

SETTING COMMITMENTS

NATIONAL SDG 4 BENCHMARKS
TO TRANSFORM EDUCATION

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2022

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TO TRANSFORM EDUCATION

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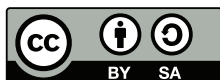
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Foreword

In 2021, the international community reached a major milestone. Some two in three countries engaged in setting national benchmarks for education indicators, fulfilling the neglected commitment made back in 2015 that called for the establishment of ‘appropriate intermediate benchmarks ... to serve as quantitative goalposts for review of global progress vis-à-vis the longer-term goals’ (Education 2030 Framework for Action, §28). In 2022, the international community reaches another milestone, as described in this report: 9 in 10 countries have now set their own national benchmarks. This is a transformative shift in commitments and dedication at a time when new energy for our common agenda is much needed.

Setting national benchmarks means defining the contribution of each country towards the achievement of SDG 4. The climate change agenda has already taken a similar approach. The benchmarking process allows each country to define its own targets while considering its specific context, starting point and pace of progress. This process also strengthens countries’ ownership of their targets and makes them accountable; it helps align national, regional and global education agendas, while improving national planning processes and highlighting data gaps; and it promotes peer dialogue, allowing for cross-country learning through shared experiences.

The UNESCO Institute for Statistics (UIS) and the Global Education Monitoring (GEM) Report launched a report in January 2022 with preliminary results. The report was endorsed by, among others, partners who see in this process an opportunity to strengthen the focus on common objectives: the president of the UN General Assembly, the UN Special Envoy for Global Education, the chair of the board of directors of the Global Partnership for Education, the general secretary of Education International and the president of the Global Campaign for Education.

Will countries be able to reach the benchmarks they set? Will the world be able to achieve SDG 4 by 2030? What should be the basis upon which to review the impact of the pandemic on education development in coming years? The UIS and the GEM Report offer answers to all these questions in this updated report: *Setting Commitments – National SDG 4 Benchmarks to Transform Education*. This publication presents the efforts made by countries to define their benchmarks, a proposal for how they might be monitored and an in-depth description of how benchmarks were identified in 12 countries around the world.

The national SDG 4 benchmarks are country-led and based on national sector plans. In expressing the contribution each country is prepared to make to the global education goal, they are the basis for a transformative compact in which countries commit to increasing their ambition, and, in return, the international community offers support. They support a culture of shared responsibility based on the principle of benchmarking for progress, as the UN Secretary-General called on us to ensure at the dawn of the 2030 Agenda. We have come a long way, overcoming many obstacles thanks to countries’ generous backing. The Transforming Education Summit now offers the opportunity to put benchmarking to the good use for which it was intended, as a powerful tool for policy discussions on education progress.

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Executive summary

As the world reaches the midpoint in implementation of the 2030 Agenda for Sustainable Development, the international education community is still reeling from the impact of the long school closures that characterized the response to the COVID-19 pandemic. It is in this context that the second review of SDG 4 at the High-level Political Forum is taking place. In response to the major challenges ahead, the UN Secretary-General is also convening the Transforming Education Summit to put education at the top of the political agenda.

It is therefore timely that countries have committed to achieving concrete progress by 2025 and 2030 on seven SDG 4 benchmarking indicators: early childhood education attendance; out-of-school rates; completion rates; gender gaps in completion rates; minimum proficiency rates in reading and mathematics; trained teachers; and public education expenditure. Inspired by the UN Secretary-General's 2014 call for countries to embrace 'a culture of shared responsibility' based on 'benchmarking for progress', paragraph 28 of the Education 2030 Framework for Action in turn called on countries to establish 'appropriate intermediate benchmarks ... for addressing the accountability deficit associated with longer-term targets'.

Benchmark values define countries' nationally determined contributions to the common education goal, using a concept embraced by the climate change sector. They enable the monitoring of progress to be context-specific, recognizing countries' starting points and education sector plans, helping link their national education agendas with regional and global agendas. In 2021, two in three countries committed to 2025 and 2030 target values for at least some of the benchmark indicators.

This publication has three objectives. First, it describes the results of the follow-up to this process that was carried out between February and May 2022. It shows that 3 in 4 countries have now committed to 2025 and 2030 target values for at least some of the seven benchmark indicators. In addition, if the targets that other countries have committed in their national sector plans are also taken into account, then almost 9 in 10 countries have made a clear statement on their contribution to SDG 4. Unfortunately, these statements confirm that by 2030, even if countries succeed in their efforts, the world will fall short of the ambition to achieve universal education. For instance, it is estimated that that by 2030 there will still be 84 million children, adolescents and youth out of school – and only 1 in 6 countries will come close to having at least 95% of their youth completing secondary school. Less than two in three children are expected to complete primary school and achieve minimum learning proficiency by 2030, leaving 300 million without these skills.

Second, this publication proposes a way forward for monitoring progress towards the national SDG 4 benchmarks relative to each country's starting point. Two approaches are considered: the first would monitor country progress towards the benchmark values they have set; the second would monitor country progress towards the rate that the 25% fastest-improving countries have achieved over the past 20 years. The latter approach is complementary to the first and addresses the concern that even countries starting from the same point may set benchmarks that vary considerably in their degree of ambition.

Third, as the purpose of the national SDG 4 benchmark setting process is to help accelerate progress towards the common education goal, 12 case studies present how the respective countries approached the challenge of setting benchmarks and how they linked them to their national strategies, plans and policies. Accompanied by graphs for each benchmark indicator, the case studies aim to help countries reflect on their own experience and continue addressing the process of setting targets, filling data gaps and developing appropriate policy responses.

Acronyms and abbreviations

3PBFSE	Politique, Planification, Programmation, Budgétisation, Financement, Suivi et Évaluation (Senegal)
BFEM	Brevet de Fin d'Études Moyennes (Senegal)
CARICOM	Caribbean Community
CMR	Cadre de Mesure de Résultats (Senegal)
CPD	Continuous Professional Development (Guyana)
DOSEL	Department of School Education and Literacy (India)
ESP	Education Strategic Plan (Jordan)
ESP-MTR	Education Strategic Plan Mid-Term Review (Jordan)
ESSDP	Education and Sport Sector Development Plan (Lao PDR)
EU	European Union
GDP	Gross Domestic Product
GEM Report	Global Education Monitoring Report
GNPEF	Groupe National des Partenaires de l'Éducation et de la Formation (Senegal)
HLPF	High-level Political Forum
LLECE	Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación
Lao PDR	Lao People's Democratic Republic
MICS	Multiple Indicator Cluster Survey
MOE	Ministry of Education
MPL	Minimum Proficiency Level
NAS	National Achievement Survey (India)
NSEDP	National Socio-Economic Development Plan (Lao PDR)
NDCs	Nationally Determined Contributions
NEP	National Education Policy (India)
NUS	National University of Samoa
OECD	Organisation for Economic Co-operation and Development
PACREF	Pacific Regional Education Framework
PAQUET-EF	Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence-Éducation/Formation (Senegal)
PASEC	Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN
PILNA	Pacific Islands Literacy and Numeracy Assessment (PILNA)
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
SDG	Sustainable Development Goal
TALIS	Teaching and Learning International Survey
TCG	Technical Cooperation Group on the Indicators for SDG 4
TES	Transforming Education Summit
TIMSS	Trends in International Mathematics and Science Study
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

1. Introduction

Global development agendas express the aspirations of the international community to accelerate progress towards fulfilling human rights and address common challenges. However, they have also been historically criticized for implicitly assuming all countries can achieve the same objectives even though they have very different starting points.

Anticipating the need for a different approach, the UN Secretary-General's 2014 synthesis report stressed the importance of countries 'embracing a culture of shared responsibility in order to ensure that promises made become actions delivered', based on 'agreed universal norms, global commitments, shared rules and evidence, collective action and benchmarking for progress'. It called for 'a new paradigm of accountability ... built on national ownership, broad participation and full transparency', describing a process that would be:

- 'effective', i.e. aligned with the 2030 Agenda for Sustainable Development;
- 'efficient', i.e. voluntary, state-led and participatory, using existing processes;
- 'evidence-based', i.e. using the SDG monitoring indicators;
- 'universal', i.e. multitiered, applying at national, regional and global levels.

The last point is particularly important. Development agendas tend to exist in parallel at different levels. National strategies tend to make superficial references to international goals, and their monitoring frameworks, if they have one, often use different indicators to those agreed globally. In turn, global agendas often appear to neglect the existence of regional agendas and the opportunities they offer for policy dialogue among peers. The synthesis report therefore envisaged a review process at three levels: national, regional and global:

- a 'country-led, national component for accountability ... built on existing national and local mechanisms and processes', which 'would establish benchmarks ... based upon globally harmonized formats';
- a 'regional component for peer reviewing ... undertaken by existing mechanisms ... to generate solutions and mutual support' quoting examples such as the African Union's Africa Peer Review Mechanism process;
- a 'global component for knowledge-sharing ... under the auspices of the high-level political forum on sustainable development' ([United Nations, 2014](#)).

The education sector has followed in the footsteps of this approach. Paragraph 28 of the Education 2030 Framework for Action, which is the roadmap for achievement of SDG 4, reflects concerns about fairness, responsibility and accountability in the global agenda:

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).

This paragraph of the Framework for Action outlines key elements that should characterize a benchmarking approach in education (**Box 1**):

- 'strive for accelerated progress': Benchmarks should be set at a level that entails a progress faster than what would have been achieved without extra effort (or 'business as usual');
- 'taking into account different national realities, capacities and levels of development': Benchmarks should be set relative to countries' starting points;
- 'translate global targets into achievable national targets based on ... national ... plans': Benchmarks for SDG 4 should be part of national sector planning, not an external process;
- 'establishing appropriate intermediate benchmarks (e.g. for 2020 and 2025)': Benchmarks would be set for at least two points in time;
- 'quantitative goalposts for review of global progress vis-à-vis the longer term goals': National benchmarks should be aggregated to see how they stack up relative to SDG 4;
- 'drive change, supported by effective multistakeholder partnerships' and 'indispensable for addressing the accountability deficit associated with longer-term targets': Benchmarks are expected to serve a twin purpose, i.e. serve as both a peer learning and an accountability mechanism to inject a sense of purpose in the international education development agenda.

BOX 1:

Benchmarking: a note on the terminology

Benchmarking is a 'technique of governance designed to improve the quality and efficiency of public services. In essence, benchmarking involves comparing specific aspects of a public problem with an ideal form of public action (the benchmark) and then acting to make the two converge. By making comparisons in this way, public administration is supposed to improve through processes of learning and emulation' (Smith, 2013).

The practice and term are traced back to the 1980s, when public administration reforms in several high-income countries, collectively known as new public management, borrowed techniques applied in the private sector in the comparison of policies and results between units, service providers and, eventually, states. The intention was to encourage peer learning. Publishing comparable data on selected indicators can show the relative performance of states and draw attention to those doing well and those lagging behind, even though this process is not smooth:

First, setting a benchmark often proves problematical. ... Second, proponents of benchmarks need to be aware that the contexts within which their comparisons are taking place evolve over time. ... Finally, benchmarks are tools for inciting political change that need to be handled with care. 'Naming and shaming' with benchmarks may bring about change in the short term but also institutionalized tension and resistance in the longer term. Thus, as with so many tools of contemporary public management, research concludes that benchmarks need to be used in a manner that is imaginative and appropriate rather than mechanical and imposed from above (Smith, 2013).

In the case of SDG 4, there is no central authority that can demand the achievement of these results. The 2030 Agenda is voluntary and not legally binding, while the United Nations can only nudge countries towards the achievement of the SDGs. Ultimately, the purpose of the benchmarking exercise is to capture the specific contributions that countries are prepared to make to the global agenda and the targets they set for themselves. However, as the term 'target' is being used to refer to the SDG 4 targets 4.1 to 4.7, a separate term was needed, which is why the Framework for Action applied the term 'benchmark'.

To summarize, national SDG 4 benchmarks aim to serve multiple objectives:

- *Contextualize monitoring of progress:* The SDG 4 targets set a global aspiration but do not distinguish between countries at different stages of educational development. Benchmarks recognize that each country has a different starting point but also that all countries together have been observed historically to progress at a certain pace. The benchmarking process challenges countries to commit to progress faster than if they followed these past trends.
- *Make countries accountable for their commitments:* The national SDG 4 benchmarking process calls on countries to publicly state what contribution they are prepared to make to the global goal. This process represents an adaptation to education of the 'nationally determined contributions' approach used in climate change discussions to rally country action in recent years (**Box 2**).
- *Link national, regional and global education agendas:* Countries have been asked to select national SDG 4 benchmarks that correspond to the targets they have set in their national education sector plans. Countries which are members of regional organizations have also been invited to align their benchmarks to any regional targets to which they are committed. The purpose is to ensure coherence and mutual understanding between these three levels to reduce duplication, improve transparency and facilitate 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 national SDG 4 benchmarking process places country ownership of education targets at the centre.
- *Focus attention on data gaps:* The SDG 4 monitoring framework, which consists of 12 global and 32 thematic indicators, aims to motivate countries to consider a wider range of important results and call to use a wider set of data sources than before 2015. However, not every country can report on all indicators nor are all indicators relevant to all countries. By contrast, the seven 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:* Likewise, despite the proliferation of national education sector plans, some do not have clear targets, while others do not follow the SDG 4 indicator definitions. The national SDG 4 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 national SDG 4 benchmarking process is also a means to prompt exchanges on challenges and good practices, promote mutual learning, and provide the evidence base for national policy reforms and international collective initiatives.

For all these reasons, the benchmarking process is a key strategy that supports the data and monitoring function in the reformed global education cooperation mechanism.

Since 2017, when the SDG monitoring framework was approved by the UN General Assembly, the UNESCO Institute for Statistics (UIS) and the Global Education Monitoring (GEM) Report, which share the mandate for monitoring progress towards SDG 4 according to the Education 2030 Framework for Action, have helped countries fulfil their commitment to establish national SDG 4 benchmarks ([UIS and GEM Report, 2022](#)). In brief, the process has involved three key steps:

- First, in August 2019, the Technical Cooperation Group on the Indicators for SDG 4 (TCG), the body responsible for the development of the SDG 4 monitoring framework, endorsed seven SDG 4 indicators that were deemed suitable for benchmarking.

BOX 2:**Nationally determined contributions in the climate change agenda**

The Paris Agreement is a legally binding international treaty adopted by 196 Parties in 2015, the goal of which is to limit global warming by the end of the century to well below 2 ° and preferably 1.5 ° Celsius, compared to pre-industrial levels. This result requires action so that greenhouse gas emissions reach their maximum level as soon as possible and zero emissions are achieved by 2050. Countries committed to submit nationally determined contributions (NDCs) by 2020, in other words, their plans to reduce greenhouse gas emissions (mitigation) and build resilience to adapt to the impact of rising temperatures (adaptation) ([ecbi, 2020](#)).

Of the 197 Parties to the United Nations Framework Convention on Climate Change and the 191 Parties that have now joined the Paris Agreement, 164 had submitted at least the first set of NDCs by July 2021. As guidelines were broad, they vary in structure. Typically, however, NDCs describe the baseline and projected emission levels (albeit not all for all gases), without and with actions to reduce them, taking national context into account, including vulnerabilities, capacities and levels of development. Most plans also refer to climate change communication and education actions (UNFCCC, 2021a). NDCs are to be reviewed and updated as part of five-yearly cycles with intention to make them increasingly ambitious over time. From 2023 onwards and every five years, governments will take stock of the implementation of the Paris Agreement to assess collective progress and inform the preparation of subsequent NDCs ([UNFCCC, 2021b](#)).

- Second, in August 2021, building on the Global Education Meeting declaration of October 2020, which had requested UNESCO to 'propose relevant and realistic benchmarks of key SDG indicators for subsequent monitoring' ([UNESCO, 2020](#)), an invitation was sent to countries, along with supporting documentation, to submit national benchmark values by 1 October 2021 for 2025 and 2030.
- Third, in February 2022, following the release of the initial results, countries that had not taken part in the process in 2021 were further invited to submit national benchmark values by 31 May 2022, while countries that had already submitted benchmarks in 2021 were offered the opportunity to revise them if they wished.

On the occasion of two major events in 2022, the second review of SDG 4 at the High-level Political Forum in July and the Transforming Education Summit convened by the UN Secretary-General in September, this report consists of two parts. The first part takes stock of the results of the process to establish national SDG 4 benchmarks. Its objectives are to:

- report on country participation rates and the implication for the achievement of SDG 4
- propose an approach to monitoring progress towards the achievement of benchmarks, so that they fulfil their role as the linchpin of global education cooperation
- showcase links between benchmarks and policy dialogue.

The second part presents 12 globally representative case studies, which document the processes to set national SDG 4 benchmarks, with the objective of highlighting how the benchmarks have been linked to national plans.

Three annexes present, respectively: the submission status by country; baseline and benchmark values for each of the seven indicators; and the data gaps.



Children at Aishalton
Primary School, Guyana.

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PART 1. National SDG 4 benchmarking process

Key messages

- Almost nine in ten countries have national targets for at least some of the SDG 4 benchmark indicators for 2025 and 2030.
- Countries have national targets for 13 out of 20 potential benchmark values.
- National benchmark values suggest countries will not achieve SDG 4 targets but in most cases they expect to accelerate their progress in 2015-2030 relative to 2000-2015.
- Progress should be monitored relative to both the benchmarks that countries set and their historical rates of progress.

2. National SDG 4 benchmarks

The Framework for Action suggested that benchmarks could be ‘set for each target’. However, a more limited set of indicators is preferable because it is needed to maintain focus; that was the consensus of the European Union (EU) in order to set seven benchmark indicators for 2020 and 2030 in a cross national exercise for education. Three of the criteria were used:

- *Data availability:* Data need to be available for the vast majority of countries. Without sufficient data, it is not possible to have a robust baseline or trends to infer what would be a reasonable rate of progress, which in turn would undermine the ability of these indicators to serve the twin objectives of peer learning and accountability.
- *Clear historical trend or intended target:* Selected SDG 4 benchmark indicators fall under three categories: countries which have been observed to progress from 0% to 100%; countries which have an explicit commitment to equity with no gaps between boys and girls; or countries which have agreed on a target range, e.g. in the case of public expenditure.
- *Policy relevance:* All countries, even the most advanced, should be motivated to make progress in at least one of the benchmark indicators, in order to ensure that they buy into the process, which can ultimately then claim to having universal relevance.

As mentioned in the introduction, the Technical Cooperation Group on SDG 4 Indicators, which is composed of 38 members, of which 28 are UNESCO Member States, endorsed seven benchmark indicators. Many of those are disaggregated, mostly by education level, which means countries needed to select 20 benchmark values each for 2025 and 2030 (**Table 1**).

TABLE 1.
SDG 4 benchmark indicators

Thematic area	Indicator		Disaggregation	
Early childhood	Global Indicator 4.2.2	Participation rate one year before primary	1	
Basic education	Thematic Indicator 4.1.4	Out-of-school rate	3	(b) primary, (c) lower secondary and (d) upper secondary school age
	Global Indicator 4.1.2	Completion rate	3	(b) primary, (c) lower secondary and (d) upper secondary education
	Target 4.5 - Equity	Completion rate, gender gap in upper secondary	1	
	Global Indicator 4.1.1	Minimum learning proficiency	6	(a) early grades, (b) end of primary and (c) end of lower secondary, in (i) reading and (ii) mathematics
Quality	Global Indicator 4.c.1	Trained teachers	4	(a) pre-primary, (b) primary, (c) lower secondary and (d) upper secondary education
Financing	Global Indicator 1.a.2 and Education 2030 benchmarks	Education expenditure	2	(i) as share of total public expenditure and (ii) as share of gross domestic product
			20	benchmark indicators in total

2.1 RATES OF PROGRESS VARY BY BENCHMARK INDICATOR

In the area of **early childhood**, the participation rate in organized learning (one year before the official primary entry age) (global indicator 4.2.2) captures the percentage of students age 5 (on average, as age 6 is the most common starting age for grade 1) who are in pre-primary or primary school. The rate increased from 65% in 2002 to 75% in 2020 or by 0.6 percentage points on average per year.

The **out-of-school** rate (thematic indicator 4.1.4) refers to three age groups. The rate for children of primary school age fell from 15% in 2000 to 9% in 2007 (a rate of 0.8 percentage points on average per year), but remained at the same level in 2020. The rate for adolescents of lower secondary school age fell from 25% in 2000 to 16% in 2013 (a rate of 0.7 percentage points on average per year), but it remained at the same level in 2020. Finally, the rate for youth of upper secondary school age fell from 36% in 2000 to 24% in 2020 (a rate of 0.6 percentage points on average per year).

The **completion rate** (global indicator 4.1.2) also refers to three education levels. The primary completion rate increased from 76% in 2000 to 86% in 2020 (a rate of 0.5 percentage points on average per year). The lower secondary completion rate increased from 59% in 2000 to 75% in 2020 (a rate of 0.8 percentage points on average per year). Finally, the upper secondary completion rate increased from 36% in 2000 to 54% in 2020 (a rate of 0.9 percentage points on average per year).

The **gender gap**, i.e. the difference between females and males, in the upper secondary completion rate was selected as an indicator to reflect the 2030 Agenda's focus on equity. In 2000, the male completion rate exceeded the female completion rate by 3.2 percentage points, but this gap was reversed in 2013 and females had a 2.5 percentage point advantage by 2020. Note that the (absolute) gender gap is a slight variation of the (relative) parity index (global indicator 4.5.1), which was seen by some as not sufficiently transparent to serve as a benchmark indicator.

Another benchmark indicator in basic education is the proportion of children and young people (i) in grades 2/3, (ii) at the end of primary education and (iii) at the end of lower secondary education achieving at least a **minimum proficiency level** in (a) reading and (b) mathematics (global indicator 4.1.1). At the baseline in 2015, it was estimated that the percentage of students who reached minimum proficiency in mathematics was 53% at the end of primary and 44% at the end of lower secondary. In one of the cross-national assessments, the Trends in International Mathematics and Science Study (TIMSS), the average annual growth in the percentage of students who achieved the low international benchmark between its 2015 and 2019 rounds was 0.3 percentage points among Grade 4 students and 0.5 percentage points among Grade 8 students.

The percentage of **trained teachers** (global indicator 4.c.1) at four levels of education aims to capture the commitment to quality. At the baseline in 2015, it was estimated that 70% of pre-primary, 80% of primary and 77% of secondary school teachers were trained. There are no clear trends. For instance, the percentage of trained teachers in sub-Saharan Africa, which has the lowest rates, fell by 0.9 percentage points per year between 2000 and 2019 at the primary level and by 1.1 percentage points per year between 2005 and 2019 at the lower secondary level.

Finally, benchmark values were set for a pair of **public education expenditure** indicators in the Education 2030 Framework for Action (§105):

- Allocate at least 4% to 6% of gross domestic product (GDP) to education
- Allocate at least 15% to 20% of public expenditure to education (the latter is also part of global indicator 1.a.2 under the poverty reduction goal).

The two indicators have remained roughly constant at 4.5% of GDP and 14.6% of total public expenditure in the past two decades. One in three countries were spending below both benchmarks, one in three met one of the two benchmarks and one in three met both benchmarks.

2.2 THERE ARE BENCHMARKS FOR ALMOST 9 IN 10 COUNTRIES

By 31 May 2021, as a result of a process that involved regional and national workshops and continuous support for responding to questions, three in four countries had taken part directly in the national SDG 4 benchmarking process (**Figures 1a and 1b**):

- National benchmark values were submitted by 59% of countries.
- Another 11% of countries are Caribbean Community (CARICOM) and EU member states that did not directly submit national benchmarks but agreed to be bound by the benchmarks agreed through their respective regional processes. Almost half of these organizations' member states went beyond their regional commitments and specified national targets.
- In addition, 1% countries initiated the process, but submission was pending.

In parallel, the UIS and GEM Report teams collected information from national education sector plans and voluntary national contributions for all countries with the objective of documenting targets for those that did not engage directly in the national SDG 4 benchmark setting process. This exercise found that

- National plans yielded at least some benchmark indicator targets for 17% of countries that have not submitted.
- 6% of countries had plans without targets.
- 6% of countries had no plans.

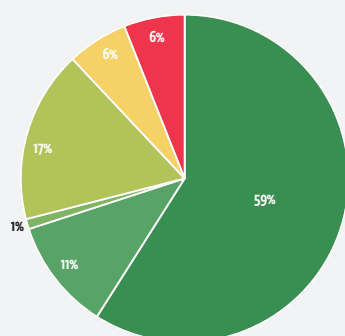
Accordingly, three types of benchmark values are reported (**Annex B**) alongside regional averages:

- Benchmark values submitted by countries.
- Regional benchmark values of CARICOM and EU member states.
- Target values, which have not been formally submitted as benchmarks but have been extracted from national education sector plans.

FIGURE 1:

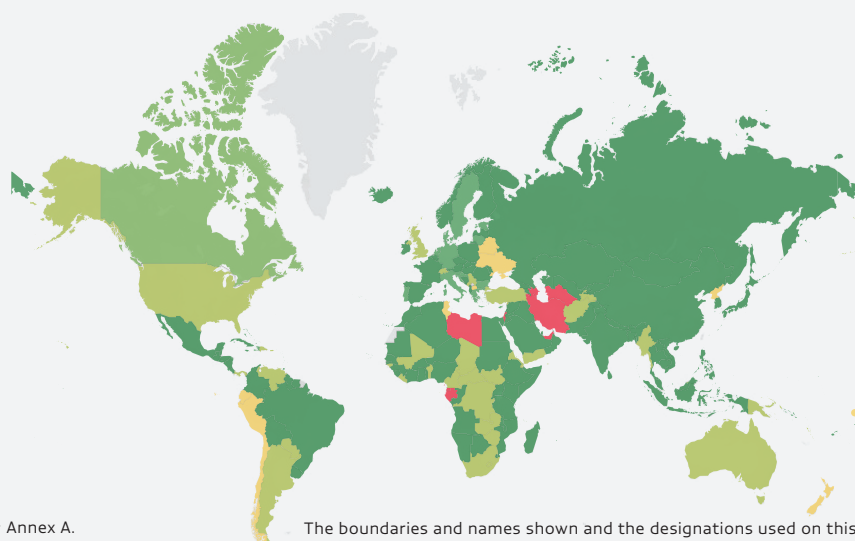
Participation in national SDG 4 benchmarking process, as of 1 June 2022

a. By submission status



- Submitted benchmarks
- Committed to submit benchmarks
- Regional benchmarks (EU and CARICOM)
- National plans with targets
- National plans without targets
- Did not submit and have no plans

b. By country/territory and submission status



Source: Annex A.

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.

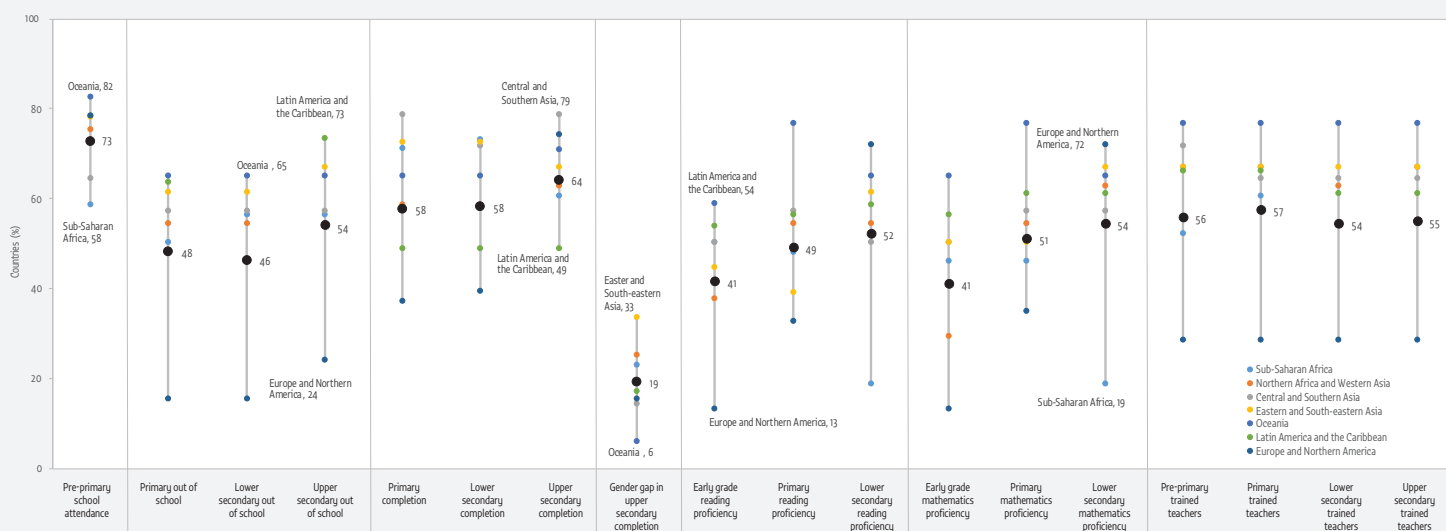
Benchmark coverage varies somewhat by indicator (**Figure 2a**). The benchmark indicator with the lowest coverage (19%) is the gender gap of the upper secondary school completion rate, which had not been part of the original call for benchmark setting in 2021 but was only added in 2022. Countries found it difficult to set a benchmark, even though 64% of them had set a benchmark for the upper secondary school completion rate. The two indicators with the next lowest coverage (41%) are the learning proficiency indicators for reading and mathematics in early grades.

By contrast, the benchmark indicator with the highest coverage (73%) is the participation rate in organized learning among children aged one year before the official primary entry age. All countries are assumed to have public expenditure benchmarks to which they committed in 2015. Countries may have the minimum of just 1 benchmark value (extracted from a national plan) or the maximum of 20 benchmark values.

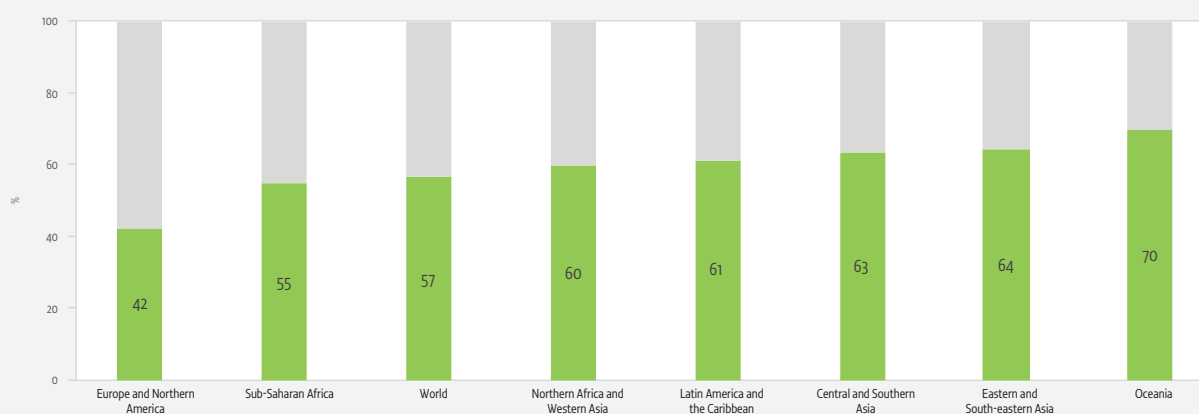
Out of the 20 benchmark values, the median number of directly submitted benchmarks or indirectly extracted targets was 13, ranging from 6 in Europe and Northern America to 18 in Oceania. Another measure to assess the depth of coverage in the national SDG 4 benchmarking process is the percentage of the potential maximum number of benchmark values (208 countries multiplied by 18 benchmark values, i.e. excluding the public

FIGURE 2:
Benchmark coverage

a. Share of countries/territories with benchmark values for 2025 and 2030, by indicator and region



b. Percentage of potential benchmark values for 2025 and 2030 for all indicators, by region



Note: The public expenditure indicators are excluded.
Source: Annex A.

expenditure indicators) for which benchmarks have been set. Globally, 57% of benchmark values have been covered with the share ranging from 42% in Europe and Northern America to 70% in Oceania (**Figure 2b**).

Information on the national SDG 4 benchmarks can be found on the **Global Education Observatory**, <https://ge.uis.unesco.org/sdg-benchmarks>, a new gateway to education data. For each country and indicator, it is possible to observe the historical and baseline values, benchmark values for 2025 and 2030 (if submitted) and regional averages of these baseline and benchmark values, showing where the country is relative to its peers.

2.3 EVEN IF COUNTRIES ACHIEVE THEIR BENCHMARKS, THE WORLD WILL NOT ACHIEVE SDG 4

Aggregating the benchmark values helps show whether the SDG 4 pledges are likely to be achieved. Even if countries achieve their voluntarily set benchmarks, they still fall short of the SDG 4 target pledges, even before taking the potential impact of COVID-19 into account (**Figure 3**). On the other hand, countries are clearly committing to make considerable progress towards the 2030 targets – and in most cases above what would be achieved if they had accelerated their progress compared to historic trends, i.e. if they had achieved the indicative benchmark values corresponding to the progress rates of the fastest improving quarter of countries.

The degree of ambition varies slightly by indicator. In **early childhood**, the participation rate in the countries with a direct or indirect benchmark value will increase from 75% in 2015 to 95% in 2030 if these benchmarks are reached. This is considerably faster than the ‘feasible’ benchmark values, the shorthand value to capture where countries would be if they improved on average at the participation rate of the historically fastest-improving quarter of countries (83%).

If the **out-of-school rate** benchmark values are reached, the indicator will fall between 2015 and 2030 from 10.7% to 2.1% among primary school-age children, from 14% to 5.1% among lower secondary school-age adolescents and from 32.4% to 11.7% among upper secondary school-age youth. This rate is faster at each one of the three levels than the feasible benchmark values (3.6%, 8.5% and 20.8%, respectively). Yet, even with these significant efforts to achieve SDG 4, this means countries expect that 84 million or 5% of children, adolescents and youth will still be out of school in 2030.

If the **completion rate** benchmark values are reached, the indicator will increase between 2015 and 2030 from 85% to 94% in primary education, from 74% to 88% in lower secondary education and from 54% to 71% in upper secondary education. This rate is almost equal to the feasible benchmark values in primary (94%), lower secondary (86%) and upper secondary education (70%). Among 128 countries that submitted relevant benchmarks, 1 in 6 intend to achieve an upper secondary school completion rate of at least 95% by 2030 and 4 in 10 an upper secondary school completion rate of at least 90% by 2030.

If the **minimum proficiency level** benchmark values are reached, the percentage of students who achieve minimum proficiency level in reading will increase between 2015 and 2030 from 59% to 72% in early primary grades, from 51% to 67% by the end of primary education and from 61% to 71% by the end of lower secondary education. By 2030, according to countries’ own benchmarks, out of a cohort of 800 million children of primary school age, 37%, or more than 300 million children, will not be completing primary school and reaching the minimum learning proficiency in reading.

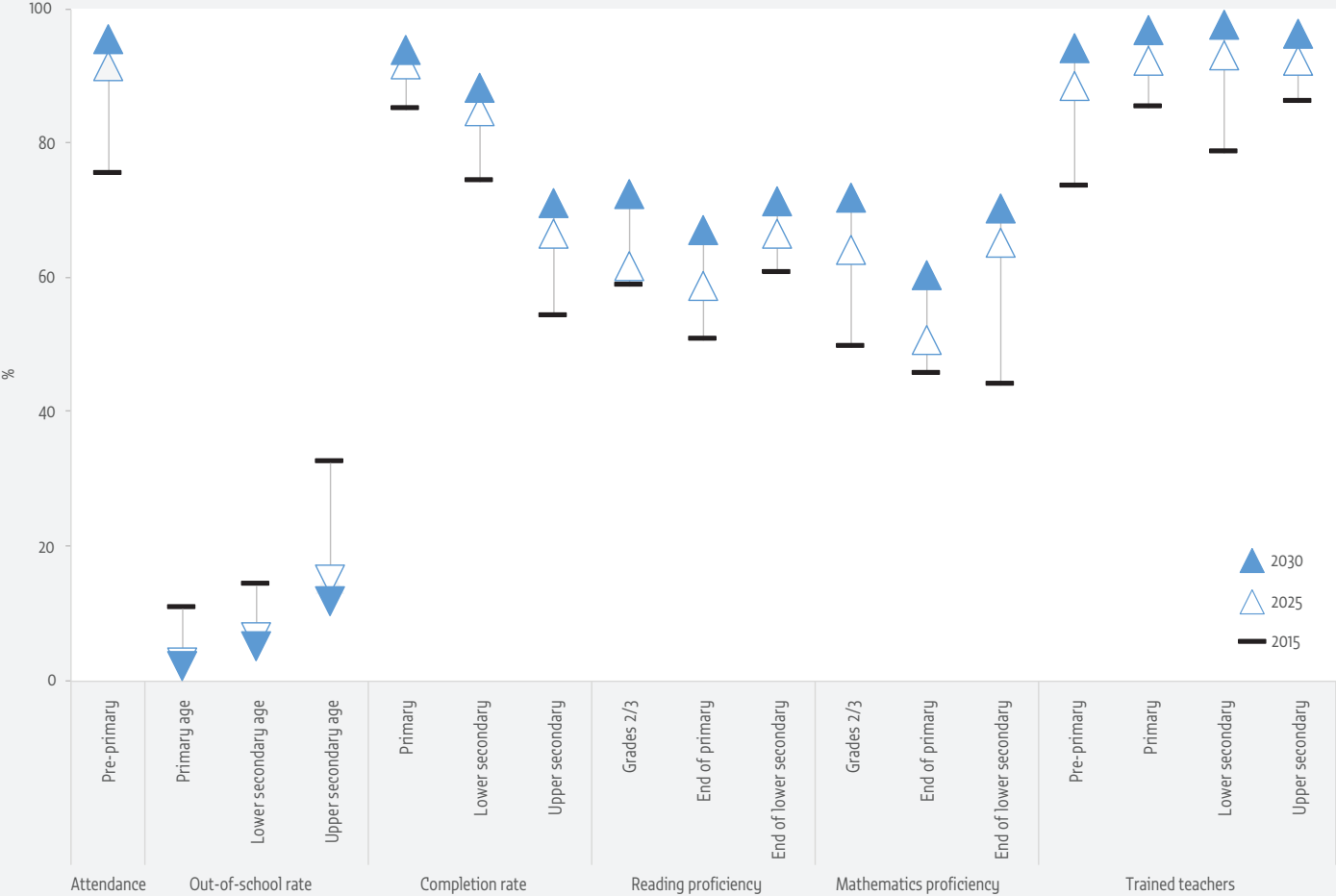
In mathematics, the percentage of students who achieve minimum proficiency level will increase between 2015 and 2030 from 49% to 72% in early primary grades, from 46% to 60% by the end of primary education and from 44% to 70% by the end of lower secondary education.

If benchmark values are reached for **trained teachers**, their percentage will increase between 2015 and 2030 from about 75% to 85% to over 94% to 97% in each level of education. The fastest growth is expected at the pre-primary education level, from 73% to 95%, although 17% of preschool teachers in sub-Saharan Africa will still not be trained.

The two **public expenditure** benchmarks are not amenable to a similar analysis. First, there are no clearly discernible long-term trends, which constrains the ability of projecting a feasible rate of progress. Second, these two benchmarks need to be examined jointly, as it is possible that some countries meet one but not the other. Third, even among countries that submitted benchmarks for other indicators, the majority have not submitted specific values for public expenditure indicators (or have committed to the global benchmarks), which is not surprising given the constraints in projecting public spending plans beyond a three-year horizon. Still, the challenge is considerable as one in three countries currently do not meet either of the two benchmarks.

To conclude, national SDG 4 benchmarks and targets in national sector plans from almost 90% of countries in the world provide clear insights into the probability that the international community will reach the targets it committed to achieve by 2030. It will remain far from universal secondary completion, as almost 3 in 10 youth will not achieve this target, even if countries manage to do their best. Countries anticipate making rapid progress in learning outcomes, with the percentage of students achieving minimum proficiency in reading at the end of primary school improving in some cases by 50% between 2015 and 2030. The introduction of a learning outcome indicator may be driving the focus on this area. However, it is also possible that, given large data gaps and lack of robust historic trends, countries are underestimating the challenge of improving learning outcomes.

FIGURE 3:
Global average 2015 baseline and 2025/2030 benchmark values, by indicator



Source: Annex B.

3. Monitoring progress

With the benchmark values set, the next step in the process is the development of a simple, transparent and fair methodology for monitoring their achievement. This section presents the outline of a monitoring proposal to do this.

