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World Education Statistics:

2024

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Preface

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Foreword

Timely, accurate, and high-quality education data and statistics lay the foundation for solid policy-making. Without relevant, comparable, and accessible data, policies lack evidence to inform adequate decision-making and may fall short in addressing the complex challenges of the education sector. Strong statistical systems are critical to ensure that countries are committing not only to national education development plans but also to regional and global development agendas.

Statistical work has been at the core of the activities and mandate of the UNESCO Institute for Statistics (UIS) since it was founded in 1999. The UIS is the statistical office of UNESCO and is the UN depository for global statistics in the fields of education, science, technology and innovation, culture and communication. It was created to improve UNESCO's statistical programme and to develop and deliver the timely, accurate and policy-relevant statistics needed in today's increasingly complex and rapidly changing social, political and economic environments.

This publication marks the first of a series of **World Education Statistics** publications that the UIS will be producing on an annual basis. It summarizes the education data published by the UIS and serves as a fundamental resource and essential guide for policy-makers, researchers and analysts, as well as anyone interested in education data and statistics. It draws on the wealth of information produced by the UIS statisticians and provides highlights on each of the targets of Sustainable Development Goal 4 on education. Statistics are presented in 11 thematic chapters, covering primary and secondary education; early childhood; technical, vocational and tertiary education; skills; parity; literacy and numeracy; sustainable development and global citizenship; learning environment; scholarships; teachers; and financing education.

In addition to data production, the UIS also works closely with countries to strengthen their capacity in generating data and to enhance their statistical systems enabling them to generate higher-quality data. The UIS is committed to offering free access to up-to-date, reliable, timely and trusted data, crucial for advancing towards the achievement of the SDGs.

Silvia Montoya Director, UNESCO Institute for Statistics

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Reader's Guide

Structure

The World Education Statistics document is composed of an introduction that describes broadly the SDG4 monitoring framework, 11 thematic chapters, annexes, and a glossary. Each chapter focuses on one SDG 4 target and its more relevant indicator(s) - in general global indicator(s):

- Chapter 1: Primary and secondary education - SDG Target 4.1
- Chapter 2: Early childhood - SDG Target 4.2
- Chapter 3: Technical, vocational and tertiary education - SDG Target 4.3
- Chapter 4: Skills - SDG Target 4.4
- Chapter 5: Parity - SDG Target 4.5
- Chapter 6: Literacy and numeracy - SDG Target 4.6
- Chapter 7: Sustainable development and global citizenship - SDG Target 4.7
- Chapter 8: Learning environment - SDG Target 4.a
- Chapter 9: Scholarships - SDG Target 4.b
- Chapter 10: Teachers - SDG Target 4.c
- Chapter 11: Financing education – Expenditure in education - SDG 1.a.2 and FFA

The World Education Statistics publication is also accompanied by a user-friendly interactive visualization allowing users to view data, when available, for every indicator. (link to be added once available)

Classification of education levels

The education levels in this publication are classified according to the International Standard Classification of Education (ISCED) (see Annex 1). ISCED provides a comprehensive framework for organizing education programmes and qualifications by applying uniform and internationally agreed definitions to facilitate comparisons of education systems across countries.

Education monitoring framework

The list of targets and global and thematic indicators used to monitor education is included in Annex 2.

UIS database compilation process

Information on how the UIS database is compiled, including data sources, inputs to indicators from external data sets, and means of accessing the information are presented in Annex 3.¹

¹See 'Background information on education statistics in the UIS database' for more information.

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Introduction

The [2030 Agenda for Sustainable Development](#) became a reality in September 2015. Reached by worldwide consensus at the United Nations General Assembly, Sustainable Development Goals (SDGs) replaced Millennium Development Goals (MDGs), which were initially established in 2000 and were meant to be achieved by 2015. There are key differences between the SDGs and MDGs agendas: SDGs were defined in a process led and owned by Member States (MS) while MDGs were defined in a process led by international agencies; in addition, SDGs are more comprehensive in scope than MDGs, stress the universality of the goals and targets for countries at every level of development, and have a wider view of the equity concept.

A robust set of indicators was adopted to monitor progress towards the SDGs at the national and international levels. Composed of 17 goals and 169 targets, the SDGs dedicate a stand-alone target for education – SDG 4 - which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Monitoring SDG 4 is based on universal principles and emphasizes a participatory framework in which all stakeholders can recognize their shared responsibility in achieving the SDGs. SDG 4 has 10 targets including 3 means of implementation that focus on how to achieve the outcomes in the targets. Education-related targets are reflected in other targets as progress in education is linked to the achievement of other SDGs. For instance, higher levels of educational attainment are associated with individual outcomes such as better livelihoods, healthier behaviours, greater environmental awareness and increased civic participation as well as positive social outcomes, such as economic growth and increased social cohesion.

The SDG 4 - Education 2030 Agenda presents education stakeholders with two critical measurement challenges related to learning outcomes and educational equality: these need to be addressed through a universal agenda with indicators that are relevant for all countries. The targets look at learning throughout the life cycle, from early childhood to adulthood. They also go beyond traditional areas of measurement, such as reading and mathematics, to reflect a comprehensive and integrated view of the skills needed in relation to society and the environment. Equity is emphasized as there are means of focusing on quality without addressing the many aspects related to those on the margins and those who have been left behind. These issues provide the lens through which countries will look to assess global progress towards achieving their objectives.

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SDG monitoring framework

The United Nations Secretary General's Synthesis Report (2014) recommended considering four levels of SDG monitoring – global, thematic, regional and national – each with a different purpose, audience, and number of indicators (Figure 1). At the four levels of monitoring, various types of data users rely on the information generated in order to make better decisions, although their needs may differ. Countries can consider using thematic, regional or other indicators to reflect their unique circumstances and development priorities.

Figure 1. Levels of monitoring recommended by the United Nations Secretary General's Synthesis Report in 2014

The **global level** relies on a limited and carefully chosen set of indicators to provide an overall view of progress towards each target. The harmonization of monitoring and reporting of SDGs for international comparability is also of critical importance. The ability to analyze and compare national data across countries and years provides insight into measuring performance, driving policy reform, and allocating resources equitably to improve learning among all population groups.

The **thematic level** includes a set of globally comparable indicators serving as a framework to track progress on a cross-nationally comparable basis with a wider view of a range of sectoral priorities than the global framework which captures a more limited perspective through a small set of leading indicators. This level provides the opportunity to identify sector-specific challenges and bottlenecks and mobilize the action required to address them.

The **regional level** includes indicators developed to consider priorities and issues of common interest shared by countries in a particular region, as outlined in regional planning documents or frameworks. Different regions and sub-regions have reached agreements on certain goals and targets even before the approval of the SDGs. A crucial step to promote efficiency and to avoid the duplication of efforts is mapping global and regional strategies.

The **national level** is key to informing policy decisions and developing education sector plans. It has the largest set of indicators to reflect the specificities of national education systems and local contexts. Ideally, this level would involve consultations on priorities and information needs among a wide range of national stakeholders.

Box 1: Role of UIS in 4 monitoring

The UIS is the official statistical agency of UNESCO. In this capacity, the international development community has given the UIS the mandate to develop the methodologies, standards and indicators needed to achieve SDG 4—Education 2030 and key targets in science and culture, in close consultation with partners. UIS efforts sustain activities across several areas of 4 monitoring: setting standards; developing indicators; collecting and disseminating data; and building capacities to help countries overcome measurement challenges and produce data to report on and monitor progress towards 4.

Global and thematic indicator frameworks

Both the global and thematic indicator frameworks were designed to facilitate cross-national monitoring of progress towards targets. Indicators selected for global tracking meet a range of standards to ensure technical strength, feasibility, frequency of reporting, cross-national comparability and interpretability, and availability of data over time. Every country is encouraged to report on both sets of indicators, but a country may choose from the list of thematic indicators the ones that are most relevant for its policy needs. International organizations will continue to collect the available country data for cross-national comparisons and to report on trends and levels.

The SDG monitoring framework is implemented through custodian agencies, which are entities responsible to collect data from countries under existing mandates and reporting mechanisms, to compile internationally comparable data in the different statistical domains, to support increased adoption and compliance with internationally agreed standards and to strengthen national statistical capacity. The global indicator framework is developed, refined and occasionally revised by the Inter-Agency and Expert Group on SDG indicators (IAEG-SDG) which is composed of Member States and includes regional and international agencies as observers. For SDG 4, the UIS is the custodian of eight and co-custodian of two global indicators; it is also the co-custodian of one global indicator in SDG 1 and custodian of two global indicators in SDG 9 and one in SDG 11. The thematic indicator framework is overseen by the Technical Cooperation Group on SDG 4 indicators (TCG): composed of 28 Member States, the TCG makes recommendations and decides on the necessary actions to improve data quality and availability, as well as design and development of methodologies. It is co-chaired by the directors of UIS and GEMR and its Secretariat is the UIS.

More on SDG 4 indicators

SDG 4 currently includes 44 thematic indicators, among which 12 global indicators (see Annex 2). Together, the global and thematic indicators provide greater alignment between education targets and national priorities and contexts, while maintaining cross-national comparability. Global indicators address the key outcome at stake with each target while thematic indicators act as reference indicators that can be used for monitoring progress at regional, national, and sub-national levels. The thematic framework also allows a more comprehensive and nuanced view related to potential levers for policy change by including different policy-based indicators (often in areas where direct measures of implementation are difficult and/ or not well developed). Tables 1 and 2 show the relationships between targets, global and thematic indicators and concepts.

Table 1: Education targets, global and thematic indicators and key concepts

Table 2. Thematic indicators with an expanded view of the education sector

Regional frameworks and their alignment

Regional and subregional organizations play a vital role in generating information and promoting consensus in the education sector based on common goals. They differ in their structure and level of engagement with education monitoring. Typically, member countries of these organizations share common features such as geographic territory (AU, EU, SEAMEO, CARICOM), language (CONFEMEN), or cultural or historical traits (OEI). These organizations have reached agreements on common education targets and their transnational commitments require national and regional coordination and monitoring mechanisms to track progress and identify challenges. They have also articulated, or have begun to articulate, their regional objectives with the SDG 4 targets and the Education 2030 Agenda.

The UIS has worked extensively on bridging regional and global education monitoring frameworks, analyzing and comparing the targets and indicators composing each. This is highly important because understanding the alignment and coherence between regional and global education agendas is key to strengthening national planning, prompting exchanges on challenges and good practices, promoting mutual learning, and ultimately leading to common actions. The general findings of the UIS' work is reflected in a series of regional reports, a presentation, and a dashboard showing the correspondence between global and regional policy goals, targets and indicators. A glimpse of these findings is summarized in tables x and y below.

The first table shows that there is complete alignment between global and regional frameworks for 5 targets - 4.1, 4.3, 4.4, 4.5, and 4.c - while there is least alignment for target 4.b which is missing in five regions. On the other hand, targets 4.2, 4.7 and 4.a are aligned in all but one of the seven frameworks analyzed: for instance, the Continental Education Strategy for Africa (CESA 16–25) does not have a dedicated Strategic Objective aligned with Target 4.2 on early childhood. Arab States have endorsed the SDG 4 global framework fully and some regional frameworks have additional targets, namely one for AU's CESA 16-25, four for the Pacific Regional Education Framework (PacREF) of the Pacific Islands Forum (PIF), and two for the South Asian Association for Regional Cooperation (SAARC) Framework for Action for Education 2030.

Table x: Aligning SDG4 targets and regional strategic objectives/targets (I think there is discrepancy between this table and the next one – to check again) table to be checked again

The second table presents the number of indicators in global and regional frameworks by target. Indicators of target 4.2 find no correspondence in the CESA framework whereas those of target 4.4 find no correspondence in CARICOM's 2030 strategy. Indicators of target 4.b show least correspondence while some regional frameworks have additional indicators that are not found in the global SDG 4 framework: for instance, the 2015–2030 Action Agenda of the Southeast Asia Ministers of Education Organization (SEAMEO) has 8 additional indicators and the PacREF of PIF has 14 additional ones.

Table y: For Arab States, we should have all green, right?

Box 3

National SDG 4 benchmarks are targets that countries have committed to achieve by 2025 and 2030 for a selected number of indicators. In 2014, the UN Secretary-General's Synthesis Report called on countries to embrace "a culture of shared responsibility" in the 2030 Agenda for Sustainable Development, based on "benchmarking for progress". Building on this idea, the Education 2030 Framework for Action (FFA), which is the roadmap for achieving SDG 4, asked countries to establish benchmarks or national targets to address the accountability deficit associated with longer-term targets (See §28 below). It provided a clear rationale and a set of principles for doing so:

"The targets of SDG4-Education 2030 are specific and measurable and contribute directly to achieving the overarching goal. They spell out a global level of ambition that should encourage countries to strive for accelerated progress. They are applicable to all countries, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. Country-led action will drive change, supported by effective multistakeholder partnerships and financing. Governments are expected to translate global targets into achievable national targets based on their education priorities, national development strategies and plans, the ways their education systems are organized, their institutional capacity and the availability of resources. This requires establishing appropriate intermediate benchmarks (e.g. for 2020 and 2025) through an inclusive process, with full transparency and accountability, engaging all partners so there is country ownership and common understanding. Intermediate benchmarks can be set for each target to serve as quantitative goalposts for review of global progress vis-à-vis the longer-term goals. Such benchmarks should build on existing reporting mechanisms, as appropriate. Intermediate benchmarks are indispensable for addressing the accountability deficit associated with longer-term targets." (UNESCO, 2015)

Objectives of the benchmarking process?

National SDG 4 benchmarks serve multiple objectives:

- **Contextualize monitoring of progress:** The benchmarking process recognizes that countries have a different starting point and progress at a different pace and challenges them to commit to progress faster than if they followed past trends.
- **Make countries accountable for their commitments:** The benchmarking process calls on countries to publicly state what contribution they are prepared to make to the global goal. This is an adaptation to education of the 'nationally determined contributions' approach used in climate change discussions.
- **Link national, regional and global education agendas:** Countries were asked to select national SDG 4 benchmarks corresponding to targets set in their national education sector plans. If they are members of regional organizations, they were invited to align their benchmarks to regional targets to which they are committed. This ensures coherence and mutual understanding between these three levels, reducing duplication, improving transparency and facilitating policy dialogue.
- **Strengthen country ownership:** There is a tendency, often among international organizations, to propose or even impose targets on countries, bypassing national policy making processes. The benchmarking process places country ownership of education targets at the center.

- **Focus attention on data gaps:** Not every country can report on all indicators of the SDG 4 monitoring framework nor are all indicators relevant to all countries. Benchmark indicators represent a key set that every education system needs for management purposes and for which there should be no data gaps, helping focus national and international actions to fill them.
- **Strengthen national planning processes:** Some national education sector plans do not have clear targets, while others do not follow the SDG 4 indicator definitions. The benchmarking process aims to encourage countries to include targets in their plans and to align those targets with global indicator definitions.
- **Promote peer dialogue:** The benchmarking process is a means to prompt exchanges on challenges faced and lessons learned, and provide the evidence based for national policy reforms and international collective initiatives.

Timeline and indicators

Seven benchmark indicators were endorsed in 2019 by the TCG and an eighth indicator was added to the list following the Transforming Education Summit (TES) in 2022. Figure xx shows the timeline of the SDG 4 benchmarking process, highlighting the main steps followed. A first progress report, or SDG 4 Scorecard, was published in January 2023 and was followed by the second progress report in January 2024.

Figure xx: Timeline of SDG 4 benchmarking process

Table xx compiles the benchmark indicators along with their disaggregation. For early childhood education, one global indicator, SDG 4.2.2, reflects on the participation rate one year before primary education. For basic education, there are three global indicators – 4.1.2 or completion rate, 4.1.1 or minimum learning proficiency, and gender gap in upper secondary completion rate reflecting on equity (4.5.1) – and one thematic indicator – 4.1.4 or out-of-school rate. The indicator added following TES is the global indicator 4.a.1 or schools connected to the Internet. The quality of education is looked at through the global indicator 4.c.1 on trained teachers. Finally, financing is measured through two indicators – 1.a.2 and FFA, or expenditure on education as share of total public expenditure and as share of the gross domestic product respectively.

Table xx: SDG 4 benchmark indicators

Benchmarking the Transforming Education Summit commitments

In September 2022, in his Vision Statement at the Transforming Education Summit, the UN Secretary-General called for 'ways to strengthen political accountability for transforming and financing education, taking current arrangements for monitoring SDG 4 implementation including the Global Education Meetings and the national SDG 4 benchmarking process to the next level'.

