



## GLOBAL EDUCATION MONITORING REPORT

# SDG 4: Education

**2021-22 Executive Training Course for Policymakers**  
on the 2030 Agenda for Sustainable Development

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**11 April 2022**

**2021/2**

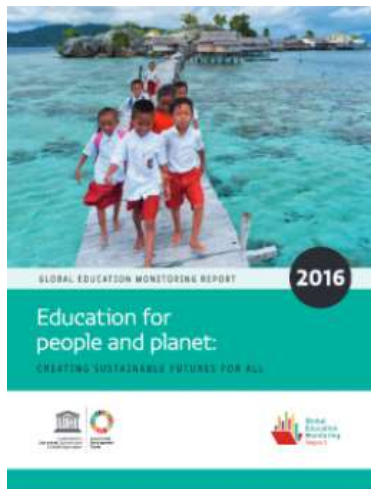


# Global Education Monitoring Report

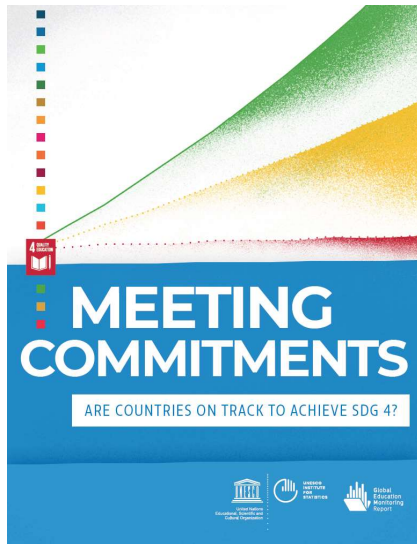
Editorially independent report hosted by UNESCO since 2002

A global mandate since 2015 to monitor:

- ▶ education progress in SDGs ▶ MONITORING PART
  - ▶ strategy implementation ▶ THEMATIC PART
- ... to 'hold all partners to account'