Two measures of progress are considered. Each measure will group countries with respect to their rate of progress relative to their starting point and these categories will feature in a dashboard on the Global Education Observatory.

The **first approach** will monitor countries with respect to progress towards achieving their benchmarks. The achievement of the 2025 benchmarks will not be verified before 2027 at the earliest, once 2025 data are available for all countries. In the meantime, the focus will be on the probability that countries will reach their benchmarks. This prospect will be evaluated on the basis of a country's latest value and historically observed progress rates.

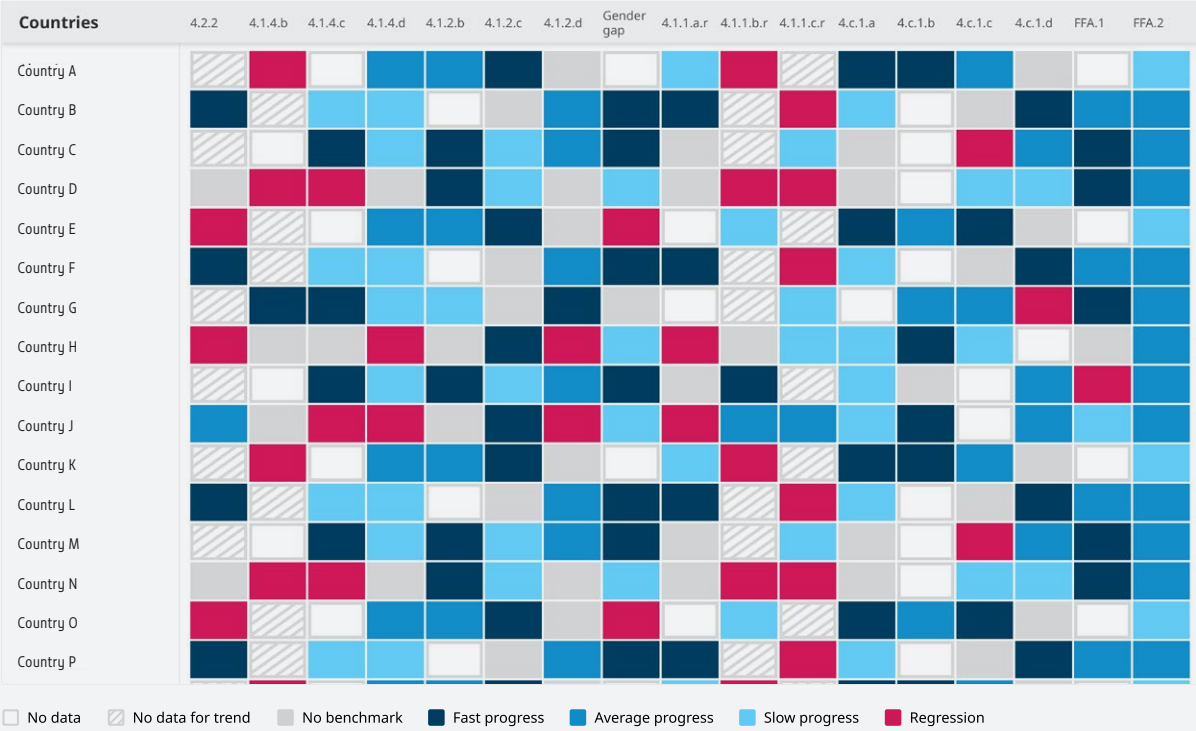
Seven categories are envisaged (**Table 2 and Figure 4**). Four capture the speed of progress required to achieve a country's benchmark – and its implication for the probability of achieving that benchmark – and three recognize the non-availability of data or benchmarks. First, the 'fast progress' category will include countries that need a level of progress that is in the bottom 25% of historical progress rates; this is equivalent to a country having at least a 75% probability of achieving its national benchmark. If a country requires a rate of progress at the 25th percentile of historical progress rates, then 75% of countries have been able to achieve that progress rate or higher. Note that the probability only takes into account historical progress rates and does not take into account country-specific or global factors that may also affect the likelihood of a country achieving its benchmark. This category also includes, by definition, countries that have already achieved their benchmark.

Second, the 'average progress' category will include countries which in order to achieve their national benchmark require a progress rate that lies between the 25th and 75th percentiles of historical progress rates. Third, the 'slow progress' category will include countries which in order to achieve their national benchmark require a progress rate that is in the top 25% of historical progress rates. Fourth, the 'regression' category will include countries whose indicator values worsened in recent years. Finally, distinct categories will be reserved for countries that have not set national benchmarks, do not have enough data to determine whether the indicator value has worsened in recent years or do not have any data at all.

TABLE 2.
Country classification of progress relative to national SDG 4 benchmarks

Category	Description
Fast progress	>75% probability that 2025 national benchmark will be achieved given latest value
Average progress	25% to 75% probability that 2025 national benchmark will be achieved given latest value
Slow progress	<25% probability that 2025 national benchmark will be achieved given latest value
Regression	Negative progress
No benchmark	
No data for trend	
No data	

FIGURE 4:
Global Education Observatory dashboard classifying countries according to progress towards their national benchmarks



However, the review of benchmarks suggests a variable degree of ambition. On average, countries have set more ambitious benchmark levels than if they had assumed that they would proceed at the historic pace followed by the fastest one quarter of countries. But among countries, some are more and others less ambitious. As the benchmarks are mixed in their degree of ambition, there is always a chance that some countries may be held to a higher standard than others.

The **second approach** will therefore monitor countries with respect to a common standard of progress rates. Data from 2000 to 2015 will be used to estimate, for each benchmark indicator, the 25th percentile and the 75th percentile of progress rates observed historically. These percentiles would then be used to assess a country's progress since 2015.

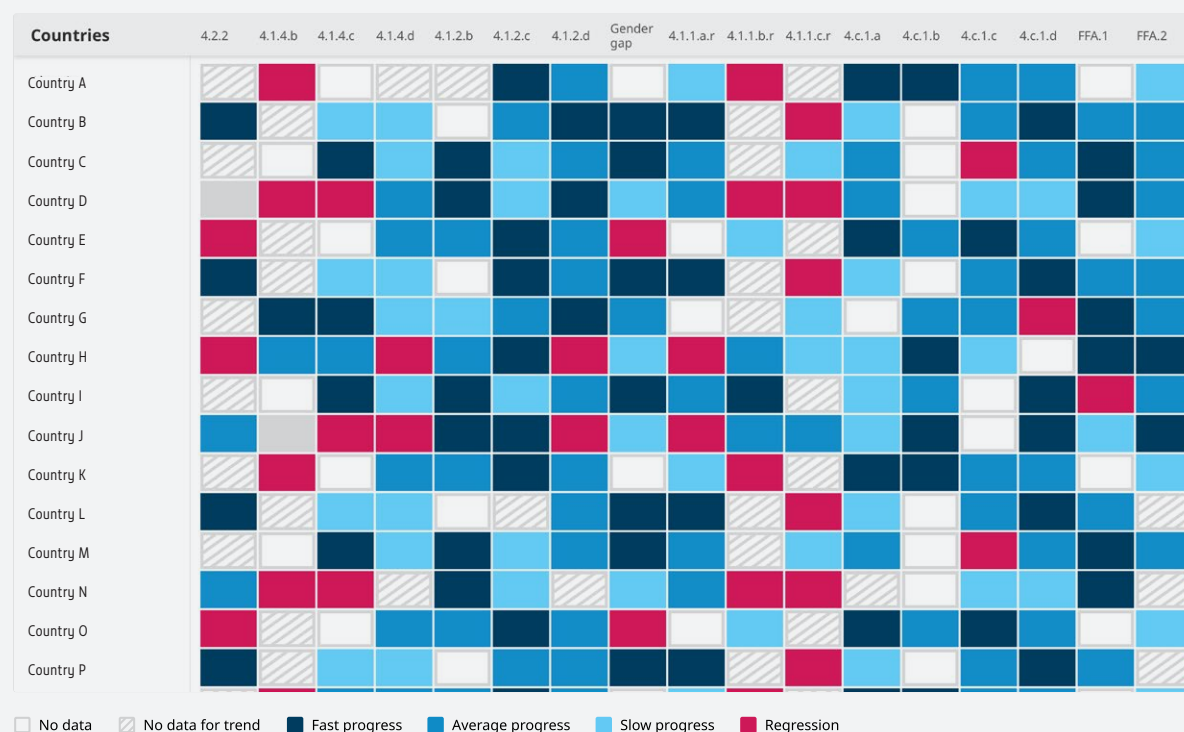
Six categories are envisaged (**Table 3 and Figure 5**). Four capture the speed of progress and two recognize the non-availability of data. First, the 'fast progress' category will include countries that, since 2015, have recorded progress that exceeds the historic progress of the fastest 25% of countries. It will also include countries that are close to achieving 100% (or 0% for out-of-school rates). Second, the 'average progress' category will include countries that have recorded progress that is between the 25th and 75th percentiles of historical progress rates. Third, the 'slow progress' category will include countries that have recorded progress that is no higher than the historic progress of the slowest 25% of countries. Fourth, the 'regression' category will include countries whose indicator values worsened during the last 15 years. Finally, distinct categories will be reserved for countries that have either no data at all or no data that allow the trend to be estimated.

TABLE 3.**Country classification of progress relative to historical trends**

Category	Description
Fast progress	Top 25% of progress rate and/or reached close to SDG 4 target
Average progress	25% to 75% of progress rate
Slow progress	Bottom 25% of progress rate
Regression	Negative progress
No data for trend	
No data	

The estimation of historic progress rates depends on the type of indicator. For *indicators with clear trend patterns* such as the early childhood education participation, out-of-school and completion rates, historical relationships between the indicator level and change show that progress rates tend to slow down the closer they come to the maximum value. For these indicators, percentiles of progress conditional on the level were estimated using two quantile regressions at the 25th and 75th percentiles. For *indicators without clear trend patterns*, such as the gender gap and trained teachers, progress is independent of the indicator's current level.

Overall, countries' progress has been modest: for 14 of the 18 benchmark indicators (i.e. excluding the two public expenditure indicators), the median progress rate since 2000 has been less than half a percentage point per year. In one indicator, the percentage of students achieving minimum proficiency in reading at the end of lower secondary education (4.1.1c), the median progress was negative, at least partly because relatively fewer and mostly high-income countries reported data and these countries have experienced declining learning rates. There has been substantial variation in progress among countries by indicator: since 2000 for 10 of the 18 indicators, the values have worsened rather than improved for at least 25% of countries.

FIGURE 5:**Global Education Observatory dashboard classifying countries according to progress relative to historical trends**

For 13 of the 20 indicators, countries that were the furthest behind showed, on average, higher progress rates but also larger variation in progress rates. While countries that have the most potential for rapid progress are the ones furthest behind, their variation in progress suggests that rapid progress is not guaranteed and highlights the need for the right policies to accelerate improvement.

For *public expenditure indicators*, the evaluation of progress differs and there are only five categories. Countries will be classified according to whether they meet both benchmarks; one of the two benchmarks; or neither benchmark, and whether there are no data for the trend, or no data at all.

TABLE 4.
Country classification of progress – Expenditure indicators

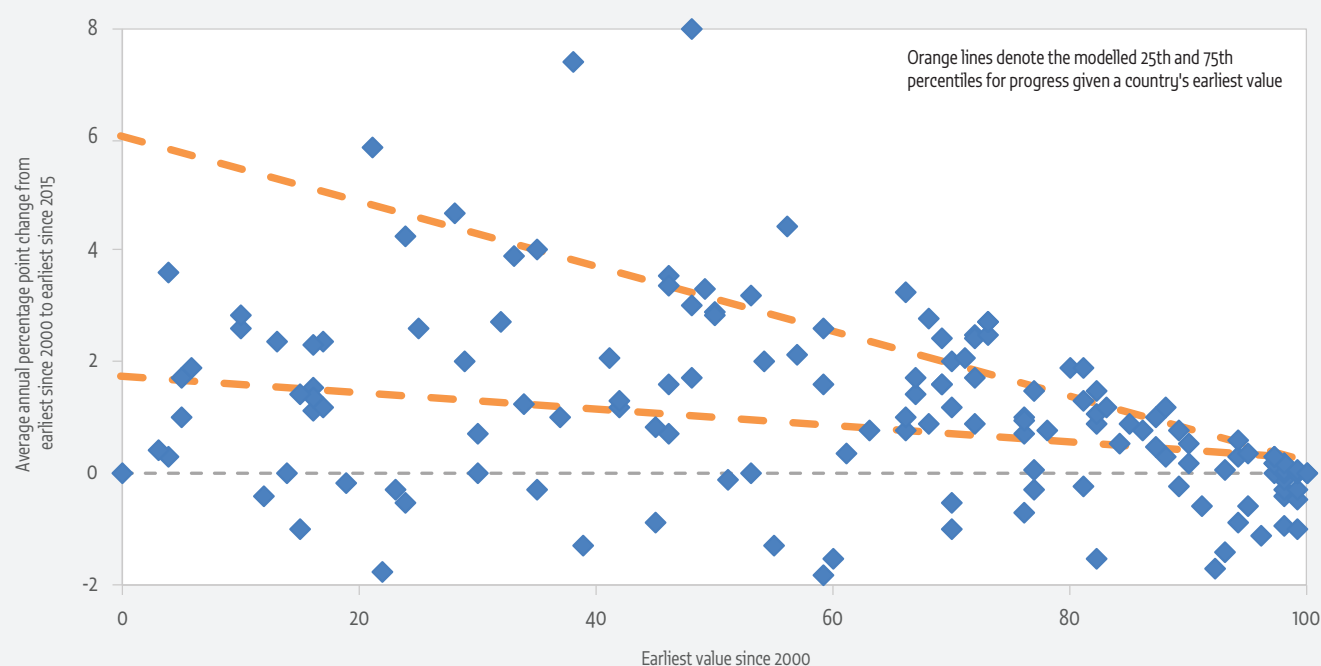
Category	Description
Fast progress	Achieved the two expenditure indicator benchmarks
Average progress	Achieved one of the two expenditure indicator benchmarks
Regression	Achieved none of the two expenditure indicator benchmarks
No data for trend	
No data	

3.1 THE APPROACH HAS BEEN APPLIED TO ONE BENCHMARK INDICATOR

As an example, the first approach has been piloted to one benchmark indicator, the participation rate in organized learning one year prior to primary school (4.2.2). Two values of each indicator for each country were projected for 2025 and 2030, the first reflecting the 25th percentile and the second reflecting the 75th percentile of progress rates. As with other indicators, countries that started from a lower point in 2000 showed higher rates of progress but also more variation relative to countries that started from a higher level (**Figure 6**).

Historical progress rates provide guidance on how quickly countries can improve in the future and how likely it is that they will achieve their national targets. When countries set benchmarks, they can compare the needed progress rate to the progress rates that other countries have achieved historically, especially those that started from a similar level. If only a few countries have achieved the rate of progress to which a country is committing, achieving the benchmark may not be feasible. One way to assess a country's needed progress is to look at the 25th and 75th percentiles of progress observed historically for countries starting from the same level. For indicator 4.2.2, the 25th and 75th percentiles of progress between 2000 and 2015, conditional on the starting point, were estimated. Comparing a country's needed progress with these percentiles provides an indication of whether the country needs to achieve progress that has been historically slow, which may be more feasible, or historically fast, which may be less feasible.

Countries that set national benchmarks for 2030 for indicator 4.2.2 were classified according to whether or not they have made positive progress since 2015 and, for those that have made positive progress, whether the probability to achieve their 2030 benchmark is high ('fast', i.e. they only need to achieve the progress rate of the bottom 25% of countries), 'average' (i.e. they need to achieve a progress rate between the 25th and 75th percentiles) or low ('slow', i.e. they need to achieve the progress rate of the top 25% of countries), given historical progress rates of countries starting from the same level. National benchmarks that require a low or average progress rate until 2030 are feasible. Countries that will require a historically high rate of progress until 2030 will find it more difficult to achieve their national benchmarks.

FIGURE 6:**Average annual percentage point change, earliest value from 2000 to earliest since 2015 and progress percentiles***SDG 4.2.2 Participation rate in organized learning one year before primary*

Notes: The upper orange line denotes the fastest 25th percentile of progress historically given a country's starting point, while the lower line denotes the slowest 25th percentile. These modelled percentiles, based on historical data, provide an indication of whether the progress rate required by a country to achieve its benchmark is fast or slow given its latest value. These conditional percentiles were modelled using a quantile regression model.

Source: UIS and GEM Report estimates.

Globally, 41% of 113 countries have set national benchmark values that require a progress rate going forward that has been historically low, while 7% of countries have set benchmark values that require a progress rate that has been historically average. Some 21% of countries have set benchmark values that would require a progress rate that has been historically high. Finally, 31% of countries exhibited negative change in the indicator since 2015 (Table 5).

TABLE 5.**Are countries on track to meet their 4.2.2 benchmarks given their latest value?**

Region	Yes, relatively slow progress is needed	Yes, moderate progress is needed	At risk: relatively fast progress is needed	No, country has regressed since 2015	number of countries with national benchmarks
World	41	7	21	31	113
SDG: Africa (Northern)	0	0	50	50	4
SDG: Africa (Sub-Saharan)	58	0	17	25	24
SDG: Asia (Central and Southern)	22	22	56	0	9
SDG: Asia (Eastern and South-eastern)	36	9	18	36	11
SDG: Asia (Western)	50	0	20	30	10
SDG: Latin America and the Caribbean	48	4	15	33	27
SDG: Northern America and Europe	40	13	20	27	15
SDG: Oceania	15	15	15	54	13

Notes: Fast progress: country requires progress in the bottom 25% of historical progress rates given its latest value to achieve benchmark. Average progress: country requires a progress rate in the middle 50% of historical progress rates given its latest value to achieve benchmark. Slow progress: country requires a progress rate in the top 25% of historical progress rates to achieve benchmark.

Source: UIS and GEM Report estimates.

Setting a benchmark value that requires very high rates of progress compared to historical precedent implies that the national target is too ambitious. It may therefore be unattainable unless exceptional circumstances unique to the country are in force. If the national benchmark is intended to be used as part of an accountability mechanism, then ensuring that the country commits to a feasible benchmark is critical for the accountability mechanism to have impact. Failing to achieve a feasible target carries a much larger reputational risk, and therefore provides a stronger motivation for governments, than failing to achieve a target that was impossible to achieve in the first place. However, setting highly ambitious, aspirational targets may be politically advantageous by signalling to citizens and the international community that policymakers place a high value on a particular policy outcome.

3.2 THIS APPROACH WILL BE APPLIED TO ALL INDICATORS – AND SHOULD BE APPLIED TO TRANSFORMING EDUCATION SUMMIT COMMITMENTS

As the next steps, this proposal will continue to be refined and will be applied in a report to be published in January 2023 to help populate the two dashboards – one against the national SDG 4 benchmarks and the other against indicative feasible benchmarks. This report and the accompanying dashboards will offer the basis for peer dialogue on observed progress. It will be the first in an annual series that will provide the latest information on national SDG 4 benchmark values and on progress towards them using the latest data.

At the same time, there will be consultation on this proposal, which will then be put up for decision in the coming months at an expanded session of the Technical Cooperation Group on SDG 4 Indicators in early 2023. This will be attended not only by its members but also by the two observers – one from the education ministry and one from the national statistical office – that countries were asked to nominate to strengthen the process.

Issues that are likely to require further elaboration include the modelling of historic trends for each indicator, the period over which country progress will be evaluated, and the implications of scarce data for evaluating progress for some countries and indicators. This process has also revealed that some countries do not define SDG 4 indicators in line with official metadata, as they are not yet familiar with the relevant methodology, data sources and formulas. The UIS and the GEM Report will allocate more resources in the coming months to respond to queries related to the:

- Benchmarking monitoring proposal
- SDG 4 benchmark indicator definitions, data sources and estimation methodologies.

The national SDG 4 benchmarking process also provides a solid foundation for the follow-up of the Transforming Education Summit. Its five action tracks offer an opportunity to reflect on the role of education in addressing multiple challenges and to reset priorities towards achieving SDG 4. There is a clear expectation to turn the Summit's aspirational statements into concrete commitments that can be monitored to hold governments and the international community to account.





As commitments take shape in the transformative language of the Summit's vision statement, it is advisable to take the following two steps:




- Agree on a small number of flagship indicators (**Figure 7**), which could be:
 - Existing SDG 4 benchmark indicators (e.g. trained teachers or 'learning poverty').
 - SDG 4 indicators that could be benchmarked (e.g. schools connected to the internet).
 - New indicators aligned with the SDG 4 targets, showcasing issues that have taken centre stage at the Summit (e.g. green schools or school meals), which could be considered during the upcoming 2025 Review of the SDG monitoring framework and eventually benchmarked.
- If any indicators are agreed on, apply the national SDG 4 benchmarking process so that countries set their own targets for 2025 and 2030, in line with the Summit's spirit of a country-led process.

FIGURE 7:

Potential Transforming Education Summit indicators by action track and alignment with SDG 4 targets and benchmark indicators

SDG 4 target		National SDG 4 benchmark indicators		TES action tracks	
4.1	Basic education	1. Out of school rate [4.1.4]			
		2. Completion rate [4.1.2]			
		3. Learning proficiency [4.1.1]			
4.2	Early childhood	4. Pre-primary participation [4.2.2]			
4.3	TVET/Higher/Adult education				
4.4	Skills for work				
4.5	Equity	5. Gender gap in completion [4.5.1]			
4.6	Adult literacy				
4.7	Sustainable development	Countries with climate change education	AT2	Learning and skills for life, work, and sustainable development	
4.a	Learning environment	Children with daily healthy school meal	AT1	Inclusive, equitable, safe and healthy schools	
		Schools connected to the internet	AT4	Digital learning and transformation	
4.b	Scholarships				
4.c	Teachers	Schools with learning teams	AT3		
		6. Trained teachers [4.c.1]			
FFA	Finance	7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2]			
AT5	Financing of education	Countries allocating 0.7% of GNI to aid and 15% of that to education			
		+ Potential TES indicators			





Note (1): Indicators in **bold** are the 7 benchmark indicators | Note (2): Indicators in other colours are potential TES indicators, one per action track area

Notes: Indicators in bold are the seven benchmark indicators. Indicators in other colours are potential TES indicators by action track.

Source: UIS and GEM Report.





Students in the classroom of
Yixing School of Zhong County
in Chongqing, China.

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PART 2. Case studies

Countries

- | | | |
|------------|---------------------------------------|-----------|
| ■ Angola | ■ Guyana | ■ Latvia |
| ■ China | ■ India | ■ Mexico |
| ■ Colombia | ■ Jordan | ■ Samoa |
| ■ France | ■ Lao People's
Democratic Republic | ■ Senegal |

Key recommendations:

Countries should act upon their national SDG 4 benchmarks:

- Align them with national education sector plans
- Assess policy priorities between now and 2030 to help maintain strong progress towards SDG 4
- Consult and provide feedback on the proposed approach for monitoring progress towards the benchmarks
- Track education progress with better data collection, aligned with the SDG 4 benchmark indicators

4. Linking benchmarks with policy



Agreeing on benchmark indicators, inviting countries to submit benchmark values, summarizing their responses and proposing a method to monitor progress are just building blocks towards achieving the main objectives outlined in the introduction of this report – which is to mobilize peer learning and accountability mechanisms that will accelerate progress towards SDG 4.

Anticipating the next steps in this process, this report invited 12 countries to summarize the process by which they selected national SDG 4 benchmark values and how they linked them to their plans and policies. Strengthening the links between plans, policy objectives, data collection and target setting is the key formative mechanism that this process wishes to set in motion.

Countries will be invited again to update their benchmark values. The intention is to do so every three years with the next invitations being issued in 2025 and in 2028, requesting countries to set or update their benchmarks within a three-month period. Countries that are going through a process of education sector plan development or revision need to ensure that their plans set clear targets and that these targets include the benchmark indicators.

Benchmark setting and monitoring are only technical first steps. The purpose is to use evidence on progress towards these benchmarks as a basis to discuss national policy and programmatic responses and the lessons learned. Such dialogue can take place at national, regional or global level. There are advantages from embedding such dialogue in regional processes, especially where member states of regional organizations are united by a shared education agenda that is aligned to SDG 4. Some regional organizations, including the African Union, the Southeast Asian Ministers of Education Organization and the Pacific Islands Forum, have indeed used the national SDG 4 benchmarking process as an opportunity to review their education monitoring frameworks and add a small number of benchmark indicators of regional interest.

The following 12 case studies invite all countries to take a closer look at their own processes. First, compare how these countries set their benchmarks and assess whether their process was strong enough or can be strengthened in the future. Second, review whether the benchmarks were realistic or ambitious and how they related to historic trends. Even within a country, benchmarks may appear to be realistic for some indicators but not for others. Figures display the 20-year historic progress of the country and compare it with the equivalent progress and level of this indicator in the region, as well as with the proposed benchmark values to visualize the challenges ahead. Third, check whether they explained how their benchmarks were informed by plans that establish a relationship between concrete policies and intended outcomes. Fourth, consider whether data are present or absent, inviting further thoughts on how gaps are to be filled.

Ultimately, the national SDG 4 benchmarking process aims to inspire countries to question whether they allocate sufficient means and appropriate policies to achieve their declared objectives – to look at how other countries have succeeded and what they can do to catch up. This is also an invitation to reinvigorate efforts to review results and provide feedback to policy makers, including with the participation of non-state actors, where relevant.

The following recommendations emerge from the analysis:

Countries should:

- Align their benchmark setting with national education plans to transform education systems based on their ambitions for change.
- Improve their data collection and reporting to be aligned with the SDG 4 benchmark indicators in order to benefit from the peer learning made possible by this common exercise.
- Review and provide feedback to the Technical Cooperation Group on SDG 4 Indicators on the suggested approach for monitoring progress towards the benchmarks.
- Review and compare their benchmarks to those of other countries and discuss policy priorities between now and 2030 that can help maintain strong progress towards SDG 4.

Regional organizations should:

- Link benchmarks with peer dialogue mechanisms to identify policy priorities and embed them in regional processes.

The international education community should:

- Inform its advocacy efforts focusing on SDG 4 with the benchmarks committed by countries, and the links back to their national education plans.
- Help countries convene policy dialogue to review where policy efforts can be strengthened to ensure fast progress is achieved towards the SDG 4 deadline, in line with their proposed benchmarks.
- Use this benchmarking approach to monitor headline commitments to emerge out of the Transforming Education Summit.

ANGOLA

1. POLICY CONTEXT AND PROCESS

Angola has defined its national benchmarks mainly in light of the 2023–27 strategic directions of the Ministry of Education, still in the approval phase, and its first Voluntary National Review on the Sustainable Development Goals (SDGs). Besides continuing to expand access and reduce school dropout, the main challenges Angola hopes to overcome in the area of education are a lack of learning assessments and insufficient teacher training. Data for indicator 4.1.1 regarding the proportion of students reaching at least a minimum proficiency level in mathematics and reading are not available because Angola has not yet carried out a large-scale assessment.

2. BENCHMARK DEVELOPMENT

Data from the ministry's Office for Studies, Planning and Statistics (GEPE) suggest that the **participation rate in organized learning one year before the official primary entry age** was 71.5% in 2019. The indicator is expected to reach 81% in 2025 and 89% in 2030¹. The Demographic and Health Survey (DHS) in Angola uses as the denominator the three levels of the pre-primary system in Angola². Using this indicator, the 2015–16 Demographic and Health Survey (DHS) indicated that only 11% of children of preschool age had access to education. Children residing in urban areas and those from the richest 20% of households had twice the attendance rate of their counterparts in rural areas and from the poorest households. The 2018 Expenditure, Income and Employment Survey showed a small increase (to 14.5%). The 2022 DHS is expected to confirm improvement in this indicator.

As far as **completion** rates are concerned, improvement has been noted at all three levels over the past few years. The improvement is greatest at the primary level, where the rate reached 59% in 2020, up from 35% in 2000. At the lower and upper secondary levels, the latest available data from 2019 show completion rates of 48% and 28%, respectively. Given the greater investments planned in the education sector, Angola expects an increase in completion rates and a considerable reduction in the number of out-of-school children at all levels. The increases expected at all levels are based on the average annual growth rate of actual spending allocated to education over the period, estimated at 1.6%.

Increasing the net schooling rate of children will proportionally reduce the number of children out of school. For the calculation of this indicator, the total number of students enrolled in each level of education at the official age of attendance is considered in relation to the school-age population of that level of education. The rate of **out-of-school** children, last estimated in 2015 using DHS data, was 18% at the primary level. GEPE estimates, however, show a slightly higher rate in 2018, at around 27%. It should be noted that this percentage refers to students aged 6 to 11, the age range for attending elementary school in Angola. For secondary education, the 2018 estimates are 36% for lower secondary (12 to 14 years) and 73% for upper secondary (15 to 17 years). For primary education, a rate of 10.6% was projected for 2030, a reduction of 60% in 10 years. The intermediate benchmark for 2025 was set at 18.8%. The 2030 targets for the two secondary school cycles follow the same reduction path, with expected reductions in the out-of-school rate of around 40% and 20%, respectively.

To this end, the Angolan government, in its 2018–22 governance programme, has begun implementing the Integrated Intervention Plan (Plano Integrado de Intervenção) in municipalities. The plan aims to build and rehabilitate 577 schools for a total of 4,575 classrooms to accommodate 360,000 students. Another key factor for change in terms both of completion and of reducing the number of out-of-school children is girl empowerment

¹ Data from GEPE comes from the 2019 school census data on students enrolled in the first class in primary schools.

² Creches: 3 months to 3 years old; Jardim de infância I: 4 to 5 years old; Jardim de infância II: 5 to 6 years old

ANGOLA

policies. For example, Angola has renewed its partnership with the World Bank, which began in 2013, for the Girls Empowerment and Learning for All Project (Projecto Empoderamento das Raparigas e Aprendizagem Para Todos). Planned in this program is the distribution of 900,000 scholarships for lower secondary school students, mainly in rural areas, with a focus on girls' access and retention in school through an additional girls-only bonus. Another expected result of girl empowerment policies is a greater increase in girls' completion rate and consequently a reduction of the **gap between girls and boys** in upper secondary school completion, from 5.6 to 2.3 percentage points between 2019 and 2030.

In terms of minimum **teacher qualifications**, GEPE data for 2019 show that the proportion of pre-primary teachers (beginner class in primary schools) was 70%. It is expected to reach 87% by 2030. The proportion of teachers with the minimum required qualifications in 2019 was 63% in primary education, 52% in lower secondary and 53% in upper secondary. However, due to implementation of the Basic Law on Education (Law 32/20) and Presidential Decree 160/18 (Articles 17, 19 and 21), a minimum diploma in education sciences is now required to teach at primary and secondary levels. Given the ministry's efforts to ensure the quality and number of available teachers to meet the challenges of Angola's human capital development, the percentage of teachers with the minimum required qualifications is expected to reach 80% in primary and about 70% in lower and upper secondary by 2030. Hence a slight acceleration in teacher training is intended, on the hypothesis that by 2025 all new teachers will have the appropriate qualifications.

In the framework of the teacher training policy established by the National Training and Personnel Management Plan (Plano Nacional de Formação e Gestão do Pessoal), Presidential Decree No. 273/20 approved a legal framework for initial training of childhood educators and primary and secondary school teachers, which enshrines, in particular, the sequential model as the favoured route for initial training of secondary school teachers and establishes a progressive transition of teacher training from primary education and lower secondary education to pedagogical higher education. The target is to qualify 43,021 pre-primary teachers by 2035, representing a 40% increase from the 2016–18 baseline; 160,658 primary school teachers (+31%); 103,375 lower secondary school teachers (+33%); and 73,489 upper secondary school teachers (+28%). In 2018, Angola trained about 20,000 teachers in the entire teacher training subsystem. Of the total number of teachers trained, about 4% are pre-primary and 25% primary school teachers, for a total of 5,845 teachers qualified to teach at these levels of education.

With regard to investment in education, in 2020 Angola registered 7.8% of spending on education as a proportion of total government expenditure and 2.7% as a share of GDP. By 2027, the ministry's 2023–27 strategy calls for its budget to almost double to 4.6%. Adding expected investment in higher education, it is expected to reach 4.4% of GDP in 2025 and 6.2% in 2030. The data depend on Ministry of Finance projections. Since GDP projections are not yet available, it is assumed that Angola's GDP will stabilize over 2027–30. The increase in education spending as a proportion of total government spending is projected to reach 12.8% in 2025 and 17.9% in 2030. The projected values take into account the 2023–27 strategy and the commitment made in Agenda 2030 on SDG 4 to spend at least 15% to 20% of the budget on education.

3. CONCLUSION

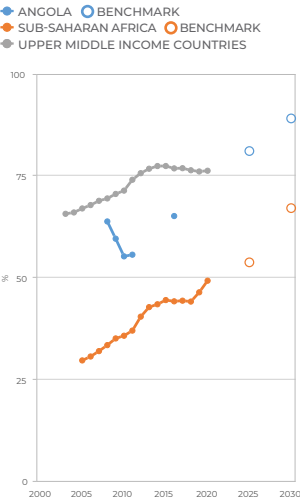
Angola's commitment to the SDG agenda is clear and the progress observed over the years in several education indicators is noticeable. The country was able to set benchmarks for most of the SDG selected indicators for 2025 and 2030, including the indicator on equity – the gender gap in the upper secondary completion rate. The remaining challenge is in setting benchmarks for learning indicators, i.e. the proportion of students achieving minimum proficiency levels in reading and mathematics, as the country has not yet carried out a large-scale assessment.

Benchmark indicator values

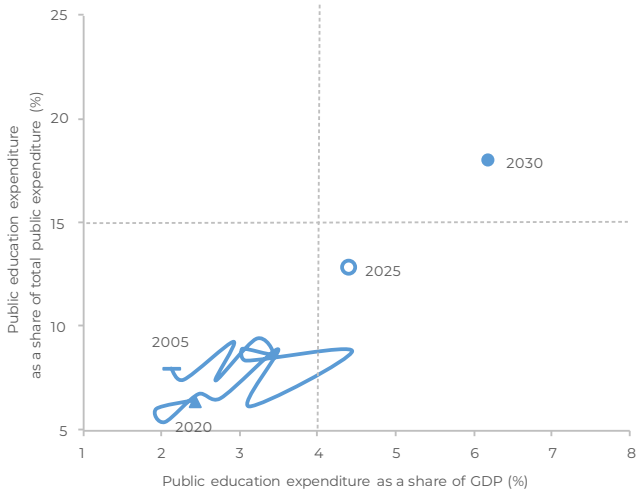
		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	81.1	89.1
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	18.8	10.6
	4.1.4c Adolescents of lower secondary school age	28.0	19.8
	4.1.4d Youth of upper secondary school age	65.0	56.8
COMPLETION RATE	4.1.2b Primary	81.0	89.0
	4.1.2c Lower secondary	57.6	65.6
	4.1.2d Upper secondary	38.0	46.0
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	-3.8	-2.3
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	–	–
	4.1.1a Grade 2 or 3, reading	–	–
	4.1.1b End of primary, mathematics	–	–
	4.1.1b End of primary, reading	–	–
	4.1.1c End of lower secondary, mathematics	–	–
	4.1.1c End of lower secondary, reading	–	–
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	79.3	87.3
	4.c.1b Primary	71.2	79.3
	4.c.1c Lower secondary	60.5	68.6
	4.c.1d Upper secondary	61.1	69.2
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	12.8	17.9
	FFA.2 As share of GDP	4.4	6.2

ANGOLA

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE



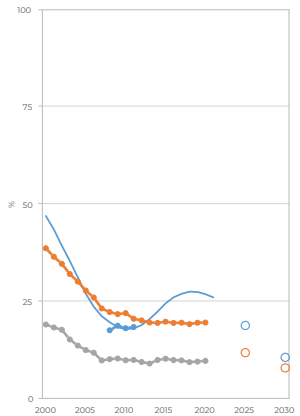
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



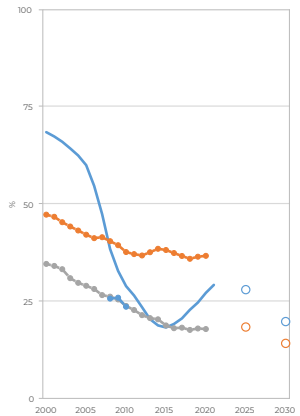
OUT-OF-SCHOOL RATE

◆ ANGOLA — MODEL ○ BENCHMARK ◆ UPPER MIDDLE INCOME COUNTRIES ◆ SUB-SAHARAN AFRICA ○ BENCHMARK

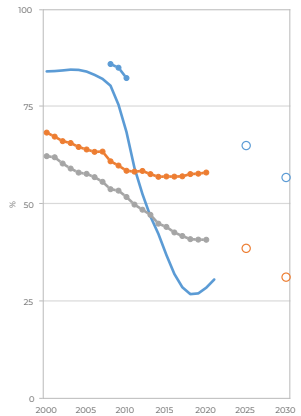
Primary school age



Lower secondary school age

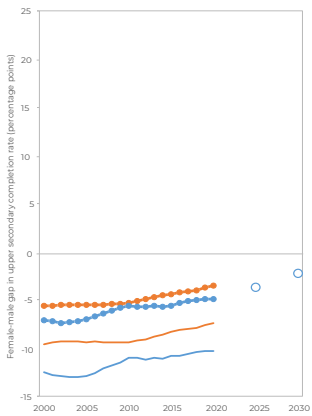


Upper secondary school age



GENDER GAP

Upper secondary completion rate, gender gap (females minus males)

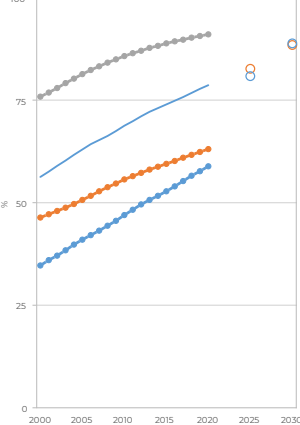


◆ ANGOLA — LATE COMPLETION ○ BENCHMARK ◆ SUB-SAHARAN AFRICA — LATE COMPLETION

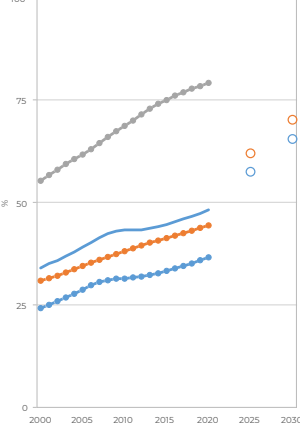
COMPLETION RATE

◆ ANGOLA — MODEL ○ BENCHMARK ◆ UPPER MIDDLE INCOME COUNTRIES ◆ SUB-SAHARAN AFRICA ○ BENCHMARK

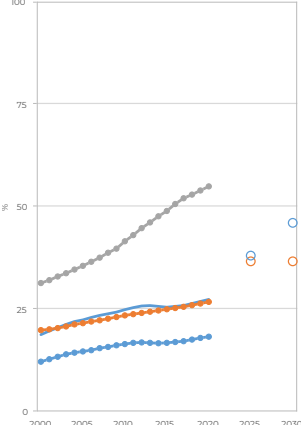
Primary



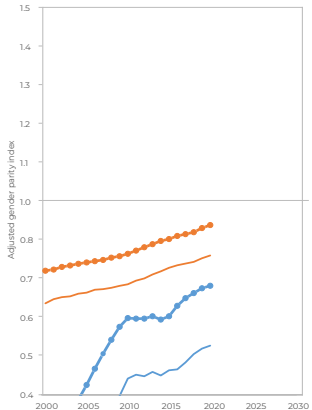
Lower secondary



Upper secondary



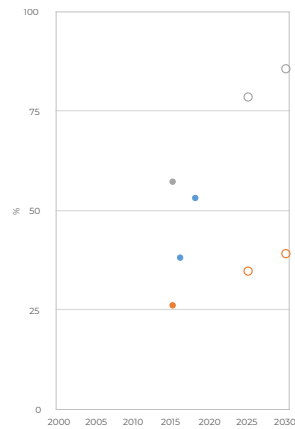
Upper secondary completion rate, gender parity index (females over males)



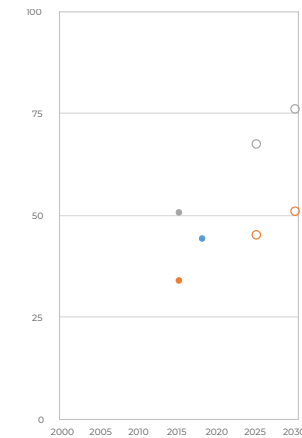
MINIMUM LEARNING PROFICIENCY: READING

● ANGOLA ● BENCHMARK ● WORLD ● BENCHMARK ● SUB-SAHARAN AFRICA ● BENCHMARK

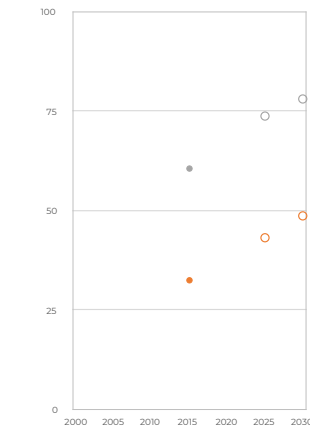
Early grades



End of primary



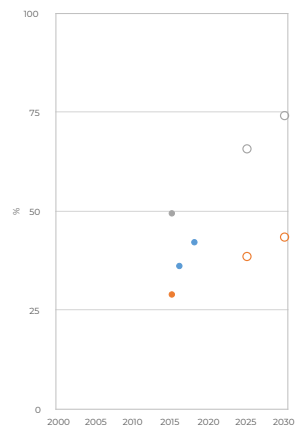
End of lower secondary



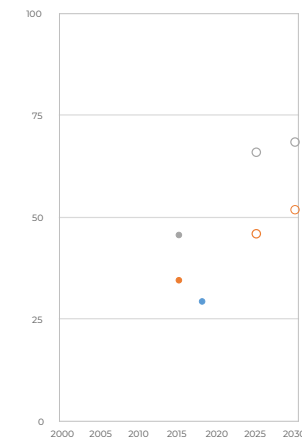
MINIMUM LEARNING PROFICIENCY: MATHEMATICS

● ANGOLA ● BENCHMARK ● WORLD ● BENCHMARK ● SUB-SAHARAN AFRICA ● BENCHMARK

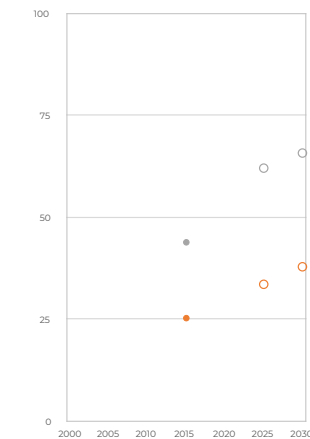
Early grades



End of primary



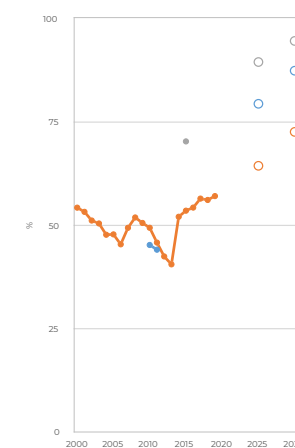
End of lower secondary



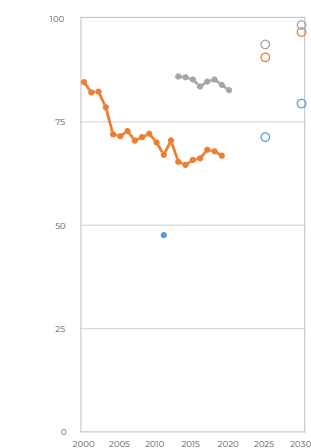
TRAINED TEACHERS

● ANGOLA ● BENCHMARK ● WORLD ● BENCHMARK ● SUB-SAHARAN AFRICA ● BENCHMARK

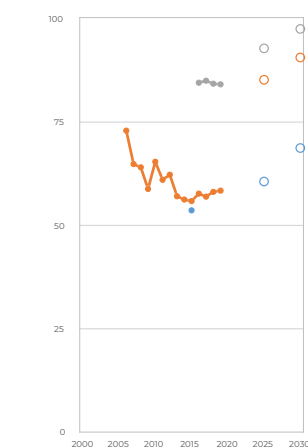
Pre-primary



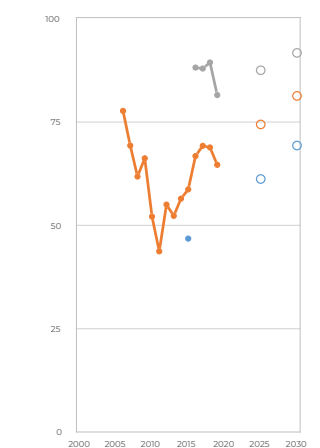
Primary



Lower secondary



Upper secondary



CHINA

1. POLICY CONTEXT

China's national determined benchmark values for SDG 4 are aligned with and reflect the new education vision set up through its national education sector development plan, China's Education Modernization 2035. This education strategy has been created to respond to the requirements of China's national modernization ambitions and, as part of larger social reforms, is meant to shift education from a focus on quantitative expansion to a higher quality of education.