In its Call to Action, the SDG 4 High-Level Steering Committee (HLSC) recognized that benchmark indicators could be used to monitor four of the seven global initiatives proposed during the Summit. In its meeting in December 2022, the HLSC decided to explore the expansion of the SDG 4 benchmark indicator framework to include indicators for the three other global initiatives (Figure xxx):

- For digital transformation, school internet connectivity is an existing SDG 4 global indicator (4.a.1) already being monitored by countries. Countries were therefore invited in June 2023 to set national benchmarks for this indicator.
- For greening education, the indicator currently under development is a measure of the extent to which national curriculum frameworks and syllabi of science and social science subjects in primary and lower secondary education cover climate change.
- For youth engagement, an indicator is developed with the intention to map youth and student organizations and assess whether and to what extent they have been consulted in education policy development.

Figure xxx: Alignment of transforming education summit global initiatives with SDG 4 targets and benchmark indicators

Progress towards effective learning in primary and secondary education

Target 4.1 - By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Global Target 4.1 emphasizes the importance of ensuring universal access to primary and secondary education that results in meaningful and relevant learning outcomes. In 2015, the initial focus on universal access and completion was extended to secondary education and reoriented to include good quality indicators. More recently, a new thematic indicator was created combining completion rates and proficiency levels to address the students' level of preparedness to the future. This chapter addresses attendance, proficiency levels and completion rates and its combination in the preparedness for the future.

Highlights

- 235 million children and youth between the ages of 6 and 18 worldwide are projected to be out of school in 2023. Access is improving, but not fast enough to accommodate the increasing number of children in some regions.
- Completion rates are improving in all regions, especially in upper secondary. Eastern and South-Eastern Asia have made important progresses in that level since 2015. Sub-Saharan Africa has the lowest completion rates, especially among low-income countries.
- One half of the countries assesses have not changed $< - + 5\%$ the proportion of students proficient in Mathematics or Reading. Among the other half, many have decreased, especially in Mathematics.
- Latest global averages for preparedness in the primary level and achieving minimum proficiency in mathematics is 44% (2019). On reading, the global averages are lower and declining over the years. In 2019, only 24.3% of students could be considered prepared for the future.

Access and Completion

In 2021, according to an innovative methodology developed by UIS and the GEMR, and approved by the TCG, 244 million children and youth between the ages of 6 and 18 worldwide were out of school (UIS and GEMR 2022a, 2022b). This number is expected to fall to 235 million in 2023. This means that approximately 14% of all children worldwide remain out-of-school in all three levels, ten percentage points lower than in 2000 and 2 pp. lower than 2015, illustrating that the decline is slowing down since the middle of the decade.¹

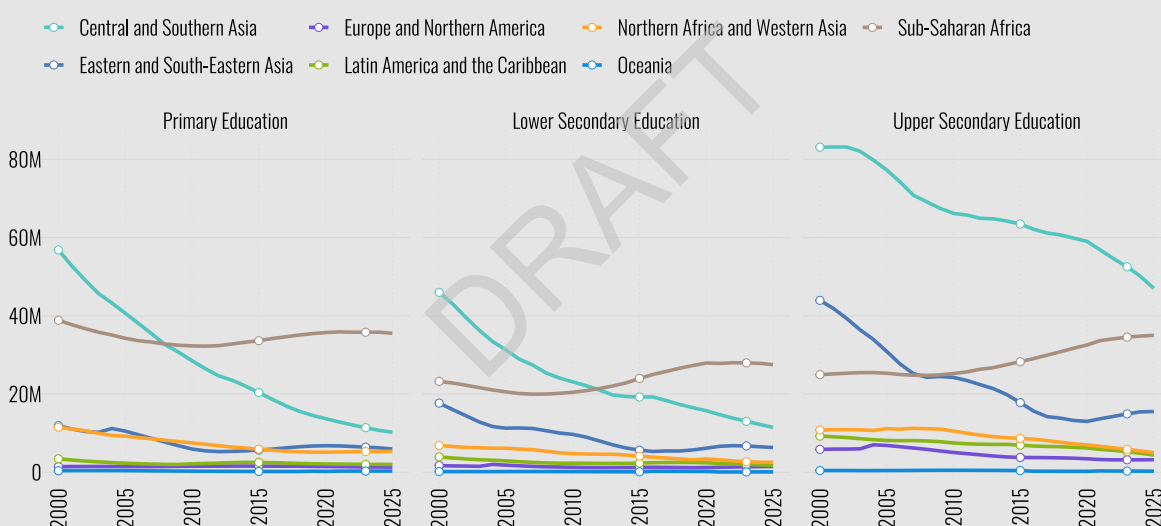
Except in Latin America and the Caribbean, where rates increased 1.4 pp. in primary education and 1.7 pp. in lower secondary from 2015 and 2023, all other regions saw an improve in access to school. In a few regions data shows an increase in out-of-school children, despite the decrease in the out-of-school rates. That means that the pace in which access is improving is not enough to accomodate the increasing number of children in some regions².

Due to some limitations in administrative data, an alternative methodology was developed by UIS and the GEMR for 'timely', 3–5 years above the expected age of completion, and 'ultimate' completion rates, up to 8 years above the expected age of completion (Barakat et al. 2021).

Figure 1.1.

Out-of-School Children

By Region, 2000 to 2025



Source: UIS and GEM Report model estimates

All regions except Sub-Saharan Africa are expected to reach timely completion rates above or very close to 80% in the primary and lower secondary, and above 50% in the upper secondary level. Progress since 2015 is slow, but constant in most cases. Higher ultimate completion rates are seen in all regions, suggesting a higher permanence in the school beyond the three-year grace period inherent in the official completion rate indicator.

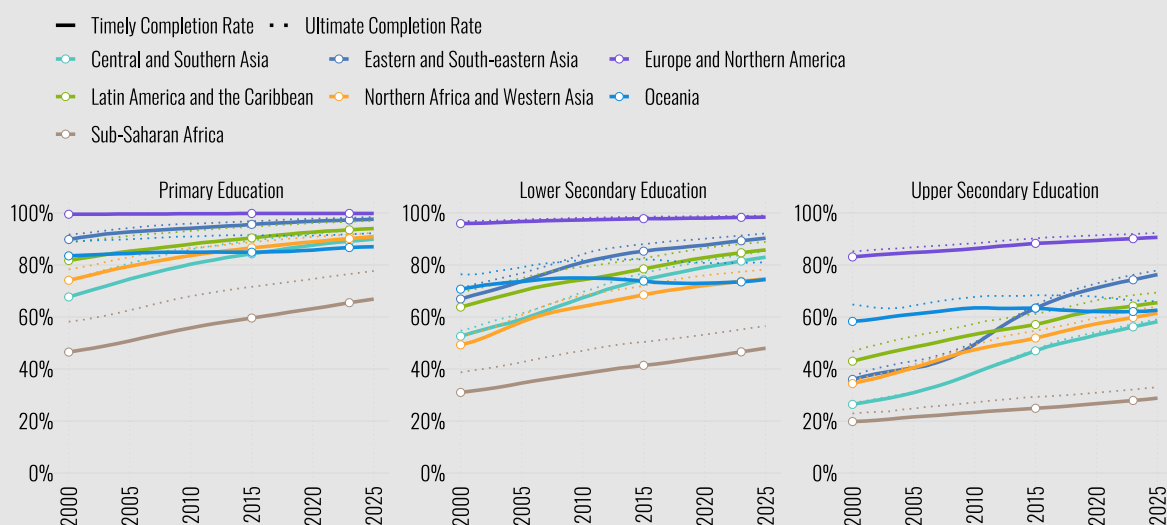
¹Estimates for out-of-school and completion rates used in this chapter are available at <https://education-estimates.org/>. Those estimates are the result of a new and improved way of measuring which combines administrative data with information coming from surveys and censuses. By using multiple data sources, gaps are filled, data trends are smoothed, and a more consistent time series can be extracted. This way of measuring had been applied to flagship health indicators, such as maternal and infant mortality rates, but only recently have such approaches been applied to education, marking a significant improvement to the robustness of the estimates.

²This is maybe a statistical artifact, documented in UIS and GEMR (2022b) ?

Figure 1.2.

'Timely' and 'Ultimate' Completion Rates

By Region, 2000 to 2025



Source: UIS and GEM Report model estimates

Sub-Saharan African countries are lagging behind in all three levels. In the primary level, the completion rate in the region is expected to be around 65% in 2023. The rate of adolescents that complete the lower secondary level is projected at around 45%, whilst less than 30% will complete the upper secondary. Considering 'ultimate' completion, Sub-Saharan Africa shows higher completion rates in all levels: just below 80% the primary, 60% in the lower secondary and 30% in the upper secondary.

In Sub-Saharan Africa, intra-regional differences are related to income levels. Upper middle income countries reach levels of completion rates close to the other regions in primary and lower secondary education levels, lagging behind only in the upper secondary. Lower income countries remain below the regional averages. Progress is more accentuated in primary and lower secondary levels for all income levels.

Learning Outcomes

This section reports learning outcomes in schooling systems around the world, in the scope of indicator 4.1.1, which deals with the percentage of children who are proficient in reading or mathematics.

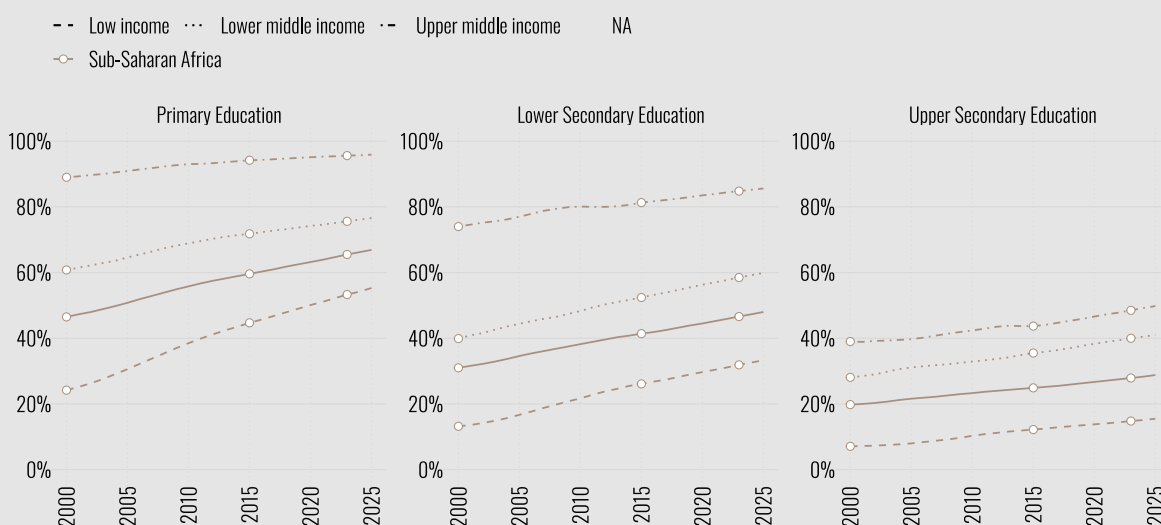
Data for proficiency in reading and mathematics comes from different global, such as TIMSS and PISA, and regional programmes such as SACMEQ, LLECE and PASEC. Each program collects data at specific intervals and determining statistical trends are usually a challenge. The figures above show the countries that have change their proficiency levels by at least 5 pp. in the last two waves of each program.

Only 132 countries are represented with proficiency data. Out of them, only one half presented variations between + and - 5 pp between the last two waves of the programs. By the end of primary education, only two countries in Latin America (LLECE) progressed more than 5pp in reading between 2006 and 2019. In Mathematics, twelve countries declined more than 5pp. in the region. Some steep declines in Costa Rica, Uruguay, Argentina and Colombia from 2006 to 2013.

Figure 1.3.

'Timely' Completion Rates in Sub-Saharan Africa

By Income Level, 2000 to 2025



Source: UIS and GEM Report model estimates

In Africa, countries covered by the SACMEQ and PASEC programs, progress has been reported for sixteen countries in Reading and ten in Mathematics by the end of the primary. Tanzania has reported declines in both reading and mathematics by the end of the primary.

International programs reported progresses in Central Asia and Europe by the end of lower secondary in reading (e.g. Georgia and Kazakhstan) and mathematics (Albania, Türkiye and Malaysia).

Preparedness for the Future

Preparedness is not calculated for all countries. Data is mostly available for Europe and Northern America. In Oceania, only Australia have any data available. Iran and Kazakhstan are the few represented in Central and Southern Asia. Eastern and South-Eastern Asia have more only a few data for the primary while Sub-Saharan Africa lacks data for the lower secondary. Therefore, data gaps prevent a more in-depth analysis of the progresses and improvements in terms of good quality education.

?@tbl-xyz

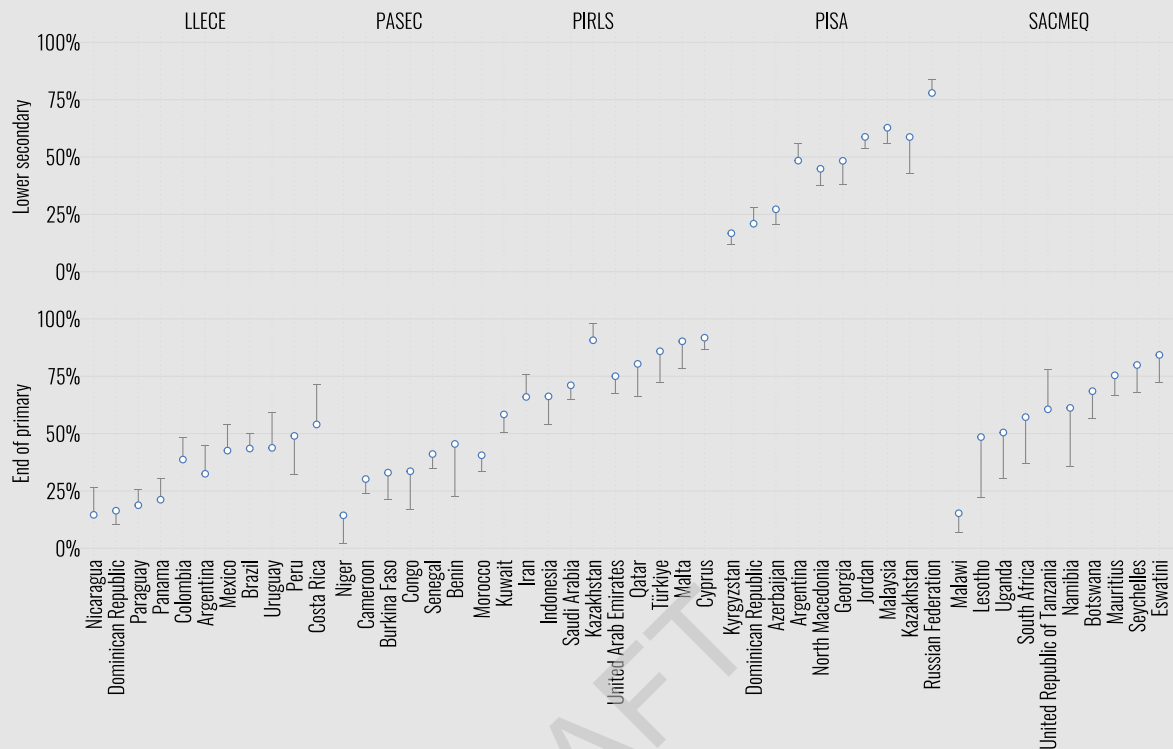
Latest global averages for preparedness in the primary level and achieving minimum proficiency in mathematics is 44% (2019). On reading, the global averages are lower and declining over the years. In 2019, only 24.3% of students could be considered prepared for the future. In the lower secondary level with reading proficiency, global average is 63.3% (2018). In Mathematics, 45.1% (2018) lower secondary students are prepared for the future. Levels of preparedness are stable in the lower secondary. In the primary, because of the periodicity of proficiency tests, variations from year to year are high and do not allow to provide a clear trend.

In regional terms, preparedness in primary level and mathematics is % in Europe and Northern America. The least prepared students are in Latin America and the Caribbean, where % are prepared. In reading, the regional averages have the same pattern, but averages are slightly higher, % in Europe and Northern America. Latin America and the Caribbean improved

Figure 1.4.

