondary school in 2030



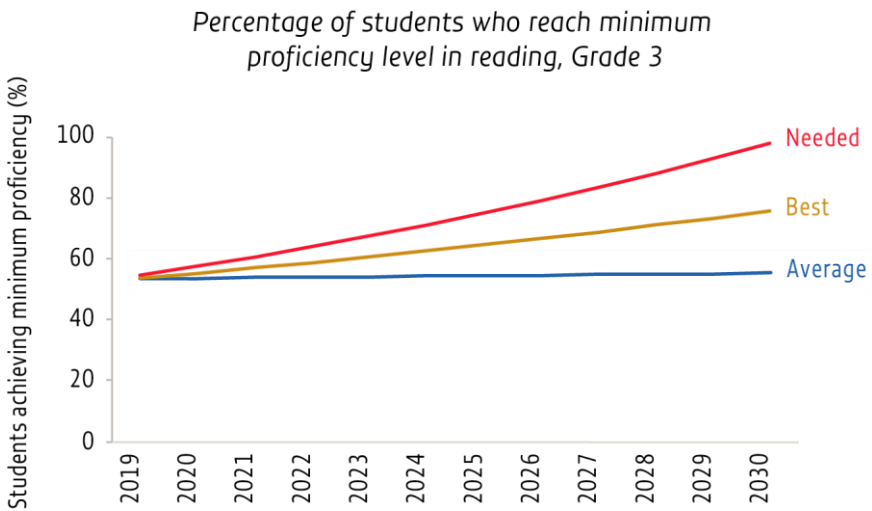
Source: GEM Report team estimates and projections.

Projected completion rates globally in 2030

- **93%** in primary
- **85%** in lower secondary
- **60%** in upper secondary

Target 4.1: Primary and secondary education **learning**

The world will approach the learning target only if progress equals the rate of the best-performing countries



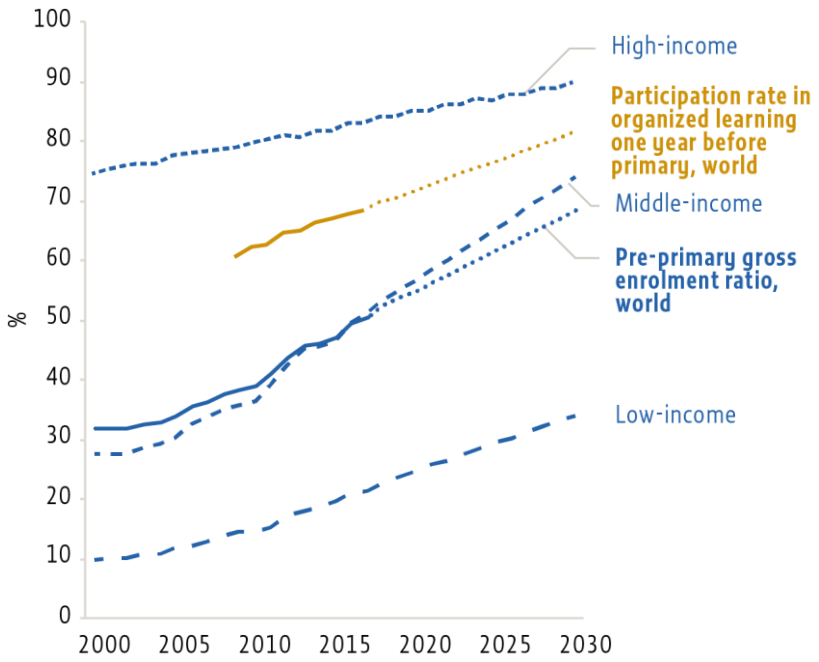
Source: UIS estimates and projections.

In Latin America:

- **nearly 60%** of Grade 3 students reach minimum proficiency
- in 2030, the proportion will **stay the same** if the average trend continues
- But it **could reach 80%** at the rate of the best-performing country

Target 4.2: Early childhood

Access to early childhood education is expanding but low- and middle-income countries have to catch up



Source: UIS database and projections.

Pre-primary participation rate (children one year younger than official primary school entry age)