In accordance with its economic growth, China's education sector has expanded over the last two decades, boosting enrolment rates across all levels of education. Greater challenges have been cited with ensuring everyone's right to access education as well as integrating the management of education institutions and classrooms with the fulfilment of its teaching force.

The modernization plan contains eight goals and ten strategies to achieve these goals, among which developing core literacy skills; delivering education of good quality from preschool to university, including an evaluation system of quality; improving preschools in rural areas; reducing dropout; improving financial support to families in difficult economic situations; ensuring education for children with disabilities, and increasing the teaching force.

2. BENCHMARK DEVELOPMENT

China has set its target for the **participation rate in organized learning one year before primary** education at 99.5% by 2025. The 2035 modernization plan specifically addresses the expansion and improvement of the early childhood education sector to make it available to all families, including in rural or remote areas, and to establish an efficient preschool and kindergarten education management system for planning and monitoring.

The nationally set benchmarks of 99% in primary and lower secondary education from 2025 onward suggest that China wants to ensure all children have the chance to **complete compulsory basic education** to the end of lower secondary school. With completion rates currently at 99% in primary and 97% in lower secondary education, the country is likely on track to achieve that target. The benchmark for upper secondary education completion is 85% by 2025 and 90% by 2030. The development trend over the last two decades indicates that China is also likely to achieve this target.

China did not establish national benchmark values for **out-of-school children and adolescents of primary and lower secondary school age**. However, it has established its benchmark at the upper secondary level: to reduce the out-of-school youth rate to 5% by end of 2030. According to national data, the current out-of-school rates are 1% at the primary, 3.4% at the lower secondary and 11.4% at the upper secondary level. These estimates show that China is well on track to make basic (primary and lower secondary) education universal and achieve the benchmark value for upper secondary education.

China's Education Modernization 2035 focuses on expansion and improvement of education quality through establishing a standard system with resource elements such as teacher allocation, per student allocation, teaching facilities and equipment as the core, and a dynamic adjustment mechanism for school running conditions. The plan also aims to strengthen the curriculum and teaching materials and to make full use of modern information communication technology for pedagogical improvement.

In relation to **equity in education**, national data show that gender disparity, as shown by the upper secondary completion rate, has shifted from girls being at a disadvantage in 2000 (gender parity index of 0.90) to boys in 2021 (gender parity index of 1.09). With a gender gap of 6.4 percentage point in 2020, gender inequality in education in China has become a greater issue for boys. To achieve equity in education, China has to refine its targeting of children, adolescents and youth with interlinked socio-economic disadvantages, potentially related to ethnic and migrant backgrounds, which directly or indirectly put barriers to the continuation of education.

Under **learning outcomes**, the country has national benchmarks established for 2025 for minimum reading and mathematics proficiency at two education levels. The latest available values in grades 2 or 3 were 81.8% in reading and 84.6% in mathematics. At the end of lower secondary education, 79.6% of the student population achieved minimum reading competency and 78.9% minimum mathematics competency. However, in both cases these are the same benchmarks set to be achieved by 2030, indicating no further improvement to be aimed at by the government. The 2035 modernization plan addresses the development of core literacy skills as well as the quality of education but does not specify the extent of such skill acquisition at each level. Given its rigour in improving the quality of education in the past, China has considerable potential to improve minimum proficiency among its student population beyond the targeted benchmark values.

For **qualified teachers**, China has established its benchmarks at 99.0% to 99.9% for all levels of education from pre-primary to upper secondary education. Given the expansion of the education sector over the past two decades, achieving universal accredited minimum qualifications among its nationwide teaching force is feasible. The 2035 modernization plan also strongly emphasises expanding the teaching force and improving its remuneration, reputation and qualifications.

The latest available data of education expenditure reported to the UIS states that 3.5% of GDP and 11.5% of total national expenditure have been allocated to education, although nationally reported estimates for 2020 are aligned to the respective minimum international benchmarks of 4% and 15% (4.2 and 14.8% respectively)..

3. CONCLUSION

China's national benchmark values are aligned with China's Education Modernization 2035. This may not be a surprise, given its vast economic expansion over the last two decades and thus the financing capability of its social sector and, within it, the education sector. Education has improved significantly in the past two decades, even if data are not available for every indicator. Yet indicative challenges remain: further increasing the targeted learning outcomes until 2030, and expanding upper secondary education for all, including in terms of female/male parity and for students from minority and economically weak backgrounds. The education modernization plan lays the groundwork for the benchmark levels, although the same vision in the plan has potential to align with the everyday real-life situations of the needs of China's young people more closely in a globalizing world.

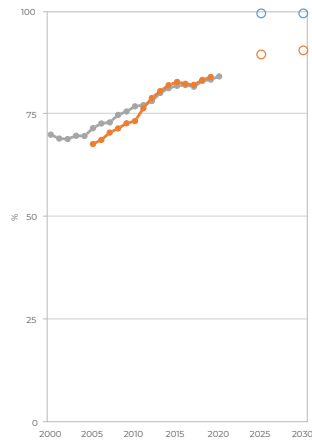
CHINA

Benchmark indicator values

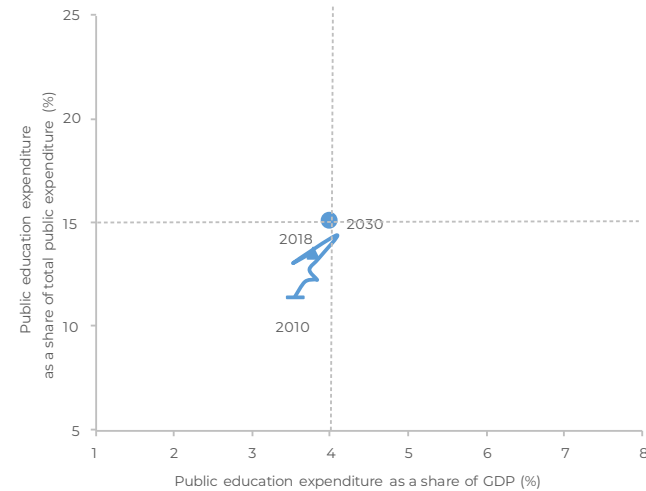
		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	100	100
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	–	–
	4.1.4c Adolescents of lower secondary school age	–	–
	4.1.4d Youth of upper secondary school age	10	5
COMPLETION RATE	4.1.2b Primary	99	99
	4.1.2c Lower secondary	99	99
	4.1.2d Upper secondary	85	90
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	–	–
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	84.6	84.6
	4.1.1a Grade 2 or 3, reading	81.8	81.8
	4.1.1b End of primary, mathematics	–	–
	4.1.1b End of primary, reading	–	–
	4.1.1c End of lower secondary, mathematics	78.9	78.9
	4.1.1c End of lower secondary, reading	79.6	79.6
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	99	99
	4.c.1b Primary	100	100
	4.c.1c Lower secondary	99	100
	4.c.1d Upper secondary	99	99
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	15	15
	FFA.2 As share of GDP	4	4

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE

◆ CHINA ○ BENCHMARK
◆ EASTERN AND SOUTH-EASTERN ASIA ○ BENCHMARK
◆ UPPER MIDDLE INCOME COUNTRIES



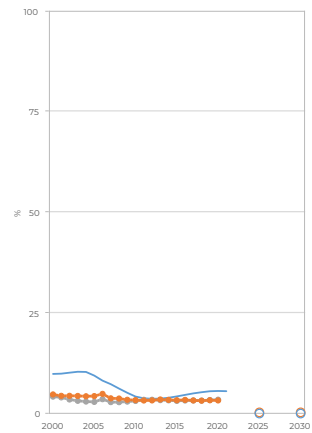
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



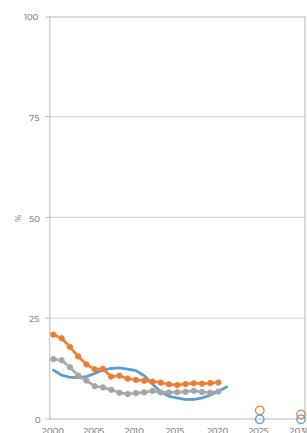
OUT-OF-SCHOOL RATE

◆ CHINA — MODEL ○ BENCHMARK ◆ WORLD ◆ EASTERN AND SOUTH-EASTERN ASIA ○ BENCHMARK

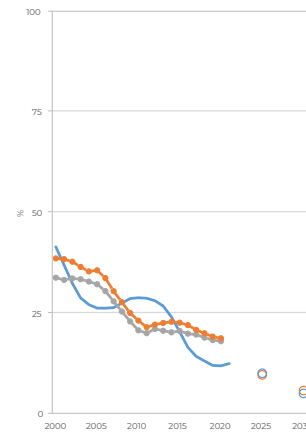
Primary school age



Lower secondary school age

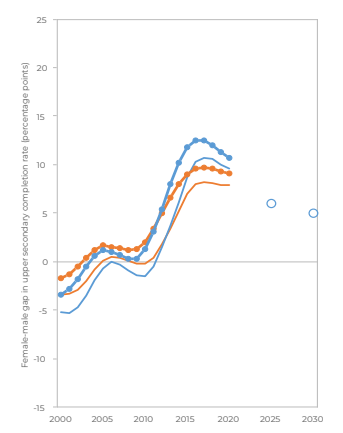


Upper secondary school age



GENDER GAP

Upper secondary completion rate, gender gap (females minus males)

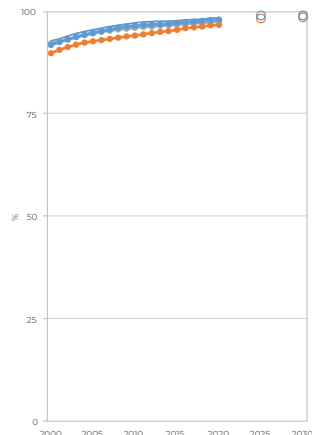


◆ CHINA — LATE COMPLETION ○ BENCHMARK
◆ EASTERN AND SOUTH-EASTERN ASIA
— LATE COMPLETION

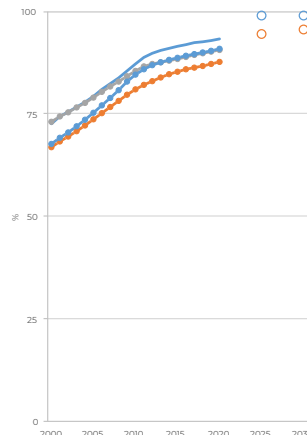
COMPLETION RATE

◆ CHINA — MODEL ○ BENCHMARK ◆ WORLD ◆ EASTERN AND SOUTH-EASTERN ASIA ○ BENCHMARK

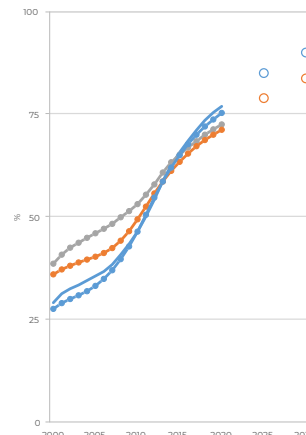
Primary



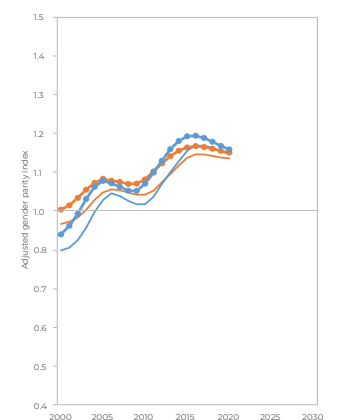
Lower secondary



Upper secondary



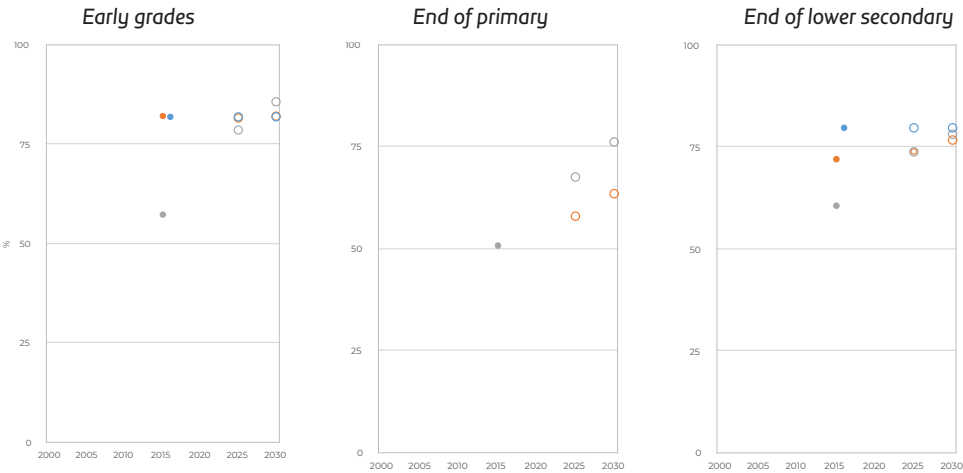
Upper secondary completion rate, gender parity index (females over males)



CHINA

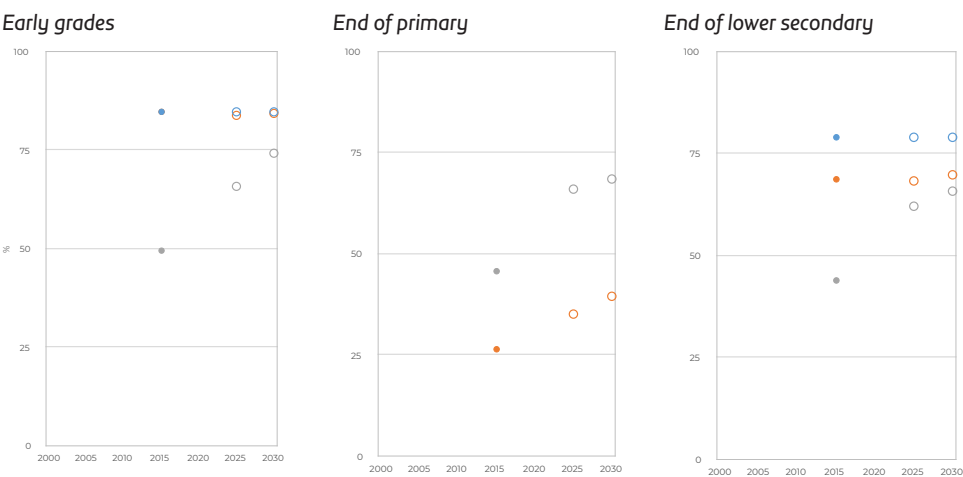
MINIMUM LEARNING PROFICIENCY: READING

● CHINA ○ BENCHMARK ● WORLD ○ BENCHMARK ● EASTERN AND SOUTH-EASTERN ASIA ○ BENCHMARK



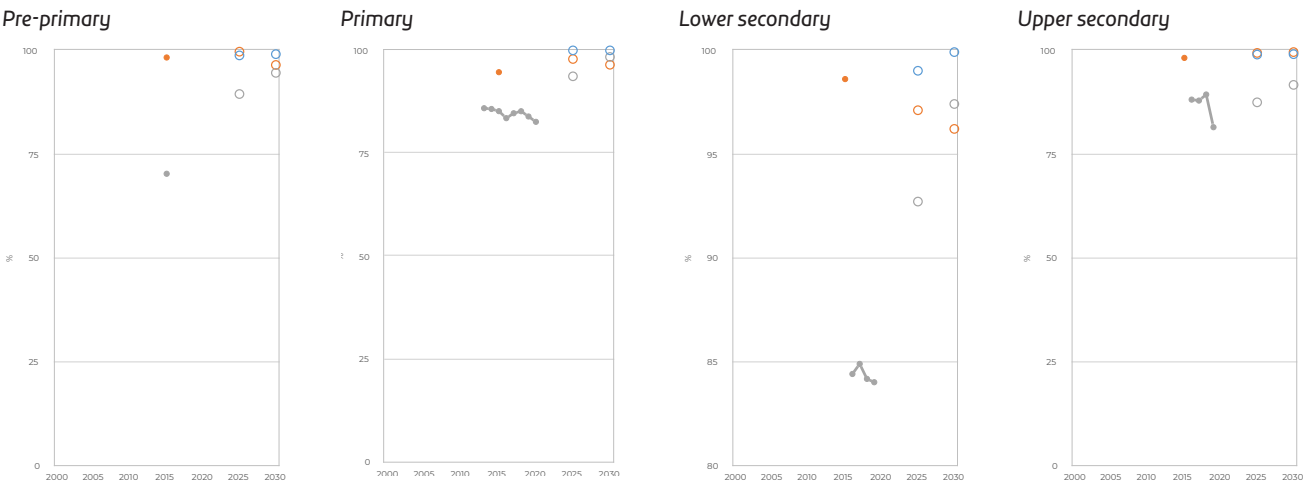
MINIMUM LEARNING PROFICIENCY: MATHEMATICS

● CHINA ○ BENCHMARK ● WORLD ○ BENCHMARK ● EASTERN AND SOUTH-EASTERN ASIA ○ BENCHMARK



TRAINED TEACHERS

● CHINA ○ BENCHMARK ● WORLD ○ BENCHMARK ● EASTERN AND SOUTH-EASTERN ASIA ○ BENCHMARK



COLOMBIA

1. POLICY CONTEXT

Colombia established its national SDG 4 benchmark values mainly with reference to the 2018-2022 National Development Plan and the report Colombia, the Best Educated in 2025 (Colombia, la Mejor Educada en el 2025). In addition to these documents, other methods were used to define missing benchmark values.

2. BENCHMARK DEVELOPMENT

In **pre-primary** education, attendance rates for 5-year-old children increased significantly from 76% in 2000 to 99% in 2019, according to UIS data. According to the government, the baseline value in 2019 was 98%. The government set benchmark values to achieve universal attendance by 2025, comfortably above the average for Latin America and the Caribbean.

A proposal in the Best Educated in 2025 report is to boost early learning coverage to achieve universality. To this end, the government promoted an intersectoral public policy, called from Zero to Forever (Cero a Siempre), along with an intersectoral commission led directly by the Presidency of the Republic, to guarantee comprehensive early childhood care. One of the central components of such care is education, and, in this regard, special importance has been given to teacher training for early education, as well as to reinforcing the oversight and monitoring of the centres that provide early education.

The **out-of-school rate** for children of **primary** school age remained stable, at around 1%, from 2000 to 2019, per UIS data. According to the government, taking into account the National Population and Housing Census conducted in 2018, which determined that the population outside the system was higher than projected in the previous census, a new 5.2% baseline was set for 2020. In view of this new baseline, the government projects a 3.8% target for 2025 and a 2.7% target for 2030.

The **primary completion rate** improved rapidly, from 81% in 2000 to 94% in 2020 (98% if late finishers are taken into account), a pace of 0.6 percentage points per year. According to the government, the 2020 baseline value was slightly above 97%. The benchmark values anticipate the completion rate reaching 98% in 2025 and 100% in 2030.

The Colombian government developed Single Day (Jornada Única), an education quality strategy aimed at supporting student education trajectories by extending the school day and increasing academic intensity. The aim is the comprehensive education of children, adolescents and young people by promoting strategies focused on development of basic, socioemotional and citizenship skills, as well as by fostering students' life projects and reinforcing fundamental learning.

According to UIS data, the 2018 baseline for the **out-of-school rate** among adolescents in **lower secondary** was 4.8% and among young people in **upper secondary** 14.9%. The 2020 baselines identified by the government, taking into account the 2018 census figures, are 3.0% for lower secondary and 17.2% for upper secondary. The government aims to reduce the out-of-school rate of youth of upper secondary school age to 16% by 2025 and 14% by 2030.

The **lower secondary completion rate** increased from 62% in 2000 to 79% in 2020 (84% if late finishers are taken into account). The government, which places the 2020 baseline slightly higher, at 82%, forecasts some acceleration, setting a benchmark of 84% by 2025 and 89% by 2030. The **upper secondary completion rate** has

COLUMBIA

also seen some growth, rising from 54% in 2000 to 64% in 2020 (69% with late finishers taken into account). The government set a 76% baseline for 2020 and anticipates acceleration, setting benchmarks of 81% in 2025 and 86% in 2030.

While more girls than boys complete upper secondary school, the **gender gap** in the upper secondary completion rate has decreased slightly over the past 20 years, from 6.4 to 5.4 percentage points between 2000 and 2020. As regards SDG global indicator 4.5.1, the gender parity index, which expresses the gender gap in relative rather than absolute terms, Colombia remained stable at 1.1 between 2000 and 2020.

Colombia benefited from its participation in two successive rounds of the Latin American Laboratory for Assessment of Quality in Education (LLECE), a regional learning assessment it conducted in 2006 and 2013, which generated data on the percentage of students achieving **minimum learning proficiency** in **early grades** (measured by level 2/grade 3) and at the **end of primary education** (measured by level 3/grade 6) in reading and mathematics. In the early grades, in 2013, 65% of students achieved minimum proficiency in mathematics and 79% in reading. At the end of primary education in the same year, 55% were proficient in reading and 48% in mathematics. However, the country has not established benchmark values for 2025 and 2030.

In addition, no benchmark values have been set for **minimum learning proficiency** at the **end of lower secondary education** in reading and mathematics. However, Colombia has participated in PISA every three years since 2006. The 2018 PISA results showed that 50% of 15-year-old students achieved minimum proficiency in reading and 35% in mathematics.

The results of SABER, a national learning assessment, have shown that Colombian children perform better in schools with better-trained teachers. With this in mind, the Colombian government has developed several strategies to improve teacher training, provide scholarships for the best-performing teachers, and facilitate communication and exchange of best practices among them.

It is expected that the percentage of trained **teachers** will be 100% at all levels by 2030. The benchmark values seem achievable considering that, in 2019, the proportion of trained teachers was 97% at pre-primary level, 98% at primary level and 99% at lower and upper secondary level.

Lastly, Colombia set benchmark values very close to the baseline for both **public education expenditure** indicators. Education spending as a share of GDP rose from 3.5% in 2000 to 4.5% in 2020 and the government aims to maintain that level for 2025 and 2030. The share of education expenditure in total public spending rose from 13.3% in 2000 to 14.1% in 2020, and the benchmark was set at 15% for both 2025 and 2030.

3. CONCLUSION

Colombia has shown significant progress in several areas where it is very close to achieving the SDG 4 targets, such as teacher training and participation in organized learning. Moreover, timely data are available for most indicators. However, some benchmark values have not yet been set, notably for minimum learning proficiency indicator. There also remain some differences between national and internationally comparable data, resulting in different baseline data (e.g. on completion rates and trained teachers) and thus different outlooks on the ambition and feasibility of the proposed benchmark values for 2025 and 2030.

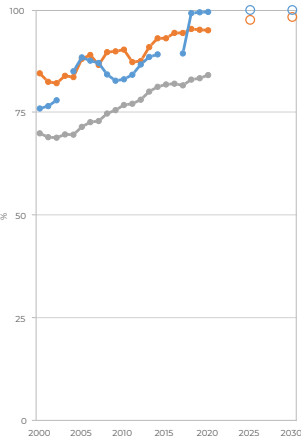
Benchmark indicator values

		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	100	100
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	3.8	2.7
	4.1.4c Adolescents of lower secondary school age	0.7	0.0
	4.1.4d Youth of upper secondary school age	15.7	14.1
COMPLETION RATE	4.1.2b Primary	98.3	100
	4.1.2c Lower secondary	84.4	88.6
	4.1.2d Upper secondary	80.9	86.4
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	–	–
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	–	–
	4.1.1a Grade 2 or 3, reading	–	–
	4.1.1b End of primary, mathematics	–	–
	4.1.1b End of primary, reading	–	–
	4.1.1c End of lower secondary, mathematics	–	–
	4.1.1c End of lower secondary, reading	–	–
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	98.4	100
	4.c.1b Primary	99.4	100
	4.c.1c Lower secondary	99.1	100
	4.c.1d Upper secondary	100	100
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	15.0	15.0
	FFA.2 As share of GDP	4.5	4.5

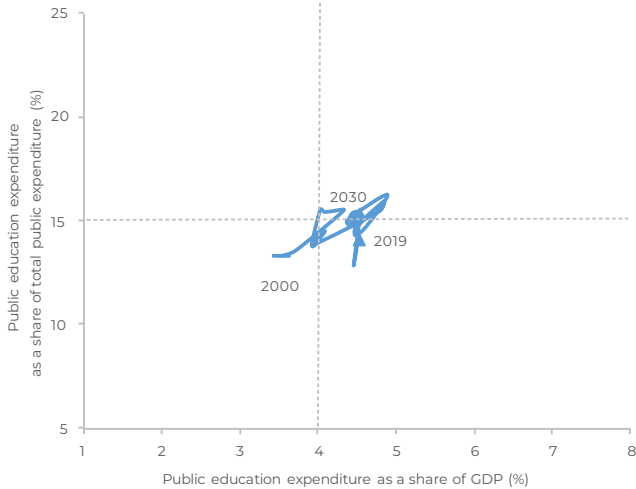
COLUMBIA

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE

COLOMBIA BENCHMARK
LATIN AMERICA AND THE CARIBBEAN BENCHMARK
UPPER MIDDLE INCOME COUNTRIES



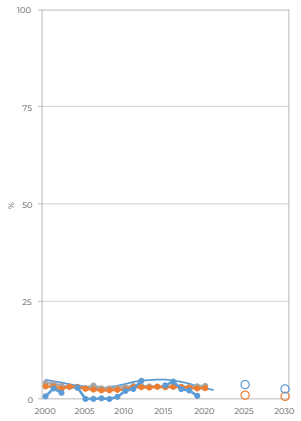
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



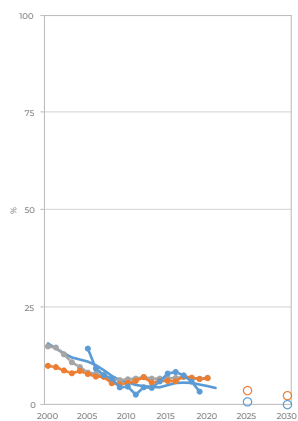
OUT-OF-SCHOOL RATE

COLOMBIA MODEL BENCHMARK UPPER MIDDLE INCOME COUNTRIES LATIN AMERICA AND THE CARIBBEAN BENCHMARK

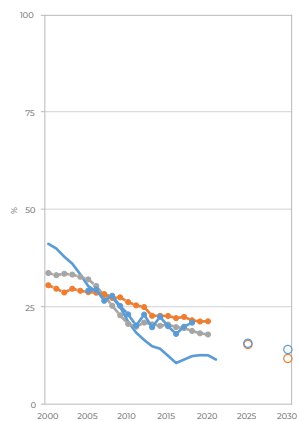
Primary school age



Lower secondary school age

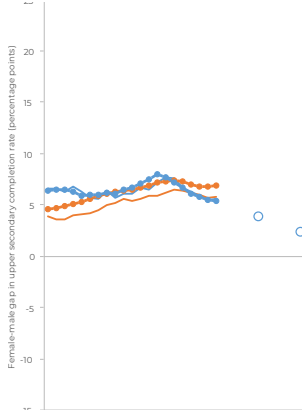


Upper secondary school age



GENDER GAP

Upper secondary completion rate, gender gap (females minus males)

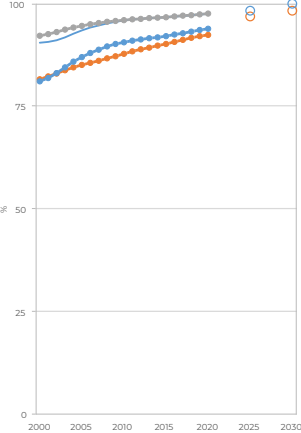


COLOMBIA LATE COMPLETION BENCHMARK
LATIN AMERICA AND THE CARIBBEAN
LATE COMPLETION

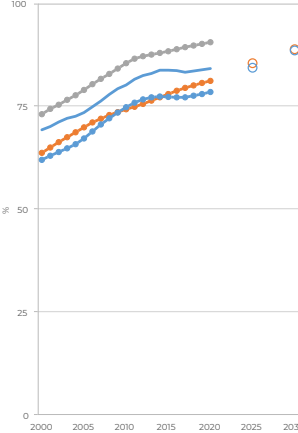
COMPLETION RATE

COLOMBIA MODEL BENCHMARK UPPER MIDDLE INCOME COUNTRIES LATIN AMERICA AND THE CARIBBEAN BENCHMARK

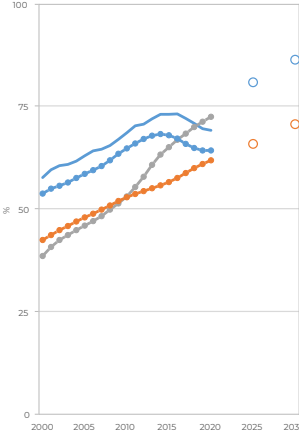
Primary



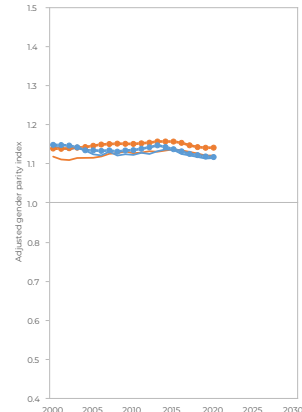
Lower secondary



Upper secondary



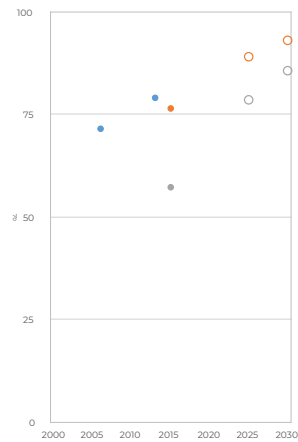
Upper secondary completion rate, gender parity index (females over males)



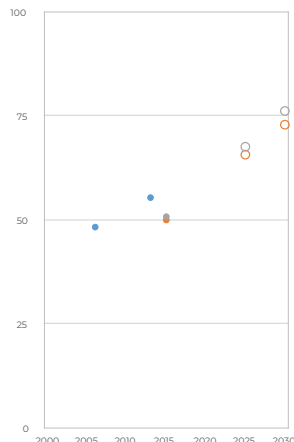
MINIMUM LEARNING PROFICIENCY: READING

● COLOMBIA ○ BENCHMARK ● WORLD ○ BENCHMARK ● LATIN AMERICA AND THE CARIBBEAN ○ BENCHMARK

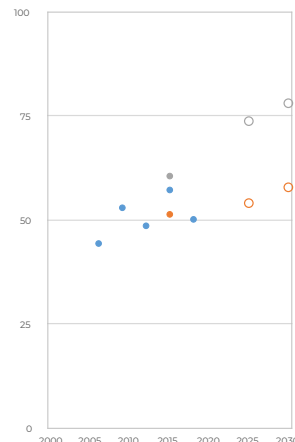
Early grades



End of primary



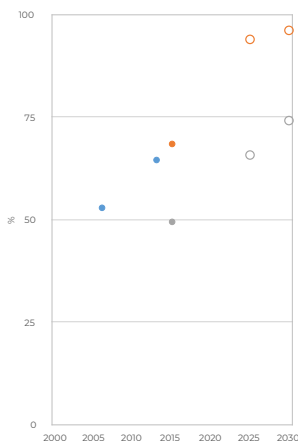
End of lower secondary



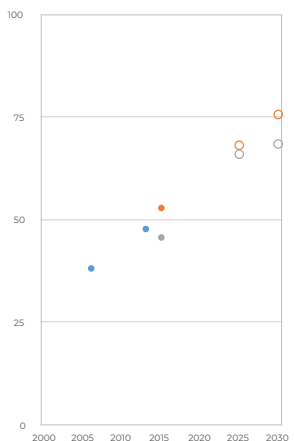
MINIMUM LEARNING PROFICIENCY: MATHEMATICS

● COLOMBIA ○ BENCHMARK ● WORLD ○ BENCHMARK ● LATIN AMERICA AND THE CARIBBEAN ○ BENCHMARK

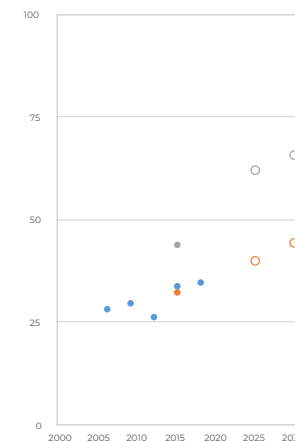
Early grades



End of primary



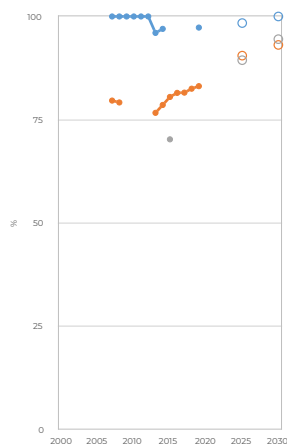
End of lower secondary



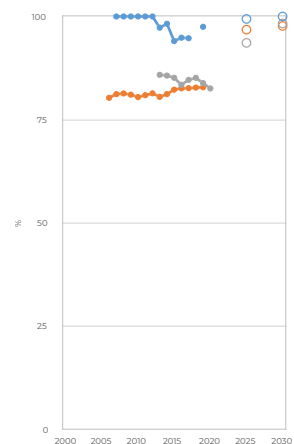
TRAINED TEACHERS

◆ COLOMBIA — MODEL ○ BENCHMARK ◆ UPPER MIDDLE INCOME COUNTRIES ◆ LATIN AMERICA AND THE CARIBBEAN ○ BENCHMARK

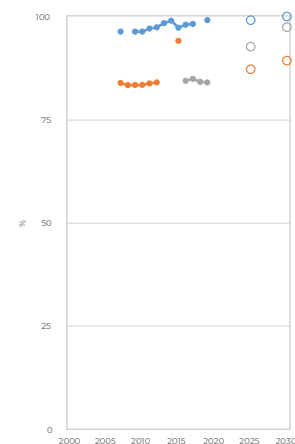
Pre-primary



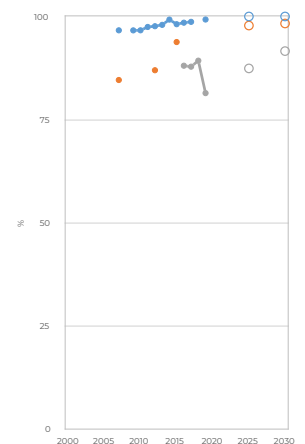
Primary



Lower secondary



Upper secondary



FRANCE

1. POLICY CONTEXT

France has endorsed UNESCO's call to set national benchmarks for Sustainable Development Goal 4 based on statistical projections. In particular, most benchmarks were calculated based on the median growth rate historically observed in countries, conditional on their initial level. France sees these values as interim targets to better monitor its progress towards SDG 4 by 2030. In addition, France has committed to pursuing a number of other national and European education and training goals.

2. BENCHMARK DEVELOPMENT

Compulsory education starts at age 3 in France, and the enrolment of children of pre-primary age, namely 3- to 5-year-olds, has reached 100%. Enrolment rates of **5-year-old children in organized learning**, as defined by the SDG 4 indicator, increased from 97% in 2000 to 100% in 2019, which is also the benchmark for 2025 and 2030. Meanwhile, France has also met the European target of 96% or more of children between the age of 3 and mandatory primary school entry age who are enrolled in formal education (100% in France in 2020, compared with an EU-27 average of 93%). The priority for France is now to improve access to early childhood education and care for children under 3, particularly those from lower socioeconomic backgrounds, and to improve the quality and inclusiveness of early childhood programmes.

Participation at the primary and lower secondary levels is nearly universal in France. The **out-of-school rate** for children of primary and lower secondary school age is below 1%, and estimates point to values close to 100% for primary and lower secondary **completion rates**. The country has not set benchmarks for these SDG 4 indicators.