Proficiency in Reading

Proportion of students, last two values by program and level, both sexes (%)



Source: UIS database

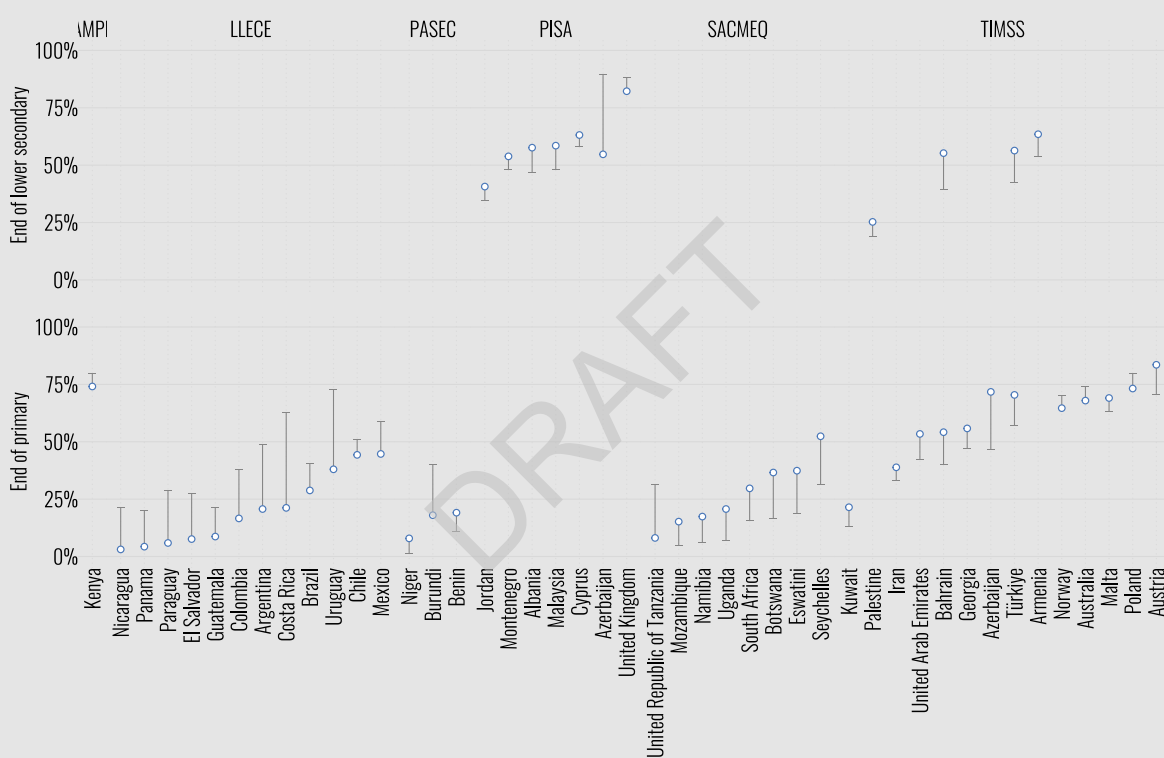
the number of prepared students in this level for both Mathematics and Reading. Prepared students in Northern Africa and Western Asia have decreased in comparison to 2015.

The highest proportion of students prepared for the future in the primary are in South Korea (95.2%, 2019) for Mathematics, and Viet Nam (80.7%, 2019) in Reading. Sub-Saharan Africa countries have the lowest rates, with Madagascar (3.2%, 2019) and Burundi (2.3%, 2019) reporting the lowest rates for Mathematics and Reading, respectively. In the lower secondary, Hungary (64%, 2019) has the highest proportion in Mathematics and Ireland (86.8%, 2018) for Reading. The lowest proportions are in Egypt (22.7%, 2019) for Mathematics and Philippines (13.8%, 2018) in Reading.

Figure 1.5.

Proficiency in Mathematics

Proportion of students, two latest values by program and level, both sexes (%)

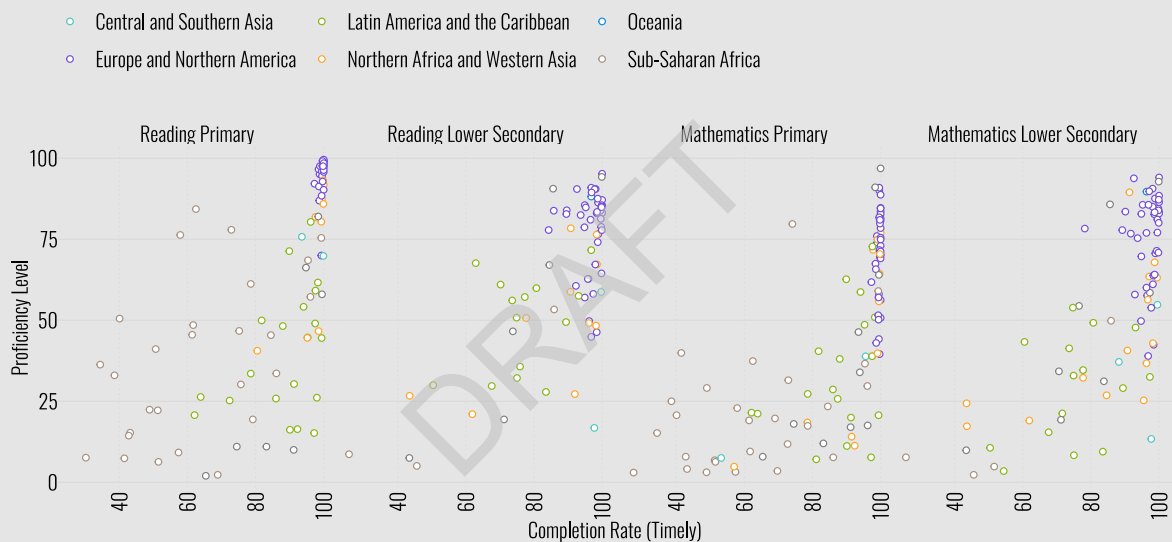


Source: UIS database

Figure 1.6.

Preparedness for the Future

Completion rates (timely) vs. Proficiency, both sexes (%)



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School readiness (early childhood)

Target 4.2 - By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Global Target 4.2 focus on acces to early education, care and pre-primary education. It recognizes the fundamental importance of early childhood development in laying the foundation for lifelong learning, well-being, and holistic growth. By focusing on universal access to early childhood education, SDG Target 4.2 seeks to address educational

inequalities from the very beginning of a child's life. Quality early childhood care and education have been shown to have a positive impact on cognitive, social, and emotional development, setting the stage for improved learning outcomes throughout a person's educational journey.

Highlights

- On Average, about three in four children are on-track between 2010 to 2021
- Most off-track children are in Sub-Saharan African countries; in some coutries only one half of the children are on-track
- Enrolment is growing in all regions. In 2020, more than 70% of the children are enrolled in school one year before the official primary entry age.
- In Sub-Saharan Africa, only one in two children before the primary age is enrolled in school

The first global indicator for the target 4.2 is measured by the proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, and is collected since 2010. Latest values range between 36% (Central Africa, 2019) and 97.2 (Serbia, 2019). Global average from 2010 to 2021 is 75.4%. According to the available data, three out of four children are on-track. Regional trends are difficult to identify because of the limited number of data points. However it is possible to see that most children off-track are in Sub-Saharan countries, in some countries up to a third (Figure ??).

The second global indicator measures participation in organized learning one year before the official primary entry age. In 2020, it has a world average between 82% (Administrative Data) and 85% (HHS Survey), depending on the source of data. In 2016, global average was around 70% which suggests that the participation is increasing during the latest years of 2020s. All regions have increased the enrolment of children in the pre-primary. Sub-Saharan Africa enrolment remained stable in

Figure 2.1.

Proportion of children aged 24–59 months who are developmentally on track

in health, learning and psychosocial well-being, both sexes (%)

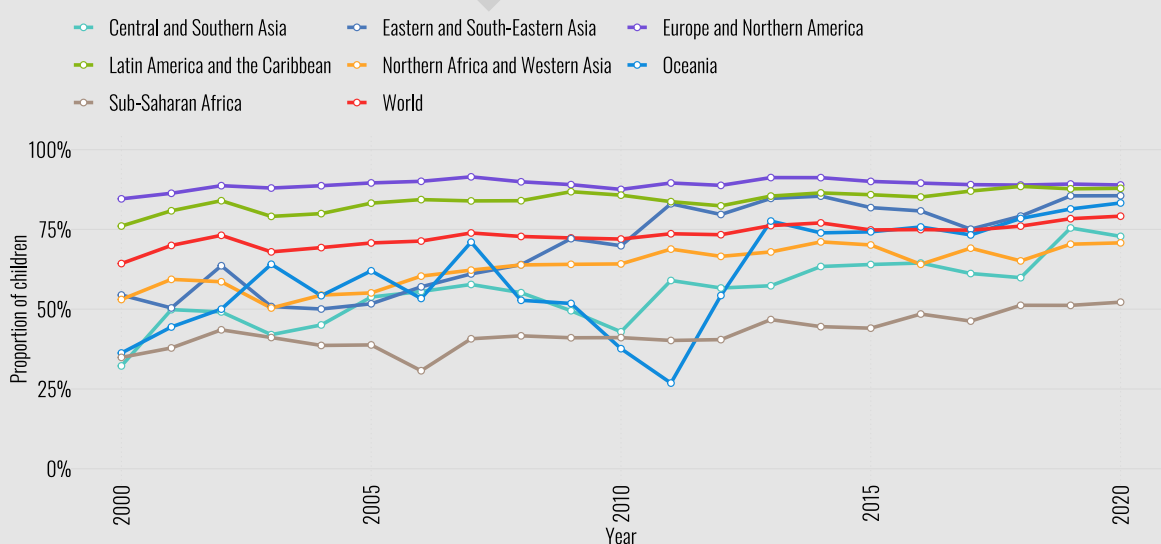


the first decade of the century, but since then the situation has improved. Still, almost one half of the children does not have access to early childhood programs. Enrollment in the other regions exceed 75% (Figure ??).

Figure 2.2.

Adjusted Net Enrolment Rate

One year before the official primary entry age, both sexes (%)



Technical, vocational and tertiary education

Target 4.3 - By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Global Target 4.3 focuses on education at vocational, technical and tertiary levels. It recognizes the importance to provide lifelong learning opportunities for youth and adults and reduce the barriers starting from the secondary level. It is concerned with access to skills development and technical and vocational education and training (TVET), as well as to tertiary education, including university. The provision of tertiary education should be made progressively free, in line with existing international agreements.

Highlights

- Globally, only one in two youth participated in any education and training in the previous year. Among adults, only 5% reported having participated in any training in the same period.
- Enrolment ratio in the tertiary education was 38% in 2015, reached 50% in 2021, but regressed to 35% in 2021.
- High income countries have ratios above 75% in 2022, while the ratio in low-income countries was only 7%
- In 2021, enrolment ratios in vocational education are below 20% in all countries and income regions. Sub-Saharan Africa has progressed importantly coming from 5

The global indicator for the target is concerned with youth and adult access to formal and non-formal education and training in the previous 12 months. For youth between 15 to 24 years-old, we observe that global average is very stable since 2010, when the indicator started to be monitored. Globally, only one in two youth participated in any education and training in the previous year. Europe, Northern America, Central and Southern Asia are the region where two thirds of youth have reported participating in training or education programs. Positive trends can be identified in the other Asian subregions. Between 2018 and 2020, Sub-Saharan African countries saw the participation drop, but last couple of years showed a recover to global levels (Figure ??).

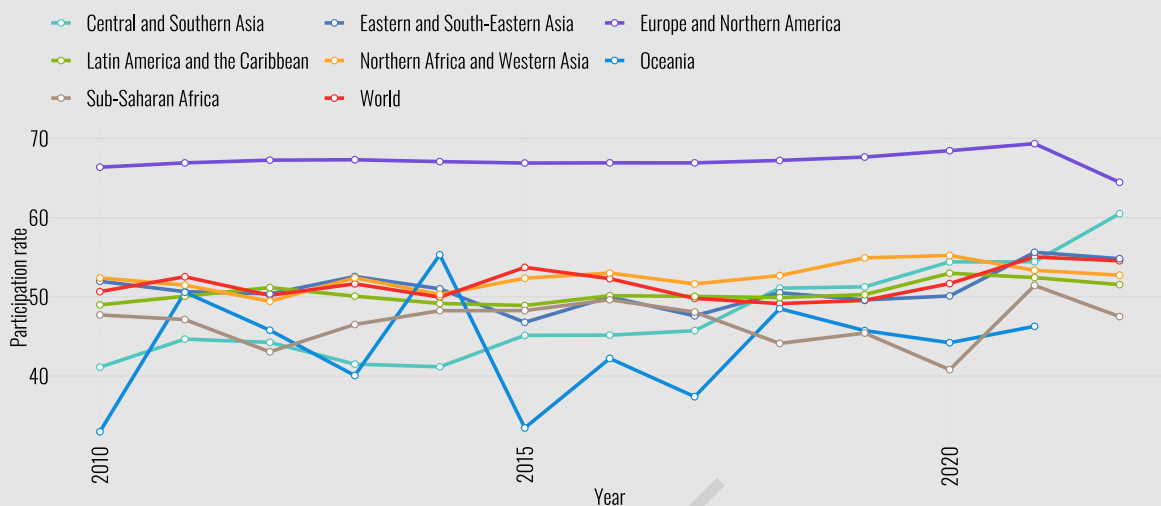
For adults between 24 and 54 years-old, the participation rates are also stable but at lower levels, attesting for the difficulties to access lifelong learning opportunities. Globally, only 5% of the adults reported having participated in any training the

previous year. Higher participation rates are in Europe in Northern America, but still below 20%, or one in five adults in 2021 (Figure ??).

Figure 3.1.

Participation rate of youth in formal and non-formal education and training in the previous 12 months

15-24 years old, both sexes (%)

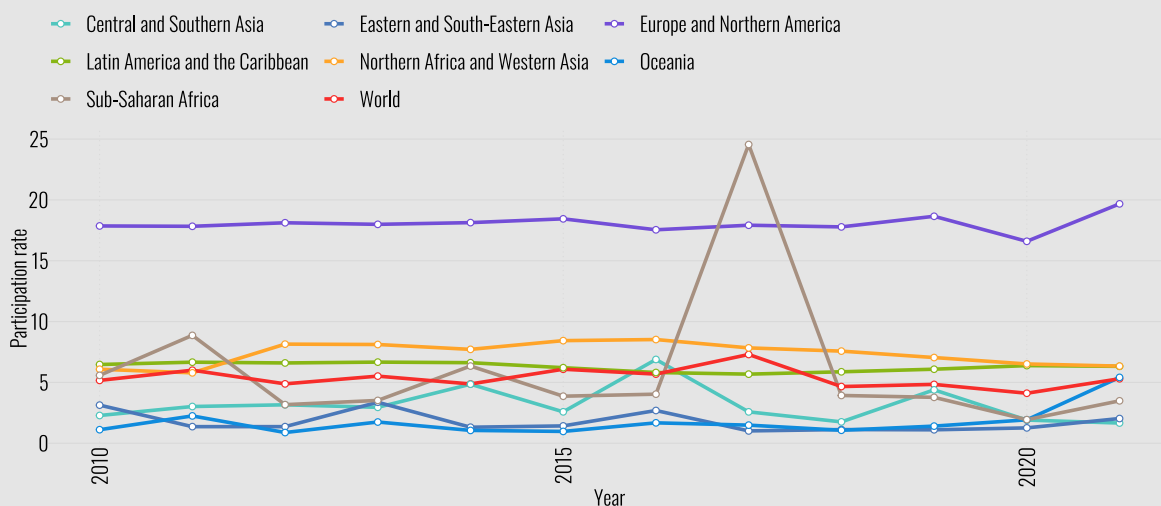


Source: UIS database

Figure 3.2.

Participation rate of youth in formal and non-formal education and training in the previous 12 months

25-54 years old, both sexes (%)



Source: UIS database

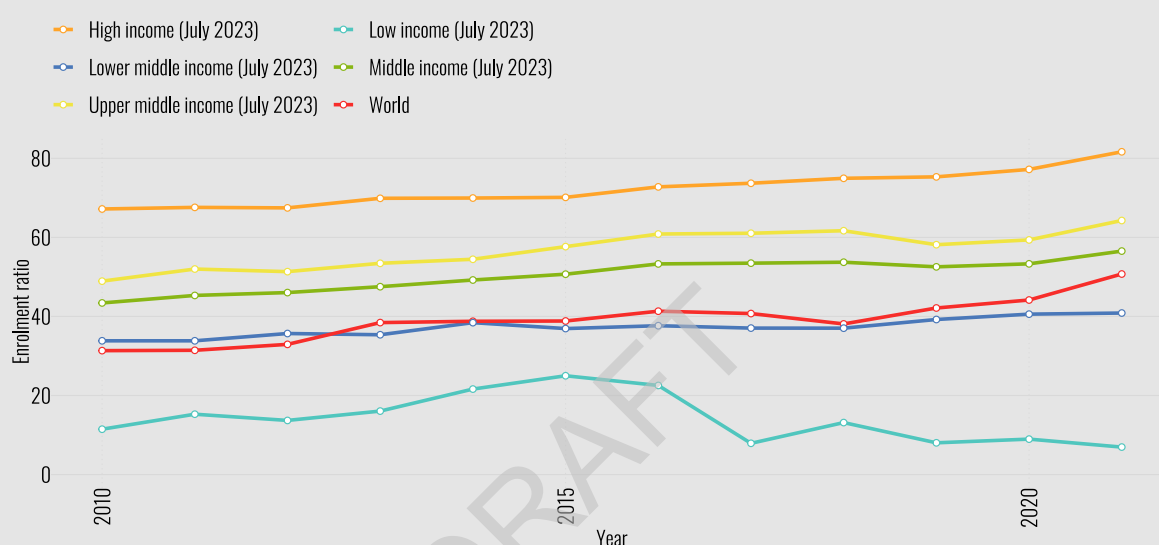
Tertiary education

Global gross enrolment ratio (GER) for tertiary education was 38% in 2015 (Figure ??). Since then, it reached 50% in 2021, but regressed to 35% in 2021. Europe and Northern America and Eastern and South-Eastern Asia have the highest ratio above 75% in 2021. In the other side of the spectrum, Central and Southern Asia and Sub-Saharan Africa have ratios below 30%. That reflects a great difference between low and high income countries. High income countries reached a ration above 75% in 2022, while the ration in low-income countries was only 7%. Figure ?? also shows that ratios are on the rise for these countries, while in low-income the ratios are decreasing since 2015. At that year, data shows a ratio of 25%.