# What does it mean to evaluate progress? 2019



Quantitative  
SDG 4  
monitoring  
indicators  
framework

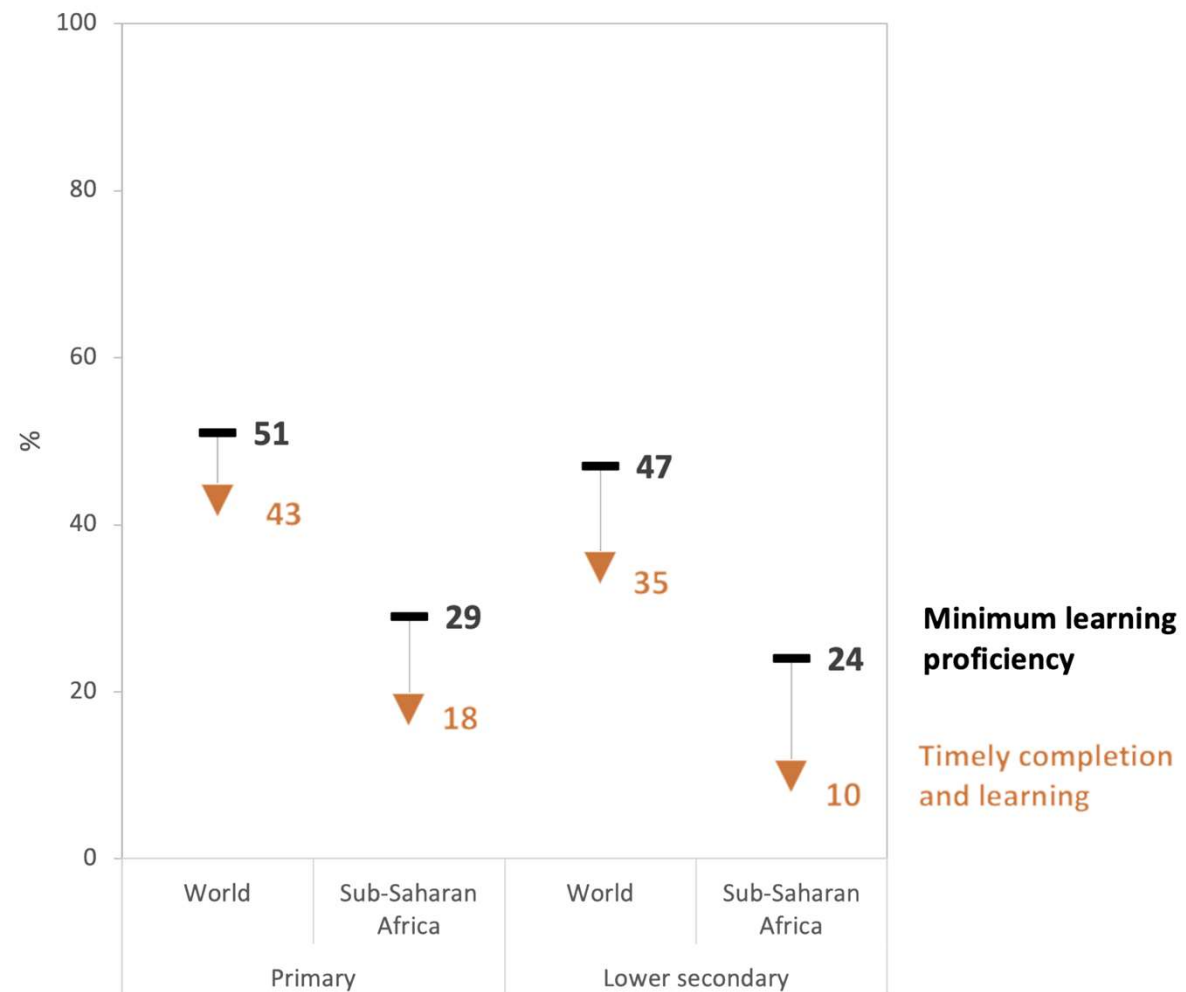


# Progress on headline SDG 4 indicators: c.2020

- ▶ **Out of school** 8% of primary, 15% of lower secondary and **35%** of upper secondary school age
- ▶ **Completion** 85% in primary, 72% in lower secondary and **51%** in upper secondary education in time
- ▶ **Minimum learning proficiency** **51%** of students achieve it at the end of primary education; progress is about 0.5 percentage points per year on average
- ▶ **Preschool** **73%** attend one year before primary education
- ▶ **Finance** **1 in 3** countries spend both less than 4% of GDP and less than 15% of total public spending
- ▶ **Teachers** **81%** of primary education teachers are trained
- ▶ **Equity** Slight gender disparity in secondary completion but only **1%** of poorest girls complete in low-income countries

# Learning outcomes look different if you include those who have dropped out

While 1 in 4 African students achieve minimum proficiency in reading by the end of lower secondary school, only 1 in 10 adolescents do, if you include those who do not reach that level of education.