There has been progress in increasing the **upper secondary completion** rate, from about 82% in 2000 to 90% in 2020 for the 20- to 24-year-old age group. Completion rate refers to the educational attainment of a given age cohort. The country has not set benchmarks for this SDG 4 indicator, but the government is focused on ensuring that the education system provides opportunities for as many young people as possible to graduate and reducing the number of those who leave the system without any qualifications. In fact, the fight against early leaving from education or training are part of the European 2030 strategy and are a national priority. The European Union set an objective to reduce the share of early school leavers – 18- to 24-year-olds who have not completed upper secondary education and are not participating in education or training – to less than 9% by 2030. In 2021, the figure stood at 8% in France and 10% on average in the EU-27. France set a more ambitious national goal of 6% by 2023.

Other goals have been set at the national level, particularly with regard to graduation access rates. For instance, 88% of a theoretical age group will graduate with the national brevet (lower secondary certificate) in 2021 ('influx') and the target for 2023 is 89%. As for the baccalauréat (upper secondary diploma) access rate, the target of 85% set for 2023 was reached in 2021. A specific target was set for baccalauréat access for children from low-income families: France's target was 75%, to be achieved by 2023, and by 2021 the share already stood at 78%. To meet these various targets, France has implemented a series of policies to provide support and assistance from primary school all the way through to high school in order to tackle school dropout and increase young people's opportunities to complete their studies. Among other things, these include a requirement for young people between the ages of 16 and 18 to receive training, which came into effect in September 2020 and to improve access to employment and training for minors. This initiative provides educational and pedagogical continuity from ages 3 to 18.

As upper secondary completion increased over the past two decades in France, the **gender gap** oscillated around 4 percentage points in favour of girls, according to Eurostat data. In 2020, the gap in France was 4.6 percentage points, above the regional average for Europe and Northern America of 3.5 points. In terms of SDG global indicator 4.5.1, the gender parity index, which expresses the gender gap in relative rather than absolute terms, France has remained at about 1.05, in line with the regional average.

France uses a range of national and international assessments of student performance throughout primary school. Since 2018, for instance, it has conducted comprehensive national assessments in first and second grade (CP and CE1) in reading and mathematics. These assessments showed that the negative impact of the COVID-19 crisis on learning in 2020 had been overcome by 2021 (Ministère de l'Éducation Nationale de la Jeunesse et des Sports, 2021a). However, these results are not used to monitor SDG 4 progress with regard to **minimum proficiency levels in grades 2 or 3**.

Results from the TIMSS and PIRLS learning assessments, administered in grade 4, are used to monitor SDG 4 progress in achieving **minimum learning proficiency by the end of primary** in mathematics and reading. According to the latest 2019 TIMSS results, 57% of grade 4 students in France had achieved minimum proficiency in mathematics – relatively constant from 58% in 2015, yet below the EU average of 76% for the 2019 TIMSS. The national benchmarks for this indicator were set at 65% by 2025 and 71% by 2030, both in line with what is considered the minimum national benchmark given the conditional median growth rate of the indicator. The government aims to improve students' performance by prioritizing mathematics competencies from the first year of primary education, increasing dedicated instruction time at the secondary level and strengthening teacher training in this domain (Ministère de l'Éducation Nationale de la Jeunesse et des Sports, 2021b). A high share of primary school students – 94% – have achieved minimum proficiency in reading as measured in the latest PIRLS round in 2016, leading the benchmark to be set at 100% by 2025. Nevertheless, improving reading performance at the primary level remains a major concern and priority in national education policy, since France's overall PIRLS reading scores are slightly below the EU average (a gap of two percentage points) and have been decreasing since 2001.

France has also set other important targets regarding student proficiency. For instance, in primary school, one target assessed in grade 3 is the share of students who are proficient in the main components of the Common Foundation of Knowledge, Skills and Culture, 'Languages for Thinking and Communicating', namely: 'understanding and expressing yourself using the French language, both orally and in writing' (71.3% in 2020, with a target of 89% for 2023) and 'understanding and expressing yourself using mathematical, scientific and computer languages' (69% in 2020, with a target of 89% for 2023). At the secondary level, students are assessed at the beginning of grade 6 to determine the share of students with a fair to high level of proficiency in French language skills (89.5% in 2021, with a target of 93% set for 2023) and in mathematics (75% in 2021, with a target of 83% for 2023).

France has participated in all PISA assessment cycles since 2000. These provide data for SDG 4 on the percentage of students who achieve **minimum learning proficiency by the end of lower secondary education** in reading and mathematics. In the latest round in 2018, about 79% of students achieved minimum proficiency in both domains. The country set similar benchmarks for both, at 81% by 2025 and 82% by 2030. France's overall PISA scores for reading and mathematics are above the OECD average but are strongly correlated with students' socioeconomic background. The Ministry of National Education, Youth and Sport has made reducing education inequality its number one priority, planning to achieve it as early as primary level through investments such as reducing class size in disadvantaged areas and providing new resources, training and pedagogical tools for teachers (Ministère de l'Éducation Nationale de la Jeunesse et des Sports, 2022).

France has a range of data on the share of **teachers** with minimum qualifications but, as is the case with most high-income countries, none of these are retained for purposes of monitoring SDG 4 progress due to varying

FRANCE

interpretations of the notion of minimum qualifications. Nevertheless, increasing access and uptake of in-service professional development remains a challenge. The 2018 TALIS results highlighted that lower secondary teachers are less likely to participate in in-service training than their peers in other OECD countries.

Finally, France has recognized the **public education expenditure** benchmarks recommended in the Education 2030 Framework for Action: 15% of the total public budget and 4% of the GDP on education. In 2018, the latest available year, France's education expenditure represented 9.7% of total expenditure – below the benchmark – but 5.4% of GDP – above the benchmark. Spending on pre-primary to tertiary education as a share of GDP and total public expenditure remained relatively constant between 2012 and 2018. In 2020, the government introduced a €100 billion stimulus package that includes measures for education, such as the digital transformation of education and 'Internat d'Excellence' boarding schools.

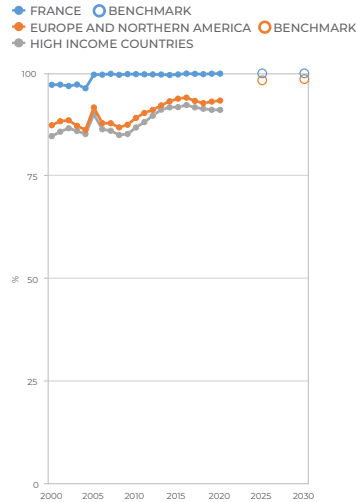
3. CONCLUSION

France has demonstrated coherence between its national plans and the global education agenda. The country has already achieved near universal completion and high levels of learning proficiency in the early grades, though secondary-level proficiency outcomes remain a challenge. Most national benchmarks have been set in line with statistical projections based on the conditional median growth rate of countries. However, improvements are still needed in comparable data availability and international definitions for monitoring indicators on early grade learning and share of teachers with minimum qualifications and training.

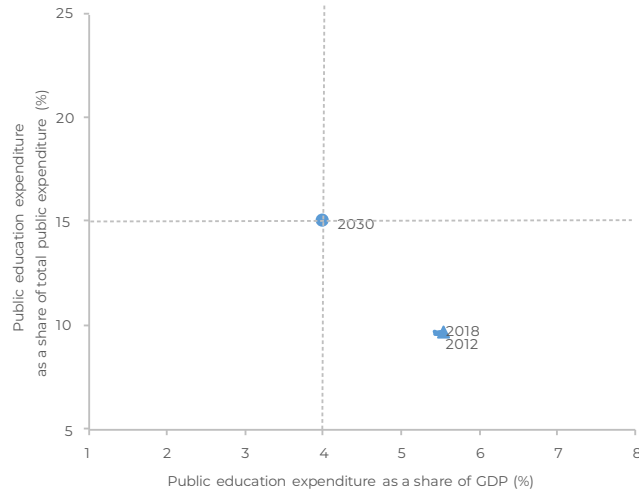
Benchmark indicator values

		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	100	100
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	–	–
	4.1.4c Adolescents of lower secondary school age	–	–
	4.1.4d Youth of upper secondary school age	–	–
COMPLETION RATE	4.1.2b Primary	–	–
	4.1.2c Lower secondary	–	–
	4.1.2d Upper secondary	–	–
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	–	–
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	–	–
	4.1.1a Grade 2 or 3, reading	–	–
	4.1.1b End of primary, mathematics	64.8	71.4
	4.1.1b End of primary, reading	100.0	100.0
	4.1.1c End of lower secondary, mathematics	81.0	82.5
	4.1.1c End of lower secondary, reading	81.0	82.2
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	–	–
	4.c.1b Primary	–	–
	4.c.1c Lower secondary	–	–
	4.c.1d Upper secondary	–	–
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	15	15
	FFA.2 As share of GDP	4	4

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE



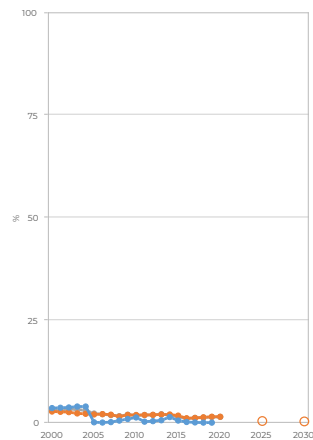
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



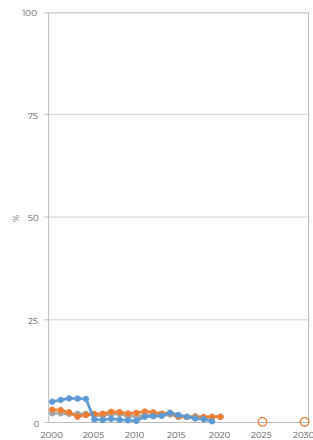
OUT-OF-SCHOOL RATE

FRANCE MODEL BENCHMARK WORLD EUROPE AND NORTHERN AMERICA BENCHMARK

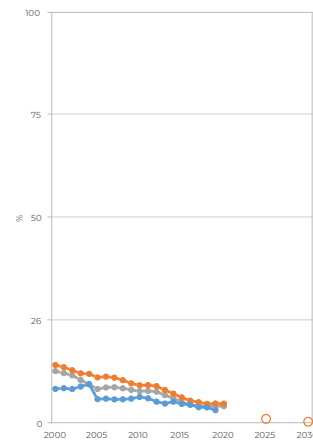
Primary school age



Lower secondary school age

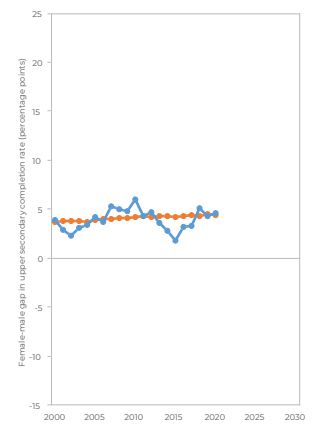


Upper secondary school age



GENDER GAP

Upper secondary completion rate, gender gap (females minus males)

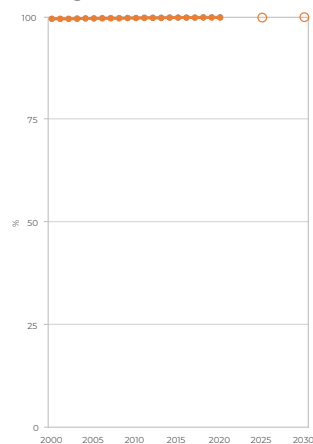


FRANCE (20-24 YEAR-OLDS) BENCHMARK
EUROPE AND NORTHERN AMERICA BENCHMARK

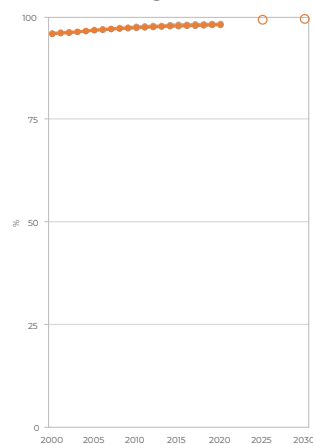
COMPLETION RATE

FRANCE MODEL BENCHMARK WORLD EUROPE AND NORTHERN AMERICA BENCHMARK

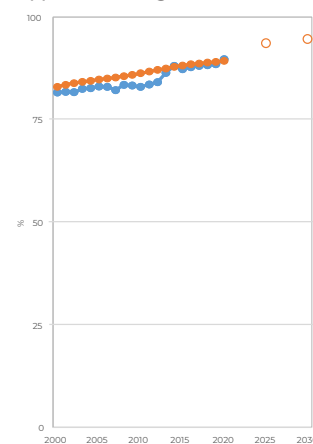
Primary



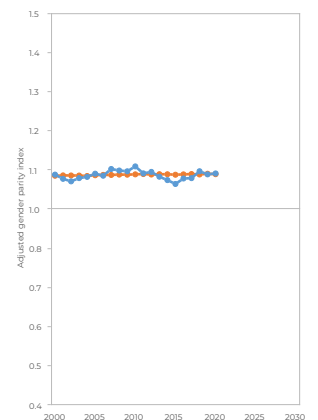
Lower secondary



Upper secondary



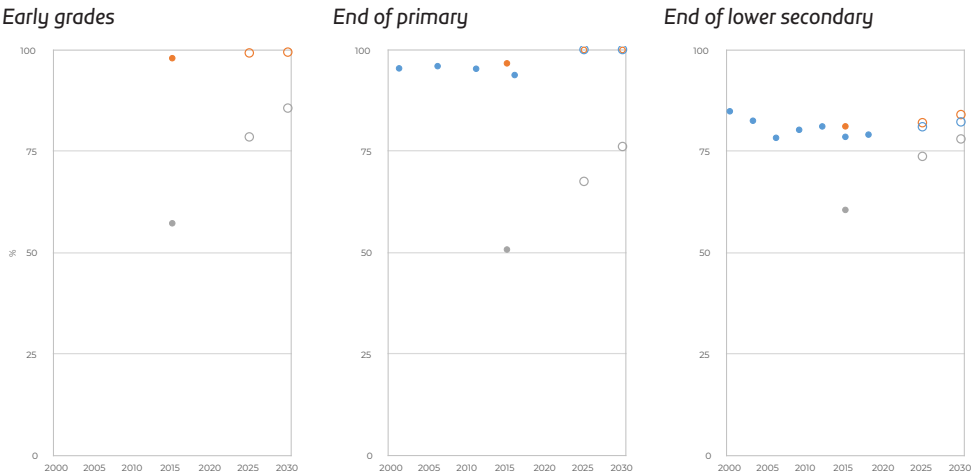
Upper secondary completion rate, gender parity index (females over males)



FRANCE

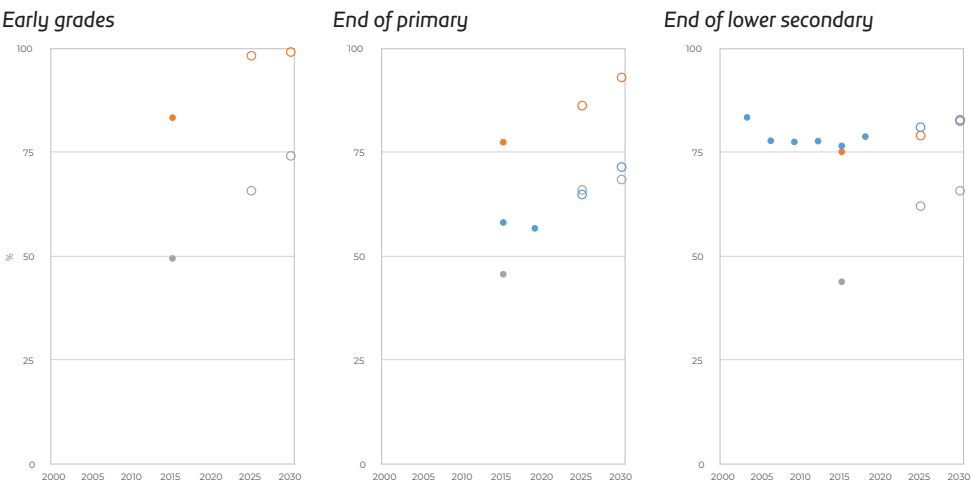
MINIMUM LEARNING PROFICIENCY: READING

FRANCE BENCHMARK WORLD BENCHMARK EUROPE AND NORTHERN AMERICA BENCHMARK



MINIMUM LEARNING PROFICIENCY: MATHEMATICS

FRANCE BENCHMARK WORLD BENCHMARK EUROPE AND NORTHERN AMERICA BENCHMARK



GUYANA

GUYANA

1. POLICY CONTEXT

Guyana set its national SDG 4 benchmarks mostly with reference to its Education Sector Plan 2021–2025, as well as the Guyana Out-of-school Children Study published in 2017. The major priorities identified by the plan were to improve governance and accountability, student performance at all levels and the efficiency of the education system. The plan also aims to reduce inequality in education and contribute to lifelong learning and employability. The Low Carbon Development Strategy 2030, Guyana's long-term development strategy, reflects the country's vision of building a diversifying and decarbonizing domestic economy, which is in keeping with a 'green agenda'.

2. BENCHMARK DEVELOPMENT

In **pre-primary** education, the attendance rate of 5-year-old children is relatively high, at 95% as of 2012, the baseline year. Although this attendance level is the same as the average for Latin America and the Caribbean, progress in Guyana has been slow since 2003, when participation in organized learning was already 94%, according to UIS data. The Ministry of Education of Guyana is committed to providing free pre-primary education from the age of 3 years and 9 months, paying particular attention to ensuring participation of both boys and girls in all regions of the country. Nevertheless, education is only compulsory from primary education onwards and parents are free to choose whether to send their children to pre-primary education.

The **out-of-school rate** for children of primary school age fell rapidly from 7% in 2003 to 2% in 2012, at an average of 0.5 percentage points per year, according to UIS data. The benchmark levels set by the Guyana Out-of-School Children Study are 1% for 2025 and 2030, aiming for a slight decrease from the baseline of 2% in 2014.

The primary **completion** rate is estimated to have improved from 92% in 2000 to 99% in 2020, or an average of 0.4 percentage points per year. The country aims to sustain this figure, setting benchmarks for 2025 and 2030 at the same level. Although access is high at the primary level, Guyana has stressed the promotion of an inclusive system that fosters the participation of children with disabilities and refugees, for whom dropout rates are higher. The sector plan shows that an unusually high 11% of persons with disabilities have never attended school. To address this, the government plans to enhance financial support and improve transport to schools.

Trend data on school participation are more incomplete at the secondary level. Among adolescents of lower secondary age, the out-of-school rate went from 12% in 2009 to 7% in 2012, according to UIS data, while the government has established the baseline at 9% in 2014. The benchmark at the lower secondary is set to reduce the out-of-school rate to 1% by 2025 and maintain this level in 2030. The upper secondary out-of-school rate is much higher at 30% in 2012 and 37% in the baseline year of 2014. The government aims to decrease it to 15% by 2025 and to 10% by 2030, which would require strong acceleration. An important source of education inequality in the country is poverty, which is concentrated in rural areas and the interior/hinterlands. These are also the areas with the lowest completion and highest dropout rates.

The **lower secondary completion** rate grew from 69% in 2000 to 89% in 2020. The government envisages universal completion by 2025, which assumes over-age enrolment and repetition challenges will have been addressed by then. The **upper secondary completion** rate has grown more slowly, from 39% in 2000 to 66% in 2020. The government envisages acceleration, setting a benchmark of 70% by 2025 and 80% by 2030.

GUYANA

The Guyana Out-of-school Children Study identified various barriers to school participation, which include long distance from schools, child labour, early pregnancy, poverty and economic barriers. Another issue put forward by the study was a lack of parental awareness about the ultimate benefits of education, which was especially the case in rural and hinterland areas.

The benchmark indicator selected to reflect equity is the **gender gap in the upper secondary completion rate**, i.e. the difference between females and males in upper secondary completion. The upper secondary completion rate in Guyana has increased substantially for both females and males in the last 20 years, reflecting the country's commitment and efforts to improve the situation. Nevertheless, the gender gap also increased substantially between 2000 and 2020, from 6 to 14 percentage points, with many more females than males completing upper secondary school. SDG global indicator 4.5.1, the **gender parity index**, which expresses the gender gap in relative rather than absolute terms, has remained stable at around 1.2 between 2000 and 2020, slightly higher than the regional average in Latin America and the Caribbean. Guyana is working on a system transformation process with technical support from UNESCO-IIEP and financial support from the GPE that aims at addressing the gender and geographical gaps in performance.

In addition to the gap favouring girls in upper secondary completion, the education sector plan has shown that girls outperform boys in numeracy and literacy in public primary school. At grade 6, girls also do better in English, mathematics, science and social studies.

The benchmarks set for **minimum learning proficiency** were based on national assessments. There are no data for the six indicators from international assessments. By 2025, Guyana aims at having 60% of children with minimum proficiency in reading and mathematics in early grades, increasing to 80% in mathematics and 85% in reading by 2030. Benchmarks for the end of primary are 50% for mathematics and 70% for reading by 2025 and 80% for both subjects by 2030. Finally, the end of secondary benchmarks in mathematics stand at 50% for 2025 and 60% for 2030, with reading benchmarks of 75% and 85%, respectively.

Professional training of teachers is delivered by the Cyril Potter College of Education and the University of Guyana. Increasing the proportion of trained teachers has been a policy objective in the last four plans due to a strong conviction that better-trained teachers will have a positive effect on the performance of students.

The percentage of **trained teachers** has increased strongly in recent years for pre-primary and primary education in Guyana. It went from 37% in 2000 to 65% in 2012 for teachers in pre-primary education and from 51% to 70% in primary during the same period. Such progress must be sustained for the country to attain its benchmarks of 80% in 2025 and 90% in 2030 for both levels. At the lower secondary level, there was no progress; between 2003 and 2009 the percentage of trained teachers remained at 57%. The benchmarks set expect the level to increase to 84% by 2025 and 95% by 2030. The same targets were set for upper secondary education, although progress should be even quicker given that in the baseline year of 2009 only half of upper secondary school teachers had training.

In addition to initial teacher training, the Ministry of Education has introduced a systematic continuous professional development (CPD) programme, which is primarily delivered during the summer holidays. Participants can earn credits by attending these programmes. While attendance is not compulsory, the credits count in promotion opportunities. The ministry is restructuring its CPD process to scale up its efforts to train teachers beyond the summer holidays. The minister has mandated that everyone teaching in the system should be trained by 2025. To this end, the number of centres conducting initial teacher training has been expanded across the country. Teacher trainees now have access to synchronous and asynchronous training for the first time.

Finally, Guyana has set ambitious benchmarks for both **public education expenditure** indicators. Public expenditure as a share of GDP decreased from 8.5% in 2000 to 4.5% in 2018. Now the country aims to bring it back to 6% in 2025 and 8% in 2030. Education as a share of total budget expenditure decreased slightly from 17.7% in 2000 to 16% in 2018. It will have to grow rapidly to reach the benchmarks set at 20% for 2025 and 25% for 2030.

3. CONCLUSION

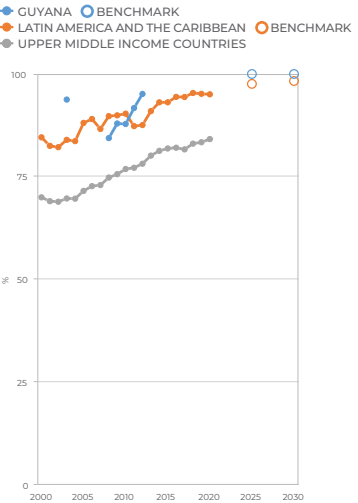
Guyana was able to set ambitious, although feasible, targets for a large number of indicators. The country has made substantial progress towards achieving its benchmarks, especially in terms of lower and upper secondary completion. Nevertheless, improvements will be needed in data timeliness and availability, especially on learning outcomes, for the national SDG 4 benchmark exercise to be effective. There also remain differences between national and internationally comparable data, which result in different baseline data in the case of out-of-school rates and therefore different perspectives on the ambitiousness and feasibility of the benchmarks proposed for 2025 and 2030.

Benchmark indicator values

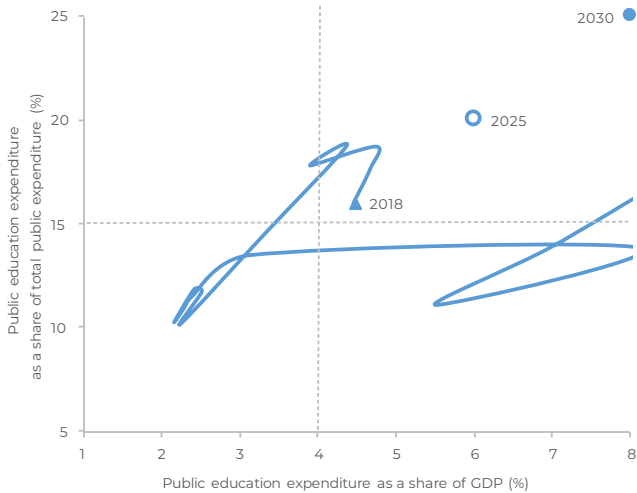
		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	100	100
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	1	1
	4.1.4c Adolescents of lower secondary school age	1	1
	4.1.4d Youth of upper secondary school age	15	10
COMPLETION RATE	4.1.2b Primary	100	100
	4.1.2c Lower secondary	100	100
	4.1.2d Upper secondary	70	80
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	–	–
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	60	80
	4.1.1a Grade 2 or 3, reading	60	85
	4.1.1b End of primary, mathematics	50	80
	4.1.1b End of primary, reading	70	80
	4.1.1c End of lower secondary, mathematics	50	60
	4.1.1c End of lower secondary, reading	75	85
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	80	90
	4.c.1b Primary	80	90
	4.c.1c Lower secondary	84	95
	4.c.1d Upper secondary	84	95
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	20	25
	FFA.2 As share of GDP	6	8

GUYANA

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE



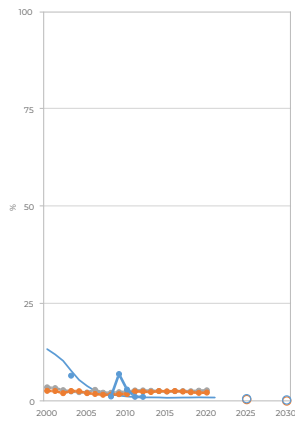
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



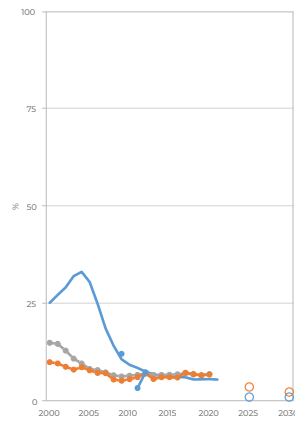
OUT-OF-SCHOOL RATE

Legend: GUYANA (blue diamond), MODEL (blue line), BENCHMARK (blue circle), UPPER MIDDLE INCOME COUNTRIES (grey diamond), LATIN AMERICA AND THE CARIBBEAN (orange diamond), BENCHMARK (orange circle).

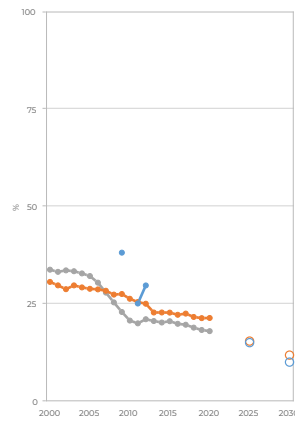
Primary school age



Lower secondary school age

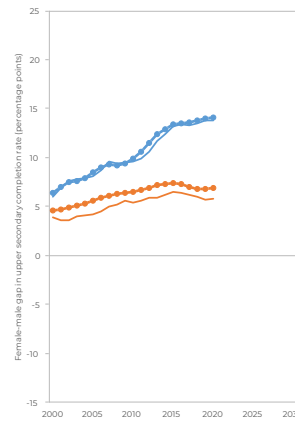


Upper secondary school age



GENDER GAP

Upper secondary completion rate, gender gap (females minus males)

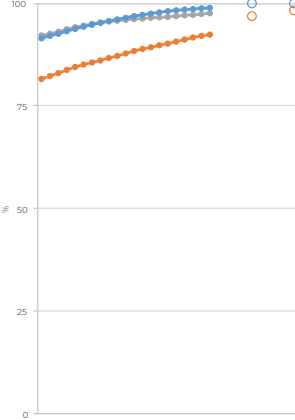


Legend: GUYANA (blue diamond), LATE COMPLETION (blue line), BENCHMARK (blue circle), LATIN AMERICA AND THE CARIBBEAN (orange diamond), LATE COMPLETION (orange line).

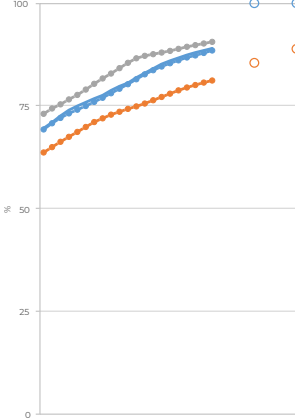
COMPLETION RATE

Legend: GUYANA (blue diamond), MODEL (blue line), BENCHMARK (blue circle), UPPER MIDDLE INCOME COUNTRIES (grey diamond), LATIN AMERICA AND THE CARIBBEAN (orange diamond), BENCHMARK (orange circle).

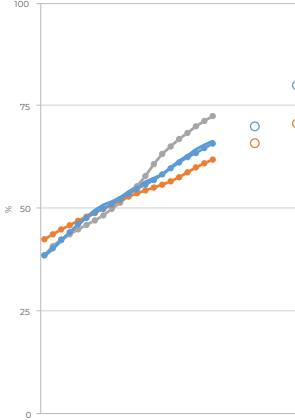
Primary



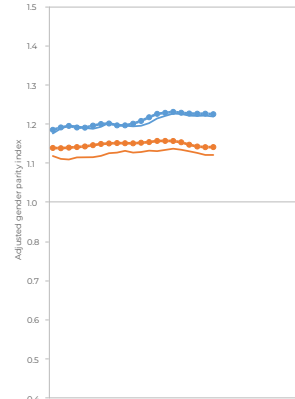
Lower secondary



Upper secondary



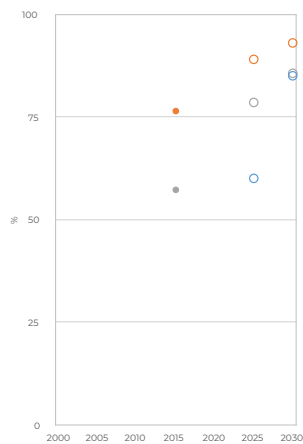
Upper secondary completion rate, gender parity index (females over males)



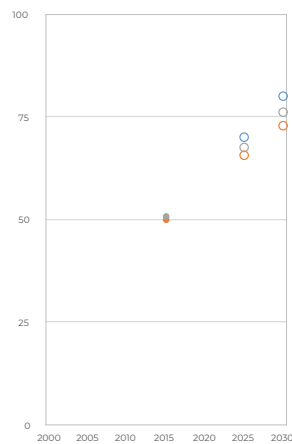
MINIMUM LEARNING PROFICIENCY: READING

● GUYANA ○ BENCHMARK ● WORLD ○ BENCHMARK ● LATIN AMERICA AND THE CARIBBEAN ○ BENCHMARK

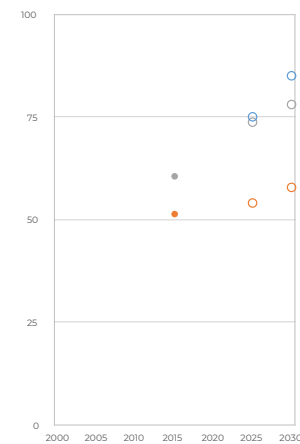
Early grades



End of primary



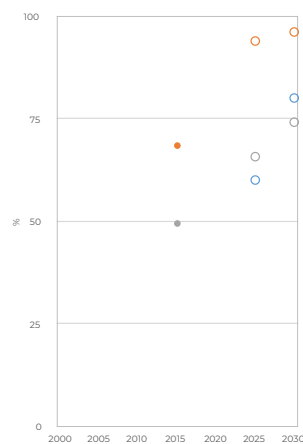
End of lower secondary



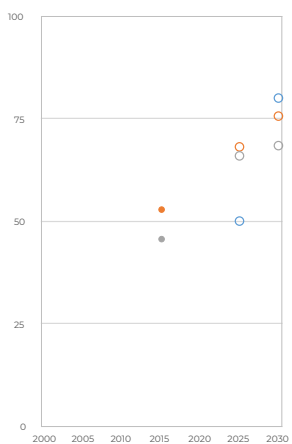
MINIMUM LEARNING PROFICIENCY: MATHEMATICS

● GUYANA ○ BENCHMARK ● WORLD ○ BENCHMARK ● LATIN AMERICA AND THE CARIBBEAN ○ BENCHMARK

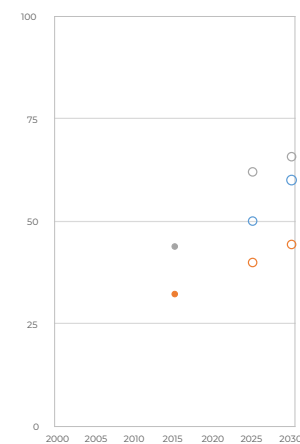
Early grades



End of primary



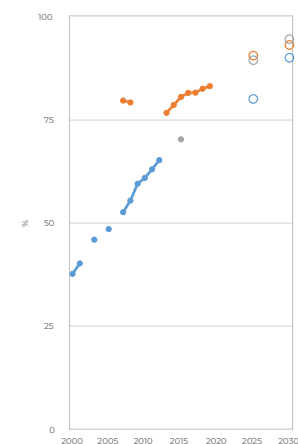
End of lower secondary



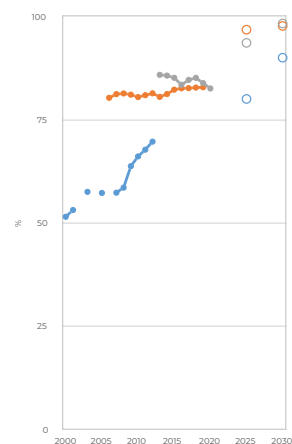
TRAINED TEACHERS

● GUYANA — MODEL ○ BENCHMARK ● UPPER MIDDLE INCOME COUNTRIES ● LATIN AMERICA AND THE CARIBBEAN ○ BENCHMARK

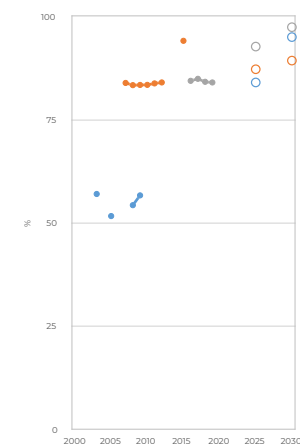
Pre-primary



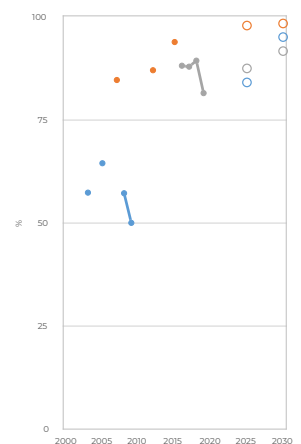
Primary



Lower secondary



Upper secondary



INDIA

INDIA

1. POLICY CONTEXT

India has set its national benchmark values for SDG 4 indicators in orientation with its National Education Policy (NEP) 2020 targets and progress made so far. The NEP itself has been oriented to SDG 4 and emphasizes the development of the creative potential of the young population. The vision of the policy is to instill among learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect and deeds, as well as to develop knowledge, skills, values and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a global citizen.

The Ministry of Education (MOE) has taken steps to universalize quality education delivery, as stipulated by SDG 4. The Performance Grading Index, the UDISE+ information system and the National Achievement Survey (NAS) are the major data initiatives to monitor progress at the school level. They are accompanied by the All-India Higher Education Survey and annual publications on education expenditure, the main monitoring tools at the higher education level. The MOE set the national benchmarking process on the indicators finalized by the Technical Cooperation Group. It has consulted with its Programme Division and considered NAS 2021 results, UDISE+ 2020 data/indicators and other relevant sources of data. These benchmarks are consulted and approved by the national competent authority of the Department of School Education and Literacy (DOSEL).

DOSEL has decided not to provide benchmarks on the out-of-school indicators as they are not part of the global indicators of SDG 4 and the ministry does not produce OOSC data itself. Setting benchmarks on education expenditure is the responsibility of the MOE's Department of Higher Education. The NEP clearly mentions an intent 'to increase the public investment in Education sector to reach 6% of GDP at the earliest' (p. 61) and this target is accordingly included in the benchmarking exercise.

2. BENCHMARK DEVELOPMENT

The **participation rate in organized learning at least one year prior to entering primary education** reached 87.2% in 2020. The government of India has set targets for this participation rate at 95% for 2025 and 100% for 2030. The NEP 2020 outlined an expansion of early childhood education institutions, particularly referencing economically weaker regions to provide access to populations in need. In the new structure under the NEP, early childhood care and education from age 3 is included for the first time.

The primary and lower secondary education **completion rates** are targeted to reach 100% by 2030; for upper secondary, the target set for 2030 is 88%. The NEP contains a restructuring of academic levels into multiple streams, from pre-primary through layered basic up to tertiary education. The new academic structure may result in better completion rates, at least up to lower secondary education, in the medium term. A strong effort is needed to lessen dropout rates, especially at the lower secondary and upper secondary levels, to reach the benchmarks within the stipulated time frame. The government of India has started to focus attention on dropout rates with an objective to reduce them to zero. The attention on classes and schools will help identify targeted interventions for the reduction of dropout.

Regarding **equity**, the gender gap in the upper secondary completion rate narrowed between 2010 and 2020. In 2010, it was 9.8 percentage points in favour of males, whereas by 2020 the gap had reached 5.1 percentage points. The NEP focuses on equity, including gender. It is expected that improved diversity considerations will translate into gender balance in the upper secondary completion rate.

India has established its learning benchmarks keeping in view the NEP targets and achievement as measured by the NAS. The latest figures are used for the benchmark value on the proportion of students achieving **minimum proficiency level (MPL)** at grade 3 and 5 (end of primary level) and grade 8 (end of lower secondary level) in mathematics and reading. The 2021 NAS results show a reduction in MPL in each grade compared with the 2017 NAS. The MPL benchmarks at grade 3 are to reach 63.5% and 56.6% by 2030 for mathematics and reading, respectively. The 2030 benchmarks are 20 percentage points higher than the NAS 2021 results for mathematics and 18 percentage points higher for reading. The benchmarks at the end of primary are set at 52.3% for mathematics and 55.6% for reading by 2030. The 2030 benchmarks for the end of lower secondary are 47.4% for mathematics and 46.0% for reading.

The NEP includes various means of delivering increased student performance, starting with relevant learning in early childhood education to reduce the number of students falling behind from grade 1, as well as reducing the maximum number of students per class to below 30. Given the breadth of strategies for improving learning, India aims to tackle challenges in this field with tools ranging from up-to-date pedagogical resources to nutrition at home. Numeracy and literacy skills are to be made foundational and redesigned for all curricula, as one of the main NEP goals.

The **proportion of teachers with the minimum required qualifications** ranged between 84% and 91% from the pre-primary to upper secondary levels of education in 2021. The highest proportion of qualified teachers is at the upper secondary level, with 91.3% qualified teachers, whereas at the primary level the proportion is 89.5%. The minimum qualification set by the National Council for Teacher Education no longer allows entering the teaching profession without minimum qualifications. Teachers are rigorously trained by the government through various training programmes such as the National Initiative for School Heads' and Teachers' Holistic Advancement. India is committed to all teachers having the required qualifications, set at the national level for achieving the SDG 4 target, by 2030.

National education policymaking in India reiterated that **government expenditure on education** should be at 6% of gross domestic product (GDP). In 2020, expenditure on education as a percentage of GDP was 4.5%. The NEP re-emphasized that the central government and the states will collaborate to increase public investment in the education sector to reach 6% as soon as possible. The government expenditure on education as a percentage of GDP is expected to reach 6% by 2025 and to remain at that level through 2030.

3. CONCLUSION

India has stated upfront that teachers are the main area of attention to reform the education sector, as well as ensuring that every child will receive a quality education. Additionally, diversity is a focus from a variety of angles for the purpose of fostering inclusion. The policy further restructures the education system into differentiated pedagogical and curricular elements in closer alignment with academic structures internationally. The NEP is guided by a list of principles primarily centering on skills development in literacy and numeracy as well as various cognitive and behavioural skills, with explicit mention of formalizing learning assessments.

