



GLOBAL EDUCATION MONITORING REPORT

Quality education

Advancing the 2030 Agenda through education, vocational training and capacity building

2022 Sustainable Development Transformation Forum
Building back better from the COVID-19 pandemic
and fostering the implementation of the 2030 Agenda

Manos Antoninis, Director, Global Education Monitoring Report
28 February 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'



Launched 10 December 2021 ↑

What does it mean to evaluate progress? 2019



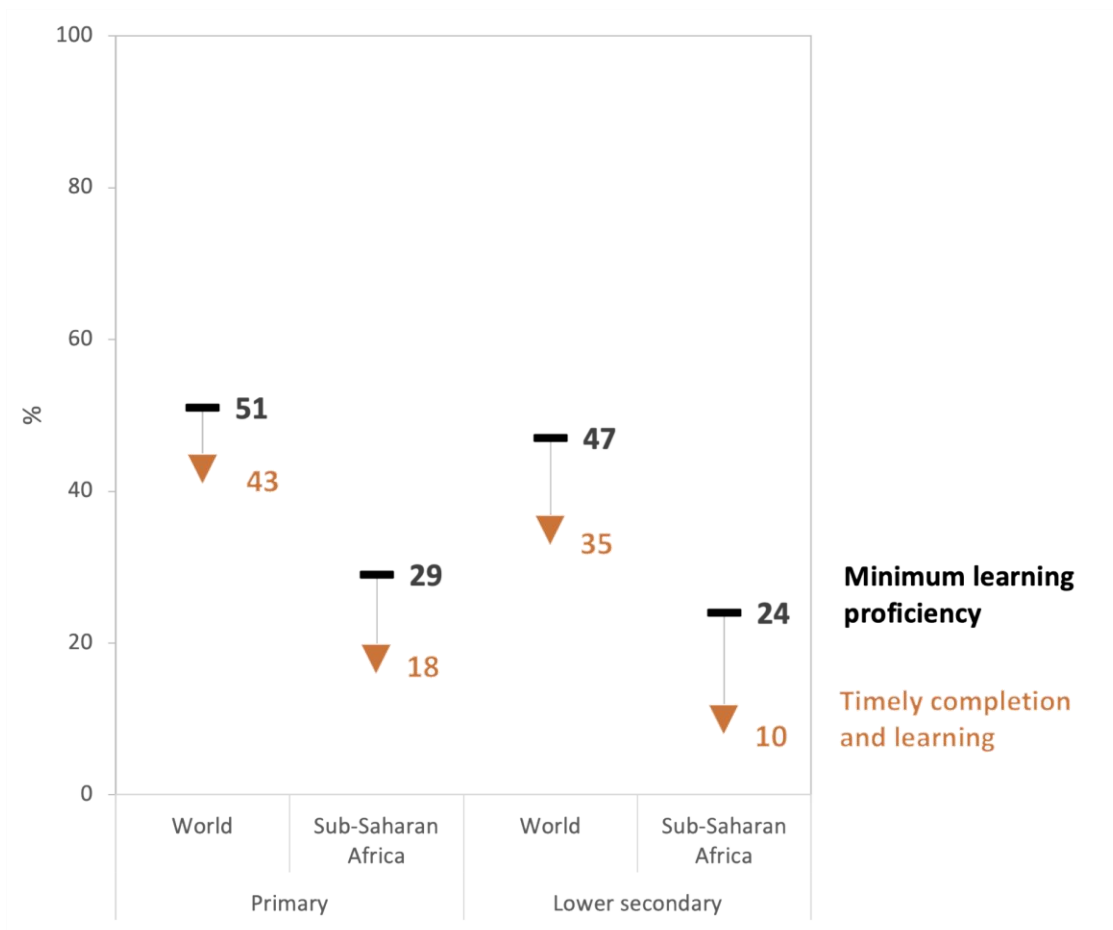
Quantitative
SDG 4
monitoring
indicators
framework

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 0.3-0.6 percentage points per year **on average**
- ▶ **Preschool** 73% attend one year before primary education
- ▶ **Finance** One in three countries spend both less than 4% of GDP and less than 15% of total public spending
- ▶ **Teachers** 81% of primary trained education teachers
- ▶ **Equity** Slight gender disparity in secondary completion but only 1% of poorest rural girls complete in Africa