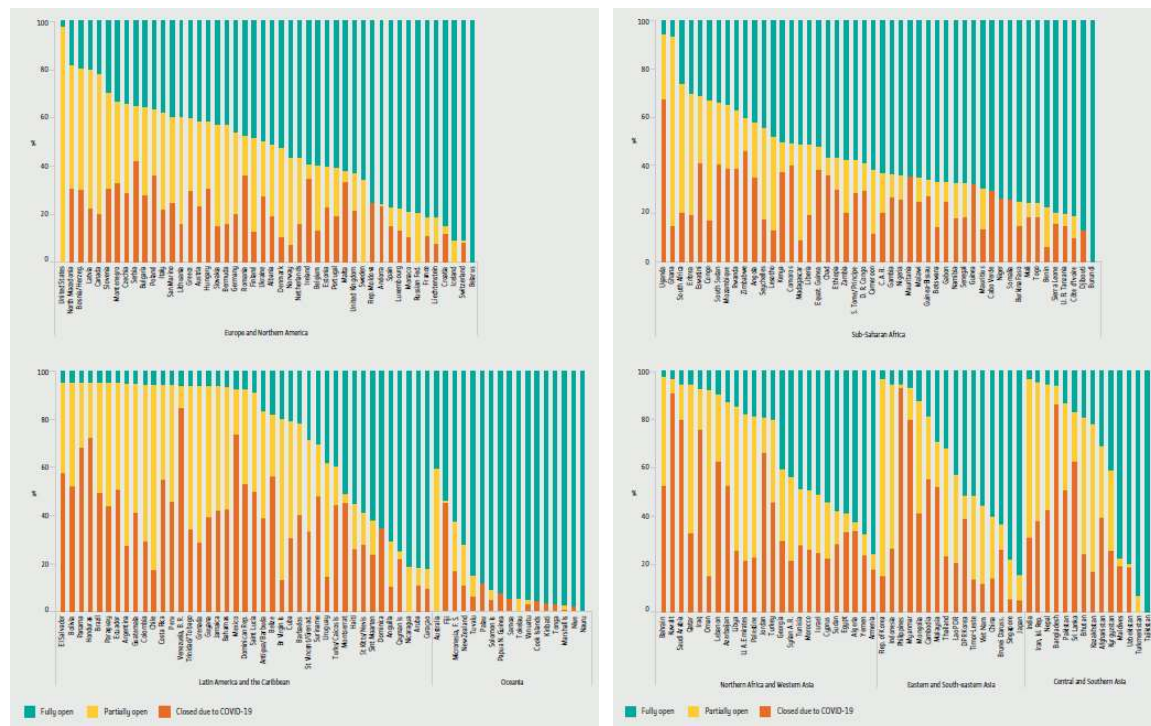


# School closures as a result of COVID-19

Between 3/2020 and 10/2021, schools (partially) closed for 55% of days

School closures were unequally distributed:

- ▶ Longest, i.e. schools were open for less than 5% of days in many countries in Latin America, Western and South Asia
- ▶ Shortest in Oceania followed by sub-Saharan Africa



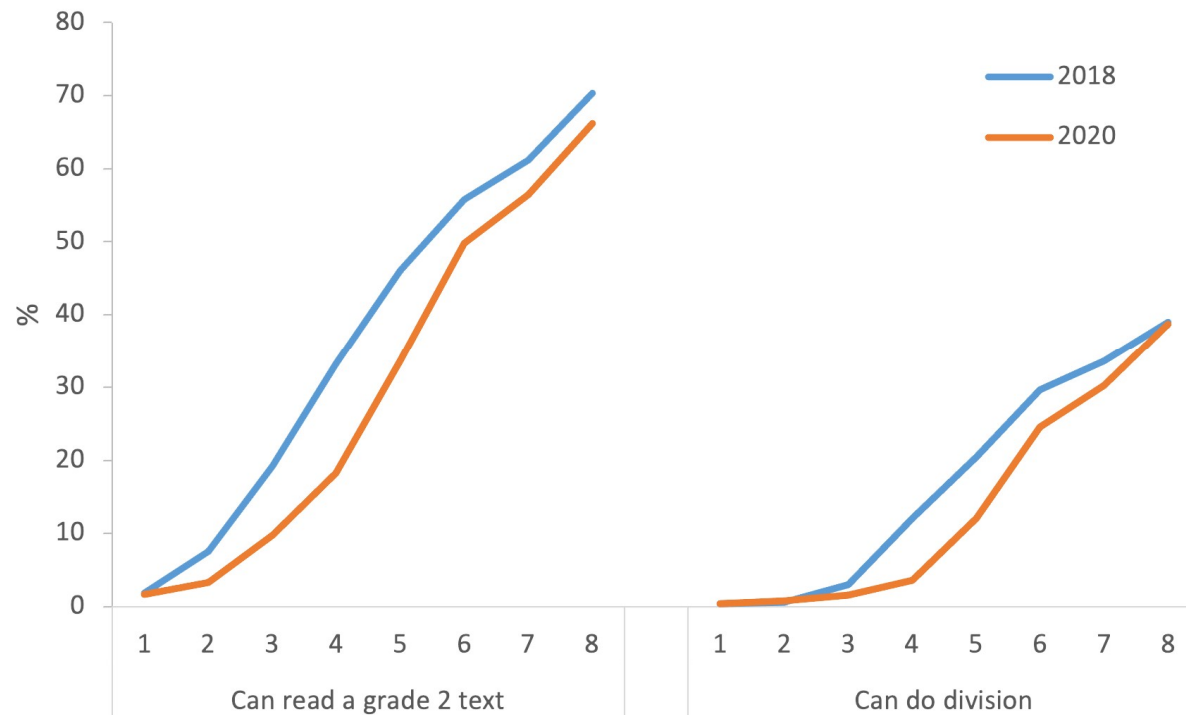
At least 463 million schoolchildren could not access remote learning, especially in low- and lower-middle-income countries