Adequate financial resources and effective delivery mechanisms with committed political leadership are the basis for achieving the benchmarks set by the government of India. Expecting an increase in funding and an emphasis on education quality with a strengthened teaching force, the country should be able to improve its learning outcomes as well as participation and completion rates across all levels.

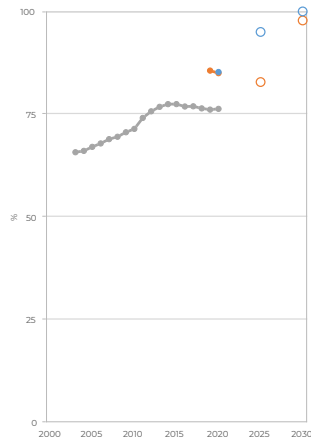
INDIA

Benchmark indicator values

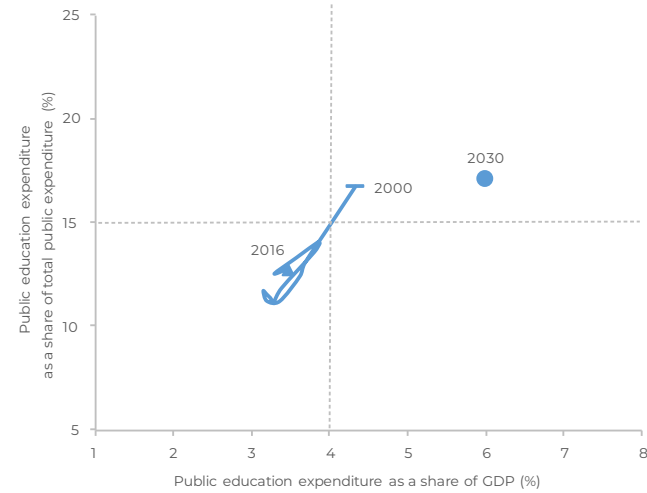
		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	95	100
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	–	–
	4.1.4c Adolescents of lower secondary school age	–	–
	4.1.4d Youth of upper secondary school age	–	–
COMPLETION RATE	4.1.2b Primary	98.5	100
	4.1.2c Lower secondary	98.5	100
	4.1.2d Upper secondary	84	88
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	–	–
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	52.9	63.5
	4.1.1a Grade 2 or 3, reading	47.2	56.6
	4.1.1b End of primary, mathematics	43.6	52.6
	4.1.1b End of primary, reading	43.6	55.6
	4.1.1c End of lower secondary, mathematics	39.5	47.4
	4.1.1c End of lower secondary, reading	38.3	46.0
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	95	100
	4.c.1b Primary	95	100
	4.c.1c Lower secondary	95	100
	4.c.1d Upper secondary	95	100
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	17	17
	FFA.2 As share of GDP	6	6

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE

INDIA BENCHMARK
CENTRAL AND SOUTHERN ASIA BENCHMARK
LOWER MIDDLE INCOME COUNTRIES



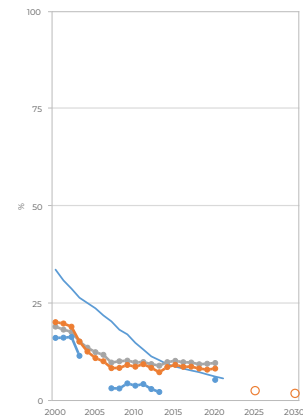
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



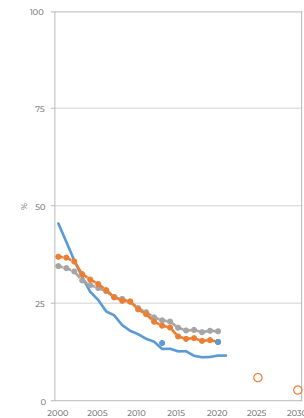
OUT-OF-SCHOOL RATE

INDIA MODEL BENCHMARK LOWER MIDDLE INCOME COUNTRIES CENTRAL AND SOUTHERN ASIA BENCHMARK

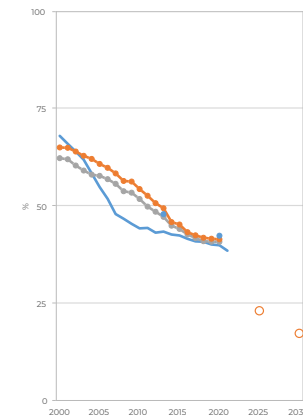
Primary school age



Lower secondary school age

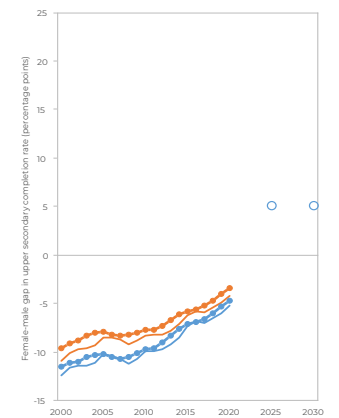


Upper secondary school age



GENDER GAP

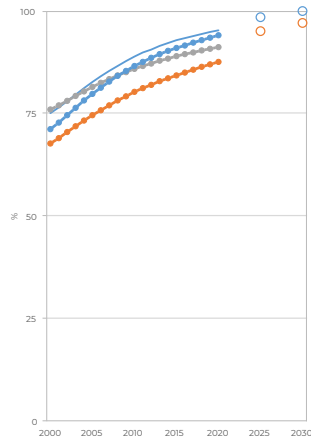
Upper secondary completion rate, gender gap (females minus males)



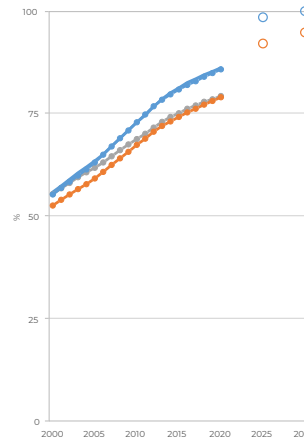
COMPLETION RATE

INDIA MODEL BENCHMARK LOWER MIDDLE INCOME COUNTRIES CENTRAL AND SOUTHERN ASIA BENCHMARK

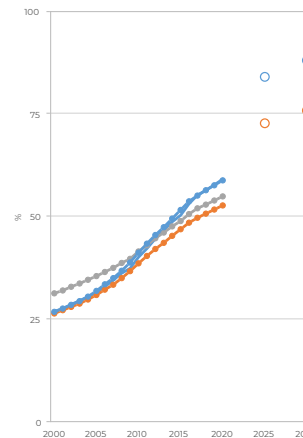
Primary



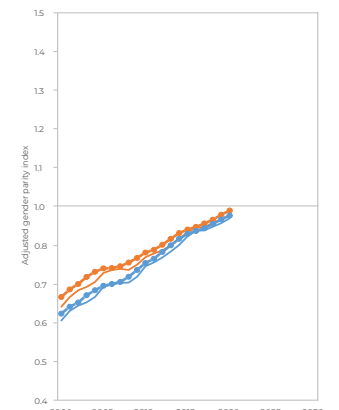
Lower secondary



Upper secondary



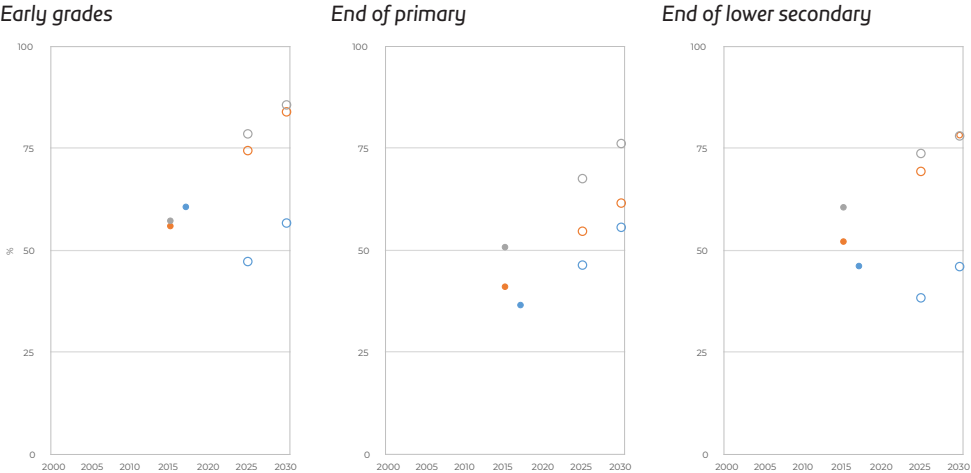
Upper secondary completion rate, gender parity index (females over males)



INDIA

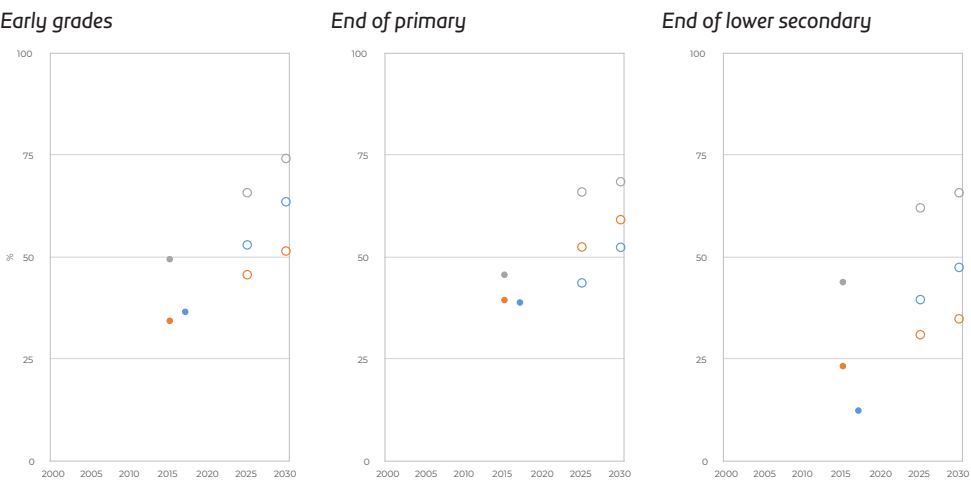
MINIMUM LEARNING PROFICIENCY: READING

INDIA BENCHMARK WORLD BENCHMARK CENTRAL AND SOUTHERN ASIA BENCHMARK



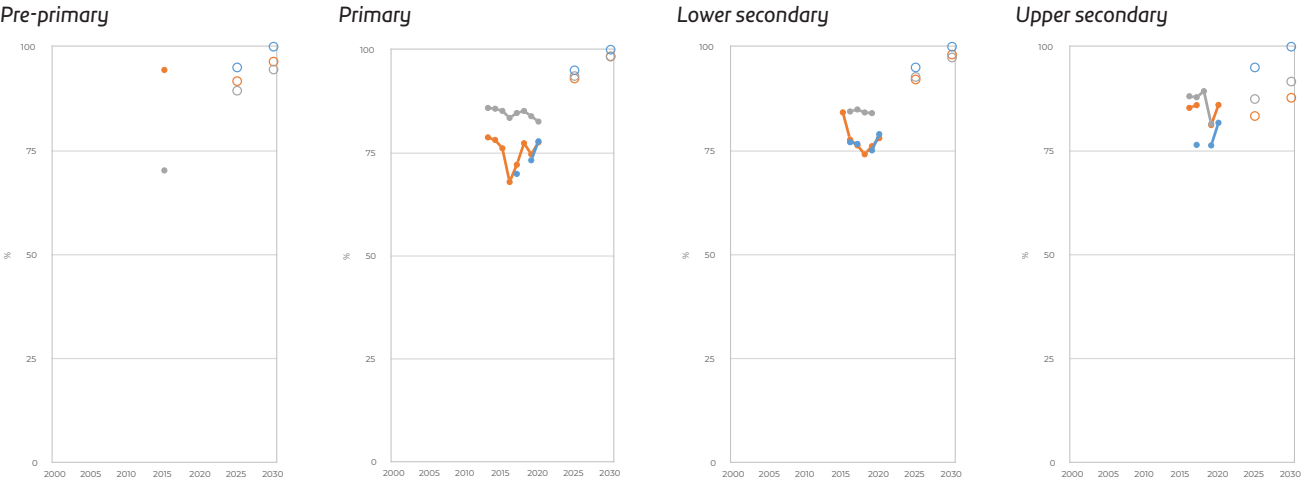
MINIMUM LEARNING PROFICIENCY: MATHEMATICS

INDIA BENCHMARK WORLD BENCHMARK CENTRAL AND SOUTHERN ASIA BENCHMARK



TRAINED TEACHERS

INDIA BENCHMARK WORLD BENCHMARK CENTRAL AND SOUTHERN ASIA BENCHMARK



JORDAN

JORDAN

1. POLICY CONTEXT

With firm commitments to achieving the Education 2030 agenda, Jordan Vision 2025 and the National Strategy for Human Resource Development 2016–2025 (HRD), the Ministry of Education (MoE) in Jordan prepared its Education Strategic Plan 2018–2022 (ESP) with six priority domains: early childhood education and development; access and equity; system strengthening; quality, human resources; and vocational education.

The MoE recently completed the ESP mid-term review (ESP-MTR) and decided to extend the ESP to 2025 to address emerging education needs arising from the COVID-19 pandemic and mitigate risks to the initial ESP achievements and progress. The MoE improved the alignment of SDG 4 and ESP targets, especially since the ESP-MTR process coincided with the SDG 4 benchmarking process, allowing the MoE to ensure that the ESP reflects the SDG 4 benchmark values.

Jordan submitted its first draft of the SDG 4 National Review in 2019 covering the period from 2015 to 2019. After further review, the MoE decided to improve the report. As a result, a final version of the SDG 4 National Review was endorsed by the Minister of Education in December 2020 and shared with UNESCO to be integrated into the regional synthesis.

Information sheets on Jordan's progress on each SDG 4 target were developed to provide a summarized overview of the progress based on the National Review. Currently, the Ministry of Planning and International Cooperation is coordinating efforts and working with ministries and other national partners on the second Voluntary National Review on Jordan's implementation of the 2030 Agenda, covering all the SDGs, since the first one submitted in 2017.

Jordan embarked on the process of establishing national benchmarks in 2021, taking a set of measures, through the Jordanian National Commission for UNESCO, to coordinate SDG 4 efforts. These measures included forming a national team for education in Jordan consisting of a specialized technical committee, a special committee for measuring and developing the SDG 4 indicators and a committee for drafting and preparing the national report. The national team for education worked closely with relevant MoE staff and the ESP-MTR technical working groups to ensure that benchmarks were reflected in the ESP and embedded in the work plan.

The committee that set the national benchmarks relied on the following:

- The ESP;
- What has been achieved in previous years for each indicator;
- Minimum regional benchmarks and regional averages at baseline (2015) provided by the UIS;
- Views of MoE authorities responsible for achieving the goals (when indicators were missing), as well as future operational plans and programmes that the MoE is working on to reach the desired goals.

As the benchmark development coincided with the ESP-MTR, there was an opportunity to add the benchmark indicators to the ESP indicators and ensure that they are used in the plan.

Key challenges faced in the process of establishing national benchmarks included coordination with national stakeholders and the uncertainty due to the COVID-19 pandemic.

JORDAN

2. BENCHMARK DEVELOPMENT TRENDS

The **participation rate in organized learning** of children aged 5 years was 45% in 2019. Using this latest value, Jordan set the national benchmarks to 50% for 2025 and 55% for 2030. According to recently published UIS data, the participation rate increased to 49.6% in 2020, showing that reaching the 2025 benchmark is feasible.

The only data points for **out-of-school rates** in Jordan are for 2007 and 2018 for the three levels of education. The country based its national benchmarks on the latest values, observed in 2018. The out-of-school rate for children of **primary** school age was 2.2% in 2018 and the benchmarks are set at 2.1% for 2025 and 2% for 2030. The out-of-school rate for adolescents of **lower secondary** school age was 6.5% in 2018 and the benchmarks are set at 6.3% for 2025 and 6% for 2030. Out-of-school rates for youth of **upper secondary** school age are higher and the latest value for 2018 was 24.2%; the benchmarks are set at 24% for 2025 and 23% for 2030.

From 2009, the **completion rate in primary** in Jordan was always estimated at 98%. It started increasing in 2015 and the percentage of young people who ultimately complete primary school more than five years after the official graduation age reached 98.3% in 2020. The benchmarks set by the country are 99.5% for 2025 and 99.6% for 2030. Since 2000, **completion rates in lower secondary** have increased steadily, from 82% to 91.2% in 2020. The benchmarks set are 95% for 2025 and 96% for 2030. **Completion rates in upper secondary** also increased steadily from 2000, reached a peak of 62.5% in 2013 and then slightly decreased to 59.1% in 2020. The benchmarks set are 70% for 2025 and 71% for 2030, which are close to the global benchmarks (67% and 72%).

The **gender gap in the upper secondary completion rate** was 13 percentage points in 2021, reflecting a much higher completion rate for females than for males. Jordan aims to decrease the gap to 11.5 in 2025 and 10 in 2030. By contrast, the gender gap in 2020 was 3.5 percentage points in Northern Africa and Western Asia and 1.7 percentage points globally. In terms of SDG global indicator 4.5.1, the **gender parity index**, which expresses the gender gap in relative terms, there was a rapid increase from 1.16 in 2000 to 1.46 in 2020, well above the regional (1.06) and global average (1.03).

Jordan has participated in a number of **international assessments**, including the Programme for International Student Assessment (PISA). Results of the latest PISA tests, conducted in 2015 and 2018, allowed measurement of students achieving at least the minimum proficiency level (MPL) at the **end of lower secondary**. In 2018, 41% of 15-year old students achieved the MPL in mathematics and 59% in reading. Accordingly, Jordan has set the mathematics benchmarks at 43% for 2025 and 45% for 2030, and the reading benchmarks at 63% and 65%. Jordan has also set benchmarks for students achieving the MPL at the **end of primary** in both subjects, even though the country has no data for this level of education or for early grades.

The **percentage of trained teachers** has been estimated at 100% since 2013 for all levels of education. Accordingly, the benchmarks for 2025 and 2030 are also set at 100%.

Data on **public education expenditure** in Jordan have been available since 2005. The indicator on public education expenditure as a **share of total public expenditure** has fluctuated greatly over the years: The highest percentage was observed in 2007 (13.9%) and the lowest in 2010 (8.1%). Then the indicator increased steadily to reach 12.2% in 2016. The latest values are lower: 9.8% in 2018 and 9.9% in 2019. The indicator on public education expenditure as a **share of GDP** follows the same pattern, with a high of 5.0% in 2007, dropping to 3.1% in 2010. The latest values are also lower – 3% for both 2018 and 2019. MoE spending on education is connected to ministry plans, notably the ESP, and to contextual issues such as refugees and the COVID-19 pandemic.

3. CONCLUSION

Jordan has strengthened its system, for instance with respect to evidence-based planning and monitoring (with a strong education management information system); inclusion and diversity in education; Learning Bridges for continuous remedial education; and the National Diagnosis to address learning loss. Addressing post-COVID challenges, such as learning loss, system strengthening and crisis-sensitive planning is related to 'Building Forward Better'. It is an opportunity to transform education, leaving no one behind. Post-COVID, the MoE is aiming at transforming education to address better the needs of all children and youth, addressing inclusion and diversity as the ultimate SDG 4 outcome, and focusing on children and youth vulnerable to exclusion from and within the education system. Maintaining the ESP and SDG 4 momentum will require concerted financial and coordination efforts in the coming years.

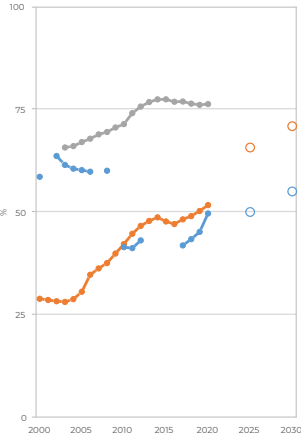
Benchmark indicator values

		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	50	55
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	2.1	2.0
	4.1.4c Adolescents of lower secondary school age	6.3	6.0
	4.1.4d Youth of upper secondary school age	24.0	23.0
COMPLETION RATE	4.1.2b Primary	99.5	99.6
	4.1.2c Lower secondary	95.0	96.0
	4.1.2d Upper secondary	70.0	71.0
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	–	–
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	–	–
	4.1.1a Grade 2 or 3, reading	–	–
	4.1.1b End of primary, mathematics	30.2	36.7
	4.1.1b End of primary, reading	52.2	55.8
	4.1.1c End of lower secondary, mathematics	43.0	45.0
	4.1.1c End of lower secondary, reading	63.0	65.0
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	100	100
	4.c.1b Primary	100	100
	4.c.1c Lower secondary	100	100
	4.c.1d Upper secondary	100	100
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	13.5	15.0
	FFA.2 As share of GDP	4.0	4.0

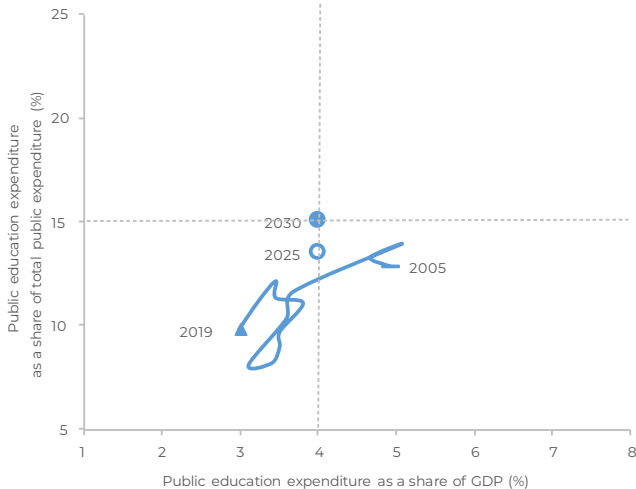
JORDAN

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE

JORDAN BENCHMARK
NORTHERN AFRICA AND WESTERN ASIA BENCHMARK
LOWER MIDDLE INCOME COUNTRIES



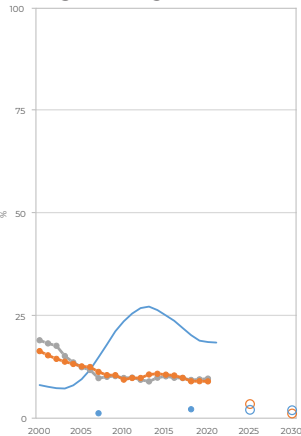
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



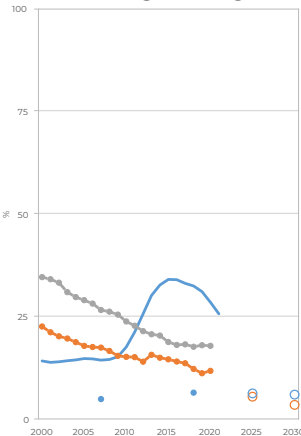
OUT-OF-SCHOOL RATE

JORDAN MODEL BENCHMARK LOWER MIDDLE INCOME COUNTRIES NORTHERN AFRICA AND WESTERN ASIA BENCHMARK

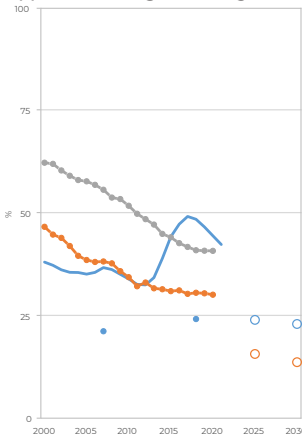
Primary school age



Lower secondary school age

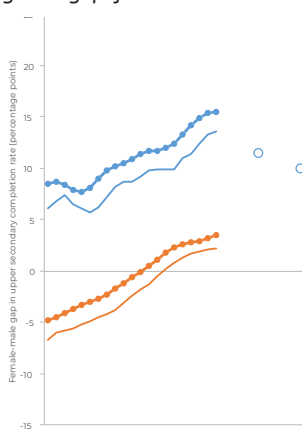


Upper secondary school age



GENDER GAP

Upper secondary completion rate, gender gap (females minus males)

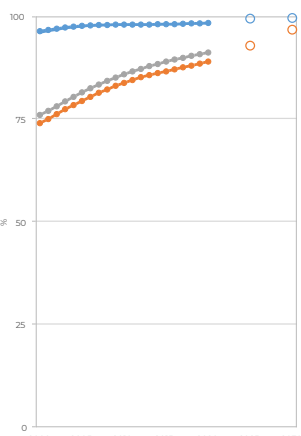


JORDAN LATE COMPLETION BENCHMARK
NORTHERN AFRICA AND WESTERN ASIA LATE COMPLETION

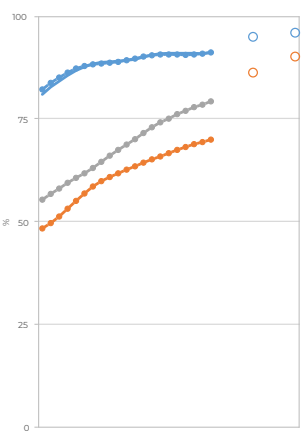
COMPLETION RATE

JORDAN MODEL BENCHMARK LOWER MIDDLE INCOME COUNTRIES NORTHERN AFRICA AND WESTERN ASIA BENCHMARK

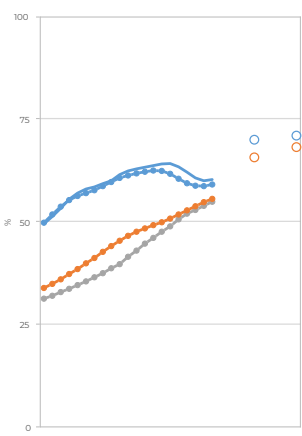
Primary



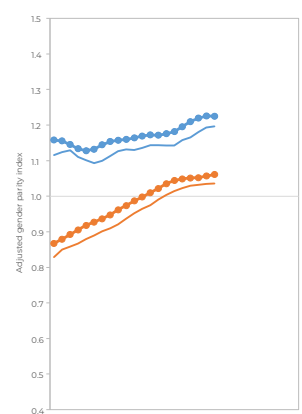
Lower secondary



Upper secondary



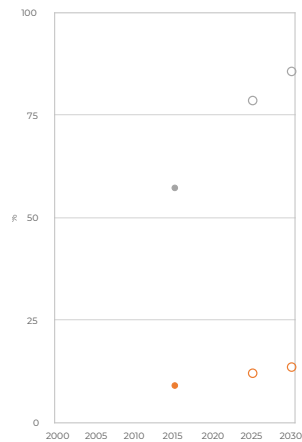
Upper secondary completion rate, gender parity index (females over males)



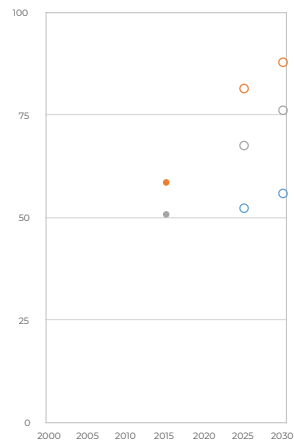
MINIMUM LEARNING PROFICIENCY: READING

● JORDAN ○ BENCHMARK ● WORLD ○ BENCHMARK ● NORTHERN AFRICA AND WESTERN ASIA ○ BENCHMARK

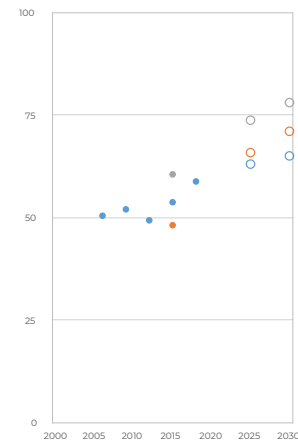
Early grades



End of primary



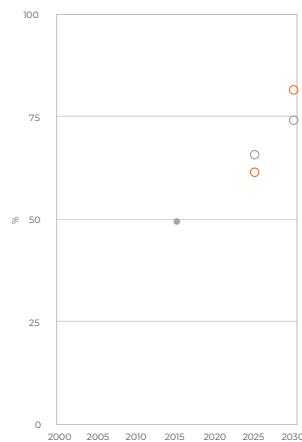
End of lower secondary



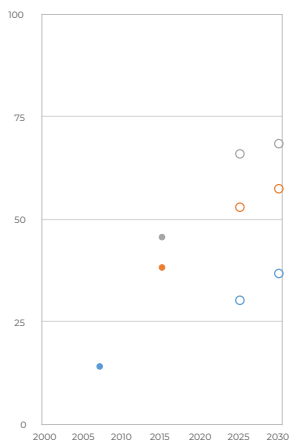
MINIMUM LEARNING PROFICIENCY: MATHEMATICS

● JORDAN ○ BENCHMARK ● WORLD ○ BENCHMARK ● NORTHERN AFRICA AND WESTERN ASIA ○ BENCHMARK

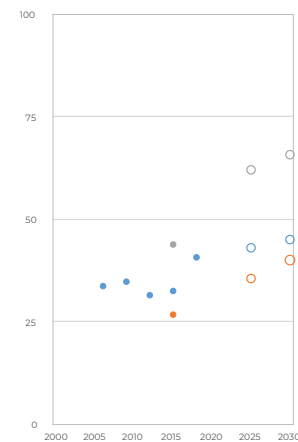
Early grades



End of primary



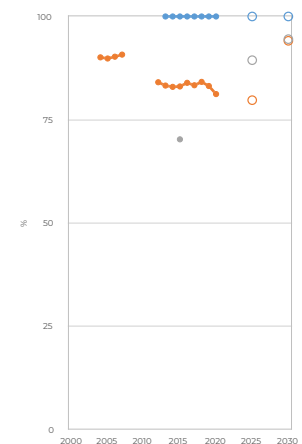
End of lower secondary



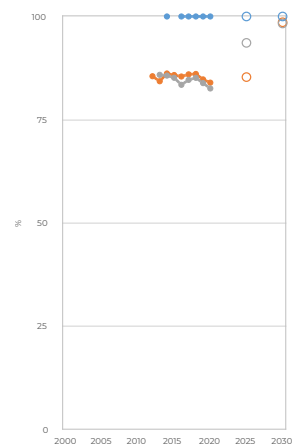
TRAINED TEACHERS

◆ JORDAN — MODEL ○ BENCHMARK ● LOWER MIDDLE INCOME COUNTRIES ◆ NORTHERN AFRICA AND WESTERN ASIA ○ BENCHMARK

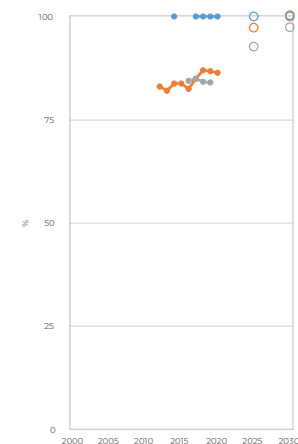
Pre-primary



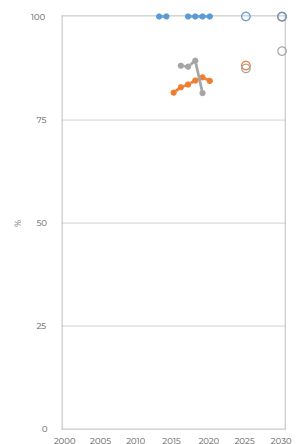
Primary



Lower secondary



Upper secondary



LAO PEOPLE'S DEMOCRATIC REPUBLIC

LAO PEOPLE'S DEMOCRATIC REPUBLIC

1. POLICY CONTEXT

The Lao People's Democratic Republic (PDR) set its benchmarks mostly with reference to its Education and Sport Sector Development Plan (ESSDP) 2021–2025 and ninth five-year National Socio-Economic Development Plan (NSED) 2021–2025. Both are guided by the country's Vision 2030 of graduating from least developed country status by 2025 and becoming an upper middle-income country by 2030. The NSED has designated human resource development as one of the six key outcomes in achieving Vision 2030. The NSED provides targets for various levels of education and calls for overall system development for equitable quality education for all.

The Lao PDR has made significant progress in education. However, it has faced educational disparities, low student learning outcomes, low transition from primary to secondary and high dropout in early grades of lower secondary. The ESSDP was developed to overcome these issues and align with the NSED. Its framework is centred on eight priority areas (High Level Outcomes), which align with SDG 4 targets, although not all are relevant for the SDG 4 benchmarking process.

In establishing national benchmark values, the Lao PDR set up a technical team made up of the director of the Education and Sport Statistics Centre, representatives from planning departments and the Lao National Commission for UNESCO, and other officials. The team carefully reviewed targets set in the national plans and policies. Most values were found to still be relevant and were used for benchmark setting. Where targets were missing, proxy indicators have been used. For example, gross intake to the last grade of an education level has been used for the completion rate and the net enrolment ratio has been used to estimate the out-of-school rate. Similarly, there were missing baselines for some indicators, e.g. learning indicators for the end of lower secondary. For those indicators, UIS projections were carefully reviewed, discussed and adapted to set the national values. The set benchmark values were reviewed at a national consultation meeting, organized in September 2021 with the participation of 28 representatives of line ministries and departments concerned, and finally approved by the Minister of Education and Sports.

The benchmark exercise had great relevance to the Lao PDR as it provided an opportunity for the country to review national policies and plans, especially in the context of the pandemic. This helped the country identify the missing data and a system for regular monitoring. Most importantly, it helped revive the SDG 4 momentum in the country by bringing all stakeholders together.

2. BENCHMARK DEVELOPMENT

The Lao PDR has made tremendous progress in the **participation rate in organized learning one year before primary** from 9.5% in 2000 to more than 70% in 2020. The target is to reach 86% by 2025 and 90% by 2030. To achieve it, the rate needs to increase by three percentage points per year over 2020–25 and less than 1 percentage point over 2025–30. Though there was some slowdown from 2018 to 2020, the progress so far indicates there is a great possibility that the country will achieve the target given the strong focus of the ESSDP on further expanding pre-primary education and strengthening the teaching force at this level.

The Lao PDR has a very strong commitment to education for all and reducing the **out-of-school rate**. The share of primary age children out of school fell from 24% in 2000 to just over 8% in 2020. However, most progress was achieved between 2000 and 2010. Over 2010–20, progress stagnated and even reversed. To achieve the target of 1% of children out of school by 2030, the country needs a strong focus on improving efficiency by reducing

dropout rates and improving education access in rural areas. Since 2000, there has not been much progress in reducing the secondary out-of-school rates. The lower secondary out-of-school rate was 30% in 2020 and the target is to bring it down to 12.2% by 2025 and 8.6% by 2030. Stronger efforts are needed to achieve the targets.

The Lao PDR aspires to universal primary completion by 2030. The baseline primary **completion rate** is 66.5% in 2020. Achieving this ambitious benchmark means the indicator needs to increase by more than three percentage points per year, while it has increased by just over one percentage point per year over the past two decades. Low transition rates from primary to lower secondary and from lower to upper secondary are key bottlenecks. The ESSDP is stating that 'significant development of policy documents, revision of curricula, provision of teaching and learning manuals and teacher training' have taken place and will continue. Priority to improve enrolment and reduce dropout is given to the 40 poorest districts by providing family support and expanding scholarships. Expansion of secondary technical and vocational education under the ESSDP could help reduce out-of-school rates at that level. There is also an effort to develop quality standards to recognize all forms of learning, which would be accredited by issuing certificates, together with a review of existing accreditation systems in order to acknowledge learning gained from various, including informal, sources based on qualification frameworks.

Regarding **equity** in education, the country has achieved great success in reducing the gender gaps. Between 2000 and 2020, the gender parity index of secondary education completion increased from 0.57 to 1.01 and the gender gap fell from 8.5 percentage points to zero. The country plans to maintain parity until 2030 while increasing the secondary completion rate. Under the ESSDP, there is a plan to establish school clusters to support improved service delivery across the 40 priority districts, identifying additional human and financial resources for these clusters and using information and communication technology to reduce rural-urban disparity.

Regarding the **learning outcome** benchmarks, the National Student Learning Assessment in 2011 had shown that the proportion of students at grade 3 who met the minimum proficiency level was just 24% for reading and 18% for mathematics. The country set its benchmarks at 50% in 2025 and 66% in 2030 in reading and 30% in 2025 and 42% in 2030 for mathematics. At the end of primary education, the proportion of students achieving minimum proficiency in 2018 was just 8% for reading and 2% for mathematics. The country does not have any procedure to assess learning at the end of lower secondary.

The country has set its **qualified teacher** benchmarks at close to 100% for all levels of education from pre-primary to upper secondary. In the last two decades, the country has seen steady improvement in the proportion of qualified teachers at all levels, with 94% for pre-primary in 2020 and close to 100% at the other levels. Looking at the baseline values, the country should be able to achieve its targets by 2025 and 2030.

The Lao PDR has shown strong commitment to improving its education quality in the past and with its current education sector plan. It has put considerable effort into improving teaching quality, with development of a new teacher qualification framework and strengthening of teacher training institutions. It is also taking steps to revise its curriculum, focusing strongly on improving student learning. Development of quality national assessment of student learning outcomes and use of data to improve quality is another strategy. The ESSDP also aims to implement a literacy and mathematics 'boost' programme across the 40 priority districts to enhance proficiency levels of students in different grades and to reduce disparity between rural and urban areas.

Regarding **education expenditure**, the Lao PDR has been spending much less than the international benchmarks of 4–6% of GDP and 15–20% of total public expenditure. Since 2004, it has not reached 4% of GDP and 15% of total government expenditure, which it has now set as its benchmarks. Under the five-year plan, the country plans to mobilize domestic and international funds to increase investment in education.

LAO PEOPLE'S DEMOCRATIC REPUBLIC

3. CONCLUSION

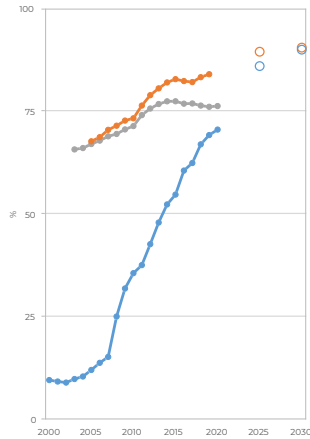
Improving the quality of education is a key priority for the Lao PDR, as it understands the importance of developing its human capital. Bringing student learning outcomes up to the regional standards remains a great challenge for the country, despite its efforts to increase the proportion of students with minimum proficiency across education levels. Improving competencies in the teaching force will be key. The country has baseline data for all benchmark indicators except learning outcomes at the end of lower secondary, warranting the establishment of a system to monitor learning at that level.