Figure 3.3.

Gross enrolment ratio for tertiary education

By World Bank income region, both sexes (%)



Source: UIS database

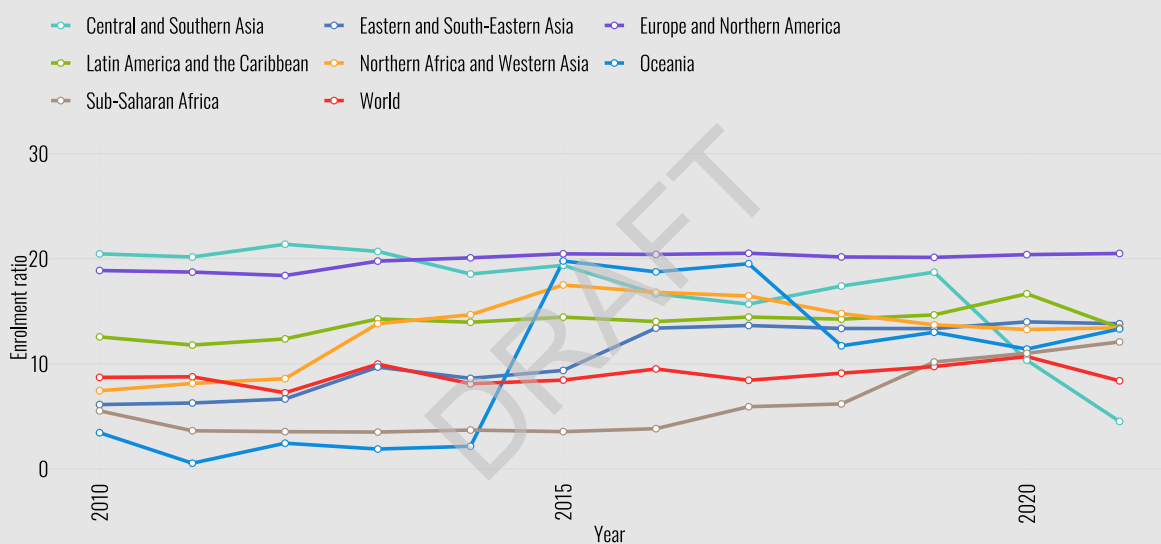
Vocational education

Enrollment in vocational education follows the same pattern of the tertiary, but in 2021 ratios are below 20% in all countries and income regions. In low-income countries, the ratio in 2022 was 2.6%. Global levels of enrolment in vocational and technical training fluctuate around 10% since 2010, suggesting the great challenge that is increasing access to learning opportunities in this level. Eastern and Southern Asia is the only region where the enrollment ratio is stable during the period. Figure ?? shows that all regions except Central and Southern Asia have ratios close to the average of 10%. In that region, ratios are falling dramatically since 2020 (to be confirmed). Sub-Saharan Africa has progressed importantly coming from 5% in the 2010 to 12% in 2021.

Figure 3.4.

Proportion of 15- to 24-year-olds enrolled in vocational education

By Region, both sexes (%)



Source: UIS database

Skills

Target 4.4 - By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Global Target 4.4 focus on the skills that are essential for employment, decent jobs and entrepreneurship. In that regard, the key skills that young people need in the 21st century workplace are related to the ability to make good use of information and communications technology (ICT).

The global indicator measures how many youth and adults have the right ICT skills in various subject areas or learning domains that enables them for better jobs or to start their own businesses.

Highlights

- In most regions, the age group 15-24 tends to have the highest ICT skill levels, while those under 15 have the lowest.
- Some skills are more prevalent than others. Skills related to install software and setup security settings have the lowest proportions among all age groups and regions. Using a programming language is among the skills that have the lowest proportion in all age groups and regions
- Completing tertiary education is correlated with minimum levels of proficiency in digital literacy skills, but only a few countries have at least half of the population aged 25 years old or more that completes even the lowest tertiary levels.

Global Indicator for target 4.4 focuses on information and communications technology (ICT) skills, by type of skill. We can observe that Europe and Northern America generally have higher ICT skill levels across all age groups compared to other regions. Within each region, we can see variations in ICT skill levels among different age groups. In most regions, the age group 15-24 tends to have the highest ICT skill levels, while those under 15 have the lowest. We can also see that some skills are more prevalent than others. Skills related to install software and setup security settings have the lowest proportions among all age groups and regions. Using a programming language is also among the skills that have the lowest proportion in all age groups and regions.

There are also two thematic indicators used to monitor this indicator. The first is the percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills, collected from the Program for the International Assessment of Adult Competencies (PIAAC)¹. Thirty-one countries are represented in this sample in three different years (2012, 2015, 2017), mostly from Europe and North America. Figure ?? shows that the percentage that achieved the minimum

¹See metadata here: <https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/08/Metadata-4.4.2.pdf>

levels is rarely above 60%, even among those that have tertiary education and younger adults. These two categories have the highest digital literacy levels in all countries in the sample.

The other is the youth and adult educational attainment rates by age group and level of education. This indicator is calculated based on national population census and household and/or labour force surveys. As seen above, completing tertiary education is correlated with minimum levels of proficiency in digital literacy skills. Figure ?? shows that only a few countries have at least half of the population aged 25 years old or more that completes even the lowest tertiary levels.

We can also see an important regional variation. For example, in Europe and North America, USA, United Kingdom and Russian Federation more than half of the population completed some tertiary education, while in Bosnia or Italy only 20% can be considered achieving a similar level of education.

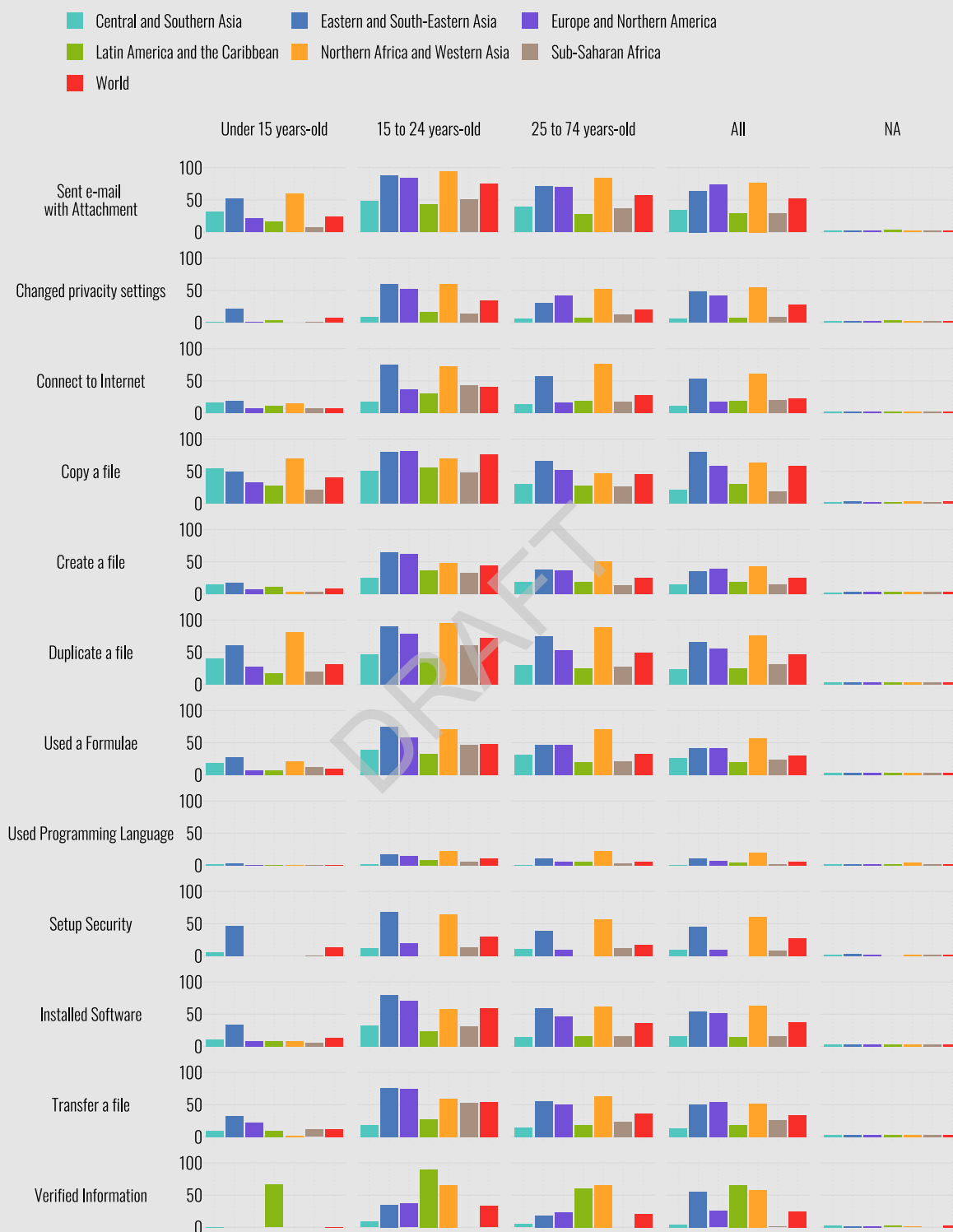
Europe and North America region has the higher averages along with Western Africa and Western Asia. The lowest averages are in Sub-Saharan Africa (3,7% in 2020) and Latin America and the Caribbean (17% in 2020). In 2019, attainment rates in Asia vary between 21% in Central and Southern Asia and 23% Eastern and South-Eastern Asia, and 32% in Northern and Western Asia.

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Figure 4.1.

ICT Skills

By Region and age group, latest available year (2018 to 2021)



Source: UIS database

Figure 4.2.

Minimum level of proficiency in digital literacy skills

By Country and level

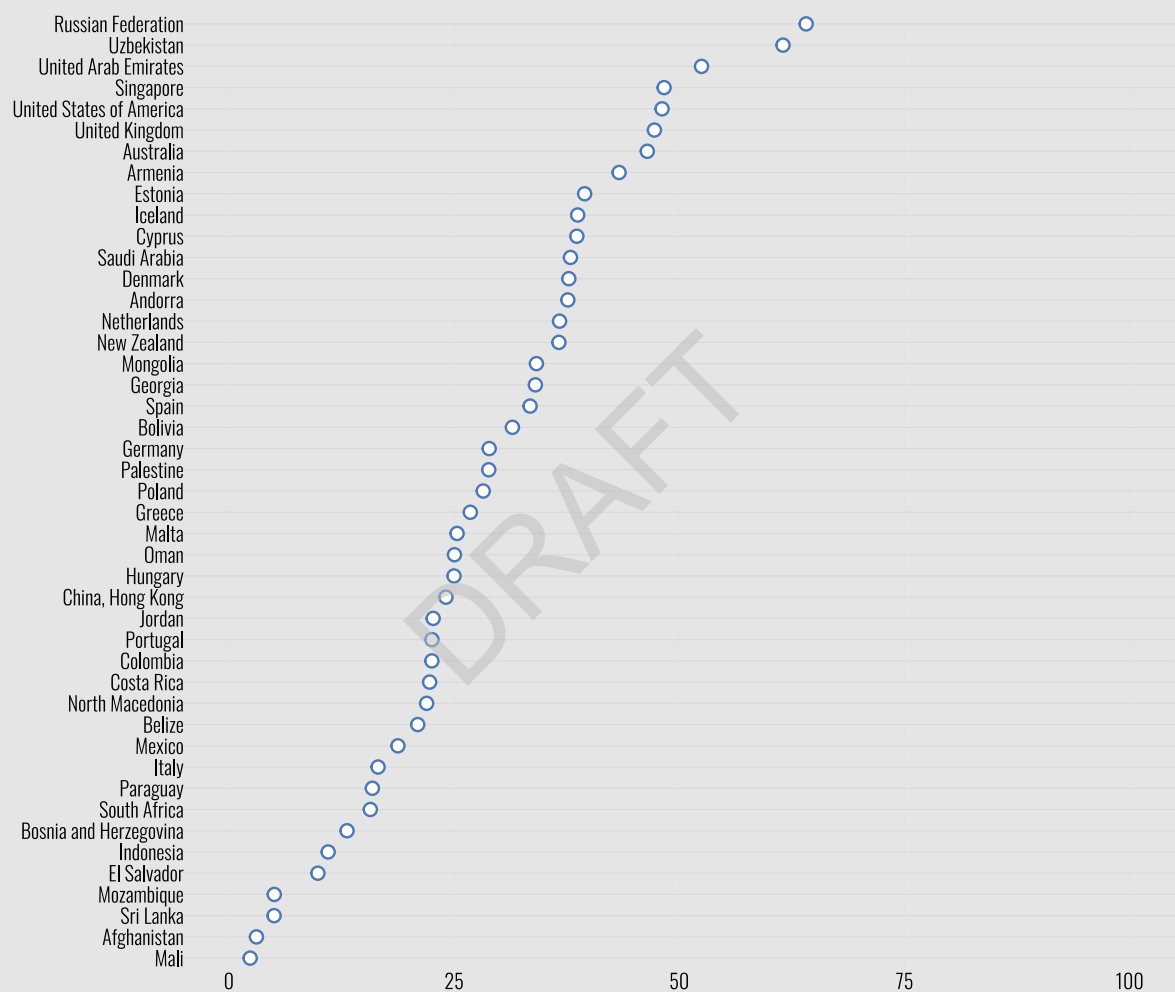


Source: UIS database

Figure 4.3.

Population aged 25 years and above that attained or completed at least the short-cycle tertiary education

By Country, latest year available (after 2020)



Source: UIS database

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Parity

Target 4.5 - By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Global Target 4.5 focuses on achieving gender equality in education and ensuring that marginalized and vulnerable groups, such as persons with disabilities, indigenous peoples, and children in vulnerable situations, have equal access to quality education and vocational training at all levels. It aims to eliminate disparities in education and promote inclusivity to ensure that no one is left behind in the quest for quality education.

Highlights

- In relation to target 4.1, while girls are still disadvantaged in terms of access (i.e. the out-of-school rates are higher for girls in the primary, lower and upper secondary education), they complete the education levels more than the boys
- Data also shows that gender parity for completion rates favor girls in all regions, but Sub-Saharan Africa.
- In the upper secondary, sixteen countries progressed in achieving parity in the out-of-school indicator during the same period.
- Gender parity in relation to target 4.2, one year before than official primary entry age, is achieved in many countries.
- In the tertiary level, the related gender parity index shows that perfect parity is rare and that boys are usually disadvantaged, except for Sub-Saharan Africa.
- Parity in ICT skills commonly disadvantage girls in all regions.
- Parity in teacher qualifications is achieved in most regions, but Sub-Saharan Africa and Latin America and the Caribbean, where more women with qualification teach.

The global indicator for target 4.5.1 covers all the parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected) for all education indicators on this list that can be disaggregated.

When focusing on gender parity in relation to target 4.1, data indicates that while girls are still disadvantaged in terms of access, the out-of-school rates are higher for girls in the primary, lower and upper secondary education, they complete the the education levels more than the boys (Figure ?? and fig-oosgpia). Afghanistan is a notable exception to this trend.

Data also shows that gender parity for completion rates favor girls in all regions, but Sub-Saharan Africa. In this region, Mali, Chad and Equatorial Guinea have indices close to 0.5, denoting an important difference between boys and girls. In Asia, Afghanistan and Yemen have similar indices. Only a few countries showed progress above 0.1 points since 2015. Afghanistan is the only country that showed progress above 0.1 points in the primary. In Sub-Saharan Africa, Namibia and Niger distanced from parity for 0.1 and 0.2 points, respectively. In lower secondary, Mauritania, Niger, Senegal, Burkina Faso and Guinea progressed, along with Honduras. In the upper secondary, sixteen countries progressed in the period. Senegal, Niger, Burkina Faso and Tanzania approached parity by more than 0.2 points. Belize and Mozambique on the other hand, distanced from parity by 0.26 and 0.31 points.