- Global rate expected to rise from 69% to **82% in 2030**

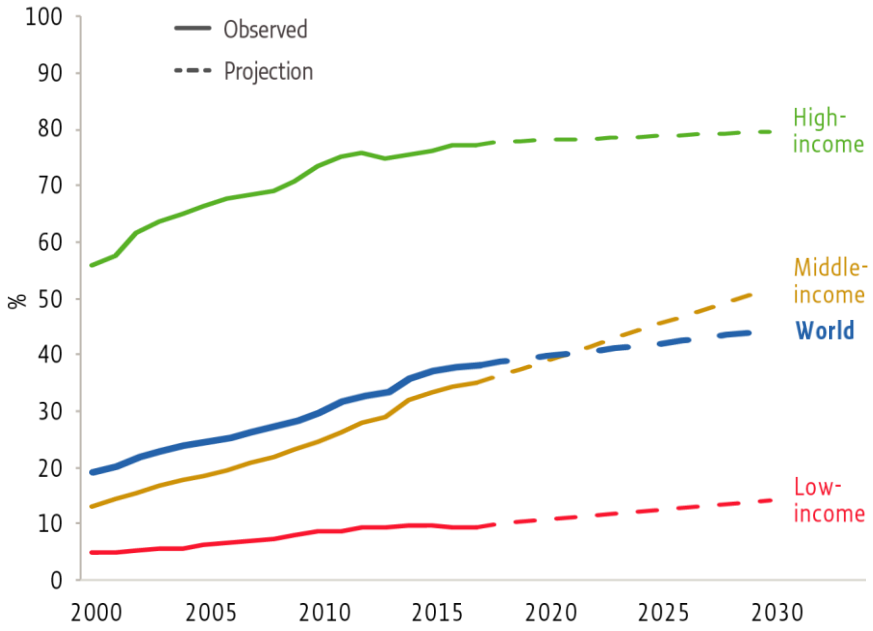
Pre-primary gross enrolment ratio

- Global rate increased from 32% to 50% since 2000 and expected to reach **68% in 2030**

Target 4.3: Technical, vocational, tertiary and adult education

Tertiary education systems will keep expanding over the next 10 years

Tertiary gross enrolment ratio, 2000–2017 and projections to 2030



Source: UIS database and projections.

Tertiary gross enrolment ratio:

- Increased from **19% to 38%** from 2000 – 2017 globally
- Expected to reach **52% in middle income countries in 2030**, but very modest increase in low income countries.

Target 4.5: Equity

The greatest disparities are based on wealth, especially in poor countries

Disparities by wealth

For every 100 of the richest youth who complete upper secondary, those who do among the poorest youth are:

- 85 in high-income
- 64 in upper-middle-income
- 19 in lower-middle-income
- 11 in low-income countries

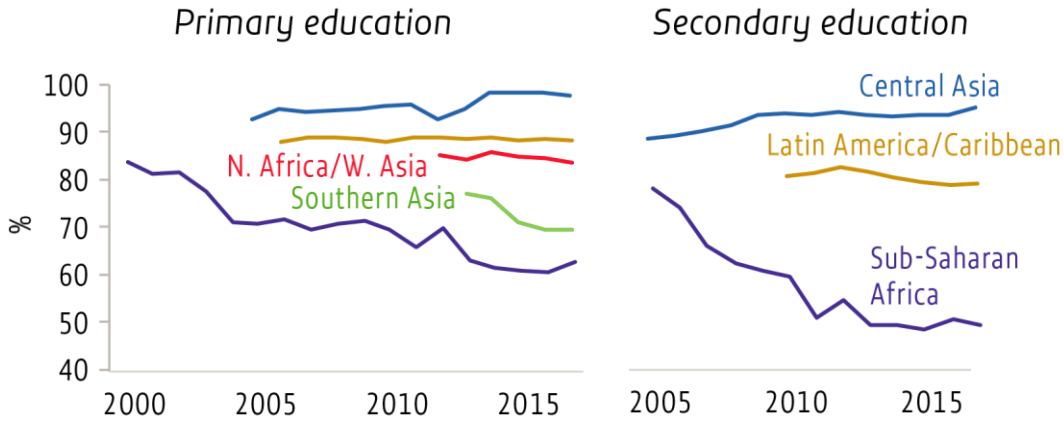
Disparities by location and gender

In low income countries:

- 26 rural youth complete upper secondary for every 100 urban youth
- 70 young women complete upper secondary for every 100 young men

Target 4.c: Teachers

The proportion of trained teachers is falling in sub-Saharan Africa



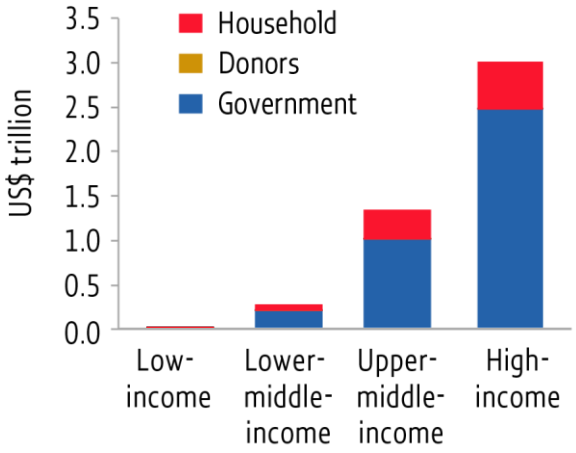
Source: UIS database.

Only **64%** of primary and **50%** of secondary school teachers have the minimum required training in Sub-Saharan Africa.