Benchmark indicator values

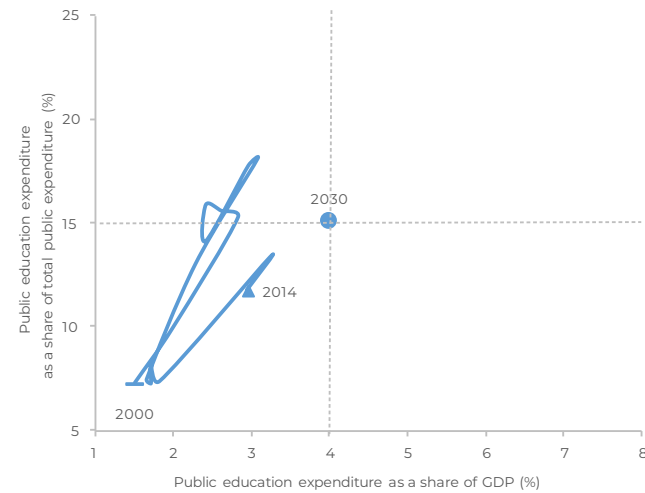
		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	86	90
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	2	1
	4.1.4c Adolescents of lower secondary school age	12	9
	4.1.4d Youth of upper secondary school age	33	27
COMPLETION RATE	4.1.2b Primary	100	100
	4.1.2c Lower secondary	74	79
	4.1.2d Upper secondary	50	57
GENDER GAP	Gender gap in upper secondary completion rate	–	–
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	30	42
	4.1.1a Grade 2 or 3, reading	50	66
	4.1.1b End of primary, mathematics	18	27
	4.1.1b End of primary, reading	14	24
	4.1.1c End of lower secondary, mathematics	20	32
	4.1.1c End of lower secondary, reading	40	52
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	100	100
	4.c.1b Primary	100	100
	4.c.1c Lower secondary	100	100
	4.c.1d Upper secondary	100	100
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	15	15
	FFA.2 As share of GDP	4	4

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE

◆ LAO PDR ○ BENCHMARK
◆ EASTERN AND SOUTH-EASTERN ASIA ○ BENCHMARK
◆ LOWER MIDDLE INCOME COUNTRIES



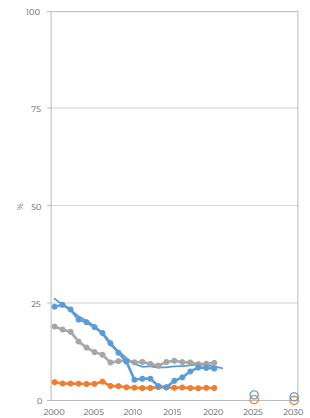
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



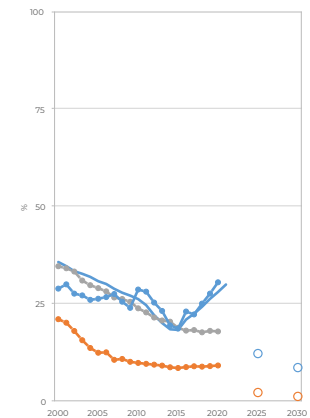
OUT-OF-SCHOOL RATE

◆ LAO PDR — MODEL ○ BENCHMARK ◆ LOWER MIDDLE INCOME COUNTRIES ◆ EASTERN AND SOUTH-EASTERN ASIA ○ BENCHMARK

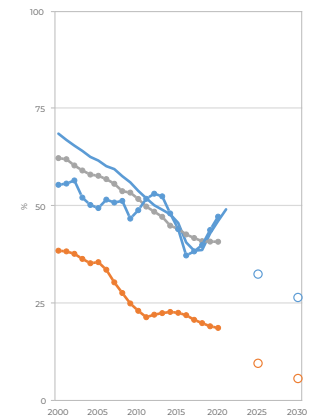
Primary school age



Lower secondary school age

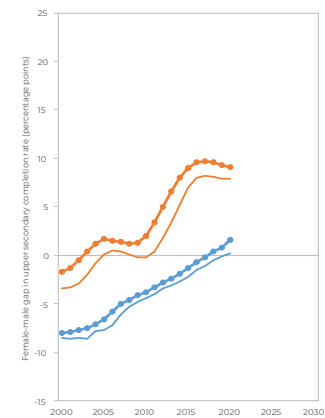


Upper secondary school age



GENDER GAP

Upper secondary completion rate, gender gap (females minus males)

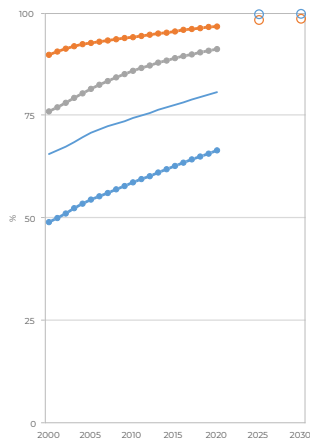


◆ LAO PDR — LATE COMPLETION ○ BENCHMARK ◆ EASTERN AND SOUTH-EASTERN ASIA — LATE COMPLETION

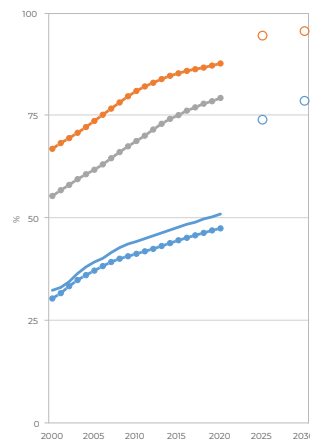
COMPLETION RATE

◆ LAO PDR — MODEL ○ BENCHMARK ◆ LOWER MIDDLE INCOME COUNTRIES ◆ EASTERN AND SOUTH-EASTERN ASIA ○ BENCHMARK

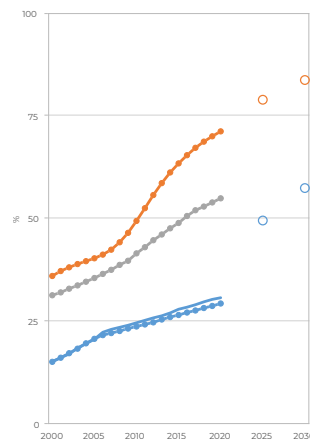
Primary



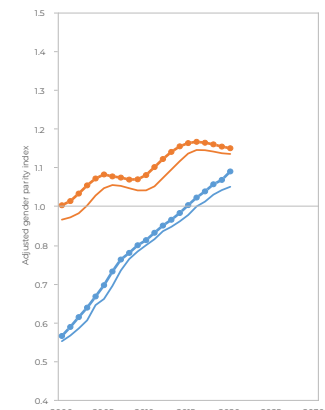
Lower secondary



Upper secondary

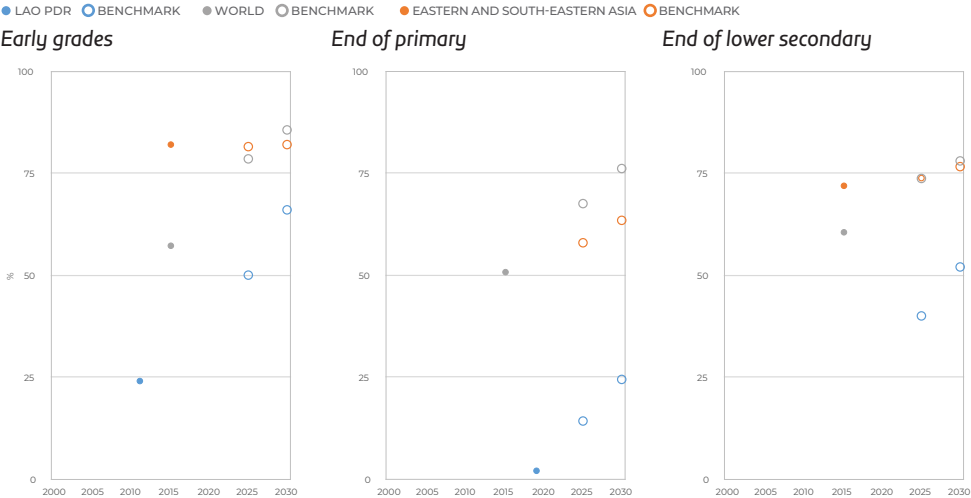


Upper secondary completion rate, gender parity index (females over males)

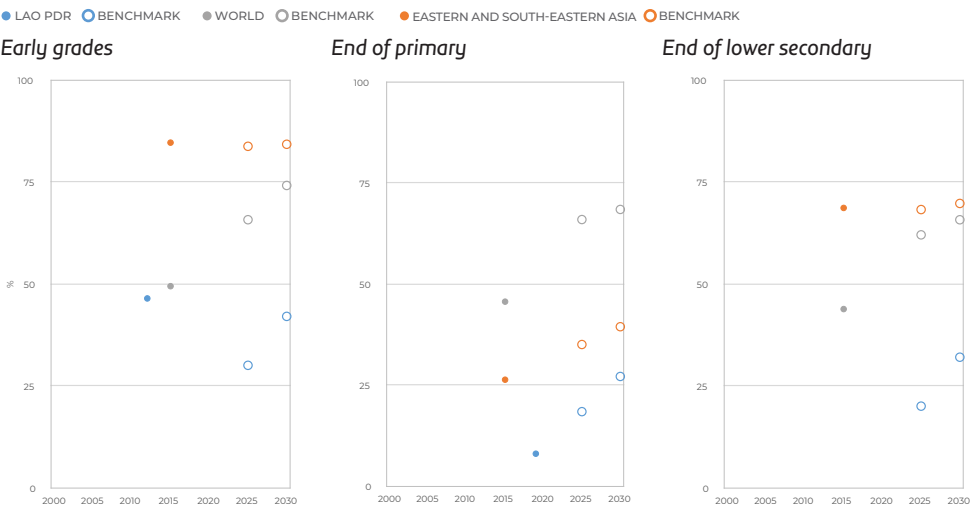


LAO PEOPLE’S DEMOCRATIC REPUBLIC

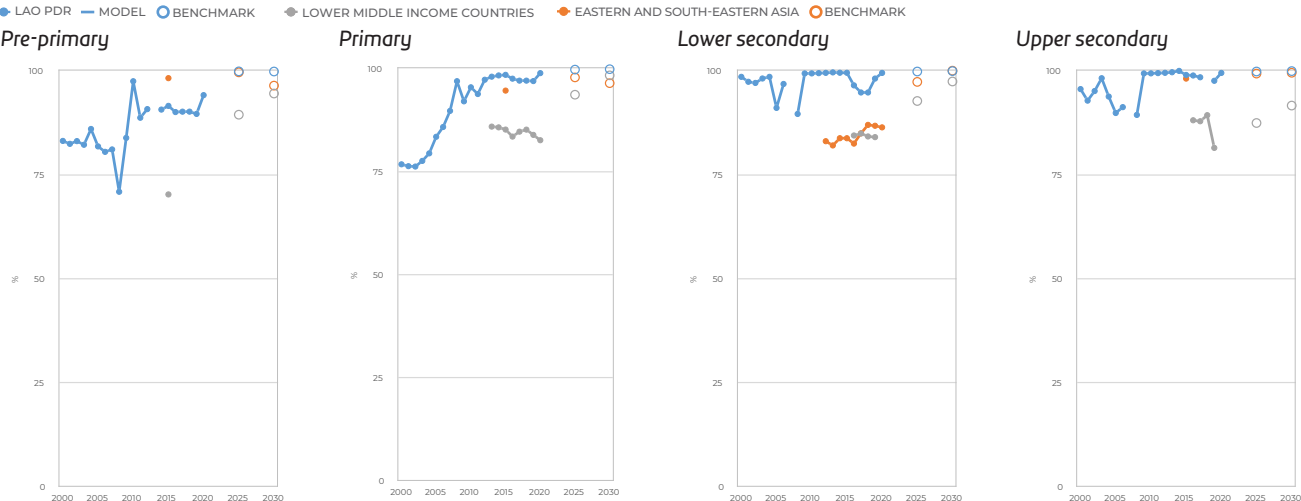
MINIMUM LEARNING PROFICIENCY: READING



MINIMUM LEARNING PROFICIENCY: MATHEMATICS



TRAINED TEACHERS



LATVIA

LATVIA

1. POLICY CONTEXT

Latvia set its national SDG 4 benchmarks with reference to national and regional documents, especially the Education Development Guidelines 2021–2027 and Latvia's Stability Programme 2022–2025, prepared by the Ministry of Finance. Other benchmarks were set using statistical forecasts based on current trends. The process required coordination across ministries and units, including the Ministry of Finance, the Central Statistical Bureau of Latvia and the national research coordinators for international learning assessments.

2. BENCHMARK DEVELOPMENT

Enrolment rates of **6-year-old children in organized learning** have remained constant at about 98% over the past two decades. Early childhood education for children aged 5 to 6 is compulsory in Latvia, but the government maintains a national benchmark of 97% for 2025 and 2030, which is based on a statistical forecast. The government has clarified that the remaining percentage of children who are not enrolled are regular exceptions, including those leaving the country, chronically ill, receiving family education or starting education the following year. The government's priority is to increase the participation of younger children. The 2021–2027 Guidelines set benchmarks for participation of 1- to 4-year-olds in early childhood education at 70% by 2024 and 73% by 2027. The government aims to improve the quality of early childhood programmes through development of quality assessment tools and provision of targeted support to strengthen inclusive education. Under a policy change scenario, the Guidelines also envisage increasing early childhood education teachers' salaries to 106% of the average gross salary of similarly educated workers in the public sector by 2027.

Participation at the primary and lower secondary levels is nearly universal in Latvia. The **out-of-school rate** for children of **primary and lower secondary** school age fluctuated around 1% to 2% between 2009 and 2019. The benchmark levels, which were based on statistical forecasts and represent maintenance of current levels, were set at 1.3% for primary and 1.7% for lower secondary for both 2025 and 2030. The **primary completion rate** in Latvia has been over 99% for the past two decades, and the country set benchmarks at 99.6% for 2025 and 2030. The **lower secondary completion rate** is 99%, as are the benchmarks set for this indicator.

There has been significant progress in reducing the **out-of-school rate** for youth of **upper secondary** school age, from 10% in 2009 to 5.4% in 2020. The benchmarks set for this indicator, at 5.4% by both 2025 and 2030, represent maintenance of current levels. In the 2021–2027 Guidelines, the government designates the increase in upper secondary participation of the Roma population as a key priority. The plan is to strengthen cooperation between municipality, schools, teachers and parents to identify Roma students at risk of dropping out and providing them with the required support. The government is also continuing a reorganization of the secondary school network, given the changing demographics and need to use facilities more efficiently.

The **upper secondary completion rate** increased from 77% in 2000 to 87% in 2021 for the 20- to 24-year-old age group, according to Eurostat. The government set benchmark values at 88% by 2025 and 90% by 2030. One of the main priorities for this level of education in Latvia is strengthening the vocational track. In 2018, only 54% of students who entered vocational secondary programmes completed them within the theoretical duration plus two years. The government wants to increase the share to 60% by 2024 and 70% by 2027, as the Guidelines indicate.

In line with the overall increase in upper secondary completion rate, the **gender gap** decreased from 11.5 percentage points in 2000 to 4.8 percentage points in 2021 in favour of girls, according to Eurostat data. The

LATVIA

country has set benchmarks at 4 percentage points by 2025 and 3 percentage points by 2030. In terms of SDG global indicator 4.5.1, the gender parity index, which expresses the gender gap in relative rather than absolute terms, Latvia also improved from 1.14 in 2000 to 1.05 in 2021.

The 2021–2027 Guidelines do not address gender gaps systematically across education levels, as the strategy takes an individual, student-centred approach for development of students' competencies, which does not take students' gender into account. This is despite the fact that Latvia had the lowest score in the education domain of the 2021 EU Gender Equality Index, which takes into account attainment, participation and segregation. The gender gap tends to grow with the level of education and is very high in tertiary education, which is completed by only 34% of young men, compared with 55% of young women. However, the Guidelines have a target to continue reducing the proportion of men aged 18 to 24 in rural areas who are out of education. The share decreased from 16.6% in 2019 to 11.6% in 2021, and further reduction will help shrink the gender gap in upper secondary completion.

Latvia does not collect **minimum learning proficiency** data for **early grades**, but the country has participated in several rounds of the TIMSS and PIRLS learning assessments, which have generated data on the percentage of students who achieve **minimum learning proficiency** by the **end of primary** in mathematics and reading. According to the latest 2019 TIMSS results, 85% of grade 4 students in Latvia have achieved minimum proficiency (TIMSS Intermediate International Level) in mathematics. The national benchmarks for this indicator were set at 95% by 2025 and 99% by 2030, both in line with what is considered feasible given the conditional median growth rate of the indicator. Results for reading are higher, with 99% of students having achieved minimum proficiency in the latest PIRLS round in 2016, and the benchmarks are set to maintain this level. The benchmarks for mathematics and reading were set in coordination with the National Research Coordinators for TIMSS and PIRLS, respectively.

Latvia has participated in all PISA assessment cycles since 2000, which provide data on the percentage of students who achieve **minimum learning proficiency** by the **end of lower secondary education** in mathematics and reading. The national benchmarks for these indicators are based on the expected results of the PISA 2022 and PISA 2025 rounds, respectively, which means the country is working with a shorter than usual time window. Nevertheless, the benchmarks set for mathematics – 84% by 2025 and 86% by 2030 – seem conservative given that 83% of students in Latvia had already achieved minimum proficiency in 2018. The country's performance in reading is weaker at this level, and the benchmarks are more ambitious. In 2018, 78% of students had achieved minimum reading proficiency, and the country set the benchmarks at 80% by 2025 and 86% by 2030.

Improvement of learning outcomes in secondary education is considered a key priority for Latvia's national education policies. The 2021–2027 Guidelines include the benchmarks for minimum proficiency in reading and mathematics by the end of lower secondary education, along with minimum proficiency in the natural sciences. The Guidelines also set benchmarks for the share of students achieving high proficiency (equivalent to levels 5 and 6 in PISA) in all three domains. Latvia hopes the share of high performers will reach 9% in reading, 11% in mathematics and 7% in natural sciences by 2030.

Latvia has provided revised figures for the share of trained **teachers**, ranging from 92% in upper secondary to 95% in primary in 2020. These latest values correspond exactly to the national benchmarks set for 2025 and 2030 for each level. The government has clarified that the revised figures are in line with official national statistics but are likely to be underestimates because there are no official data on teachers who have completed short-term qualification courses, which would also be considered as the minimum required qualification. One priority of Education Development Guidelines 2021–2027 is to increase the attractiveness of the profession to young graduates, increase retention rates and provide continuous professional development.

Finally, Latvia has set its **public education expenditure** benchmarks taking into account total education spending, which includes formal and non-formal education, as well as programmes designated as adult education or

continuing education. In 2020, Latvia spent 13.8% of the total public budget and 5.9% of GDP on formal and non-formal education, according to Eurostat. There is a difference in education expenditure data for Latvia based on the UNESCO/OECD/Eurostat classification (which collects only formal education data) and the EU COFOG classification (which also covers non-formal education, including programmes designated as 'adult education' and 'continuing education'). The country set a benchmark to spend 15% of the total public budget on education by both 2025 and 2030. As a percentage of GDP, the government set the national benchmark at 4.4% for 2025, which is based on the Ministry of Finance's forecast value in Latvia's Stability Programme 2022–2025. The benchmark for 2030 was set back to 4%, in line with the EU 2021 Ageing Report.

3. CONCLUSION

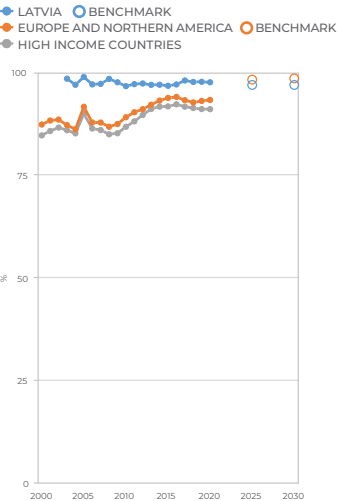
Latvia has demonstrated a high degree of coherence between its national plans, its targets and its alignment with the global education agenda. The country has already achieved near universal completion and high levels of learning proficiency in the earlier grades, though secondary-level outcomes remain a challenge. Recent changes in the general education curriculum have been made to improve students' competencies and performance. Most national benchmarks have been set in line with the minimum or feasible targets based on countries' conditional growth rate, with the exception of the more ambitious improvement expected in reading proficiency at the end of lower secondary education. As is the case in most countries in the region, improvements are needed in data availability for monitoring indicators on early grade learning and the share of teachers with minimum qualifications and training.

Benchmark indicator values

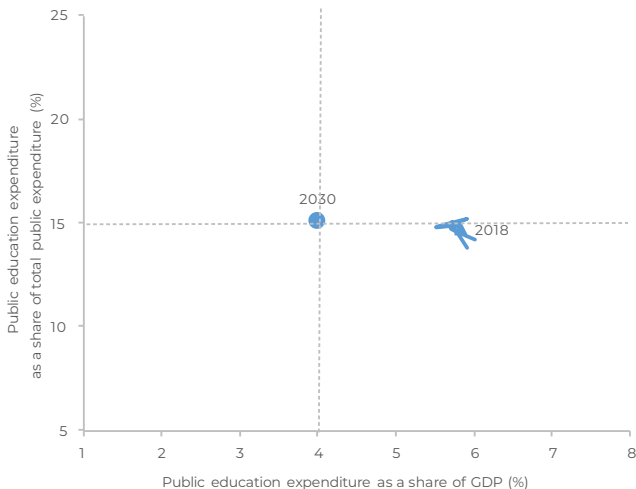
		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	97.0	97.0
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	1.3	1.3
	4.1.4c Adolescents of lower secondary school age	1.7	1.7
	4.1.4d Youth of upper secondary school age	5.4	5.4
COMPLETION RATE	4.1.2b Primary	99.6	99.6
	4.1.2c Lower secondary	98.5	98.5
	4.1.2d Upper secondary	88.0	90.0
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	4.0	3.0
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	–	–
	4.1.1a Grade 2 or 3, reading	–	–
	4.1.1b End of primary, mathematics	95.4	99.4
	4.1.1b End of primary, reading	99.3	99.5
	4.1.1c End of lower secondary, mathematics	84.0	86.0
	4.1.1c End of lower secondary, reading	80.0	86.0
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	93.0	93.0
	4.c.1b Primary	94.5	94.5
	4.c.1c Lower secondary	93.7	93.7
	4.c.1d Upper secondary	91.8	91.8
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	15.0	15.0
	FFA.2 As share of GDP	4.4	4.0

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EARLY CHILDHOOD EDUCATION PARTICIPATION RATE



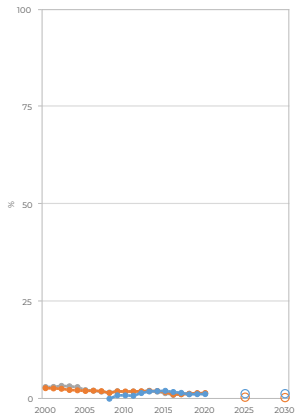
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



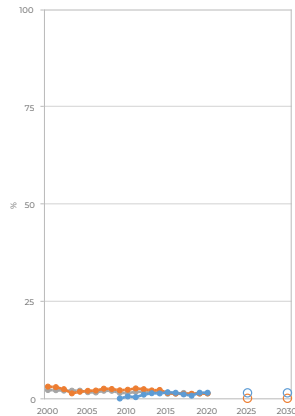
OUT-OF-SCHOOL RATE

◆ LATVIA — MODEL ○ BENCHMARK ◆ HIGH INCOME COUNTRIES ◆ EUROPE AND NORTHERN AMERICA ○ BENCHMARK

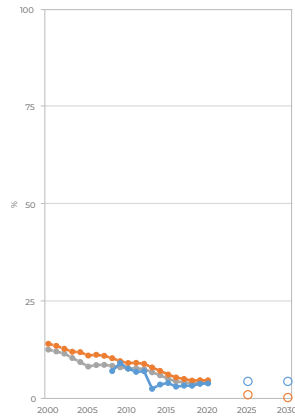
Primary school age



Lower secondary school age

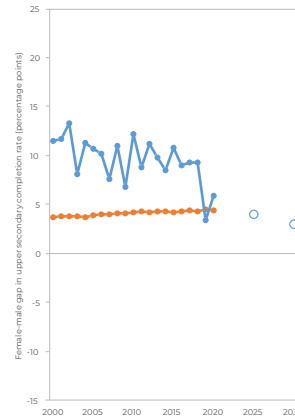


Upper secondary school age



GENDER GAP

Upper secondary completion rate, gender gap (females minus males)

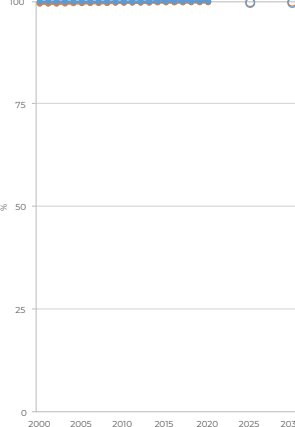


◆ LATVIA — LATE COMPLETION ○ BENCHMARK
◆ EUROPE AND NORTHERN AMERICA
— LATE COMPLETION

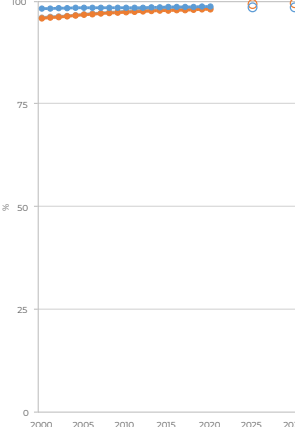
COMPLETION RATE

◆ LATVIA — MODEL ○ BENCHMARK ◆ HIGH INCOME COUNTRIES ◆ EUROPE AND NORTHERN AMERICA ○ BENCHMARK

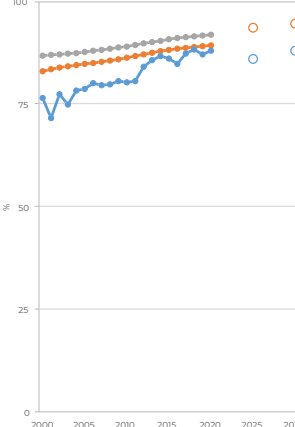
Primary



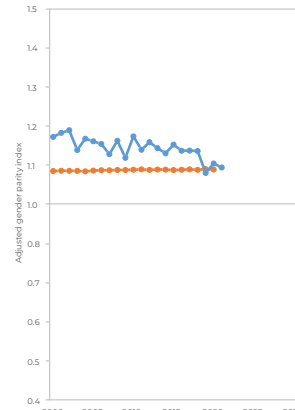
Lower secondary



Upper secondary



Upper secondary completion rate, gender parity index (females over males)



MINIMUM LEARNING PROFICIENCY: READING

● LATVIA ○ BENCHMARK ● WORLD ○ BENCHMARK ● EUROPE AND NORTHERN AMERICA ○ BENCHMARK

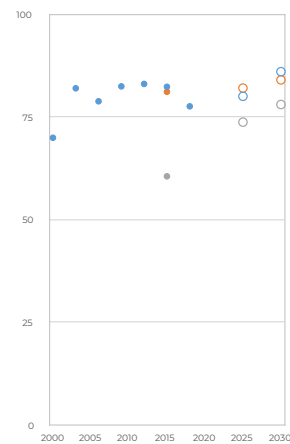
Early grades



End of primary



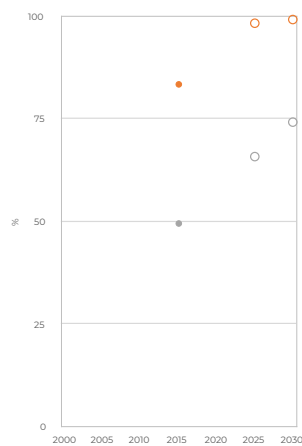
End of lower secondary



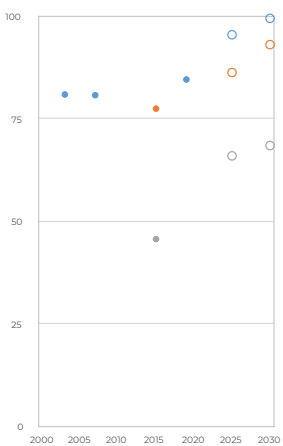
MINIMUM LEARNING PROFICIENCY: MATHEMATICS

● LATVIA ○ BENCHMARK ● WORLD ○ BENCHMARK ● EUROPE AND NORTHERN AMERICA ○ BENCHMARK

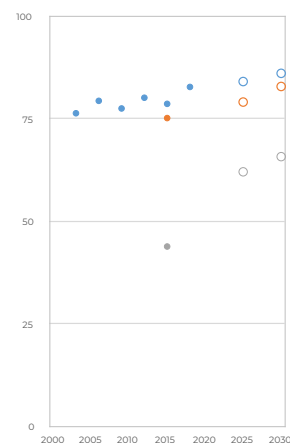
Early grades



End of primary



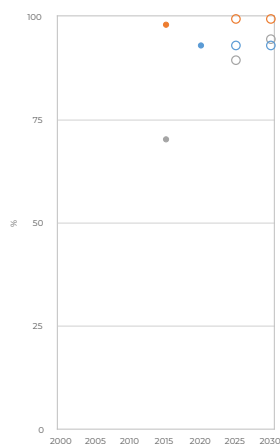
End of lower secondary



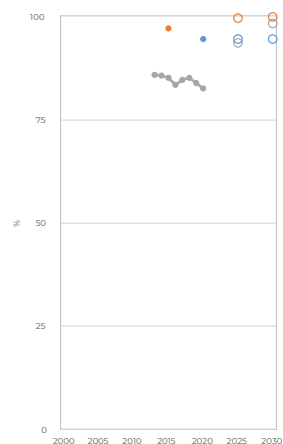
TRAINED TEACHERS

◆ LATVIA — MODEL ○ BENCHMARK ● HIGH INCOME COUNTRIES ◆ EUROPE AND NORTHERN AMERICA ○ BENCHMARK

Pre-primary



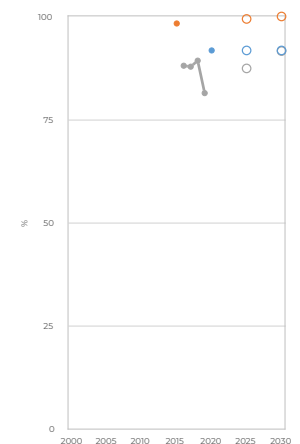
Primary



Lower secondary



Upper secondary



MEXICO

MEXICO

1. POLICY CONTEXT

Mexico has established national SDG 4 benchmark values mostly based on the 2020–24 Education Sector Programme, the main national educational planning instrument, which promotes education for all, excellence in learning and making teachers agents of transformative education. The benchmarking process, carried out in consultation with the corresponding national and international bodies, also took into account historical trends, the main public policies in force and the possible impact of the COVID-19 pandemic on the national education system.

2. BENCHMARK DEVELOPMENT

Attendance rates in **pre-primary education** among children who are 5 and older has increased rapidly in Mexico, from 88% in 2000 to between 99% and 100% since 2006, according to UIS data. The government has adopted a benchmark for 2025 and 2030 of maintaining attendance for this age level at around 99%, which is already above the regional average and even above that of high-income countries.

Pursuant to its sector programme, Mexico provides early education for children aged 45 days to 2 years and 11 months, a level of education that, as of the Constitutional Reform approved on 15 May 2019, is part of basic education and is compulsory. From age 3 to age 5, children can attend pre-primary education, which includes community and indigenous programmes in addition to general education. Pre-primary education in the country is compulsory and its purpose is to promote the comprehensive development of children by nurturing their physical and cognitive development, as well as fostering socialization and the creation of strong emotional bonds.

The **out-of-school rate** for children of **primary** school age is very low in Mexico; it was virtually zero in 2000, but increased slightly to 1.2% in 2018, according to UIS data. The benchmark levels set by the country aim to maintain this out-of-school rate for children of primary school age until 2030. The **primary completion rate** is estimated to have progressively improved from 91% in 2000 to 98% in 2019. The percentage of young people who ultimately complete primary education, measured five years after the typical graduation age, is slightly above 99%. According to the government, the baseline in 2020 was 98.5% and it plans to maintain this level for 2025 and 2030, which represents a challenge in the context of the pandemic.

Data show remarkable progress in the **out-of-school rate** among adolescents of **lower secondary** and young people of **upper secondary** school age. The country more than halved the out-of-school rate in lower secondary from 16% in 2000 to 6.5% in 2020. The benchmark values set for 2025 and 2030 aim to further reduce out-of-school rates for that level to 6% and 5%, respectively. For upper secondary youth, the out-of-school rate was also halved, from 54% in 2000 to 25.8% in 2020. The government aims to further reduce it to 22.5% by 2025 and 20% by 2030.

The **lower secondary** completion rate increased from 70% in 2000 to 89.3% in 2020. The government plans to continue progress, setting benchmarks of 92.5% by 2025 and 95% by 2030. The **upper secondary** completion rate has grown rapidly, from 33% in 2000 to 56.3% in 2020 – or 61% if late finishers are taken into account. The government plans to maintain similar progress, setting benchmarks of 60% by 2025 and 62.5% by 2030.

The **gender gap** in the upper secondary completion rate has increased slightly over the last 20 years, from virtually zero in 2000 to a completion rate 3.5 percentage points higher for females than for males. The government plans to decrease the gender gap to 3 percentage points by 2025 and 2.5 by 2030.

Mexico has benefited from its participation in the four rounds of the Latin American Laboratory for Assessment of Quality in Education (LLECE), a regional learning assessment conducted in 1997, 2006, 2013 and 2019, which generated data on the percentage of students achieving **minimum learning proficiency** in **grade 3** and at the **end of primary** education (grade 6) in reading and mathematics. In 2019, the percentage of students achieving minimum proficiency in reading was 63% in grade 3 and 42% at the end of primary education. The same year, the percentage of students achieving minimum proficiency in mathematics was 65% in grade 3 and 38% at the end of primary education. However, the country has not set benchmarks for 2025 and 2030 for learning in grade 2 or 3 or at the end of primary education.

The country aims to reduce inequality in learning by making education equitable, inclusive, integral and intercultural. Mexico also aims to eliminate barriers to learning, especially those affecting indigenous people, Afro-descendants, internally displaced people, migrants and children with special needs. Data from PLANEA 2017, a national assessment, also identifies socioeconomic background as one of the main causes of inequality in learning. The sector programme considers education beyond learning by promoting sport and culture in schools.

Furthermore, benchmarks have been set for **minimum learning proficiency** in reading and mathematics at the end of **lower secondary** education, as Mexico has participated in PISA every three years since it was first administered in 2000. PISA 2018 results showed that 55.3% of 15-year-old students achieved minimum proficiency in reading and 43.8% in mathematics. The benchmark values expect the percentage of students achieving minimum proficiency in both reading and mathematics to be at the same level by 2025, due to the impact of the pandemic on learning, while they are set at 44.5% for mathematics and 56% for reading by 2030.

The percentage of **teachers** with the required minimum qualifications is high in Mexico, although it varies by level of education. In 2018, 85% of pre-primary teachers had the required minimum qualifications, up from 76% in 2004, and 95% of primary teachers had the required minimum qualifications, a figure that has remained constant since 2004. At the secondary level, values ranged from 88% in 2004 to 91% in 2012 in lower secondary, and from 91% to 94% in upper secondary. At the pre-primary level, the country aims to increase the proportion of trained teachers to 86% in 2025 and 87% in 2030, and at the primary level to 96% in 2025 and 97% in 2030. At the upper secondary level, benchmarks were set with a view to achieving universal teacher training by 2025. The benchmark values set for lower secondary (78% by 2025 and 80% by 2030) and upper secondary (100% by 2025 and 2030) are based on the latest estimates produced by Mexico and not yet published by the UIS.

A core objective of Mexico's sector programme includes revaluing teachers as key agents in the learning process, focusing on respect for their rights, and their personal and vocational development. The plan established improvement of teacher motivation as a key factor in promoting a better learning environment at schools. To this end, it is important to lighten the administrative burden on teachers and to provide them with training opportunities.

Lastly, Mexico has maintained stable education spending over time. Since 2000, **public education expenditure** as a percentage of GDP has varied from 4% to 5%, while education spending as a share of the total government budget has varied from 17% to 23%. In 2017, the baseline year, education as a share of the total government budget stood at 18% and the country set benchmarks to maintain this figure in 2025 and 2030. Similarly, total education expenditure as a share of GDP stood at 4.5 % in 2017 and the benchmark values aim to increase this slightly to 5% by 2025 and 2030.

3. CONCLUSION

Mexico's national sector plan is detailed and contains several approaches aligned with SDG 4, including indicators from the global framework as targets for monitoring. The country has also made substantial progress, especially in lower and upper secondary completion rates.