# Learning losses are the main concern

Estimates depend on

- ▶ contexts, school levels, and subjects
- ▶ where we draw the line
- ▶ how quickly losses can be recovered

= the main impact may be in middle-income countries



In rural Karnataka, India, those able to read a grade 2 text in grade 4 fell from 33% of students in 2018 to 18% in 2020

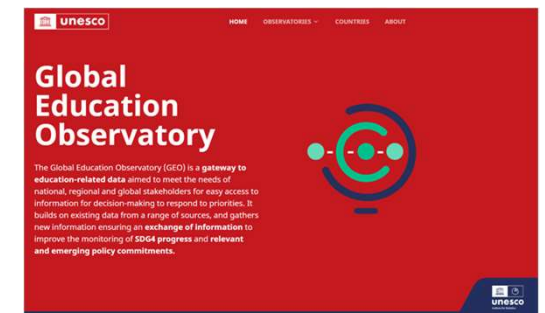
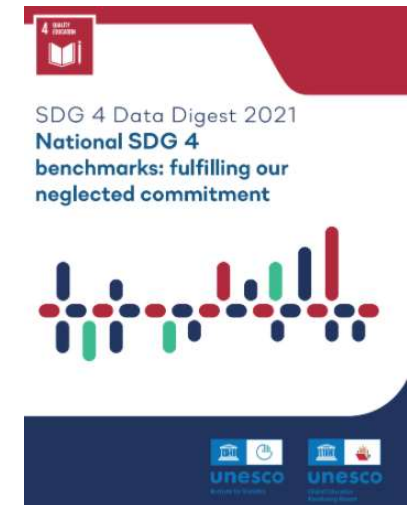
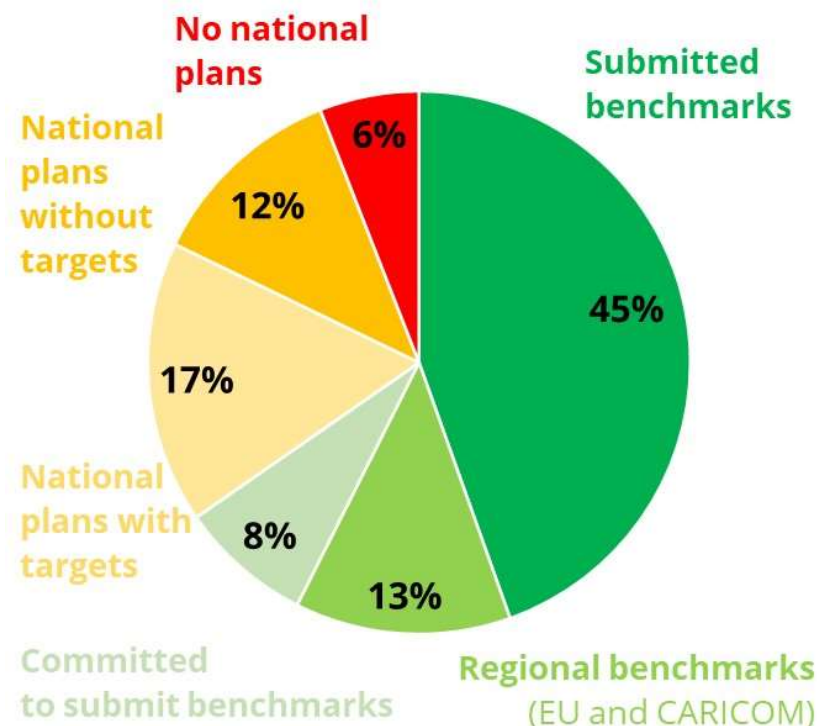
# What does it mean to evaluate progress? 2022