Gender parity index for out-of-school vary more in all regions. Gender parity is achieved by more countries in primary than lower and upper secondary. In the lower and upper secondary, gender parity index is achieved by only a few countries. Also, progresses and declines are more common in this indicator. Thirty nine countries approached parity since 2015, while twenty-seven distanced from the target in the primary and upper secondary levels.

In relation to target 4.2, regional differences appear less important. Sub-Saharan Africa remains the region where girls are most disadvantaged. Little progress is seen in enrolment. Liberia progressed in parity for attendance rates, while Senegal and Mauritania distanced from parity, but advantaging girls.

Target 4.3 focus on tertiary education. The related gender parity index shows that perfect parity is rare and that boys are usually disadvantaged, or the enrolment of girls is higher at this level. In Sub-Saharan Africa, girls are still disadvantaged in most countries.

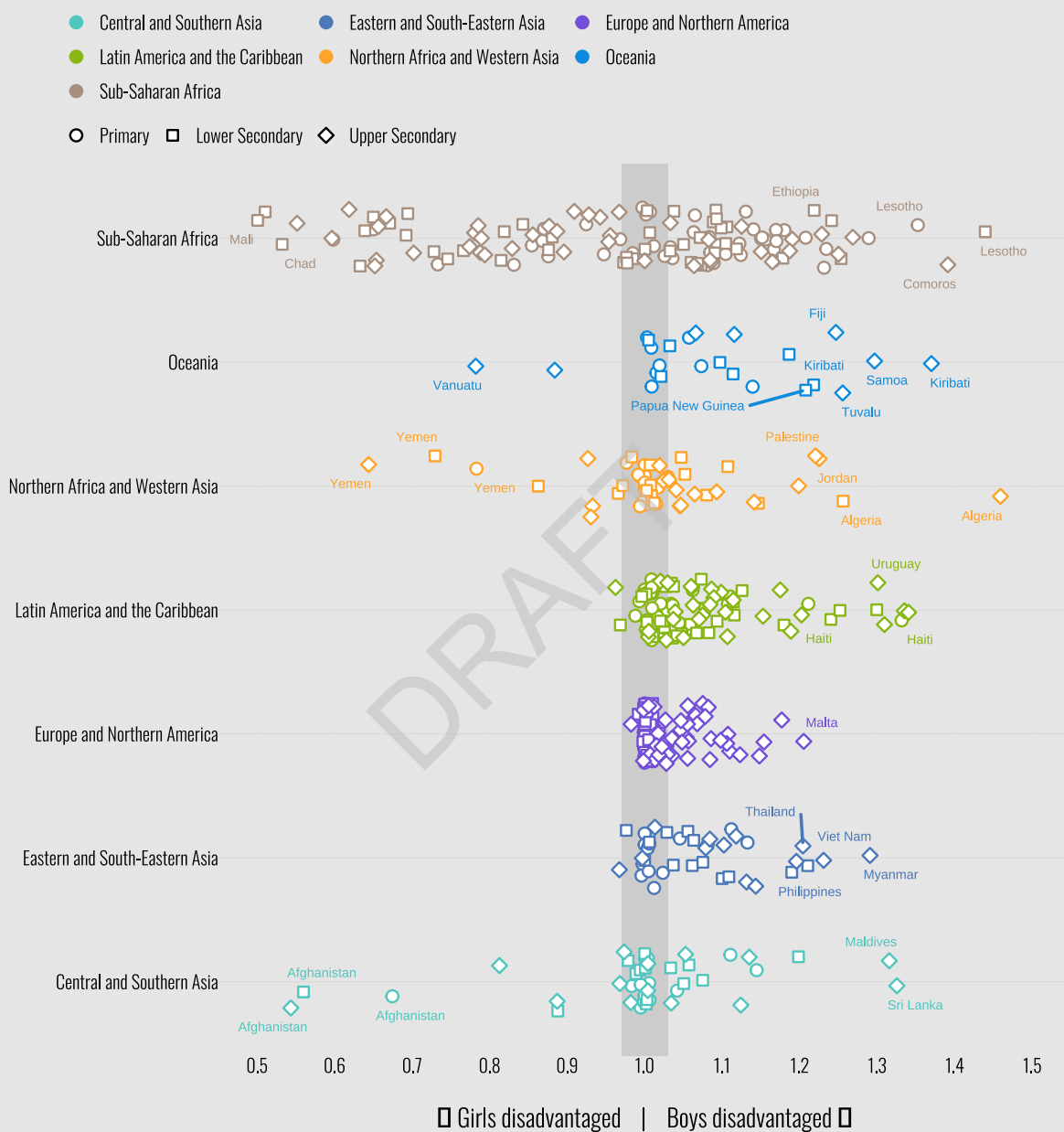
Gender parity for Target 4.4 that deals with information and communication technology skills, shows a clear disadvantage for girls in all skills.

In terms of gender parity in teachers qualifications, Latin America and the Caribbean, and Sub-Saharan Africa have more women teachers than men. In the other regions, parity is present for most countries with a few exceptions. It is the case for some countries in Eastern Europe, Sri Lanka, Nepal and India, in Asia. Brunei, Malaysia and Pakistan have more men with the required qualifications.

Figure 5.1.

Gender Parity in Completion rates

Latest year available, by level and region

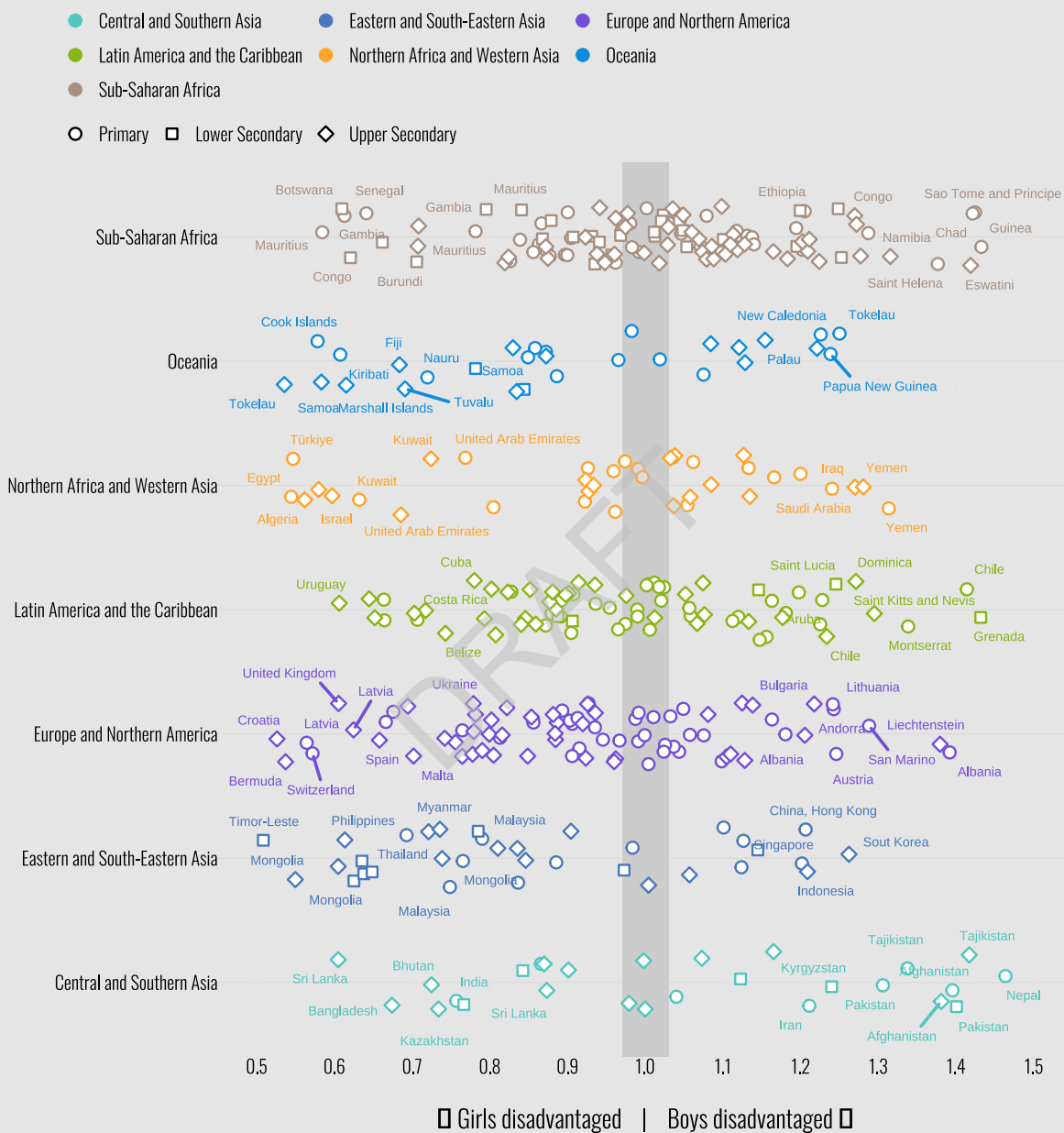


Source: UIS database

Figure 5.2.

Gender Parity in Out-of-School rate

Latest year available, by level and region

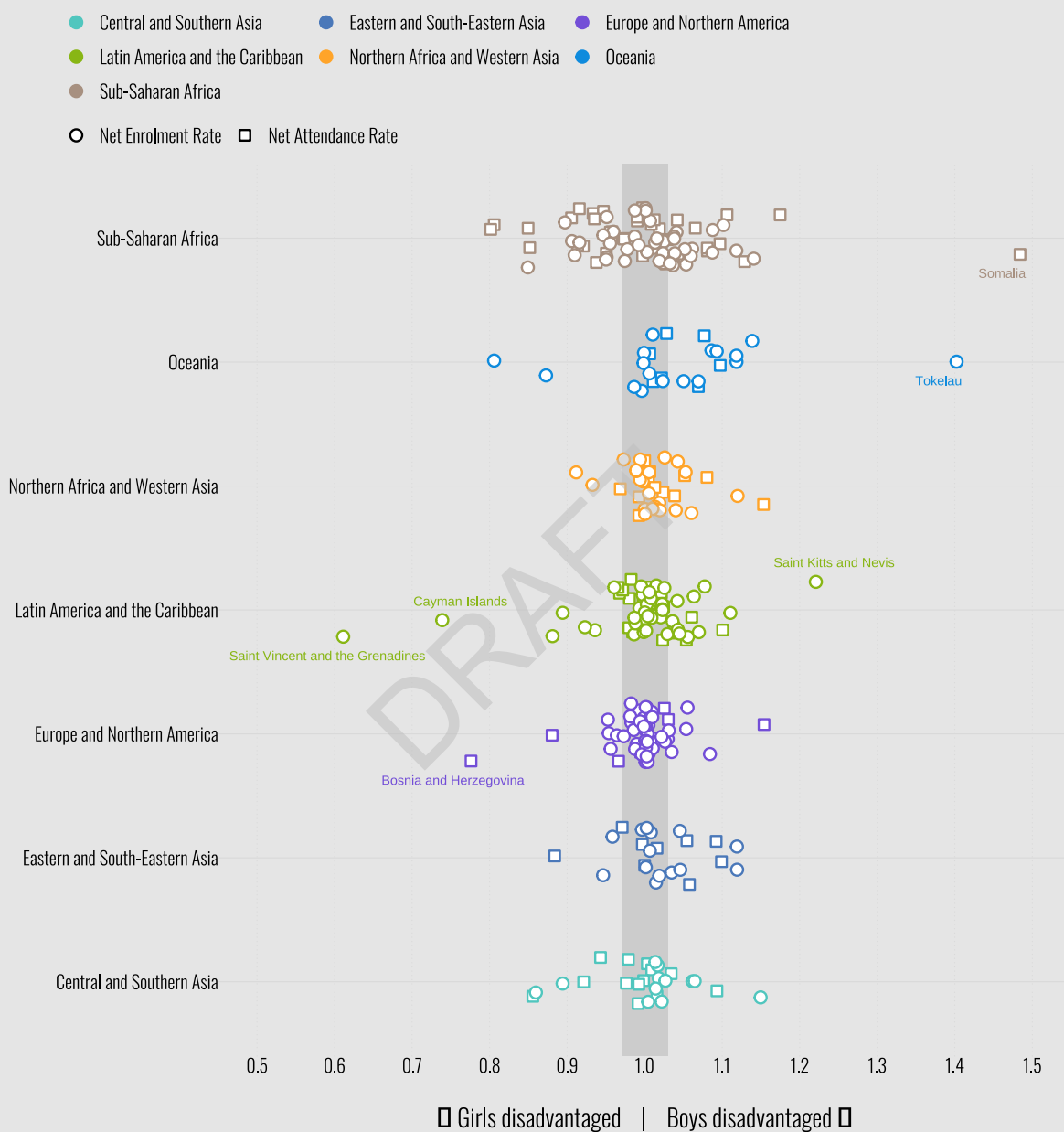


Source: UIS database

Figure 5.3.

Gender Parity in Net attendance and enrolment rates

One Year Before Than Official Primary Entry Age, latest year available, by region

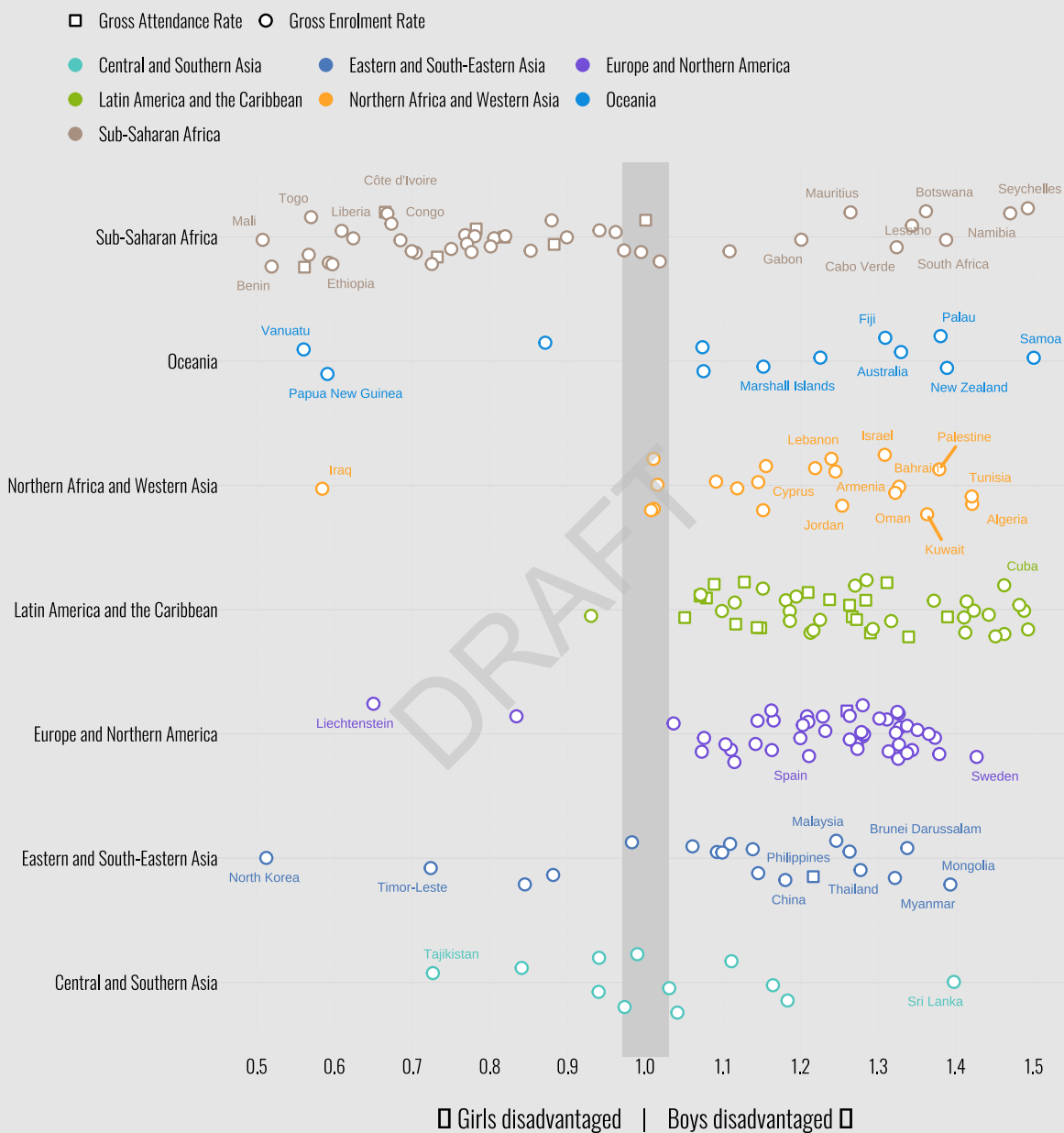


Source: UIS database

Figure 5.4.