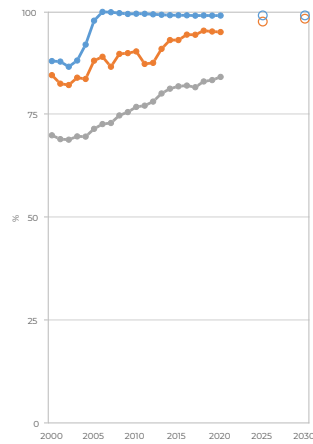
MEXICO

Benchmark indicator values

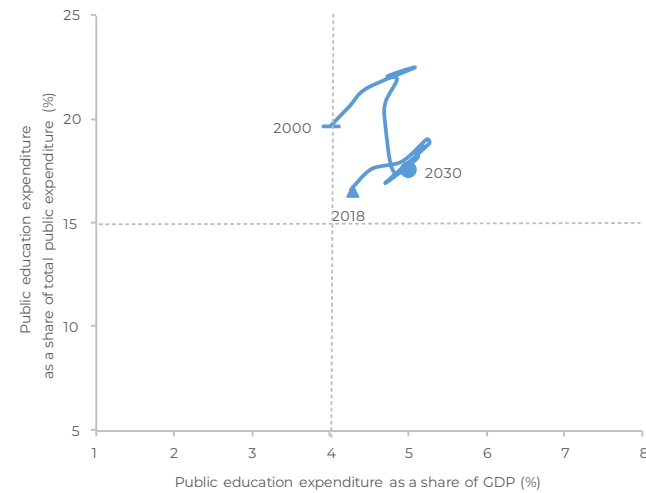
		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	99.1	99.1
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	1.2	1.2
	4.1.4c Adolescents of lower secondary school age	6.0	5.0
	4.1.4d Youth of upper secondary school age	22.5	20.0
COMPLETION RATE	4.1.2b Primary	98.5	98.5
	4.1.2c Lower secondary	92.5	95.0
	4.1.2d Upper secondary	60.0	62.5
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	3	2.5
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	–	–
	4.1.1a Grade 2 or 3, reading	–	–
	4.1.1b End of primary, mathematics	–	–
	4.1.1b End of primary, reading	–	–
	4.1.1c End of lower secondary, mathematics	43.8	44.5
	4.1.1c End of lower secondary, reading	55.3	56.0
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	85.5	87.0
	4.c.1b Primary	96.0	97.0
	4.c.1c Lower secondary	77.5	80.0
	4.c.1d Upper secondary	100	100
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	17.5	17.5
	FFA.2 As share of GDP	5.0	5.0

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE

◆ MEXICO ○ BENCHMARK
◆ LATIN AMERICA AND THE CARIBBEAN ○ BENCHMARK
◆ UPPER MIDDLE INCOME COUNTRIES



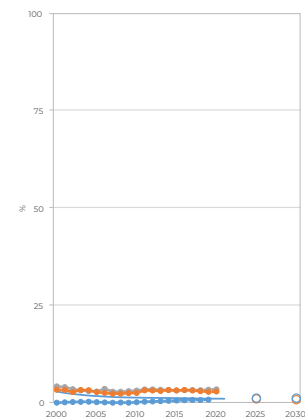
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



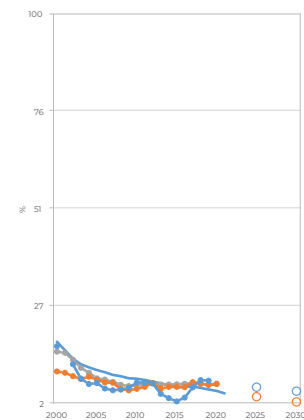
OUT-OF-SCHOOL RATE

◆ MEXICO — MODEL ○ BENCHMARK ◆ UPPER MIDDLE INCOME COUNTRIES ◆ LATIN AMERICA AND THE CARIBBEAN ○ BENCHMARK

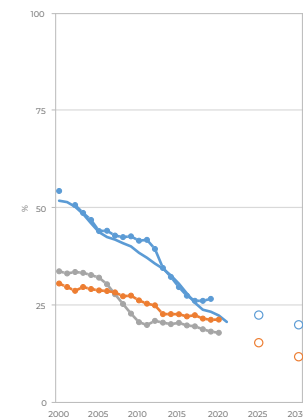
Primary school age



Lower secondary school age

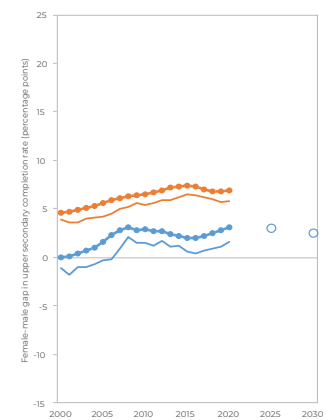


Upper secondary school age



GENDER GAP

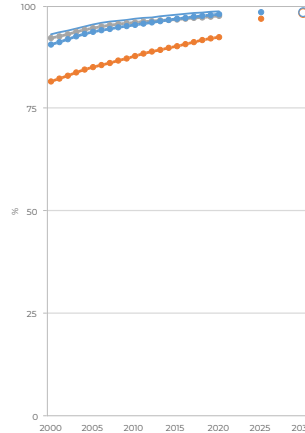
Upper secondary completion rate, gender gap (females minus males)



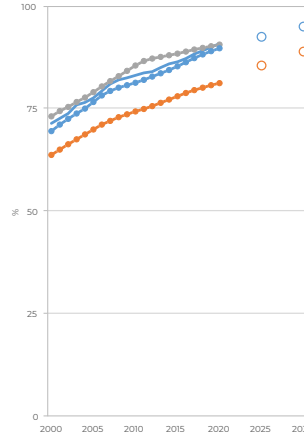
COMPLETION RATE

◆ MEXICO — MODEL ○ BENCHMARK ◆ UPPER MIDDLE INCOME COUNTRIES ◆ LATIN AMERICA AND THE CARIBBEAN ○ BENCHMARK

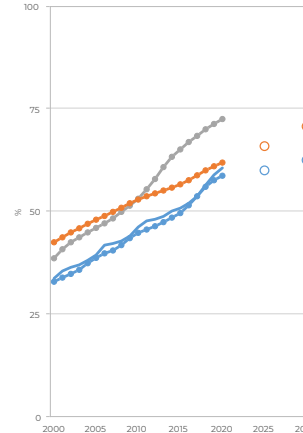
Primary



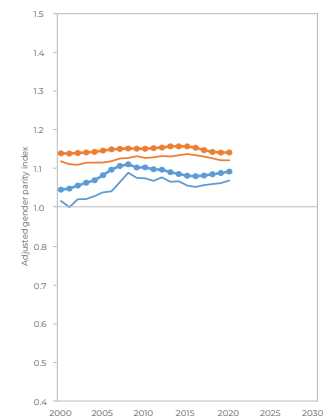
Lower secondary



Upper secondary

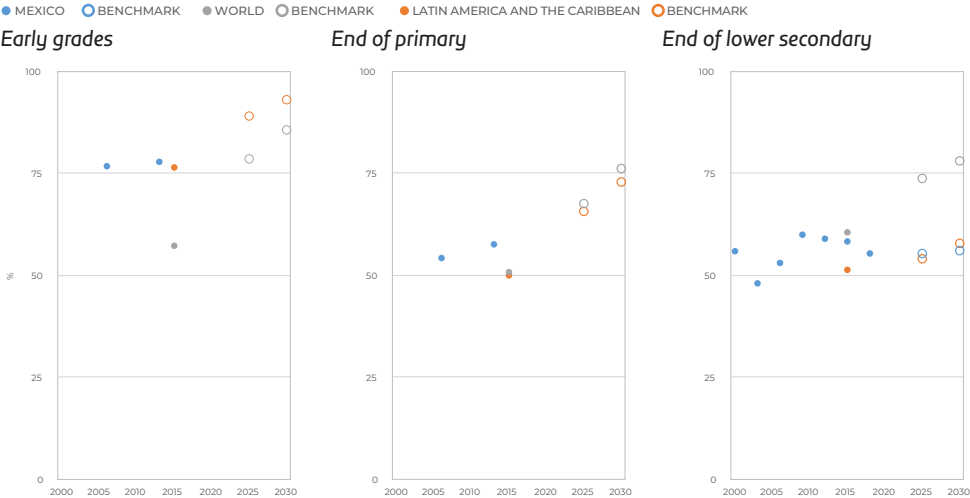


Upper secondary completion rate, gender parity index (females over males)

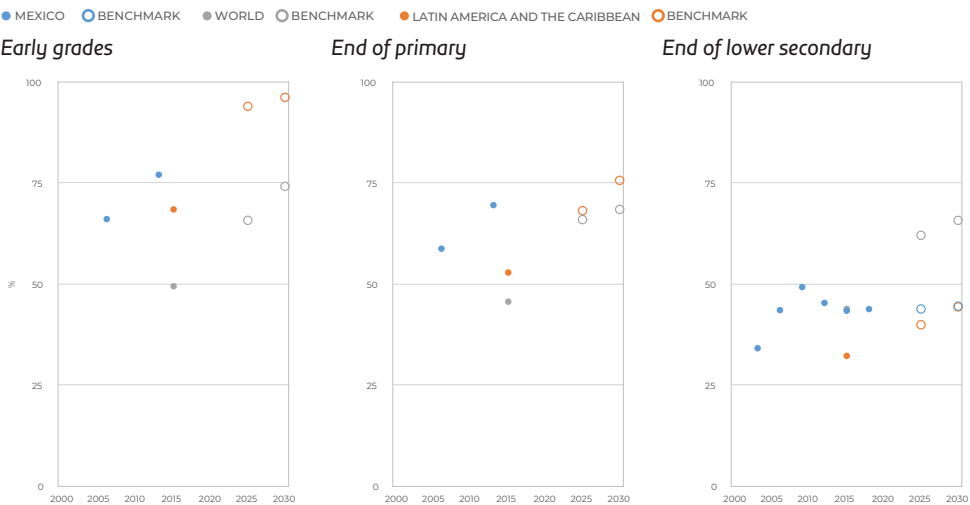


MEXICO

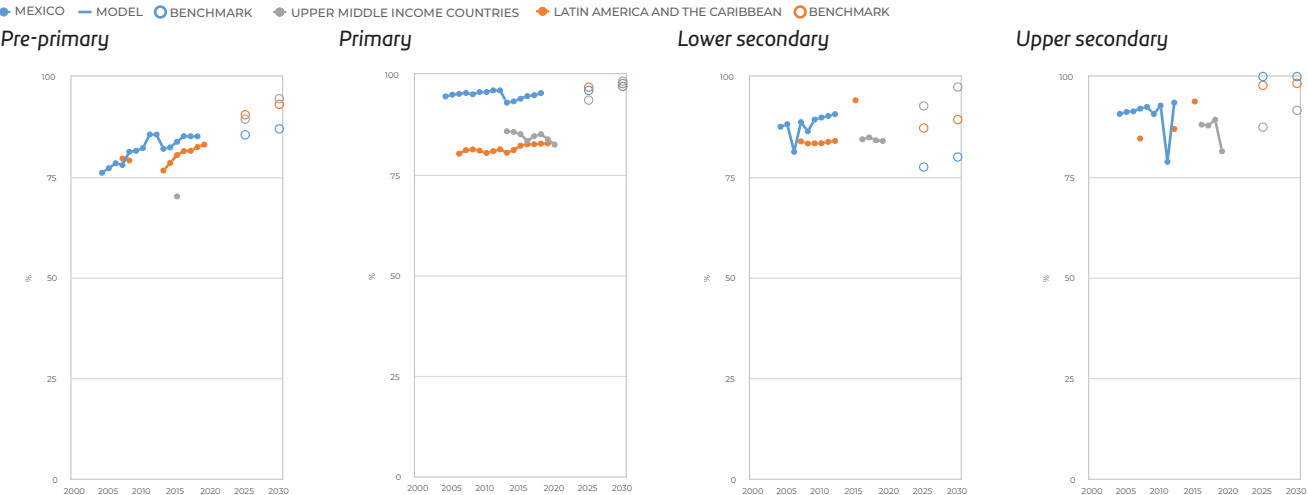
MINIMUM LEARNING PROFICIENCY: READING



MINIMUM LEARNING PROFICIENCY: MATHEMATICS



TRAINED TEACHERS



SAMOA

SAMOA

1. POLICY CONTEXT

Samoa set its national SDG 4 benchmarks mostly with reference to two national policy documents, the Samoa Education Sector Plan 2019–2024 and the Samoa Education Statistical Digest 2019. In parallel, the country committed to the vision and targets established in the Pacific Regional Education Framework (PacREF) 2018–2030 and SDG 4, and their respective monitoring frameworks. Most SDG 4 benchmarks are based on national targets to be achieved by 2024 and endorsed by the government in the national education sector plan. When not enough evidence was available or no national target existed, the indicative feasible benchmark proposed for Samoa based on the progress rates of the fastest improving one quarter of countries was adopted.

2. BENCHMARK DEVELOPMENT

In recent years the country has achieved substantial progress in ensuring that children aged 5 have access to and participate in **pre-primary** education. The participation rate in organized learning for 5-year-olds increased from 27.5% to 35.1% between 2015 and 2019, according to UIS data. The government of Samoa set its benchmarks for 2025 at 80% and for 2030 at 100%, which will require it to sustain a rapid rate of progress in the coming years. Achieving 80% of children aged 5 participating in organized learning by 2025 would mean an increase of 7.5 percentage points annually. This is a much steeper curve than on average for Oceania, where an increase of 1.4 percentage points is required annually to meet the 2025 benchmark.

Early childhood education is one of five priorities stressed by the Samoa Education Sector Plan 2019–2024. This priority was reflected in the Education Amendment Act 2019, which made it compulsory for children to enter early childhood education by age 4. Pre-primary education facilities in Samoa are mostly managed by private providers, requiring the development and monitoring of national quality standards. As the Education Amendment Act 2019 enters into force, increases in enrolment will create challenges to guarantee that all children have access to quality early childhood education. To address these challenges, the government of Samoa is supporting the cost of upgrading facilities and teacher training and coordinating the development of national curriculum and competency standards. Additional challenges include achieving equitable provision of pre-primary education, notably for hard-to-reach, poor and vulnerable households those in remote areas.

Samoa has achieved universal primary education for a number of years. The **out-of-school rate** for children of **primary** school age has remained low since 2000, and UIS data indicate a decrease from 2.4% in 2000 to 1.3% in 2018. The country aims to sustain this trend and has set as a benchmark for 2025 to have all primary school age children enrolled. Similarly, the **primary completion rate** has consistently been high since 2000, oscillating around 97% to 98%. However, the benchmark value in 2025 has been set at 87%, which is below current levels.

Most children transition to and participate in **lower secondary** education. Data on the **out-of-school rate** for adolescents of lower secondary school age show that the share of out-of-school adolescents has remained low at around 1% since 2009, with a slight increase for 2019, when the rate reached 2.1%. As with primary age children, the 2025 benchmark for the out-of-school rate of adolescents is set at zero. Samoa is close to universal **lower secondary completion**, with the rate increasing from 95% in 2000 to 97% in 2020. Yet, the benchmark has been set by the government at 87% for 2025.

SAMOA

While the **out-of-school** rate among youth of **upper secondary** age decreased sharply from 40% in 2000 to 7% in 2014, it has since increased almost every year and reached 16% in 2019. Currently the benchmark value for 2025 is set at 20%, which does not yet reflect the country's aspiration to expand secondary education. The **upper secondary completion** rate has increased from 42% in 2000 to 57% in 2020 – or 60% if late completers are taken into account. The government has set its benchmark for 2025 at 58%.

Remaining challenges to ensure progress in secondary completion rates include addressing specific equity issues. Financially supporting the poorest households needs to be considered, as affordability of secondary school remains a key barrier for the most disadvantaged households. The country has a strong commitment to improving access and participation in all levels of education through provision in its sector plan of the One Government Grant programme to address the problem of many parents being unable to afford sending their children to school. The government has also started using information and communication technology tools and methods to reach out to the hardest to reach students. While the government has made notable progress on mainstreaming pupils with disabilities in regular schools at the primary level, the number of students with disabilities who can attend secondary schools remain low. Inclusive education is a key priority for the government, which intends to develop teachers' capacity to meet inclusive education standards and to support students with disabilities as they transition into higher levels of education.

Gender parity is a central issue for Samoa, as boys are at a significant disadvantage in upper secondary education. According to UIS data, the **gender gap** in upper secondary completion has increased from 5.5 to 20 percentage points between 2000 and 2020. The gender parity index, SDG global indicator 4.5.1, which expresses this gap in relative terms, went up from 1.13 in 2000 to 1.30 in 2020. These values are much higher than the average for Oceania, which stands at 1.06. The government of Samoa is a signatory to the Pacific Leaders Gender Equality Declaration and recognizes that gender disparities at the expense of boys critically require attention. The Samoa Education Sector Plan 2019–2024 includes activities to identify and address gender disparity in participation and achievement. In addition, to support and monitor these activities, the sector plan establishes the importance of collecting all data disaggregated by gender.

Samoa has participated in several large-scale regional and international assessments. The country took part in the Pacific Islands Literacy and Numeracy Assessment in 2012, 2015 and 2018 and was also a participating country in the sixth round of the Multiple Indicators Cluster Survey (MICS). In addition, the country has its own national assessment, the Samoa Primary Education Literacy Level, which is carried out at grades 2, 4 and 6 in literacy and numeracy. However, only MICS is used to report on the proportion of Samoa's students reaching **minimum learning proficiency in early grades**. This restriction hampers production of time series for use in setting relevant and feasible benchmarks. In 2019, 12% of early grade pupils achieved minimum proficiency in reading and 22% in mathematics. The government of Samoa aims to raise these percentages to 37% in reading and 30% in mathematics by 2025. By the **end of primary**, the country aims to have one third of its pupils achieving minimum proficiency in literacy and 54% in mathematics. For the end of **lower secondary**, the government set its 2025 benchmarks at 46% in reading and 10% in mathematics. However, no data have yet been used to report on the share of pupils achieving proficiency at these levels.

Teachers play a crucial role in ensuring that learning outcomes improve. This is recognized in strategy 1.3 of Samoa Education Sector Plan 2019–2024, which aims to increase the commitment and competence of the teacher workforce. The plan focuses on developing skills aligned with the curriculum in order to overcome low levels of learning outcomes at all levels. It notably includes the development and delivery of pre-service and in-service training by the National University of Samoa and the Ministry of Education, Sport and Culture.

The percentage of **trained teachers** is expected to be 100% at all levels by 2025. The benchmarks are already achieved, or nearly so, for pre-primary and primary education. In **pre-primary** education, all teachers have been considered to meet the minimum required qualification since 2014. In **primary** education, 94% of teachers were

trained in 2014, the most recent available data. In the case of **upper secondary**, the proportion of trained teachers was 55% in 2020, which makes it challenging to ensure all upper secondary teachers are trained by 2025.

In Samoa, **public education expenditure** as a share of GDP already exceeds the 4% benchmark. The priority given to education in the budget has increased substantially. The share of public education expenditure as a percentage of the total government expenditure rose from 10.5% in 2000 to 16.2% in 2019, thus exceeding the 15% benchmark set for 2025.

3. CONCLUSION

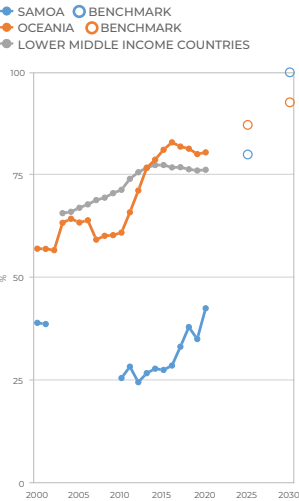
Samoa has demonstrated some coherence between its national sector plan, targets and alignment with the regional and global education agenda. However, inconsistencies between some of the benchmarks and historical trends have emerged, as there exist methodological differences between how education performance is measured by national and international standard definitions. Moreover, the country could consider updating or revising its national benchmark values to reflect historical progress and the current situation. The benchmarks have not yet been set for 2030 and it is important for the country to consider doing so as well to have a clear roadmap to achieve SDG 4 by 2030.

Benchmark indicator values

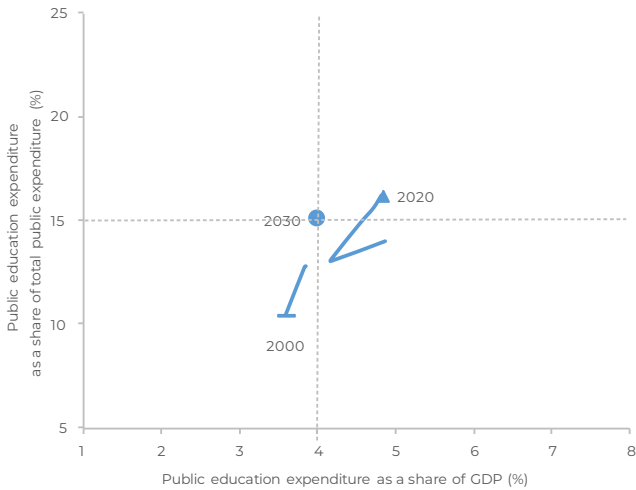
		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	80	100
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	0	0
	4.1.4c Adolescents of lower secondary school age	0	0
	4.1.4d Youth of upper secondary school age	20	20
COMPLETION RATE	4.1.2b Primary	87	–
	4.1.2c Lower secondary	87	–
	4.1.2d Upper secondary	58	–
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	–	–
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	30	–
	4.1.1a Grade 2 or 3, reading	37	–
	4.1.1b End of primary, mathematics	54	–
	4.1.1b End of primary, reading	33	–
	4.1.1c End of lower secondary, mathematics	10	–
	4.1.1c End of lower secondary, reading	46	–
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	100	100
	4.c.1b Primary	100	100
	4.c.1c Lower secondary	100	100
	4.c.1d Upper secondary	100	100
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	15	15
	FFA.2 As share of GDP	4	4

SAMOA

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE



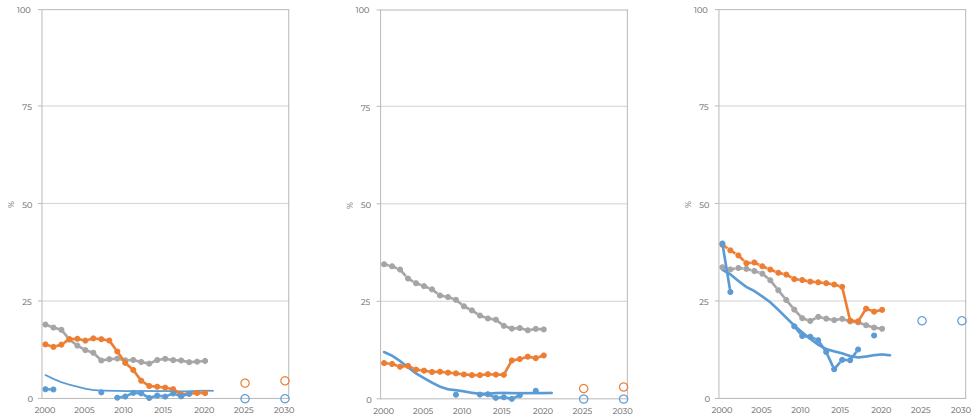
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



OUT-OF-SCHOOL RATE

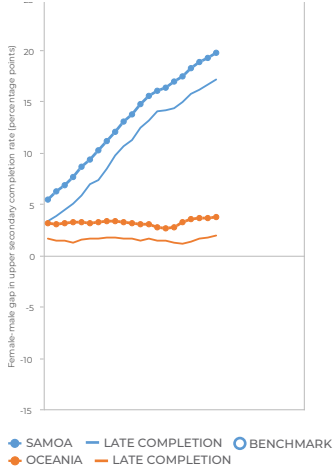
◆ SAMOA — MODEL ○ BENCHMARK ◆ LOWER MIDDLE INCOME COUNTRIES ◆ OCEANIA ○ BENCHMARK

Primary school age Lower secondary school age Upper secondary school age



GENDER GAP

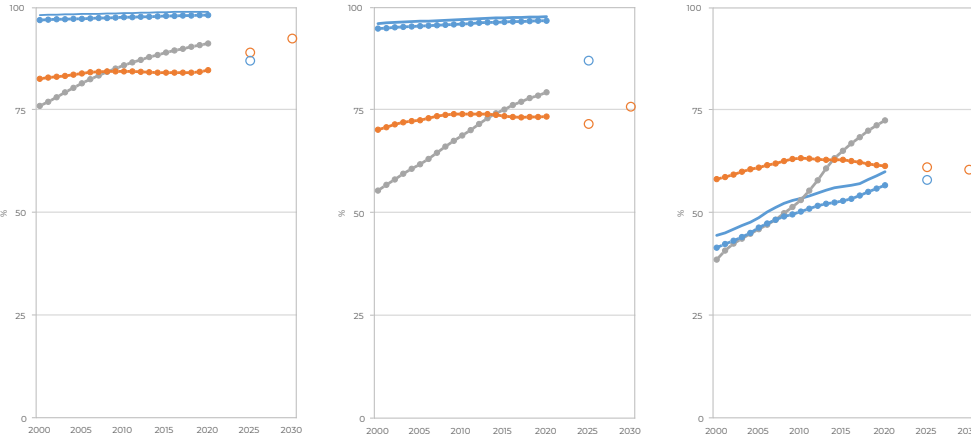
Upper secondary completion rate, gender gap (females minus males)



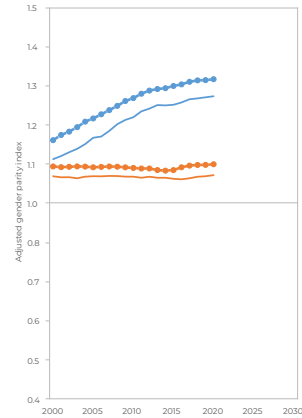
COMPLETION RATE

◆ SAMOA — MODEL ○ BENCHMARK ◆ LOWER MIDDLE INCOME COUNTRIES ◆ OCEANIA ○ BENCHMARK

Primary Lower secondary Upper secondary



Upper secondary completion rate, gender parity index (females over males)



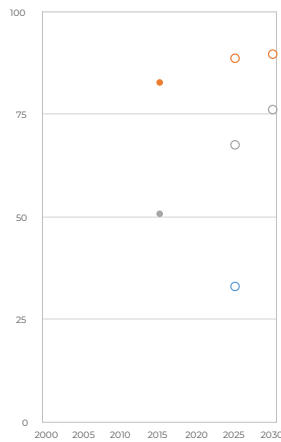
MINIMUM LEARNING PROFICIENCY: READING

● SAMOA ○ BENCHMARK ● WORLD ○ BENCHMARK ● OCEANIA ○ BENCHMARK

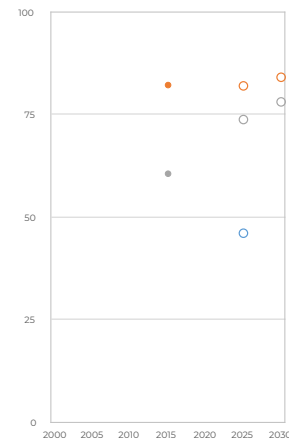
Early grades



End of primary



End of lower secondary



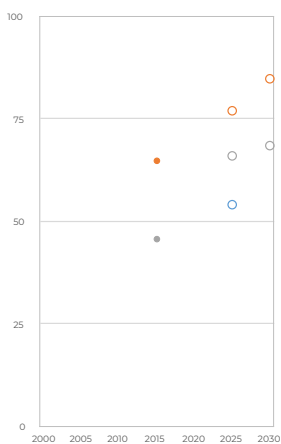
MINIMUM LEARNING PROFICIENCY: MATHEMATICS

● SAMOA ○ BENCHMARK ● WORLD ○ BENCHMARK ● OCEANIA ○ BENCHMARK

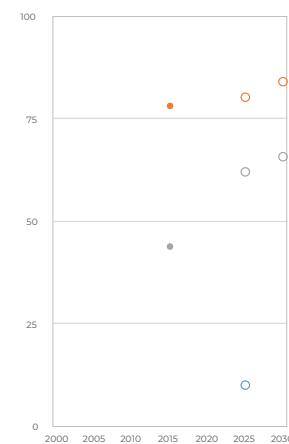
Early grades



End of primary



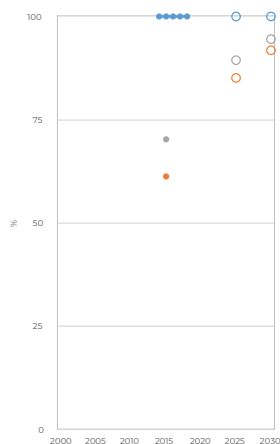
End of lower secondary



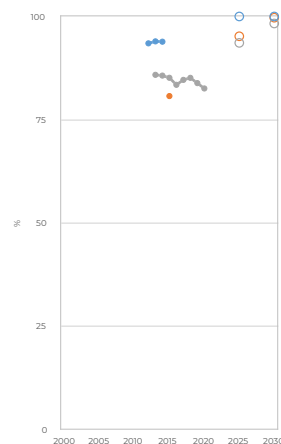
TRAINED TEACHERS

● SAMOA — MODEL ○ BENCHMARK ● LOWER MIDDLE INCOME COUNTRIES ● OCEANIA ○ BENCHMARK

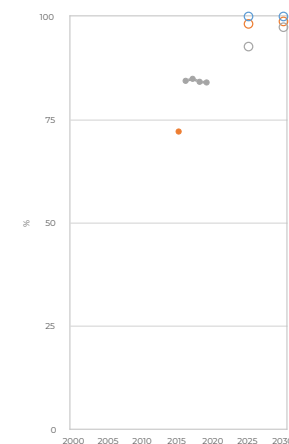
Pre-primary



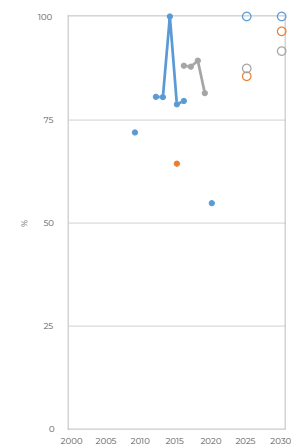
Primary



Lower secondary



Upper secondary



SENEGAL

SENEGAL

1. POLICY CONTEXT

Senegal set its national SDG 4 benchmarks for the seven SDG 4 indicators approved by the Technical Cooperation Group mostly with reference to its national education sector plan: the Programme to Improve Quality, Equity and Transparency - Education/Training 2018–2030 (Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence - Education/Formation, PAQUET-EF). The plan is based on a new simulation model that takes into account the Integrated Policy, Planning, Programming, Budgeting, Financing, Monitoring and Evaluation Chain (Chaine Intégrée de Politique, Planification, Programmation, Budgétisation, Financement, Suivi et Evaluation, 3PBFSE) to set intermediate targets through 2029. The plan also explicitly takes into account the Continental Education Strategy for Africa 2016–25 and SDG 4 and their respective monitoring frameworks.

In addition to the simulation model, other strategic and monitoring documents were also reviewed, including (i) the Results Assessment Framework (Cadre de Mesure de Résultats, CMR of the sector plan, (ii) the Quality Norms and Standards in Education and Training (Normes et Standards de Qualité en Education et Formation) and (iii) a matrix of 20 indicators for policy dialogue between sector ministries and the National Education and Training Partners Group (Groupe national des Partenaires de l'Education et de la Formation).

2. BENCHMARK DEVELOPMENT

The benchmarks set for 2025 and 2030 were defined following a series of workshops and meetings to share and validate them between the ministries in charge of education and training, including the ministry in charge of early childhood, which contributes to the education and training system through the National Agency for Early Childhood and Young Children Care Centres (Agence Nationale de la Petite Enfance et de la Case des Tout-Petits). Benchmark setting was informed via the following approach:

- Items relevant to indicator 4.1.1 on minimum learning proficiency were not included in the strategy and monitoring documents. Accordingly, for primary education, the benchmarks initially set were revised using linear projections for 2019–2030, with the PASEC 2019 results as baseline values. As for lower secondary, the reading and mathematics benchmarks for 2025 and 2030 were set using an estimate based on a simple average of the minimum national benchmark and the attainable benchmark as defined in the benchmarking process.
- Benchmarks for financing indicators and completion rates were established based on the 3PBFSE simulation model.
- Benchmarks for out-of-school rates were based on projections of the percentage of school-age children enrolled in a given grade, with the assumption that the value in 2020 would remain unchanged through 2030. The same method was used for indicator 4.2.2 for 5-year-olds.
- Teacher benchmarks were based on the recruitment policy for teachers, who currently receive pre-placement training and must also pass a competitive exam in order to teach.

In **pre-primary** education, attendance rates of 5-year-old children more than doubled from 7% in 2004 to 14% in 2010 and reached 18% in 2014 but remained constant for the rest of the decade, according to UIS data. However,

according to the government, the baseline value in 2020 was 31%. Even so, the annual increase in the attendance rate required to achieve the benchmarks for 2025 (45%) and 2030 (62%) is ambitious and involves a rapid acceleration of progress (by 1.5 percentage points per year over 2015–25, compared with 0.9 percentage points in sub-Saharan Africa, and by 3.2 percentage points per year over 2025–30, compared with 2.7 percentage points in sub-Saharan Africa).

According to PAQUET-EF, the government aims to increase coverage, diversify provision and promote equity. It will construct appropriate infrastructure and recruit trained education personnel; raise the quality of infrastructure up to expected standards and take intersectoral measures to reduce disparity related to disability and location; and promote the use of national languages and religious education, primarily by scaling up the community care approach. The plan also envisages hiring professional early childhood education personnel.

The **out-of-school rate** for children of **primary** school age fell rapidly from 41% in 2000 to 24% in 2012, an average of 1.4 percentage points per year, but appears to have stagnated since, according to UIS data. The benchmark levels were set at 9% for 2025 and 1% for 2030, which would represent even more rapid progress than that observed in the 2000s, at a rate of 3 percentage points per year between 2020 and 2025.

The **primary completion rate** is estimated to have improved even faster, from 18% in 2000 to 49% in 2014, or by 2.2 percentage points per year, but also appears to have plateaued. The percentage of young people who ultimately complete primary school more than five years after the official graduation age is 64%, highlighting the challenge of over-age enrolment and repetition. However, according to the government, the baseline value in 2020 was even higher at 69.5%. The benchmarks envisage progress accelerating, with the completion rate reaching 82% in 2025 and 97% in 2030.

This target is in line with the PAQUET-EF commitment of universal 10-year education. The government intends to construct ‘full-cycle’ schools, which allow continuity of studies, integrate compulsory preschool education classes and, if necessary, offer multigrade classes. A network of junior secondary schools will aim to accommodate graduates from different school types, such as Franco-Arab schools. A key policy challenge is to enhance, modernize and integrate non-formal education, notably through the expansion of modern Daara. The Daara modernization programme aims to roll out a new curriculum and develop staff skills in modern Daara, while improving the quality of learning and the environment of traditional Daara.

Data on the **out-of-school rate** for adolescents of **lower secondary** and youth of **upper secondary school** age are patchy and somewhat inconsistent. There is some indication that the out-of-school rate may have increased in recent years. The government has set an ambitious benchmark for the adolescent out-of-school rate, which would fall from 60% in 2020 to 25% in 2030. By contrast, the benchmark for the youth out-of-school rate is more modest and corresponds to a fall from 80% to 72% in the same period. One of the major areas where efforts should be concentrated is fighting poverty: according to the National Agency of Statistics and Demography (Agence Nationale de la Statistique et de la Démographie), 47% of the population lived below the poverty line in 2011. Poverty is a leading cause of child labour, child violence and early marriage, which also have a negative impact on education completion.

The **lower secondary completion rate** grew from 9% in 2000 to 28% in 2020 – or 36% if late completers are taken into account. The government envisages rapid acceleration, setting a benchmark of 47% by 2025 and 74% by 2030, which means over-age enrolment and repetition challenges must be addressed in the rest of the decade. The **upper secondary completion rate** grew more slowly, from 5% in 2000 to 10% in 2020 (14% if late completers are taken into account). The government envisages acceleration, setting a benchmark of 24% by 2025 and 39% by 2030, which would put Senegal on a par with the rest of sub-Saharan Africa.

SENEGAL

While more boys than girls complete upper secondary school, the **gender gap** in the upper secondary completion rate has fallen throughout the past 20 years, from 3.8 to 0.5 percentage points between 2000 and 2020, although it remains at 2.4 percentage points if late completers are also taken into account. In terms of SDG global indicator 4.5.1, the gender parity index, which expresses the gender gap in relative rather than in absolute terms, Senegal achieved major progress, from 0.48 in 2000 to 0.95 in 2020; and among those who complete secondary school late, it increased from 0.43 to 0.84, in both cases outpacing the sub-Saharan African regional average.

PAQUET-EF, which is consistent with the national gender equality strategy, aims to introduce incentives to support girls' access to school, develop teacher and supervisory staff capacity by integrating the gender dimension in initial training and continuous professional development, produce textbooks free from sexist stereotypes, raise awareness to encourage girls' orientation in scientific and technological fields, and establish safe school environments, free from violence and discrimination and with access to separate toilets for boys and girls and functioning school infirmaries. At the same time, PAQUET-EF is aware of the need to address boys' dropout, the rates of which in certain areas of the country were characterized as 'alarming', as gender gaps have been reversed in primary and lower secondary education.

Senegal has benefitted from its participation in two successive rounds of the PASEC regional learning assessment, in 2014 and 2019, which generated data on the percentage of students achieving **minimum learning proficiency in early grades** and **by the end of primary** in reading and mathematics. Nevertheless, the data do not cover a long-term trend and some doubts have been expressed on the robustness of the evidence on progress over time, which hampers benchmark setting. The percentage of students who achieve minimum proficiency in reading is expected to grow from 48% in 2019 to 89.1% in 2030 in early grades and from 74.8% to 100% by the end of primary school. The percentage of students who achieve minimum proficiency in mathematics is expected to grow from 79.1% in 2019 to 100% in 2030 in early grades and from 65% to 78.6% by the end of primary school.

According to PAQUET-EF, bilingual education will be gradually generalized and a new policy on textbooks and teaching materials will be implemented. The reading and mathematics curricula will be consolidated and coordinated as part of the gradual establishment of a basic cycle curriculum, harmonizing primary and lower secondary curricula, and adjusting teacher education accordingly. The sector plan also envisages a minimum package of services at the school level, less use of temporary buildings and stronger community involvement in participatory school management.

Benchmarks have also been set on **minimum learning proficiency** by the end of **lower secondary** in reading and mathematics, although Senegal has only participated once in a cross-national assessment whose results are aligned with the global proficiency level. The results of the PISA for Development study showed that 9% of 15-year-old students achieved minimum proficiency in reading and 8% in mathematics. The benchmarks envisage the percentages of students achieving minimum proficiency rising to 34% in reading and 25% in mathematics by 2030.

The percentage of trained **teachers** is expected to be 100% at all levels by 2025, in line with the national teacher recruitment policy. The benchmarks appear ambitious, since the share of trained teachers in 2020 was 37% at the pre-primary level and 75% at the primary level (up from 13% and 46%, respectively, in 2008). That is according to the UIS, although the government has contested the data. By contrast, the only data on trained secondary school teachers are from 2020 and suggest that 81% of lower secondary and 67% of upper secondary school teachers are trained. In an effort to improve learning and student performance at all levels of education, policy reforms to teacher recruitment were carried out in 2013/14, particularly at the pre-primary and primary levels. The recruitment level for preschool and primary school teachers was raised from the BFEM, a qualification obtained at the end of lower secondary, to the baccalauréat, obtained at the end of upper secondary). Under the new policy, all primary and pre-primary teachers receive initial training for a period of nine months, divided into two phases: a theoretical phase and a practical phase in classrooms and applied training schools. For lower and upper

secondary schools, teacher recruits are trained at the Ecole Normale Supérieure for various periods, depending on the academic degree required for the position they were hired for. The key objective of this policy is to supply schools and educational institutions with qualified teachers.

Finally, Senegal has exceeded both **public education expenditure** benchmarks for most of the past two decades. Starting from 17.6% of total expenditure and 2.4% of GDP in 2000, spending reached a peak of 25.7% and 5.7%, respectively, in 2013, before falling back to 18.3% and 5.3% in 2019. The government has set a target to increase spending to 22.3% of total public expenditure and 5.8% of GDP by 2025 and to 24.6% of total public expenditure and 7.1% of GDP by 2030, exceeding even the maximum levels recommended in the Education 2030 Framework for Action.

3. CONCLUSION

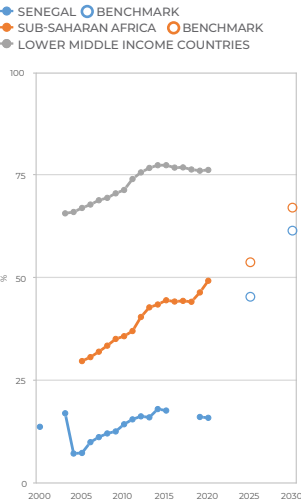
Senegal has demonstrated a high degree of coherence between its national sector plan, its targets and its alignment with the regional and global education agenda. However, improvement will be needed in data timeliness and availability (especially on learning outcomes) for the national SDG 4 benchmark exercise to be effective. There also remain differences between national and internationally comparable data, which result in different baseline data (e.g. on out-of-school rates, completion rates and trained teachers) and therefore different perspectives on the ambitiousness and feasibility of the benchmarks proposed for 2025 and 2030.