## National SDG 4 benchmarks

Countries to set “appropriate intermediate benchmarks” (§28)

- ▶ Seven benchmark indicators
- ▶ National contribution to SDG 4 ~ climate change
- ▶ Link to national, regional and global agendas

## Countries by benchmark status



[geo.uis.unesco.org/sdg-benchmarks](https://geo.uis.unesco.org/sdg-benchmarks)



# What does it mean to evaluate progress? 2019



Quantitative  
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Qualitative  
SDG 4  
policy  
assessment  
framework



Beyond **AVERAGES**  
*equity and inclusion*



Beyond **BASICS**  
*content fit for sustainable development*



Beyond **EDUCATION**  
*cross-sectoral collaboration*



Beyond **ACCESS**  
*quality and learning*



Beyond **SCHOOLING**  
*lifelong learning*



Beyond **COUNTRIES**  
*regional/global collaboration*

# Education for Sustainable Development

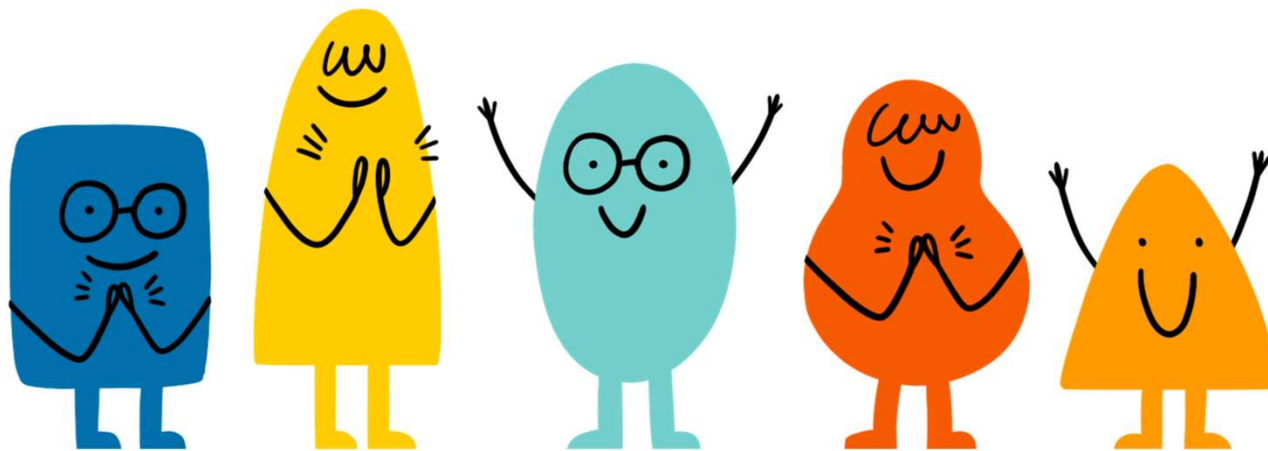
Implementation framework to 2030 with five priority areas:

- ▶ Advancing policy
- ▶ Learning environment
- ▶ Teachers and educators
- ▶ Youth
- ▶ Community

It remains challenging to monitor progress:

How do we know if countries are incorporating sustainability in their policies, curricula, teacher education?

Thank you for listening  
[en.unesco.org/gem-report](https://en.unesco.org/gem-report)



SCOPE

EDUCATION  
PROGRESS



PEER

EDUCATION  
PROFILES



WIDE

EDUCATION  
INEQUALITIES



VIEW

EDUCATION  
ESTIMATES