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
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’
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

Only 69 young women complete secondary school for every 100 young men.
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

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

Compare groups within countries

Compare overlapping disparities
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

Graphs showing spending on education by income level and source.
Monitoring finance

Aid to education reached a record high in 2016
Total aid to education disbursements, by education level, 2002–2016

- Total aid to basic education
- Total aid to secondary education
- Total aid to post-secondary education

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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
The UNESCO Global Education Monitoring Report tracks worldwide progress towards UN global education targets.