Gender Parity in Gross attendance and enrolment rates

Tertiary education, latest year available, by region

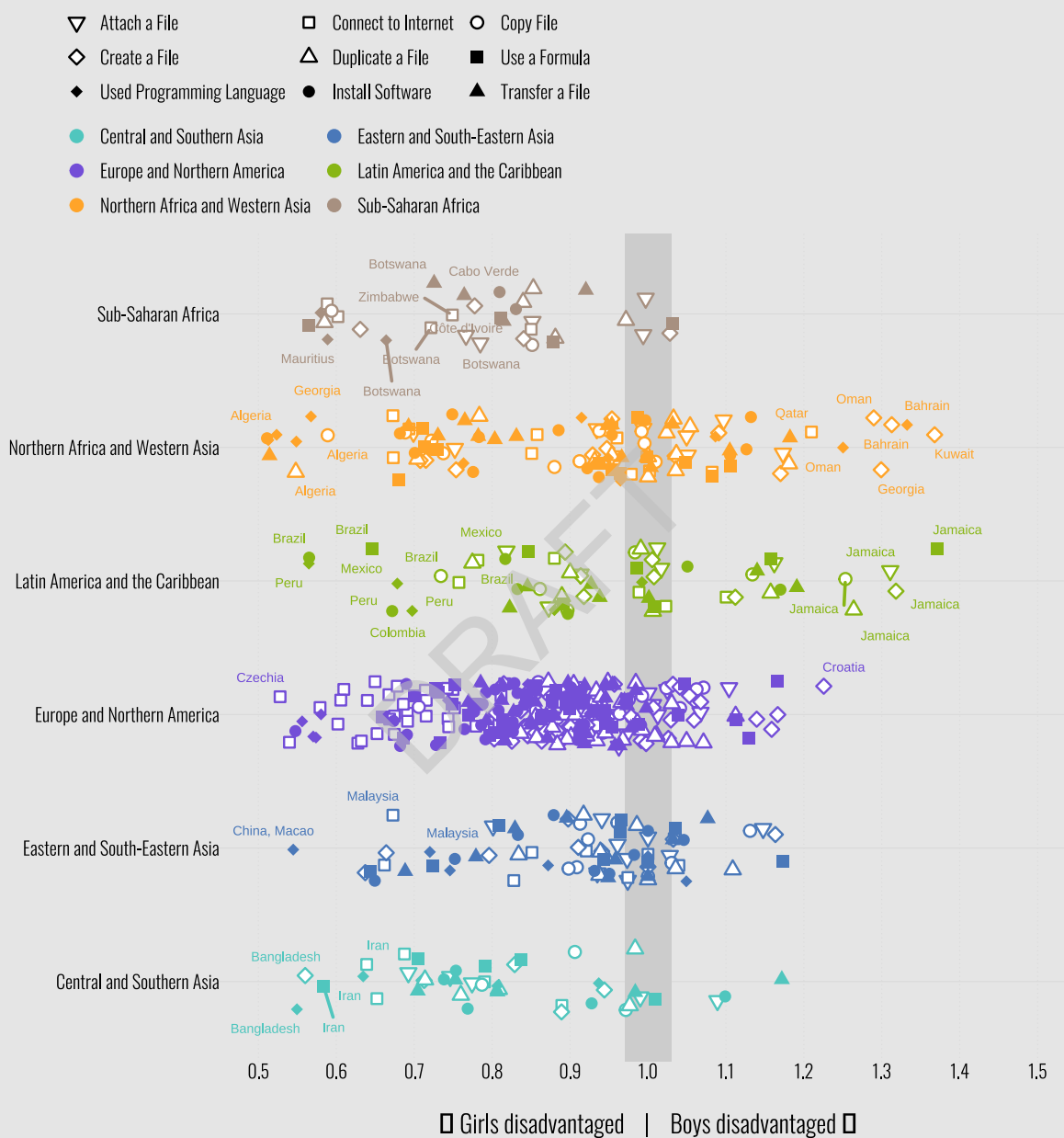


Source: UIS database

Figure 5.5.

Gender Parity in Information & Communication Technology

latest year available, by region

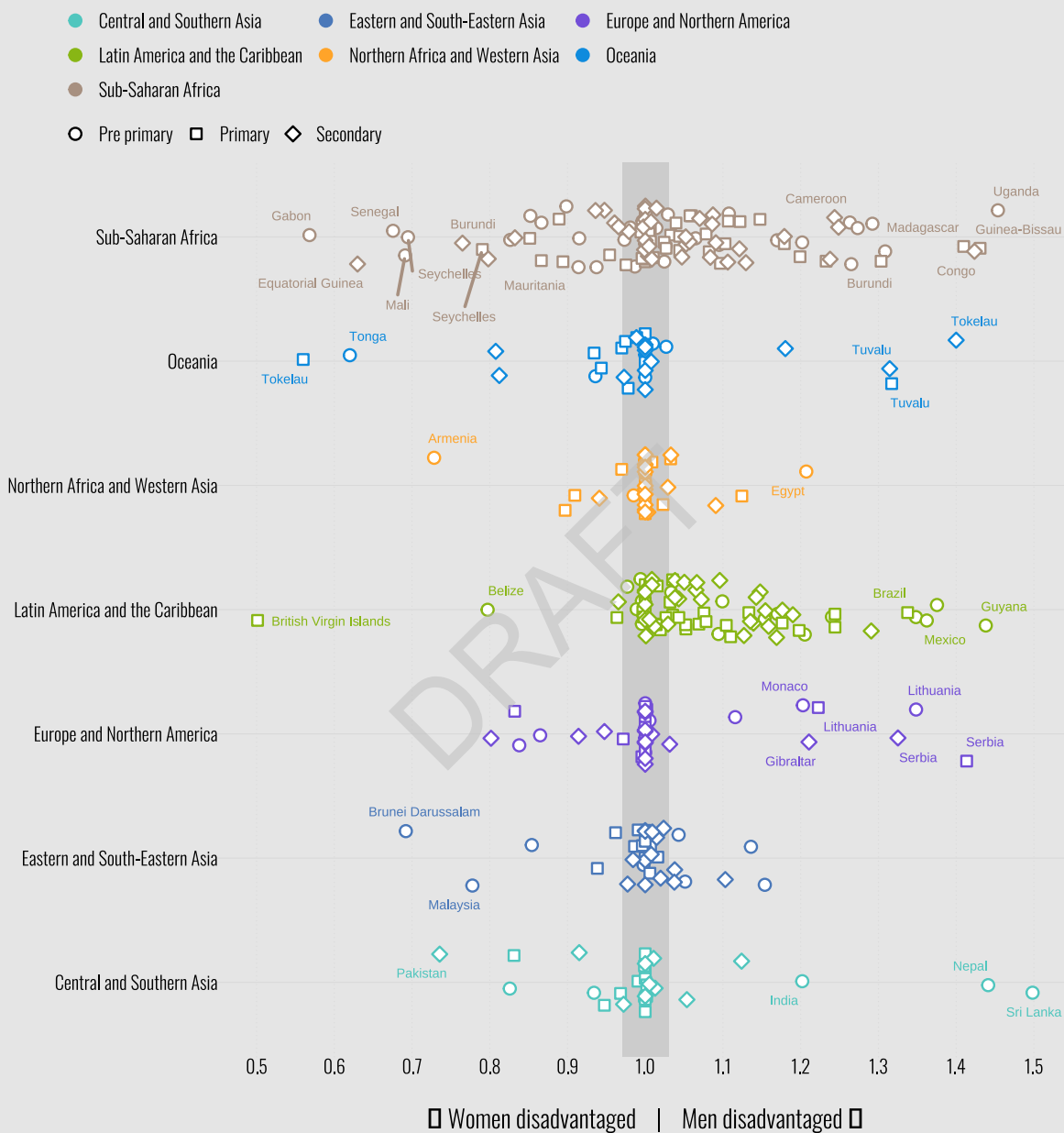


Source: UIS database

Figure 5.6.

Gender Parity in Teachers Minimum Qualification

Latest year available, by region



Source: UIS database

Literacy and numeracy

Target 4.6 - By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Global Target 4.6 highlights the importance of not only providing quality education for children and youth but also ensuring that adults, regardless of their age or gender, have access to opportunities for literacy and numeracy. It underscores the critical role of lifelong learning in promoting individual empowerment, skill development, and overall societal progress, with a focus on both men and women. By 2030, the aim is to substantially increase literacy and numeracy rates among both the youth and adults, promoting a more educated and skilled population.

Highlights

- Levels of functional literacy are higher than numeracy in most countries.
- Only one in two people in Latin America and the Caribbean have proficiency in numeracy and literacy.
- In relation to 2015, literacy rates declined two percentage points for youth and almost 10 percentage points for adults in 2022.

Global indicator 4.6.1 is concerned with the population achieving at least a fixed level of proficiency in functional literacy and numeracy skills. Figure ?? plots both indicators for the latest data point available in some countries. It shows that levels of functional literacy and numeracy are higher in Europe and Northern America, and above 70%. It also shows that, in general, levels of functional literacy are higher than numeracy in most countries; Kenya and South Africa are exceptions. South Africa and Japan reported the highest levels in both indicators. Only one in two people in Latin America and the Caribbean have proficiency in numeracy and literacy.

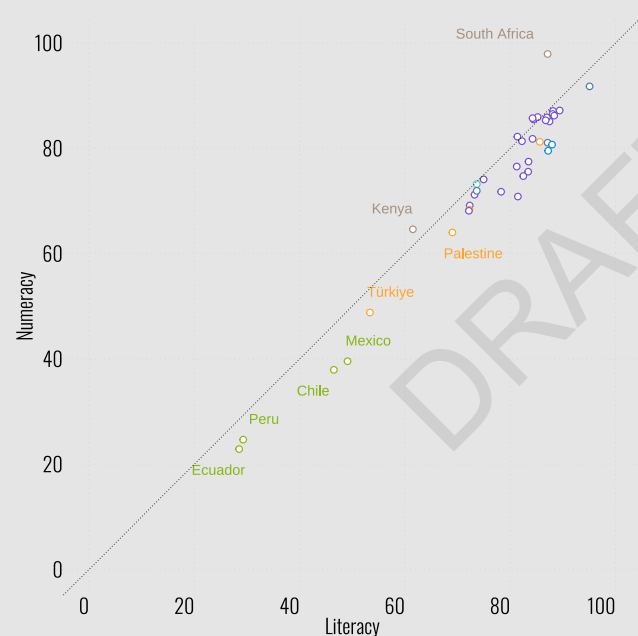
The thematic indicator for the target deals with literacy rates. Figure ?? shows the evolution of adult and youth literacy rates between 2010 and 2023 by region. Figure shows that youth literacy rates are usually higher than adult, and a slight decline in the last couple of years. In 2022, World average rate is around 85% for youth and 73% among adults. In relation to 2015, it represents a slight decline for youth and almost 10 percentage points for adults. It also shows that literacy rates are stable and close to 100% in Europe and North America for youth and adults. In Latin America, youth rates are close to 100% and adults above 90%, both are also stable. Sub-Saharan Africa has the lowest rates. Roughly two in three adults, and 4 in five youth are literate.

Figure 6.1.

Proportion achieving at least a fixed level of proficiency in functional literacy and numeracy skills

By region, latest value available, both sexes (%)

- Central and Southern Asia
- Eastern and South-Eastern Asia
- Europe and Northern America
- Latin America and the Caribbean
- Northern Africa and Western Asia
- Oceania
- Sub-Saharan Africa

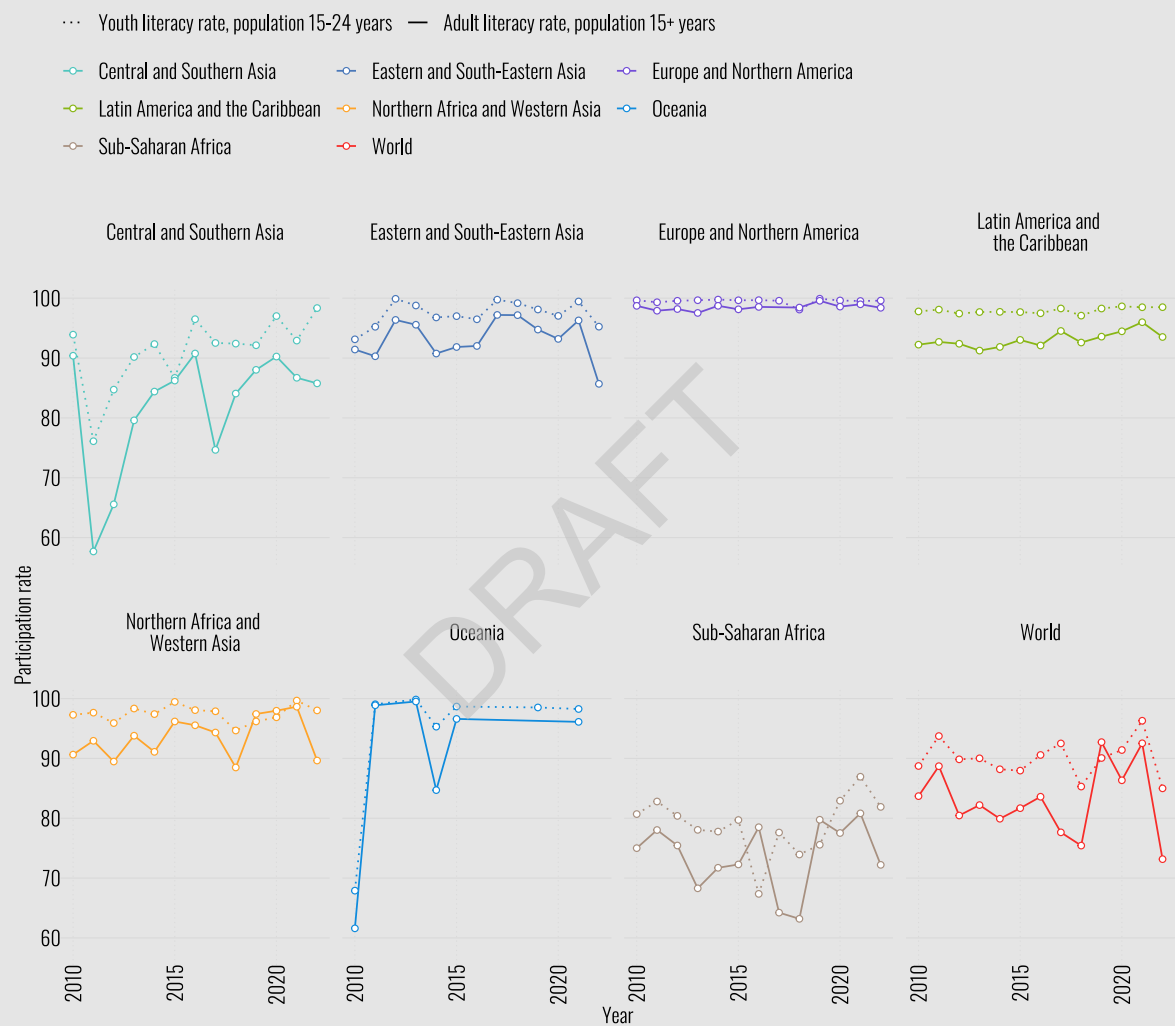


Source: UIS database

Figure 6.2.

Youth/adult literacy rate

By region, both sexes (%)



Source: UIS database

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Sustainable development and global citizenship

Target 4.7 - By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Global Target 4.7 is dedicated to ensuring that education fosters values and skills needed for global citizenship, sustainable development, and promoting a culture of peace. It places an emphasis on the broader aspects of education, including cultivating values, attitudes, and competencies that enable learners to engage with global challenges, advocate for sustainability, and work towards a more peaceful and inclusive world. This target promotes the integration of these critical elements into educational curricula to create a new generation of informed, responsible, and empathetic global citizens who actively contribute to sustainable development and peace-building efforts.