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

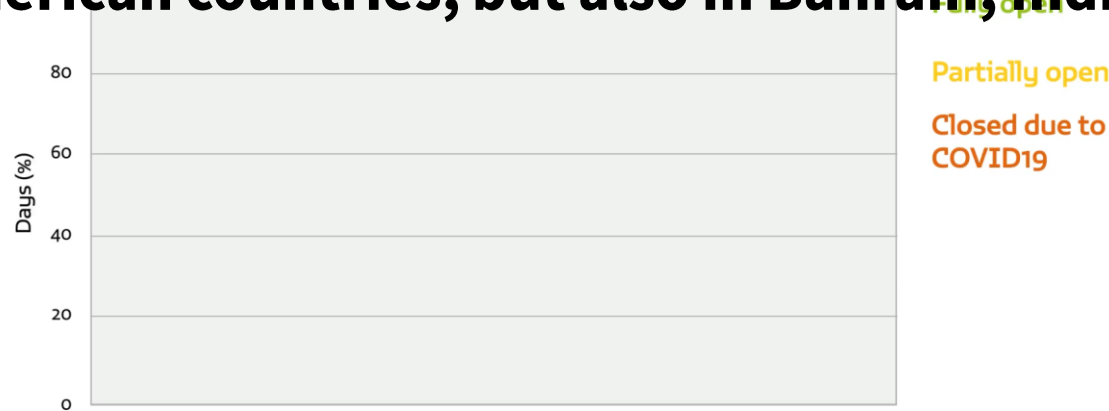
- ▶ By October 2021, schools (partially) closed for 55% of days

School closures were:

- ▶ Longest in Bangladesh, Kuwait, the Philippines, and Venezuela

- ▶ Shortest in Oceania followed by sub-Saharan Africa

- ▶ Schools open for less than 5% of days in many Latin American countries, but also in Bahrain, India and Iran



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

Learning losses are the main concern

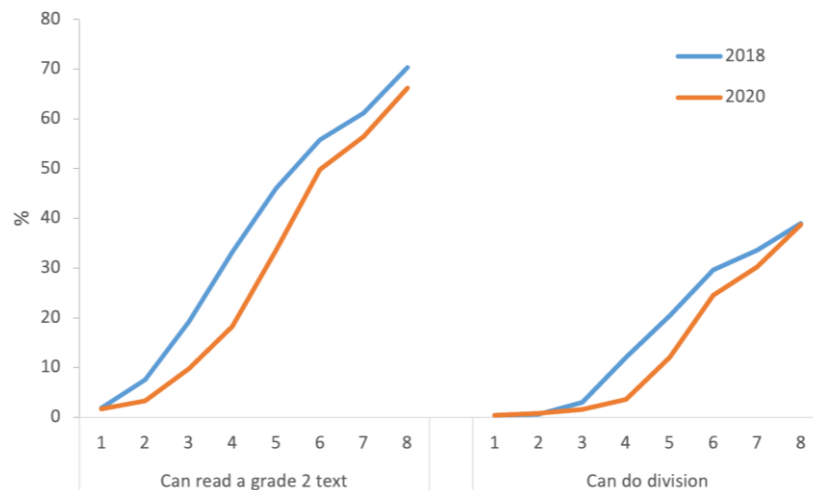
Estimates vary between contexts, school levels, and subjects

- ▶ In 7 **rich** countries, reading losses 35% for 8 weeks of closures
- ▷ Primary school pass rates in the **United States** fell by 4 points in reading and 10 points in mathematics, when moved to fully virtual
- ▷ In **Italy**, 9% of secondary students fell below min proficiency in reading and mathematics, especially good performing children of less educated parents

Learning losses are the main concern

Estimates vary between contexts, school levels, and subjects

- ▶ In 7 **low and middle-income** countries, learning losses are larger
- ▷ 53% of students in rural **Kenya** lost 110% of a year's learning
- ▷ Secondary students in urban **Brazil**, lost 72% of a year's learning