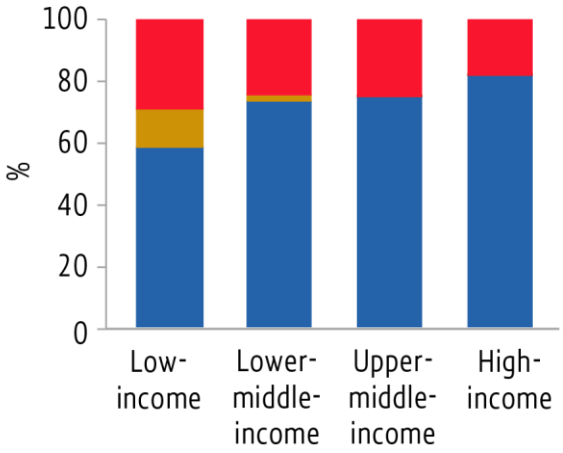
Finance

At least one-quarter of all countries spend less than 4% of GDP and less than 15% of their budget on education

Total spending on education, by country income group and financing source, 2014



Distribution of total spending on education, by country income group and financing source, 2014

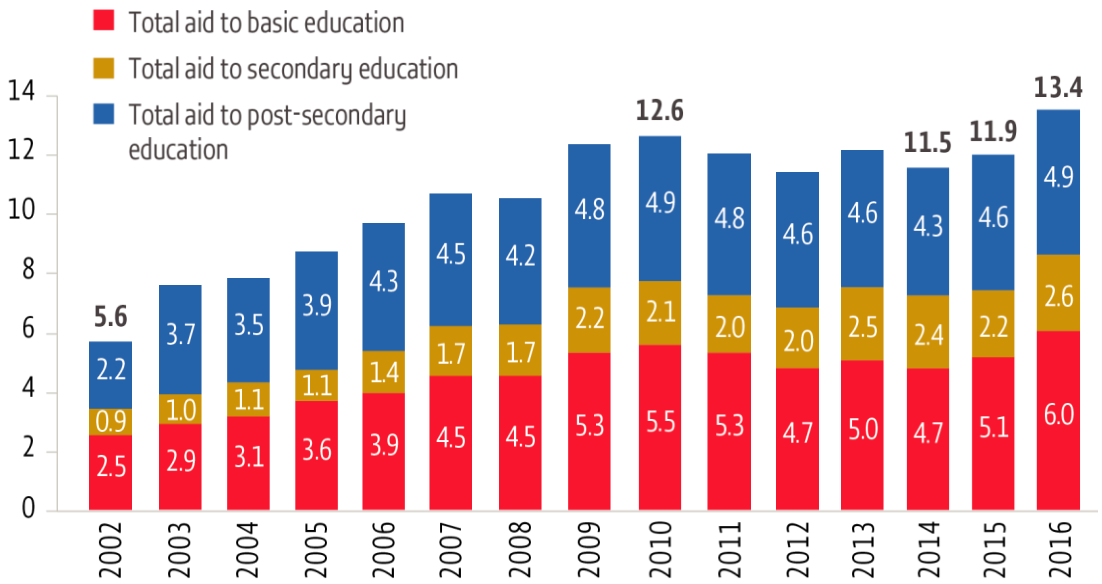


Source: GEM Report team analysis based on UIS (government and household) and OECD CRS (donor) databases.

Finance – Aid to education

Share of education in total aid has fallen from 10% in 2010 to 7% in 2017

Total aid to education disbursements, by education level, 2002–2017



Source: GEM Report team analysis based on OECD CRS.

Monitoring progress in SDG 4 remains challenging

Areas to improve:

- Benchmarks for countries are missing
- Methodologies and measurement tools still being developed
- Data availability below 50% for flagship indicators

Countries and partners must:

- Finance data collection in poor countries by $60 million more per year
- Coordinate and align all support with SDG 4
- Broker the supply of funds with the demand for data

Meeting Commitments: Are Countries on Track to Achieve SDG 4?

A call to action to monitor and deliver on SDG 4

	Governments should **finance**	Partners should **coordinate**
Beyond **AVERAGES** *equity and inclusion*	**Household surveys** with ministries of education working with NSOs	Financing of **household surveys** and pooling of existing information
Beyond **ACCESS** *quality and learning*	**National assessments** and participation in cross-national assessments	Financing of **learning assessments** and of capacity development
Beyond **BASICS** *content fit for sustainable development*	**Analyses** of curricula and textbooks	Policy dialogue in **analyses** of curricula and textbooks
Beyond **SCHOOLING** *lifelong learning*	**Labour force surveys** and direct skills assessments	Improvements in **labour force survey** questions
Beyond **EDUCATION** *cross-sectoral collaboration*	Coordinate to develop key indicators especially in early childhood	
Beyond **COUNTRIES** *regional/global collaboration*	Strengthen coordination in the Technical Cooperation Group Broker between donors and countries	

Meeting Commitments:
Are Countries on Track to Achieve SDG 4?

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