Highlights

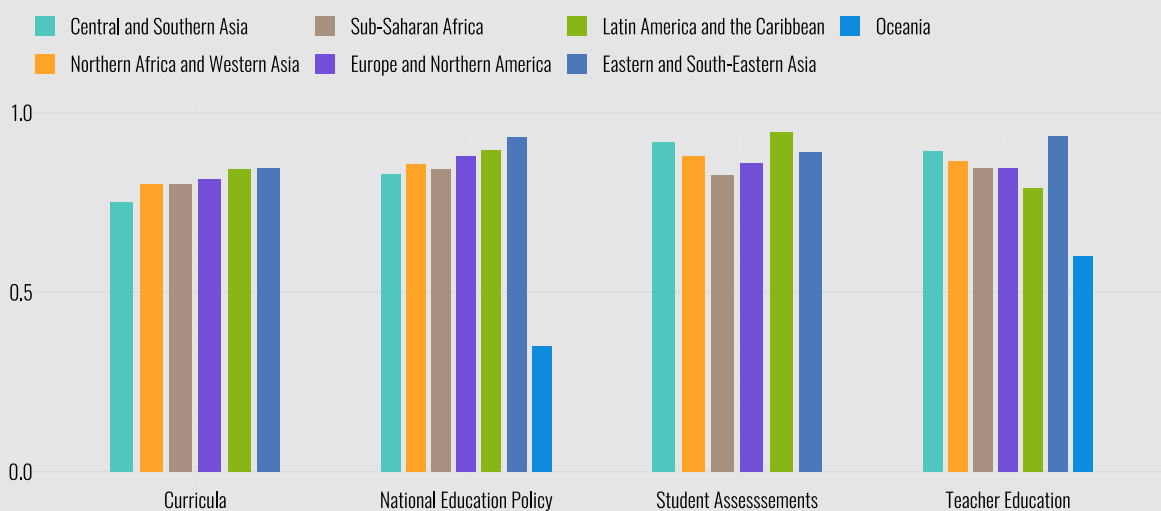
- Seventy countries have participated in the last consultation in 2020
- Average score for mainstreaming is above 8 in all four indicators globally. Higher averages are for student assessments and education policies.
- Eastern and South-Eastern Asia, and Latin America and the Caribbean have the highest average score in curricula and national education policy
- Central and Southern Asia, and Latin America and the Caribbean have the highest average score in Student assesment
- Eastern and South-Eastern, Central and Southern Asia score higher in Teacher education

Global indicator for target 4.7 is the extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment. The global indicator reflects the fact that the international community has recognised the importance of monitoring the content of education. This is positive, as it will encourage countries to reflect on what is taught in classrooms, and how, not just on numbers enrolling in or finishing a cycle of education.

Figure 7.1.

Average Score for Mainstreaming global citizenship education and sustainable development

By Region and Dimension (2020)



Source: UIS database

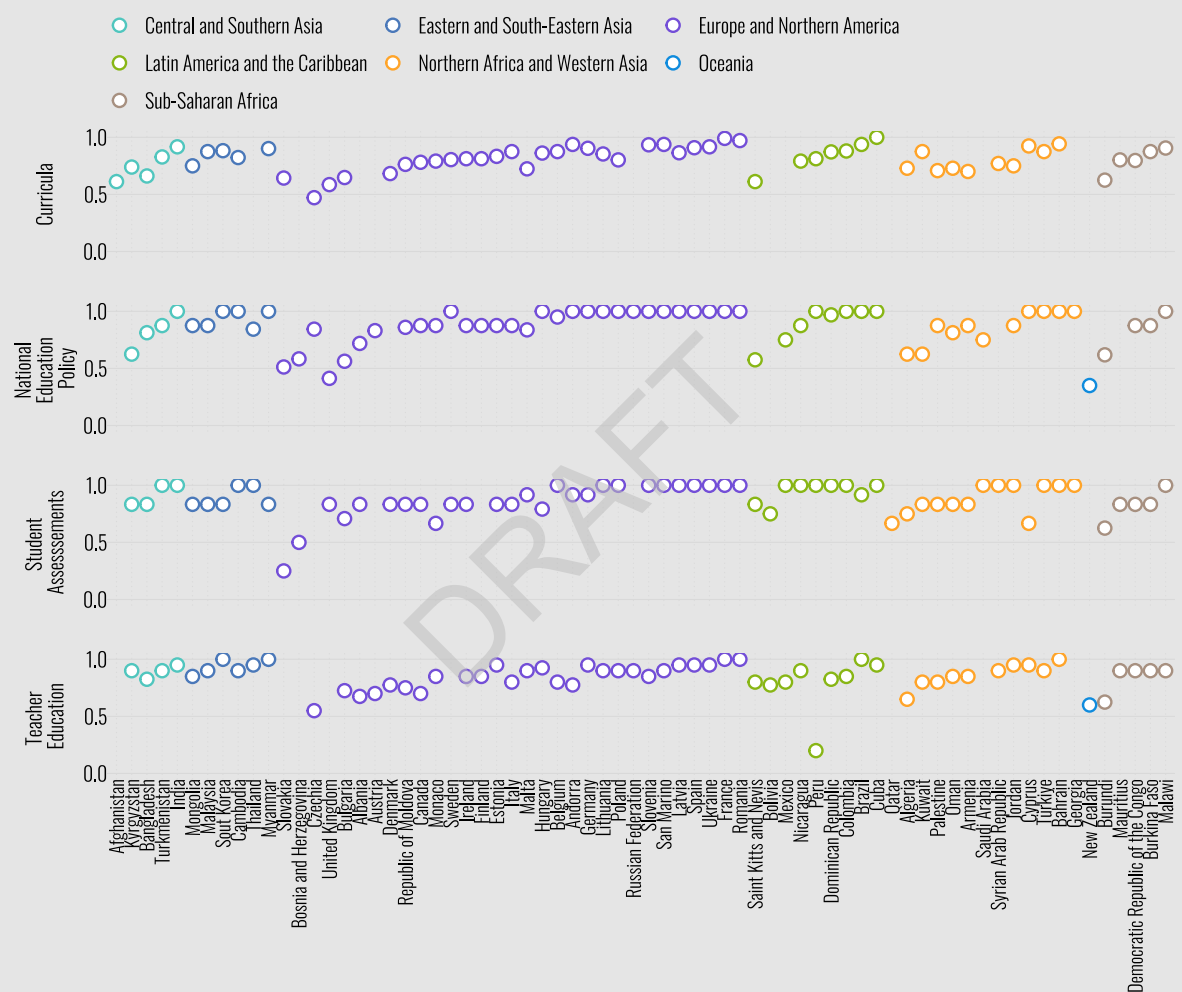
For each of the four components of the indicator (policies, curricula, teacher education, and student assessment), a number of criteria are measured, which are then combined to give a single score between zero and one for each component. In the latest consultation in 2020, seventy countries took part. A reduction in relation to previous consultation (57 in 2012 and 83 in 2016).

Higher averages are for student assessments and education policies. That means that global citizenship education and education for sustainable development are integrated more often in these two dimensions. In teacher and students education the averages are lower, but still score above 8. Scores vary between and within regions. Figure ?? shows that in Latin America and the Caribbean, while mainstreaming in student assessments score above 9, in teacher educations the average score is below 8.

Figure 7.2.

Mainstreaming global citizenship education and sustainable development

By Country, region and dimension (2020)



Source: UIS database

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Learning environment

Target 4.a - Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Global Target 4.a focus is on the environment in which educational activities take place. Schools, vocational centres and universities have to provide facilities that encourage and foster learning and knowledge acquisition. Moreover, it is expected the learning environments to be free of bullying among the users and secure from outside attacks.

Highlights

- Electricity is available in 90% of the schools in all levels
- Computers and internet are available from 60% in the primary to 80% in upper secondary.
- HIV and sex education is available in at least 80% in mostly all schools in all three levels.
- Regional differences are still very important in service availability. Electricity is available in only 32% of primary schools in Sub-Saharan Africa, and above 80% in the other regions and 100% in Eastern and South-Eastern Asia, Europe and Northern America and Oceania.
- Water-related services are available in at least 90% of the schools and close to 100% in the secondary levels in most regions, except in Sub-Saharan Africa, where these services are available in around 75% in primary schools, 80% in lower and 85% in upper secondary.

Global indicator for target 4.a focus on school facilities. It monitors the proportion of schools offering basic services such as: electricity, internet, computers, adapted infrastructure and materials for students with disabilities, basic drinking water, sanitation and handwashing facilities.

Latest data for this indicator is from 2023, but sample from 2022 is more representative. In that year, globally, 88% of the primary schools have electricity. Computers are available in 67%, but only 60% have internet for pedagogical purposes. Basic drinking water and handwashing facilities are available in 88% of the schools. Sanitation in only 80% of them.

In lower secondary education, electricity is available in 91% of the schools. Computers and internet are available in 73% and 70% of the schools, respectively. Water-related services are available in at least 85% of the schools.

In upper secondary, the availability of the services are higher. Electricity is available in 92% of the schools. Computers are available in 81% of the facilities and 76% have internet available for pedagogical purposes. Basic drinking water, sanitation and hand-washing services are available almost 90% of the schools.

HIV and sex education is available in at least 80% in mostly all schools in all three levels.

Figure 8.1.

School Environment

By Region and education level, latest available year



While data sounds promising globally, regional differences are still very important. Electricity is available in only 32% of primary schools in Sub-Saharan Africa, and above 80% in the other regions and 100% in Eastern and South-Eastern Asia, Europe and Northern America and Oceania. In the secondary, availability of electricity is higher in Sub-Saharan Africa, close to 80%. Differences in availability of computers is also less important, in Sub-Saharan Africa, around 70% of the lower secondary and 80% of upper secondary schools have computers. In the other regions, the rates of availability are above 90%.

In Sub-Saharan Africa, water-related services are available in around 75% in primary schools, 80% in lower and 85% in upper secondary. In all the others regions, these services are available in at least 90% of the schools and close to 100% in the secondary levels.

Scholarships

Target 4.b - By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

Global Target 4.b is a specific target under SDG 4 that focuses on expanding higher education opportunities, particularly in developing countries. This target highlights the importance of increasing access to higher education, vocational training, and technical programs in developed countries and other developing countries for students from less privileged nations, including least developed countries,

small island developing states, and African countries. The provision of scholarships and opportunities for international study helps to bridge educational disparities and promote capacity building in regions with limited access to higher education, thus contributing to sustainable development and the promotion of skills and knowledge.

Highlights

- Total Official Development Assistance (ODA) given to scholarship fluctuates around 0.8 billion US\$ since 2010; ODA peaked at 1.2 billions in 2019.
- Thirty-two countries received less than 2M USD in scholarships in 2021.
- A few countries received more than USD 20 millions in 2021, such as India, Pakistan, China, Viet Nam, Moldova, Algeria, Siria and Morocco.
- Sub-Saharan African countries that receive the highest amounts are Ethiopia, Nigeria, Cameroun and Ghana.

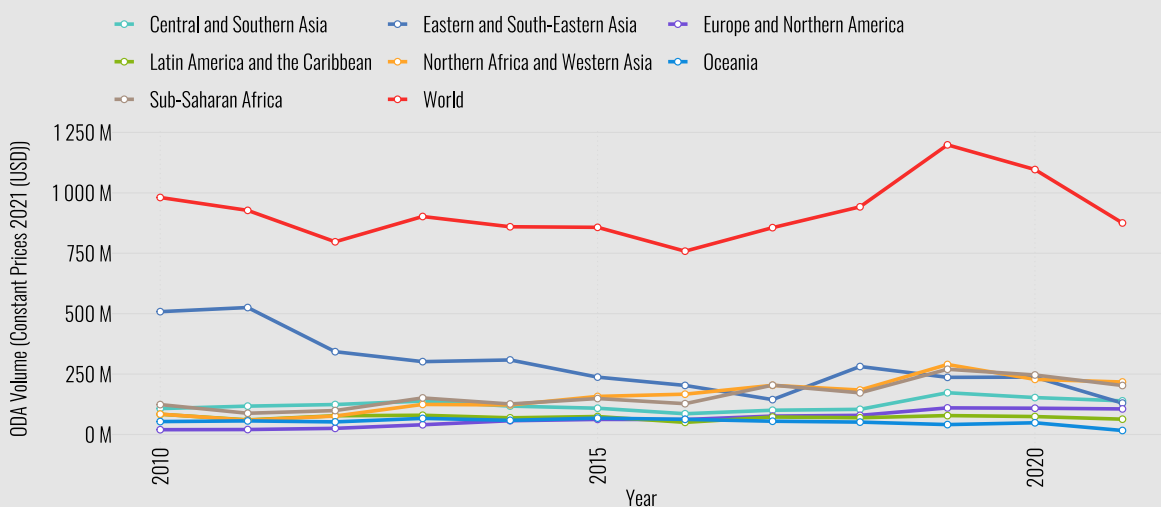
Global indicator for target 4.b monitors the volume of official development assistance (ODA) flows for scholarships by sector and type of study. It is concerned with the support rich countries give to education in the developing world. It does not monitor the scholarships that are granted outside aid programs.

Figure ?? shows that the amount of ODA given to scholarship fluctuates around 0.8 billion US\$ since 2010. A high exception is 2019, in which the scholarships peaked at 1.2 billions. In regional terms, the figure also shows that there used to be a greater expenditure on students from Eastern and South-Eastern Asia to study abroad. Since 2015 ODA for these countries has aligned to the other regions, especially Sub-Saharan and Northern Africa and Western Asia. Latin America and the Caribbean and Oceania are the regions that receive the lowest ODA. Europe and Northern America used to receive almost no ODA, but since 2016 they receive more than these two other regions.

Figure 9.1.

Volume of official development assistance flows for scholarships by sector and type of study

By Region (M US\$)



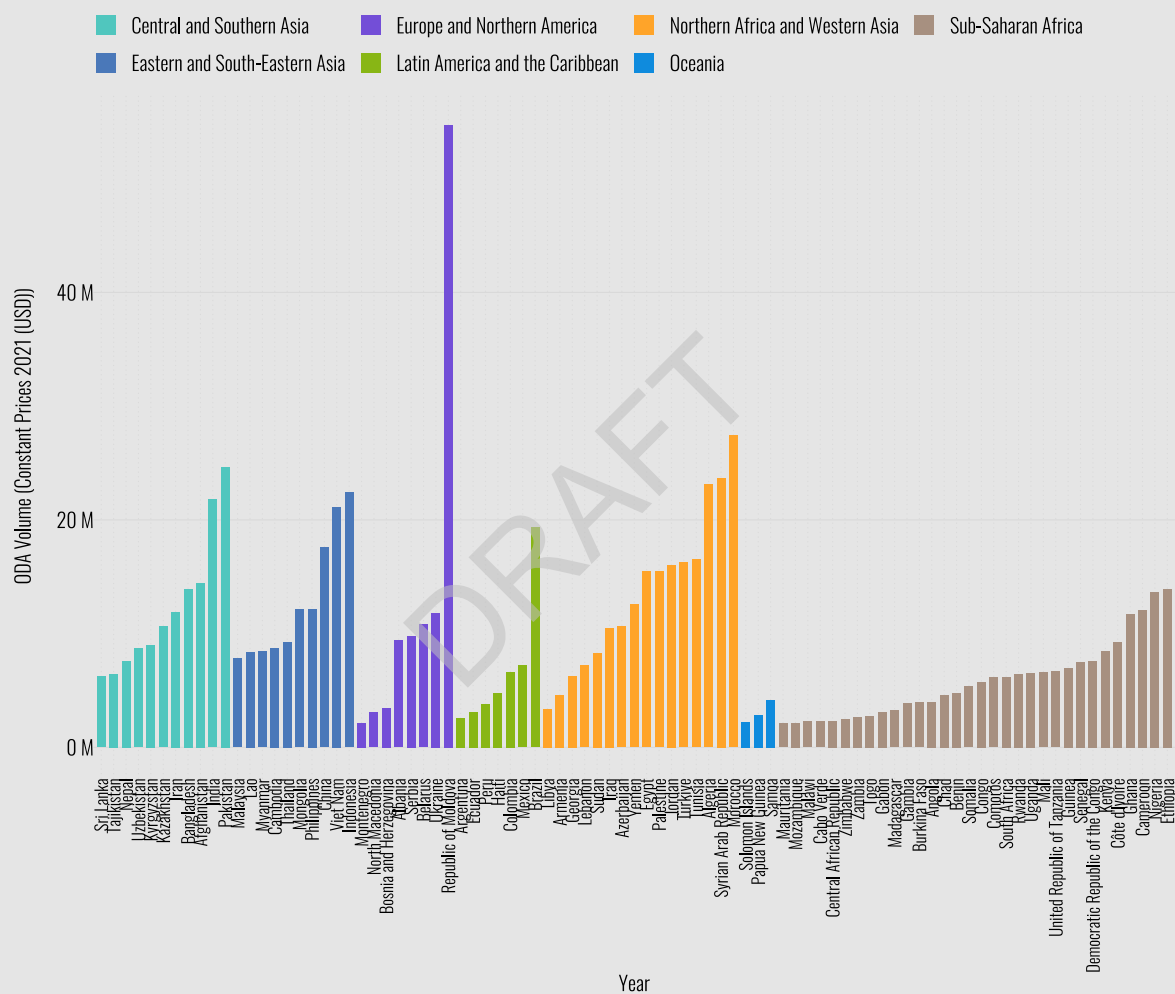
Source: UIS database

Official assistance by country (Figure ??) is rarely above 20 millions in a year. Data from 2021 shows that the following countries were granted more than this amount: India, Pakistan, China, Viet Nam, Moldova, Algeria, Syria and Morocco. Sub-Saharan African countries that receive the highest amounts are Ethiopia, Nigeria, Cameroon and Ghana. The average in 2021 was 4.3 millions. The highest mean in the same year was granted for Northern Africa and Western Asia, with 13.5 millions in scholarships by year and country.