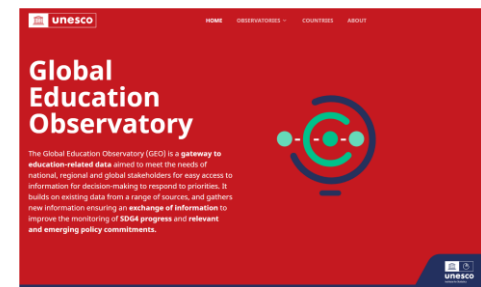
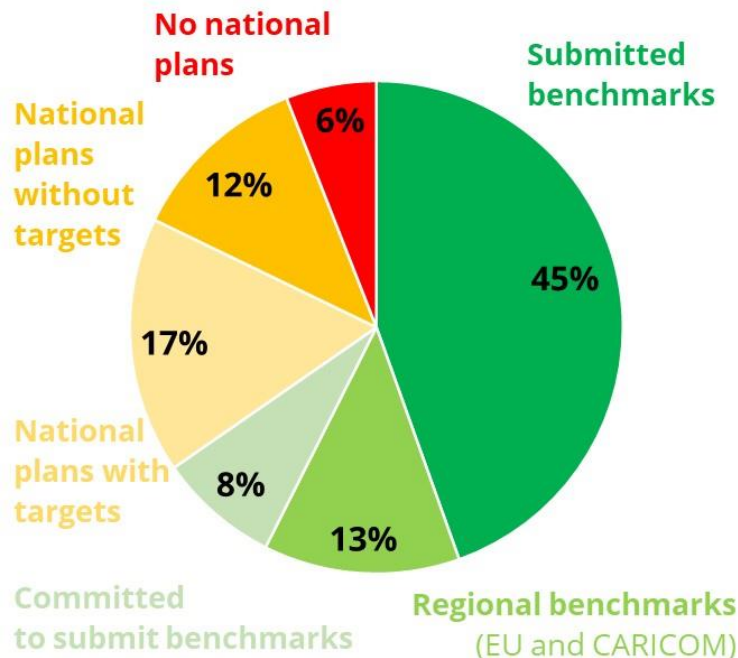
In rural Karnataka, India, those able to read a grade 2 text in grade 4 fell from 33% of students in 2018 to 18% in 2020

National SDG 4 benchmarks

Framework for Action called on 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

What does it mean to evaluate progress? 2019



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

What does it mean to evaluate progress? 2019



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 capacity building

Each year a chapter of the GEM Report is dedicated to the inter-relationship between education and other SDGs

2021/2: sustainable energy, infrastructure and production

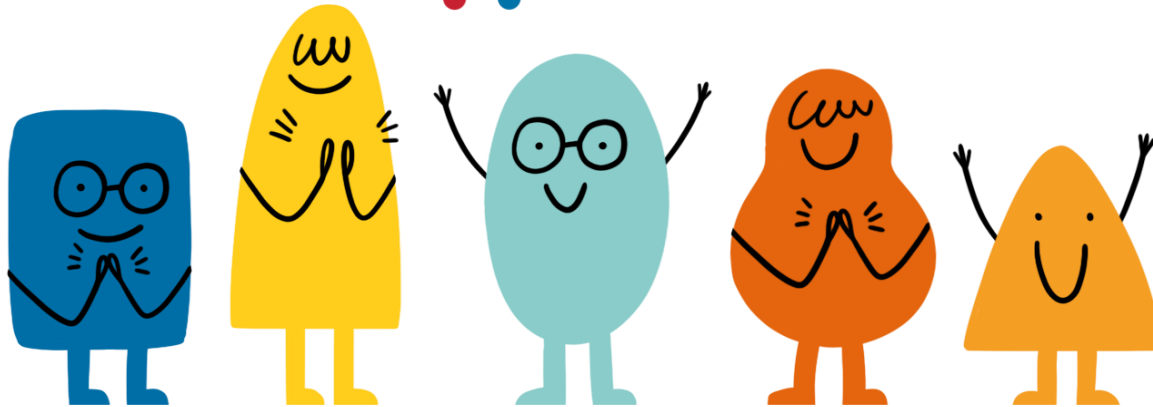
Renewable energy jobs grew from 7.3 in 2012 to 16.5 million in 2021 and will need to reach 43 million in 2050 out of 122 million jobs in the energy sector – double the share today.

e.g. **Energy Sector Management Assistance Program**, a World Bank-led partnership, supports energy transition activities on clean cooking, renewables, electricity access, accelerated decarbonization and gender gap reduction: in **Tuvalu**, it developed the national utility's capacity

e.g. **International Renewable Energy Agency** trained national experts in Eswatini to develop the Energy Masterplan 2034

Thank you for listening

Bit.ly/2021gemreport



SCOPE

EDUCATION
PROGRESS



PEER

EDUCATION
PROFILES



WIDE

EDUCATION
INEQUALITIES



VIEW

EDUCATION
ESTIMATES