Figure 9.2.

Volume of official development assistance flows for scholarships by sector and type of study

By country, 2021 (M US\$)



Source: UIS database. Note: Thirty-two countries granted with less than 2M USD were excluded

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Teachers

Target 4.c - By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Global Target 4.c aims to increase the supply of qualified teachers in developing countries. It emphasizes the critical role of well-trained and qualified teachers in providing quality education. It focuses on the need to address teacher shortages, particularly in developing countries, including the least developed countries and small island developing states. Increasing the number of skilled teachers is fundamental to improving the quality of education and enhancing learning outcomes, which, in turn, contributes to broader sustainable development goals.

Highlights

- The criteria for considering a teacher trained in what is required for teaching differs from country to country.
- In 2020, the average proportion of trained teachers for the pre primary is 79%, 84% for the primary and 76% in the secondary.
- In general, asian sub-regions report the higher proportions of trained teachers.

The proportion of teachers with the minimum required qualifications is the global indicator for target 4.c. It covers four education levels, from the pre-primary to the upper secondary education, and monitors who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching.

In 2020, the average proportion of trained teachers for the pre primary is 79%, 84% for the primary and 76% in the secondary.

In regional terms, Central and Southern Asia reported that almost all teachers are trained in the pre primary. In Europe and Northern America, and in Latin America and the Caribbean the proportion of trained teacher is close to 65% in this level.

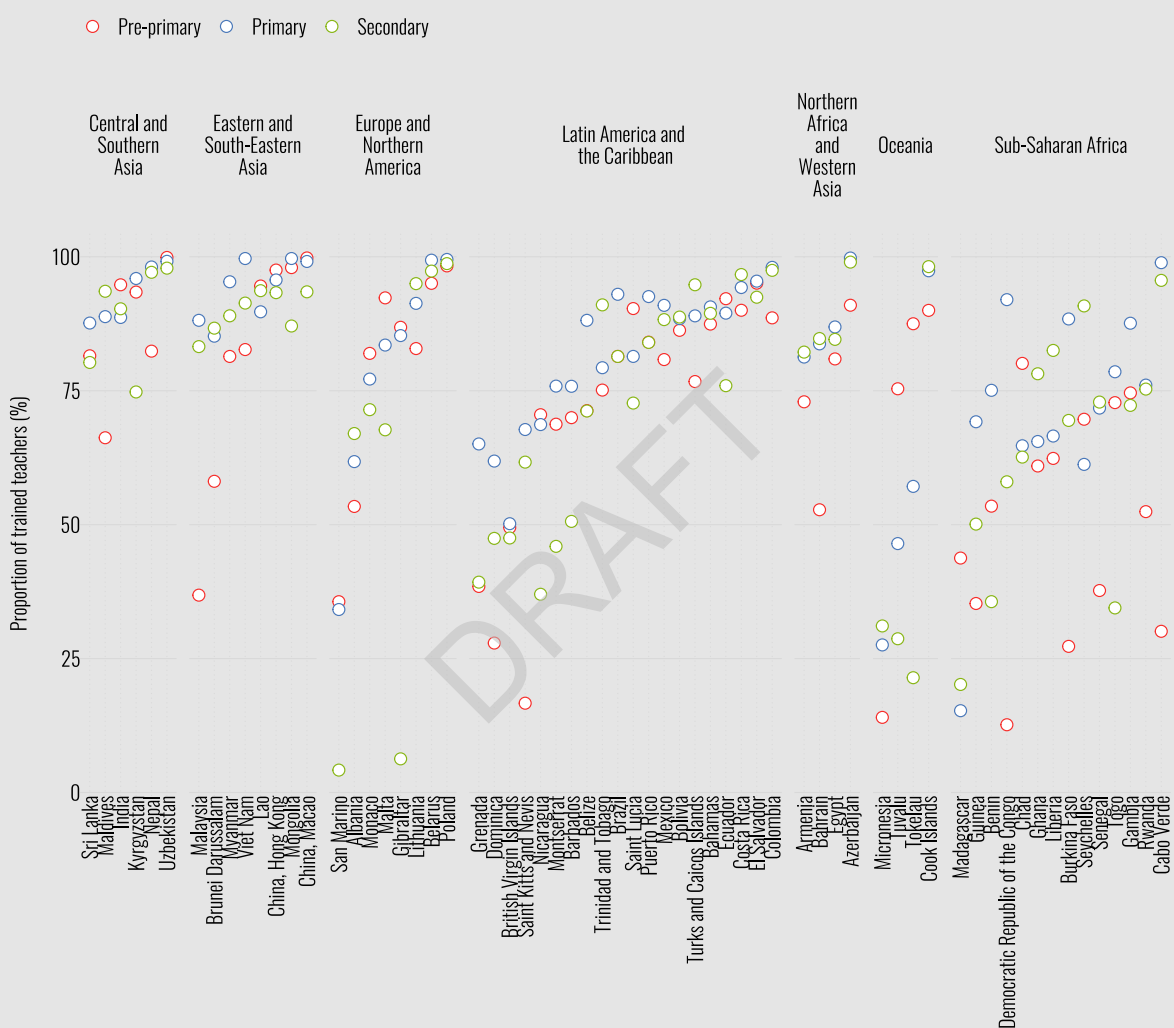
In the primary, all regions in Asia reported above 90%. The proportion of trained Sub-Saharan Africa and Latin America and the Caribbean are 82%. In the secondary, the proportion is ten percentage points lower in both regions. In Asia, the proportion is between 85% and 88% in the secondary.

Target 4.c is also being monitored in seven other thematic indicators.

Figure 10.1.

Proportion of teachers with the minimum required qualifications

By Country and level (%)



Source: UIS database. Note: Proportions of 0 and 100 excluded

Financing education

Target 1.a - By 2030, ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

Education 2030 Framework for Action - Government expenditure on education as a percentage of GDP

Financing Education has two main dimensions. Global Target 1.a aims to ensure that resources from a variety of sources, including through enhanced development cooperation, are available to implement programs and policies to end poverty in all its dimensions. It emphasizes the importance of allocating resources to developing countries to implement programs and policies to address poverty comprehensively. The Financial Target for Education 2030 (FTF) is an initiative that aims to mobilize financial resources to support

education, aligning with the global education agenda outlined in the Education 2030 Framework for Action (FFA). The FTF sets financial targets to ensure that countries allocate an adequate share of their national budgets and international development aid to education. The specific financial target for education under Education 2030 FFA is that countries should allocate at least 4-6% of their Gross Domestic Product (GDP) to education and at least 15-20% of their public expenditure to education.

Highlights

- As a percentage of GDP, the world average is stable at 4.5% since 2010. Most regions' investment is stable over time. Central and Southern Asia countries increased their investment since 2010 in almost one percentage point. Eastern and South-Eastern Asia is investing 3.2% in 2021, against 3.7% in 2010. In 2021, the highest investment as a percentage of GDP is in Oceania (6.5%) and the lowest is in Eastern and South-Eastern Asia countries (3.5%).
- As a percentage of total expenditure, the world average is in decline, passing from 14.3% in 2010 to 13.6% in 2020. Central and Southern Asia countries invest more in comparison with 2010s. Europe, Northern and Latin America and the Caribbean have decreased their expenditure in education since 2010. A decline is also seen in Sub-Saharan Africa.

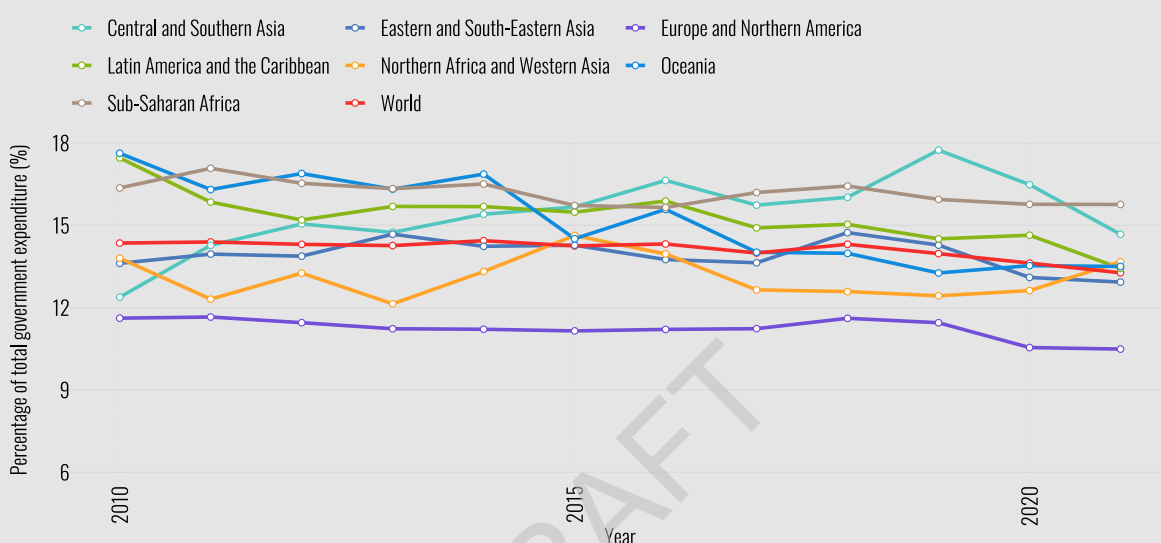
Using the expenditure on education as a percentage of total government expenditure, global indicator for target 1.a (Figure ??), the target is to allocate at least 15% to 20% of public expenditure to education. World average in 2010 was 14.3% and 13.6% in 2020. The slight decrease in investment worldwide is more accentuated from 2018. Central and Southern Asia countries invest more in comparison with 2010s (14.2% in 2011 to 14.6% in 2021), but less than 2019

(17.7%). Eastern and South-Eastern Asia invested in 2011 13.9% and 12.9 in 2021, a one percentage point less Europe and Northern America shows the rate decline over the years. Countries in the region invested close to 10.5% in 2021. Latin America and the Caribbean countries also invest less than in the beginning of the past decade, around 13% in 2020 against 16% in 2010. Northern Africa and Western Asia shows a steady investment rate in the period, investing 13.5% in 2021. Oceania's country sample varies during the years. In 2020, the average for ten countries was also 13.5%. The percentage of total government expenditure used for education in Sub-Saharan Africa was 16.3% in 2010 and 15% in 2020. Sample varies also in the region.

Figure 11.1.

Expenditure on education as a percentage of total government expenditure

By Region (%)



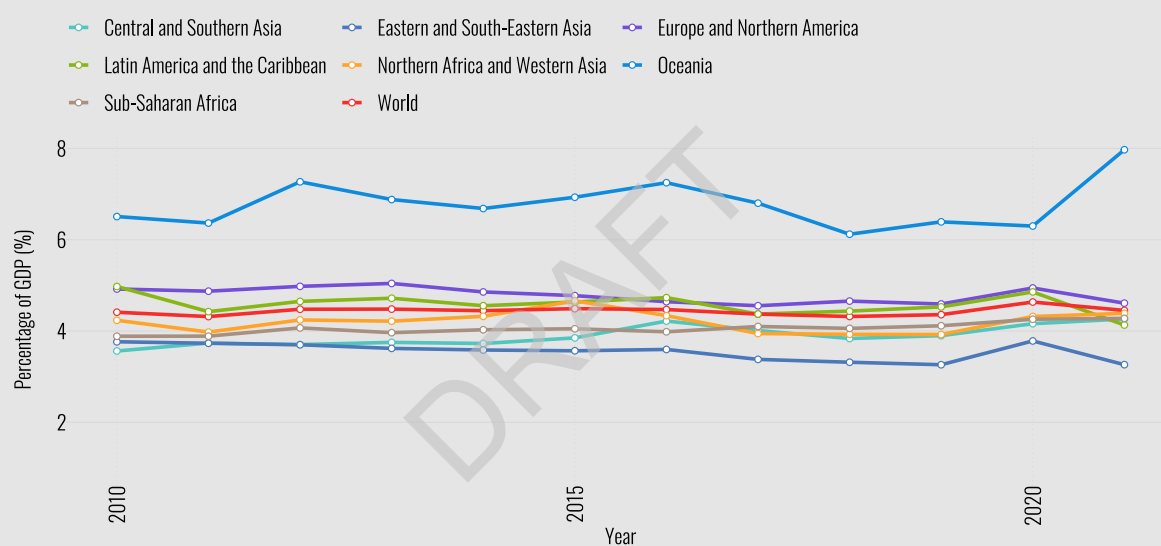
Source: UIS database

The indicator proposed by the Education 2030 Framework for Action is the proportion of the Gross Domestic Product (GDP) to education, with a target of 4 to 6%. Figure ?? shows that the world average is stable since the around 2010, at around 4.5%. Central and Southern Asia countries are investing 4.4% in 2022, one percentage point more than in 2010 (3.5%). Eastern and South-Eastern Asia is investing 3.25% in 2021, against 3.7% in 2010. Europe and Northern America was investing close to 5% in 2010. In 2021 the average is 4.5%. The same slight reduction can be noticed in Latin America and the Caribbean. Northern Africa and Western Asia invests 4.5% of its GDP in education since 2010. Oceania's investment is the highest, at around 6.5% of the GDP in 2010 and 2020. Investment in Sub-Saharan Africa countries peaked in 2021 at 4.27, but came back to 3.8% of their GDP, the same of 2010.

Figure 11.2.

Government expenditure on education as a percentage of GDP

By Region (%)



Source: UIS database

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Glossary and tables

Indicator 4.1.1 - Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Definition SDG Indicator 4.1.1: Percentage of children in primary education and at the end of secondary education reaching at least a minimum proficiency level in reading and mathematics. While many countries already collect data on basic competencies, the data are rarely comparable. The standards for reading proficiency for a child in Japan at the end of primary education may be quite different from what is expected of a child in France. The purpose of common measures of learning is not to erase such differences, which may be based on cultural context, but to create a scaffold, or framework, for each learning domain, based on agreed learning outcomes at each of the points of measurement.

Purpose Governments, teachers and parents all want to know whether their children are adequately prepared to be productive members of society, particularly in today's globalised labour market. These data will provide a way to compare student performance in subject matters necessary for lifelong learning. Proficiency data will also shed light on where education policies, learning strategies or types of teaching may be yielding better results, providing a starting point for policy reforms.

Interpretation The higher the value of the indicator, the higher the proportion of children or young adults who have acquired the minimum level of meaningful competencies.¹

Table 12.1.

Proportion of children and young people in grades 2-3 achieving at least a minimum proficiency level in reading, both sexes (%)

Country	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Europe and Northern America											
Denmark				97.4					96.0		
Ireland				97.7					97.8		
Norway				94.2					95.8		
Latin America and the Caribbean											
Argentina	61.6						54.0				
Bolivia					47.7						
Brazil	66.3						72.4				
Chile	90.1										
Colombia	67.9						64.1				
Costa Rica	82.4						74.7				
Cuba							69.7				
Dominican Republic	25.9						27.1				

¹ UNESCO Institute for Statistics <http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/09/Metadata-4.1.1.pdf>

Table 12.1.

Proportion of children and young people in grades 2-3 achieving at least a minimum proficiency level in reading, both sexes (%) (continued)

Country	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Ecuador	61.9						58.1					•	•
El Salvador							56.4						•
Guatemala	53.9						39.3					•	•
Honduras	54.3						47.2					•	•
Mexico	67.0						62.6					•	•
Nicaragua	43.9						36.1					•	•
Panama	51.1						41.1					•	•
Paraguay	42.6						48.6					•	•
Peru	67.7						75.6					•	•
Uruguay	71.5						64.4					•	•
Oceania													
Australia				94.5					94.2			•	•
Sub-Saharan Africa													
Benin		9.6					37.7					•	•
Burkina Faso		35.4					34.2					•	•
Burundi		79.1					78.9					•	•
Cameroon		29.7					39.4					•	•
Chad		18.1					34.0					•	•
Congo		38.0					63.3					•	•
Côte d'Ivoire		17.3					33.1					•	•
Democratic Republic of the Congo							41.6						•
Gabon							66.1						•
Guinea							23.3						•
Madagascar							55.3						•
Niger		9.8					44.4					•	•
Senegal		28.9					47.7					•	•
South Africa				22.0					19.5			•	•
Togo		20.1					24.5					•	•

Indicator 4.1.2 - Completion rate (primary education, lower secondary education, upper secondary education)

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Indicator 4.1.0 - Proportion of children/young people prepared for the future, by sex

all indicators..

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Classification of education levels

Classification of education levels

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List of SDG 4 targets and indicators

List of SDG 4 targets and indicators (as of October 2023)

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DRAFT

UIS database compilation process

UIS database compilation process

DRAFT

DRAFT

List of resources

List of resources

DRAFT

DRAFT

SDG region composition

SDG region composition

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