Benchmark indicator values

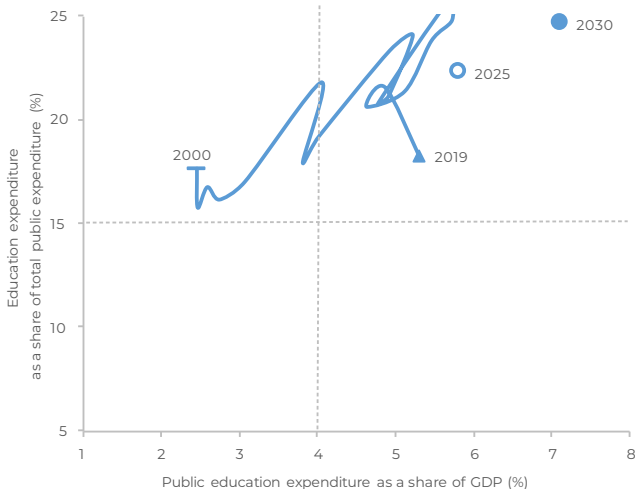
		National benchmark	
		2025	2030
EARLY CHILDHOOD EDUCATION	4.2.2 Participation rate in organized learning	45.4	61.5
OUT-OF-SCHOOL RATE	4.1.4b Children of primary school age	9.3	1.3
	4.1.4c Adolescents of lower secondary school age	46.2	24.7
	4.1.4d Youth of upper secondary school age	81.9	71.6
COMPLETION RATE	4.1.2b Primary	–	–
	4.1.2c Lower secondary	81.7	97.4
	4.1.2d Upper secondary	47.1	74.2
GENDER GAP	Gender gap in upper secondary completion rate (females - males)	23.8	38.6
LEARNING Proportion of students achieving at least a minimum proficiency level	4.1.1a Grade 2 or 3, mathematics	99.3	100
	4.1.1a Grade 2 or 3, reading	70.3	89.1
	4.1.1b End of primary, mathematics	72.4	78.6
	4.1.1b End of primary, reading	91.2	100
	4.1.1c End of lower secondary, mathematics	19.8	25.4
	4.1.1c End of lower secondary, reading	26.8	34.3
TRAINED TEACHERS Proportion of teachers with minimum required qualifications	4.c.1a Pre-primary	100	100
	4.c.1b Primary	100	100
	4.c.1c Lower secondary	100	100
	4.c.1d Upper secondary	100	100
PUBLIC EDUCATION EXPENDITURE	FFA.1 As share of total government expenditure	22.3	24.6
	FFA.2 As share of GDP	5.8	7.1

SENEGAL

EARLY CHILDHOOD EDUCATION PARTICIPATION RATE



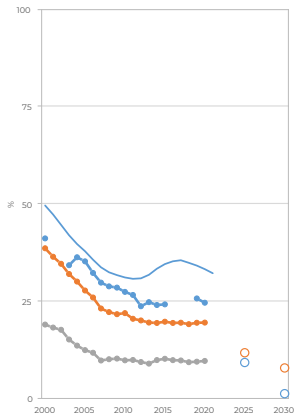
PUBLIC EXPENDITURE ON EDUCATION, AS SHARE OF (I) TOTAL PUBLIC EXPENDITURE AND (II) GDP



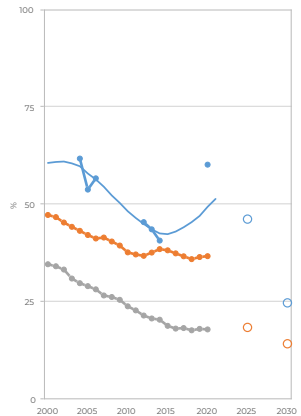
OUT-OF-SCHOOL RATE

SENEGAL MODEL BENCHMARK LOWER MIDDLE INCOME COUNTRIES SUB-SAHARAN AFRICA BENCHMARK

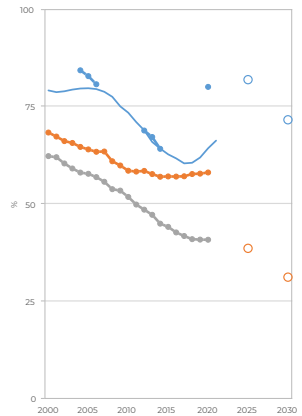
Primary school age



Lower secondary school age

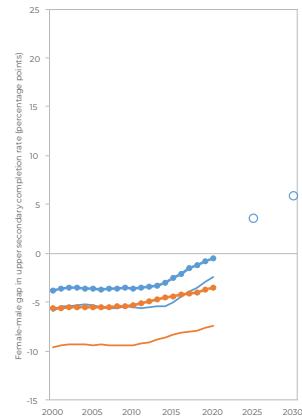


Upper secondary school age



GENDER GAP

Upper secondary completion rate, gender gap (females minus males)

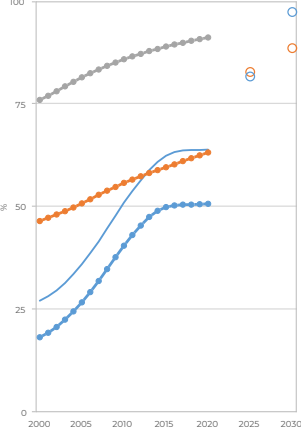


SENEGAL LATE COMPLETION BENCHMARK
SUB-SAHARAN AFRICA LATE COMPLETION

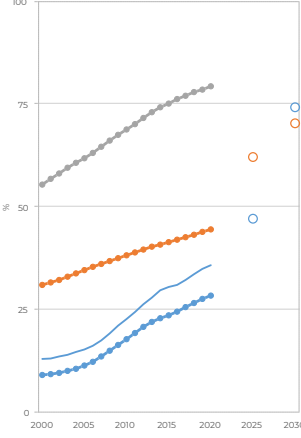
COMPLETION RATE

SENEGAL MODEL BENCHMARK LOWER MIDDLE INCOME COUNTRIES SUB-SAHARAN AFRICA BENCHMARK

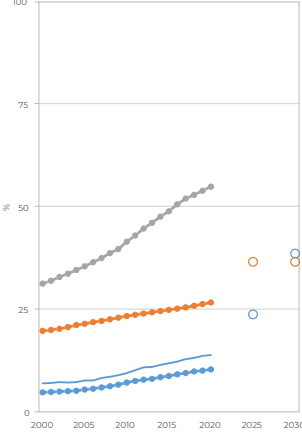
Primary



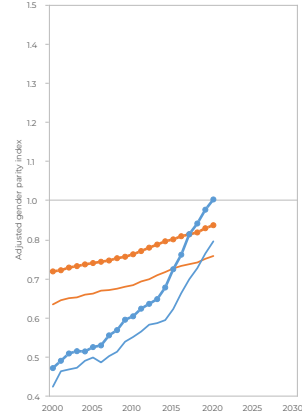
Lower secondary



Upper secondary

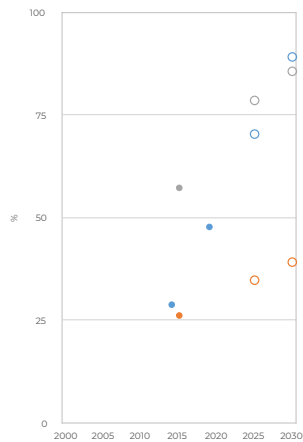
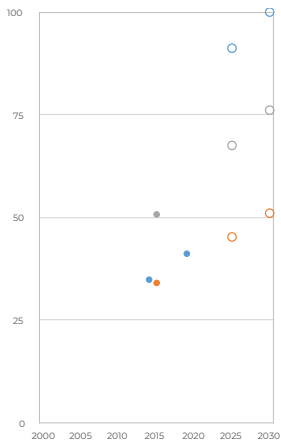
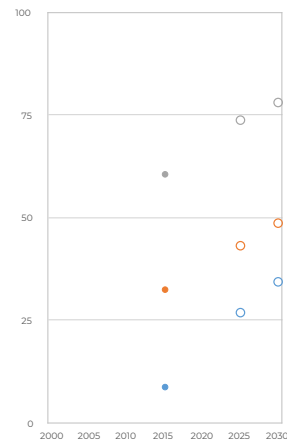


Upper secondary completion rate, gender parity index (females over males)

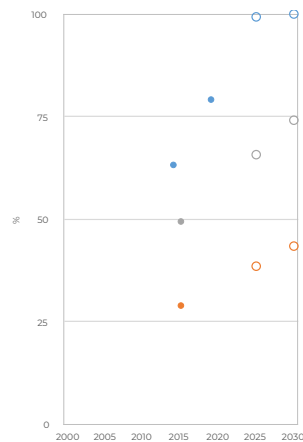
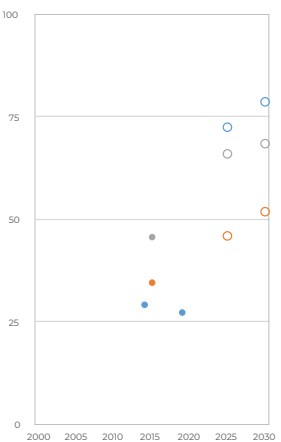
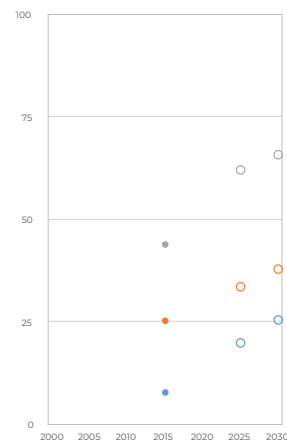


MINIMUM LEARNING PROFICIENCY: READING

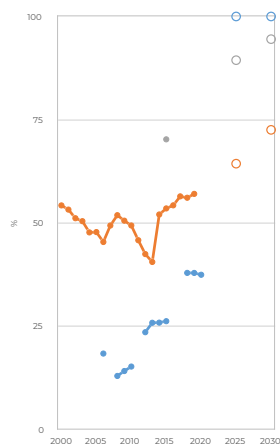
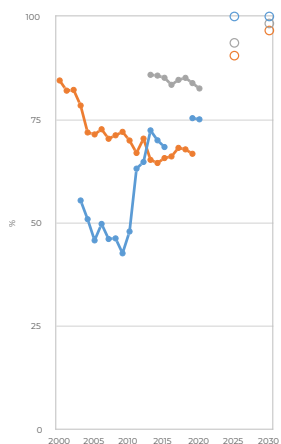
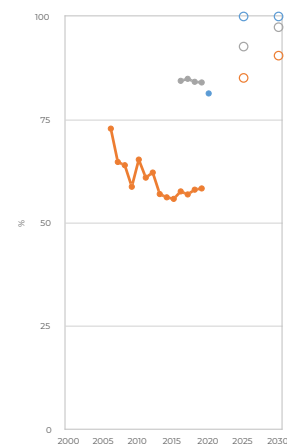
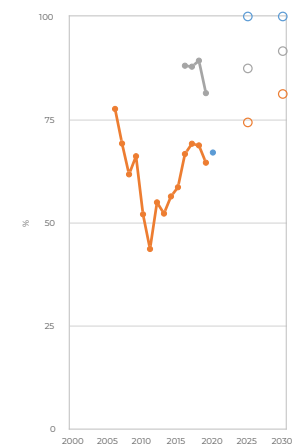
● SENEGAL ○ BENCHMARK ● WORLD ○ BENCHMARK ● SUB-SAHARAN AFRICA ○ BENCHMARK

Early grades**End of primary****End of lower secondary****MINIMUM LEARNING PROFICIENCY: MATHEMATICS**

● SENEGAL ○ BENCHMARK ● WORLD ○ BENCHMARK ● SUB-SAHARAN AFRICA ○ BENCHMARK

Early grades**End of primary****End of lower secondary****TRAINED TEACHERS**

● SENEGAL — MODEL ○ BENCHMARK ● LOWER MIDDLE INCOME COUNTRIES — SUB-SAHARAN AFRICA ○ BENCHMARK

Pre-primary**Primary****Lower secondary****Upper secondary**

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Children participate in learning activities at a primary school in Khadapatra village of Tehsil Nagri district Dhamtari, Chattisgarh, India.

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PART 3. Annexes

- Annex A: Benchmark submission status
- Annex B: Benchmark levels by country and indicator
- Annex C: Data gaps

Annex A: Benchmark submission status

Country	Status	Early childhood participation rate	Out-of-school rate, primary	Out-of-school rate, lower secondary	Out-of-school rate, upper secondary	Completion rate, primary	Completion rate, lower secondary	Completion rate, upper secondary	Learning: reading, grades 2/3	Learning: reading, end of primary	Learning: reading, end of lower secondary	Learning: mathematics, grades 2/3	Learning: mathematics, end of primary	Learning: mathematics, end of lower secondary	Trained teachers, pre-primary	Trained teachers, primary	Trained teachers, lower secondary	Trained teachers, upper secondary	Public expenditure, % GDP	Public expenditure, % total expenditure	Gender gap	Benchmarks
Sub-Saharan Africa		63	63	65	60	75	77	67	50	52	19	50	50	19	58	67	58	60	100	100	27	59
Angola	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	14
Benin	National plans with targets	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	5
Botswana	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Burkina Faso	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	14
Burundi	Submitted	1	0	0	0	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	0	10
Cabo Verde	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	13
Cameroon	Submitted	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	17
C. A. R.	National plans with targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Chad	National plans with targets	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	4
Comoros	Submitted	1	0	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	1	1	1	8
Congo	Submitted	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	18
Côte d'Ivoire	Submitted	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	0	15
D. R. Congo	National plans with targets	0	0	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	1	1	0	6
Djibouti	National plans with targets	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	6
Equat. Guinea	No national plans	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Eritrea	National plans with targets	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	6
Eswatini	Submitted	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	17
Ethiopia	Submitted	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	18
Gabon	No national plans	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Gambia	Submitted	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	18
Ghana	Submitted	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	18
Guinea	Submitted	1	0	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	14
Guinea-Bissau	National plans with targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	3
Kenya	Submitted	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	17
Lesotho	National plans with targets	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	5
Liberia	National plans with targets	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	7
Madagascar	Submitted	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	17
Malawi	Submitted	1	0	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	1	1	0	12
Mali	National plans with targets	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	4
Mauritania	Submitted	0	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	12
Mauritius	Submitted	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	16
Mozambique	Submitted	0	0	0	0	1	1	1	1	0	1	0	0	0	0	1	1	1	1	1	1	12
Namibia	Submitted	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	1	1	1	1	14

[illegible]

Country	Status	Early childhood participation rate	Out-of-school rate, primary	Out-of-school rate, lower secondary	Out-of-school rate, upper secondary	Completion rate, primary	Completion rate, lower secondary	Completion rate, upper secondary	Learning: reading, grades 2/3	Learning: reading, end of primary	Learning: reading, end of lower secondary	Learning: mathematics, grades 2/3	Learning: mathematics, end of primary	Learning: mathematics, end of lower secondary	Trained teachers, pre-primary	Trained teachers, primary	Trained teachers, lower secondary	Trained teachers, upper secondary	Public expenditure, % GDP	Public expenditure, % total expenditure	Gender gap	Benchmarks
Tunisia	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Turkey	National plans with targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	3
U. A. Emirates	No national plans	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Yemen	National plans with targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Central and Southern Asia		64	64	64	50	79	71	79	43	50	50	43	50	57	71	64	64	64	100	100	14	62
Afghanistan	National plans with targets	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	5
Bangladesh	Submitted	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	16
Bhutan	Submitted	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	17
India	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Iran, Isl. Rep.	No national plans	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Kazakhstan	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	16
Kyrgyzstan	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Maldives	Submitted	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	17
Nepal	Submitted	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	15
Pakistan	Submitted	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	17
Sri Lanka	Submitted	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	15
Tajikistan	National plans with targets	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	3
Turkmenistan	No national plans	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Uzbekistan	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	13
Eastern and South-eastern Asia		78	78	78	67	72	72	67	39	39	61	44	50	67	67	67	67	67	100	100	33	66
Brunei Daruss.	Pending submission	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Cambodia	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
China	Submitted	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	18
China, Hong Kong SAR	Submitted	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	7
China, Macao SAR	Submitted	1	1	1	1	0	0	0	1	1	1	1	1	1	0	0	0	0	1	1	0	12
DPR Korea	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Indonesia	Submitted	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	16
Japan	Submitted	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	0	1	1	0	11
Lao PDR	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Malaysia	Submitted	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	18
Mongolia	Submitted	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	17
Myanmar	National plans with targets	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	8
Philippines	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	13
Rep. of Korea	Submitted	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	17
Singapore	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2

Country	Status	Early childhood participation rate	Out-of-school rate, primary	Out-of-school rate, lower secondary	Out-of-school rate, upper secondary	Completion rate, primary	Completion rate, lower secondary	Completion rate, upper secondary	Learning: reading, grades 2/3	Learning: reading, end of primary	Learning: reading, end of lower secondary	Learning: mathematics, grades 2/3	Learning: mathematics, end of primary	Learning: mathematics, end of lower secondary	Trained teachers, pre-primary	Trained teachers, primary	Trained teachers, lower secondary	Trained teachers, upper secondary	Public expenditure, % GDP	Public expenditure, % total expenditure	Gender gap	Benchmarks
Thailand	Submitted	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	18
Timor-Leste	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Viet Nam	Submitted	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	16
Oceania		82	71	71	71	65	65	71	59	76	65	65	76	65	76	76	76	76	100	100	6	71
Australia	Submitted	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	3
Cook Is	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Fiji	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Kiribati	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Marshall Is	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Micronesia, F. S.	Submitted	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	18
Nauru	Submitted	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	7
New Zealand	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Niue	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Palau	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Papua New Guinea	National plans with targets	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	15
Samoa	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Solomon Is	Submitted	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	16
Tokelau	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Tonga	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Tuvalu	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Vanuatu	National plans with targets	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	5
Latin America and the Caribbean		78	80	61	80	54	54	51	39	44	44	44	49	44	56	59	59	56	100	100	17	58
Anguilla	Regional benchmarks (CARICOM and EU)	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	8
Antigua/Barbuda	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Argentina	Submitted	1	1	1	1	1	0	1	0	1	0	0	1	0	0	0	0	1	1	1	0	11
Aruba	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Bahamas	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Barbados	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Belize	Submitted	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	18
Bolivia, P. S.	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	0	1	1	1	12
Brazil	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	15
British Virgin Is	Submitted	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	14
Cayman Is	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Chile	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2

Country	Status	Early childhood participation rate	Out-of-school rate, primary	Out-of-school rate, lower secondary	Out-of-school rate, upper secondary	Completion rate, primary	Completion rate, lower secondary	Completion rate, upper secondary	Learning: reading, grades 2/3	Learning: reading, end of primary	Learning: reading, end of lower secondary	Learning: mathematics, grades 2/3	Learning: mathematics, end of primary	Learning: mathematics, end of lower secondary	Trained teachers, pre-primary	Trained teachers, primary	Trained teachers, lower secondary	Trained teachers, upper secondary	Public expenditure, % GDP	Public expenditure, % total expenditure	Gender gap	Benchmarks
Colombia	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	14
Costa Rica	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Cuba	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Curaçao	Submitted	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	6
Dominica	Regional benchmarks (CARICOM and EU)	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	9
Dominican Rep.	National plans with targets	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	6
Ecuador	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
El Salvador	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Grenada	Submitted	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	17
Guatemala	Submitted	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1	0	14
Guyana	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Haiti	Regional benchmarks (CARICOM and EU)	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	5
Honduras	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	9
Jamaica	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Mexico	Submitted	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	16
Montserrat	Regional benchmarks (CARICOM and EU)	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	9
Nicaragua	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	13
Panama	National plans with targets	1	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	1	1	0	9
Paraguay	National plans with targets	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	5
Peru	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
St Kitts/Nevis	Regional benchmarks (CARICOM and EU)	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	8
Saint Lucia	Regional benchmarks (CARICOM and EU)	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	9
St Vincent/Grenad.	Regional benchmarks (CARICOM and EU)	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	9
Sint Maarten	No national plans	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Suriname	Submitted	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
Trinidad/Tobago	Submitted	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	0	0	1	1	1	13
Turks/Caicos Is	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	17
Uruguay	Submitted	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	4
Venezuela, B. R.	National plans with targets	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	6
Europe and Northern America		78	20	20	24	37	39	74	11	30	72	11	33	72	30	28	28	28	100	100	15	43
Albania	Submitted	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	16
Andorra	No national plans	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2

Country	Status	Early childhood participation rate	Out-of-school rate, primary	Out-of-school rate, lower secondary	Out-of-school rate, upper secondary	Completion rate, primary	Completion rate, lower secondary	Completion rate, upper secondary	Learning: reading, grades 2/3	Learning: reading, end of primary	Learning: reading, end of lower secondary	Learning: mathematics, grades 2/3	Learning: mathematics, end of primary	Learning: mathematics, end of lower secondary	Trained teachers, pre-primary	Trained teachers, primary	Trained teachers, lower secondary	Trained teachers, upper secondary	Public expenditure, % GDP	Public expenditure, % total expenditure	Gender gap	Benchmarks
Austria	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	0	10
Belarus	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Belgium	Submitted	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	7
Bermuda	Regional benchmarks (CARICOM and EU)	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	9
Bosnia/Herzeg.	Submitted	1	0	0	0	1	1	1	0	0	1	0	1	1	0	0	0	0	1	1	1	10
Bulgaria	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Canada	Pending submission	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Croatia	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Czechia	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Denmark	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Estonia	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Finland	Submitted	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	0	1	1	0	8
France	Submitted	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	0	7
Germany	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Greece	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Hungary	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Iceland	Submitted	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
Ireland	Submitted	0	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	11
Italy	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Latvia	Submitted	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	18
Liechtenstein	No national plans	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Lithuania	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	1	0	7
Luxembourg	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Malta	Submitted	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	16
Monaco	No national plans	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Montenegro	National plans with targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	3
Netherlands	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
North Macedonia	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Norway	Submitted	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	17
Poland	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19

Country	Status	Early childhood participation rate	Out-of-school rate, primary	Out-of-school rate, lower secondary	Out-of-school rate, upper secondary	Completion rate, primary	Completion rate, lower secondary	Completion rate, upper secondary	Learning: reading, grades 2/3	Learning: reading, end of primary	Learning: reading, end of lower secondary	Learning: mathematics, grades 2/3	Learning: mathematics, end of primary	Learning: mathematics, end of lower secondary	Trained teachers, pre-primary	Trained teachers, primary	Trained teachers, lower secondary	Trained teachers, upper secondary	Public expenditure, % GDP	Public expenditure, % total expenditure	Gender gap	Benchmarks
Portugal	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Rep. Moldova	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	14
Romania	Submitted	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Russian Fed.	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
San Marino	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	14
Serbia	National plans with targets	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	9
Slovakia	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	15
Slovenia	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Spain	Submitted	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	13
Sweden	Regional benchmarks (CARICOM and EU)	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
Switzerland	National plans with targets	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	3
Ukraine	National plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
United Kingdom	National plans with targets	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	4
United States	National plans with targets	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	6
World		74	59	55	57	60	61	66	38	47	49	38	49	51	56	58	55	56	100	100	21	57

Notes:

1. The benchmarks column shows:

(a) For each country: the number of benchmark values reported by each country for all indicators except for the two public expenditure benchmarks (to which all countries have committed).

(b) For each region/world: the percentage of benchmark values reported by all countries out of the maximum possible for the region/world for all indicators except for the two public expenditure benchmarks (to which all countries have committed).

2. The region/world rows show the percentage of countries in the region that provided a benchmark value for each indicator.

Distribution of countries and territories, by type of benchmark submission status and region

	Submitted benchmarks	Regional frameworks	Pending submission	Plans with targets	Plans without targets	No plan
Sub-Saharan Africa	31	0	0	15	0	2
Northern Africa and Western Asia	17	0	0	2	1	4
Central and Southern Asia	10	0	0	2	0	2
Eastern and South-eastern Asia	14	0	1	1	2	0
Oceania	13	0	0	2	2	0
Latin America and the Caribbean	25	7	0	4	4	1
Europe and Northern America	21	13	1	5	3	3
World	131	20	2	31	12	12

Annex B: Benchmark levels by country and indicator

Early childhood education attendance

Region / Country	Early childhood education		
	Participation rate in pre-primary education		
	2015	2025	2030
Sub-Saharan Africa	44.5	66.0	77.1
Angola	65.2	81.1	89.1
Benin	88.0		
Botswana	21.3	60.0	75.0
Burkina Faso	9.4	10.5	15.0
Burundi	35.6	42.2	60.0
Cabo Verde	81.8	100.0	100.0
Cameroon	50.6	58.9	69.3
C. A. R.			
Chad	8.5		
Comoros	46.5	50.0	61.7
Congo	76.6	32.1	47.0
Côte d'Ivoire	17.0	16.0	25.0
D. R. Congo	54.7		
Djibouti	11.4	56.1	78.7
Equat. Guinea	44.0		
Eritrea	21.9	43.4	61.4
Eswatini	86.4	30.0	70.0
Ethiopia	37.2	62.0	100.0
Gabon			
Gambia	54.5	65.0	75.0
Ghana	76.8	94.3	100.0
Guinea	41.5	47.5	52.7
Guinea-Bissau	39.7	20.0	22.4
Kenya	90.4	83.0	86.7
Lesotho	44.2		
Liberia	85.2	71.0	81.9
Madagascar		48.1	54.9
Malawi	62.8	70.0	100.0
Mali	43.5		
Mauritania	20.0		
Mauritius	95.0	95.0	97.0
Mozambique			
Namibia	63.9	80.9	87.9
Niger	21.9		

Region / Country	Early childhood education		
	Participation rate in pre-primary education		
	2015	2025	2030
Nigeria	57.6		
Rwanda	40.8	69.1	83.2
S. Tome/Principe	52.4	100.0	100.0
Senegal	17.7	45.4	61.5
Seychelles	93.9	100.0	100.0
Sierra Leone	33.8	15.0	30.0
Somalia			
South Africa	72.1		
South Sudan	20.5		
Togo	66.2		
Uganda	76.2		
U. R. Tanzania	45.6	80.0	90.0
Zambia	58.5	100.0	100.0
Zimbabwe	49.6		
Northern Africa and Western Asia	47.7	61.2	72.6
Algeria	70.5	70.6	76.2
Armenia	47.2	85.0	92.0
Azerbaijan	27.6		
Bahrain	82.4	75.4	79.9
Cyprus	94.6	100.0	100.0
Egypt	39.7	65.9	80.0
Georgia		92.0	100.0
Iraq		25.0	30.0
Israel	99.5		
Jordan	41.9	50.0	55.0
Kuwait	79.9	62.1	63.6
Lebanon		93.8	99.0
Libya			
Morocco	52.3	81.9	99.0
Oman	80.8	84.5	89.8
Palestine	66.7	82.0	94.8
Qatar	89.0	96.0	98.0
Saudi Arabia	42.4	40.0	90.0
Sudan	54.1	55.4	63.2
Syrian A. R.	39.6	48.0	

Note: In all Annex B tables (except public expenditure), regional and global averages are the averages of national benchmarks and feasible projections, when national benchmarks were not available, weighted by school age population.

Region / Country	Early childhood education		
	Participation rate in pre-primary education		
	2015	2025	2030
Tunisia			
Turkey	68.4	74.9	78.7
U. A. Emirates	99.5		
Yemen	4.1		
Central and Southern Asia		92.6	95.8
Afghanistan	18.3		
Bangladesh	79.9	90.0	
Bhutan		50.0	65.0
India	85.5	95.0	100.0
Iran, Isl. Rep.	48.8		
Kazakhstan	94.6	90.0	95.0
Kyrgyzstan	69.4	92.1	94.1
Maldives	89.1	100.0	100.0
Nepal	85.3	94.0	99.0
Pakistan	93.9	94.9	95.3
Sri Lanka			
Tajikistan	11.4		
Turkmenistan	99.2		
Uzbekistan	31.3	100.0	100.0
Eastern and South-eastern Asia	82.8	97.3	97.9
Brunei Daruss.	97.2		
Cambodia	41.9	75.4	82.8
China	100.0	99.5	99.5
China, Hong Kong SAR	95.1	100.0	100.0
China, Macao SAR	88.7	87.4	87.4
DPR Korea			
Indonesia	95.6	100.0	100.0
Japan		97.6	97.6
Lao PDR	54.7	86.0	90.0
Malaysia	89.3	100.0	100.0
Mongolia	91.6	100.0	100.0
Myanmar	55.8		
Philippines	84.3	99.0	100.0
Rep. of Korea	90.4	95.9	95.9
Singapore	94.0		
Thailand	97.7	100.0	100.0
Timor-Leste	74.1	88.5	96.8
Viet Nam	99.3	99.9	99.9
Oceania	81.1	83.6	87.5
Australia	86.3		
Cook Is	94.7	100.0	100.0
Fiji		100.0	100.0
Kiribati		98.0	100.0

Region / Country	Early childhood education		
	Participation rate in pre-primary education		
	2015	2025	2030
Marshall Is	62.8	80.0	85.0
Micronesia, F. S.	73.0	69.0	81.0
Nauru	97.8	100.0	100.0
New Zealand	93.3		
Niue	63.4	100.0	100.0
Palau	90.9	100.0	100.0
Papua New Guinea	71.4	76.5	80.9
Samoa	27.5	80.0	100.0
Solomon Is	63.6		100.0
Tokelau	88.4		
Tonga		63.0	68.0
Tuvalu	98.3	100.0	100.0
Vanuatu	62.1	60.0	60.0
Latin America and the Caribbean	93.1	97.7	98.0
Anguilla		92.8	92.8
Antigua/Barbuda	98.0	82.7	86.6
Argentina	99.3	100.0	100.0
Aruba	100.0		
Bahamas	33.7	90.0	95.0
Barbados	99.9	99.1	100.0
Belize	84.3	85.0	95.0
Bolivia, P. S.	85.4	98.9	100.0
Brazil	91.4	100.0	100.0
British Virgin Is	95.4	98.5	99.0
Cayman Is	98.9	100.0	100.0
Chile	95.1		
Colombia	89.2	100.0	100.0
Costa Rica	94.9	99.7	100.0
Cuba	99.8	100.0	100.0
Curaçao			
Dominica	77.0	96.2	96.2
Dominican Rep.	86.0		
Ecuador	98.2		
El Salvador	86.3	98.6	100.0
Grenada	83.4	71.7	80.0
Guatemala	80.3	86.9	91.0
Guyana	96.3	100.0	100.0
Haiti	85.2	85.2	85.2
Honduras	73.1	80.0	85.0
Jamaica		100.0	100.0
Mexico	99.1	99.1	99.1
Montserrat	91.2	89.8	89.8
Nicaragua		90.0	93.0

Region / Country	Early childhood education		
	Participation rate in pre-primary education		
	2015	2025	2030
Panama	78.9	100.0	100.0
Paraguay	69.5		
Peru	99.5		
St Kitts/Nevis	94.9	89.3	89.3
Saint Lucia	94.4	99.0	99.0
St Vincent/Grenad.	97.1	99.8	99.8
Sint Maarten	95.0		
Suriname	94.2	99.0	100.0
Trinidad/Tobago		85.0	100.0
Turks/Caicos Is	99.0	98.9	100.0
Uruguay	99.8		
Venezuela, B. R.	94.2	100.0	100.0
Europe and Northern America	93.8	94.8	96.4
Albania	88.1	100.0	100.0
Andorra			
Austria	97.1	99.0	99.0
Belarus	98.2		
Belgium	99.2		100.0
Bermuda		71.7	80.0
Bosnia/Herzeg.		36.0	42.7
Bulgaria	88.3	96.0	96.0
Canada			
Croatia	97.6	96.0	96.0
Czechia	93.7	95.0	97.0
Denmark	96.1	96.5	96.5
Estonia	93.2	96.0	96.0
Finland	97.6	99.0	99.0
France	99.7	100.0	100.0
Germany	98.0	97.0	97.0
Greece	100.0	96.7	96.7

Region / Country	Early childhood education		
	Participation rate in pre-primary education		
	2015	2025	2030
Hungary	93.8		96.0
Iceland	99.8	99.0	100.0
Ireland	96.5		
Italy	97.1	96.0	96.0
Latvia	96.8	97.0	97.0
Liechtenstein	98.1		
Lithuania	98.2	96.0	96.0
Luxembourg	99.0	99.8	99.8
Malta	98.8	97.5	98.5
Monaco			
Montenegro	65.7	100.0	100.0
Netherlands	99.5	97.5	97.5
North Macedonia	44.4		
Norway	99.7	100.0	100.0
Poland	99.0	100.0	100.0
Portugal	96.4	96.0	96.0
Rep. Moldova	99.3	98.0	100.0
Romania	85.8		96.0
Russian Fed.	93.2	95.0	98.3
San Marino		100.0	100.0
Serbia	96.3	100.0	99.7
Slovakia	84.4	95.0	95.0
Slovenia	94.5	96.0	96.0
Spain	94.0	100.0	100.0
Sweden	98.1	99.9	99.9
Switzerland	99.5		
Ukraine	66.1		
United Kingdom	98.1		
United States	91.0	92.1	94.1
World	75.1	86.8	89.7

Region / Country	Out-of-school								
	Children of primary school age			Adolescents of lower secondary school age			Youth of upper secondary school age		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
South Africa	4.4			4.6			12.5		
South Sudan	62.4	19.4	15.4	55.9	7.2	5.7	64.3	9.2	6.4
Togo	5.9	3.4		15.3	12.1		36.1		
Uganda	14.2	4.0		47.2	22.0		74.5	58.0	
U. R. Tanzania	16.3	0.0	0.0	67.7	58.0	50.0	87.1	92.0	90.0
Zambia	14.9	12.0	10.8	20.9	9.7	6.7	50.5	18.5	11.2
Zimbabwe	13.2			3.0	2.7	2.5	42.7		
Northern Africa and Western Asia	11.8	3.9	2.2	14.9	5.3	3.9	30.6	17.1	13.5
Algeria	0.7	1.6	1.3	5.6	3.3	1.9	25.4	13.4	10.7
Armenia	5.1	0.0	0.0	6.8	0.0	0.0	9.5	0.0	0.0
Azerbaijan	1.2			9.8					
Bahrain	1.3			2.4			8.7		
Cyprus	1.4	0.4	0.3	1.9	0.5	0.4	5.5	7.0	5.0
Egypt	0.5	0.0	0.0	5.0	0.0	0.0	27.0	18.9	12.7
Georgia	0.3	1.0	1.0	0.4	1.0	1.0	11.3	15.0	10.0
Iraq		2.1	1.0		1.6	1.0		2.6	2.0
Israel	0.1						1.5		
Jordan	23.1	2.1	2.0	28.5	6.3	6.0	36.6	24.0	23.0
Kuwait	1.7	5.7	4.2	6.3	6.1	4.6	18.3	21.0	19.5
Lebanon		7.7	7.3		20.0	19.0		20.0	19.0
Libya									
Morocco	4.4	0.2	0.1	11.1	5.0	3.5	29.2	15.2	13.0
Oman	0.5	1.5	1.4	1.6	3.5	3.1	8.8	15.0	14.0
Palestine	4.2	0.5	0.3	9.0	4.2	3.3	34.0	18.0	10.0
Qatar	3.4	1.0	0.2	6.0	3.5	2.5		4.0	2.5
Saudi Arabia	0.7			3.1			3.8		
Sudan	43.0	15.0	5.0	22.0	20.0	10.0	32.2	30.0	20.0
Syrian A. R.	27.6	10.0		38.1	10.0		66.4	27.0	
Tunisia	1.2								
Turkey	5.3			8.0			15.1		
U. A. Emirates	0.1			2.3					
Yemen	15.6			28.4			56.4		
Central and Southern Asia	12.4	5.0	1.1	14.7	10.8	6.9	41.2	30.5	21.5
Afghanistan	37.2	23.3	18.4	39.1	23.4	18.6	56.8		
Bangladesh	6.1	6.0	0.0	36.9	10.0	7.5	52.9	30.0	20.0
Bhutan	9.9	1.0	0.0	15.0	5.9	2.5	29.5	20.0	18.0
India	2.3			14.9			47.9		
Iran, Isl. Rep.	0.2			5.3			27.4		
Kazakhstan	0.0			0.3			4.5		
Kyrgyzstan	0.4	1.0	1.0	8.0	2.1	2.1	30.5	14.1	13.9
Maldives	0.5	0.0	0.0	10.6	0.0	0.0	47.5	20.5	15.3
Nepal	1.7	0.5	0.0	7.5	1.0	0.0	27.4		
Pakistan		14.0	0.0		11.0	0.0		18.0	0.0
Sri Lanka	0.9	1.5	1.0	1.3	2.2	2.0	18.9	17.6	12.8

Region / Country	Out-of-school								
	Children of primary school age			Adolescents of lower secondary school age			Youth of upper secondary school age		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Tajikistan	1.9			3.0			31.5		
Turkmenistan	0.3			0.3			0.7		
Uzbekistan	0.7	0.0	0.0	6.7	0.0	0.0	16.2	14.6	9.8
Eastern and South-eastern Asia	3.8	0.5	0.4	7.0	2.5	2.1	22.6	13.2	9.6
Brunei Daruss.	0.7			1.4			19.2		
Cambodia	4.4	1.5	0.0	13.3	6.0	3.5	61.2	30.0	27.0
China	2.9	0.0	0.0	4.5	0.0	0.0	18.9	10.0	5.0
China, Hong Kong SAR	1.1			0.1			13.7		
China, Macao SAR	4.7	1.7	1.7	12.6	5.2	5.2	21.7	15.6	15.6
DPR Korea									
Indonesia	6.4	0.6	0.5	13.4	6.6	6.3	26.8	21.4	20.7
Japan		0.0	0.0		0.0	0.0		1.9	1.9
Lao PDR	5.1	1.5	1.0	18.6	12.2	8.6	44.1	32.5	26.5
Malaysia	0.5	0.1	0.1	12.5	1.9	0.1	37.1	23.4	20.1
Mongolia	2.6	0.0	0.0	3.6	0.0	0.0	17.4		
Myanmar	6.2	5.0	5.0	16.6	20.5	16.0	51.1	50.7	41.1
Philippines	2.8	2.0	1.5	6.7	4.0	3.0	20.5	6.0	4.0
Rep. of Korea	1.4	0.9	0.8	0.2	2.7	2.6	2.5	3.9	3.8
Singapore	0.0			0.1			0.1		
Thailand	5.1	1.0	1.0	5.5	3.2	3.0	20.9	14.5	11.7
Timor-Leste	5.5	2.6	0.0	14.8	3.7	0.0	28.3	5.0	2.0
Viet Nam	1.6	1.0	0.1	7.2	6.0	2.0	26.7		
Oceania	5.0	0.3	0.3	5.4	0.6	0.7	23.6	5.8	2.5
Australia	0.1			0.2			1.6		
Cook Is	1.9	0.0	0.0	4.9	0.0	0.0	27.7	0.0	0.0
Fiji	0.9	0.0	0.0	0.7	0.3	0.0	18.0	14.0	7.0
Kiribati	2.6	0.1	0.1		8.0	6.0		30.8	24.9
Marshall Is	25.3	0.0	0.0	30.9	10.0	5.0	42.2	20.0	15.0
Micronesia, F. S.	14.5	13.0	12.0	12.8	26.0	25.0		36.0	33.5
Nauru	2.8			11.5			55.8		
New Zealand	1.8			2.3			5.3		
Niue		0.0	0.0		0.0	0.0	8.9	0.0	0.0
Palau	4.7	0.0	0.0		0.0	0.0	5.7	0.0	0.0
Papua New Guinea	7.3								
Samoa	0.5	0.0	0.0	0.5	0.0	0.0	10.0	20.0	20.0
Solomon Is	0.1		5.0			5.0	32.2		5.0
Tokelau							62.3		
Tonga	1.1	7.0	3.5	4.9	7.0	3.5	38.0	10.0	5.0
Tuvalu	4.8	5.0	0.0	7.9	5.0	0.0	62.1	30.0	25.0
Vanuatu	7.9			3.4			43.7		
Latin America and the Caribbean	4.1	1.1	0.9	5.6	4.0	2.7	19.0	13.9	11.5
Anguilla		0.8	0.8					4.3	4.3
Antigua/Barbuda	1.2	7.2	5.0	1.3	3.6	1.3	20.7	20.1	15.0
Argentina	0.1	0.0	0.0	0.4	7.5	5.0	11.0	0.0	0.0

Region / Country	Out-of-school								
	Children of primary school age			Adolescents of lower secondary school age			Youth of upper secondary school age		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Aruba	0.1								
Bahamas		4.0	2.0		3.0	1.0	26.6	15.0	5.0
Barbados	4.2	0.2	0.0	1.2	0.5	0.0	3.9	1.0	0.0
Belize	0.4	1.5	1.0	11.2			38.3	20.1	15.0
Bolivia, P. S.	11.0	3.3	1.9	10.8	9.4	7.2	17.5	21.4	20.7
Brazil	0.7	0.0	0.0	4.4	0.0	0.0	16.1	8.2	5.6
British Virgin Is	0.7	15.0	10.0	4.8	12.0	6.0	16.8	25.0	23.0
Cayman Is	6.9	5.0	4.0	13.8	5.0	4.0	20.6	7.0	5.0
Chile	3.7			2.2			5.6		
Colombia	3.6	3.8	2.7	8.0	0.7	0.0	20.1	15.7	14.1
Costa Rica	1.9	0.0	0.0	5.9	0.0	0.0	14.2	5.7	3.1
Cuba	5.9	0.2	0.1	2.6	3.2	3.0	23.5	11.1	7.2
Curaçao		2.0	1.0		5.0	4.0		18.0	16.0
Dominica	1.0	0.9	0.9	2.0			27.2	20.1	15.0
Dominican Rep.	4.5			2.0	8.8	8.7	23.3	22.5	19.2
Ecuador	1.0			1.5			21.5		
El Salvador	6.8	2.5	2.3	13.1	8.9	6.6	32.4	22.8	19.6
Grenada	3.3	7.2	5.0	3.2			7.3	20.1	15.0
Guatemala	12.0	2.0	2.0	28.4	27.0	6.0	58.8	56.0	42.0
Guyana	1.9	1.0	1.0	8.5	1.0	1.0	37.3	15.0	10.0
Haiti	8.3	7.2	5.0	6.4			14.3	14.3	14.3
Honduras	19.3	0.0	0.0	37.5	26.0	24.0	57.8	35.0	30.0
Jamaica	22.6	4.4	2.2		6.5	4.5		10.0	10.0
Mexico	0.6	1.2	1.2	2.4	6.0	5.0	29.7	22.5	20.0
Montserrat	3.1	2.7	2.7	14.1				16.2	15.0
Nicaragua	5.2	2.0	1.0	9.5	7.0	5.0	28.7	21.0	17.0
Panama	10.2			9.6			33.2		
Paraguay	0.5	0.0	0.0	4.2	2.9	2.6	31.6	25.4	21.4
Peru	0.3			3.4			19.8		
St Kitts/Nevis	1.1	1.1	1.1				7.4	4.5	4.5
Saint Lucia	1.4	3.2	3.2	9.5			34.7	16.5	15.0
St Vincent/Grenad.	0.9	0.4	0.4	3.4			26.9	17.7	15.0
Sint Maarten							21.9		
Suriname	10.6	4.0	2.0	15.0	14.1	8.9	37.9		
Trinidad/Tobago		1.0	1.0		2.0	2.0		18.0	18.0
Turks/Caicos Is	27.6	2.0	1.5	32.5	7.9	2.9	34.6	17.0	15.0
Uruguay	0.0			0.5			21.7		
Venezuela, B. R.	6.0	0.0	0.0	8.4	0.0	0.0	27.8	0.0	0.0
Europe and Northern America	2.9	0.6	0.4	2.4	0.5	0.3	8.1	2.6	1.9
Albania	2.2			3.1	1.1	0.0	15.1	12.0	9.0
Andorra									
Austria	0.5			2.0			8.1		
Belarus	1.5			0.1			0.7		
Belgium	1.0			2.4			1.9		2.7

Region / Country	Out-of-school								
	Children of primary school age			Adolescents of lower secondary school age			Youth of upper secondary school age		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Bermuda		7.2	5.0					20.1	15.0
Bosnia/Herzeg.	8.2			17.4			25.3		
Bulgaria	7.8			2.8			12.2		
Canada	0.4			0.1			15.3		
Croatia	1.1			1.4			12.1		
Czechia	0.2	1.0	1.0	0.2	1.5	1.5	5.1	6.0	5.5
Denmark	0.1			2.1			12.6		
Estonia	2.5			0.8			5.9		
Finland	0.6			0.7			5.7		
France	0.5			2.0			5.6		
Germany	1.9			4.7			11.4		
Greece	2.2			3.6			8.3		
Hungary	2.9			3.0			12.3		
Iceland	1.3			0.5			16.8	5.0	3.0
Ireland	0.0			0.3			0.9		
Italy	1.5			0.4			5.8		
Latvia	2.0	1.3	1.3	1.9	1.7	1.7	5.0	5.4	5.4
Liechtenstein	0.0			4.3			13.4		
Lithuania	0.1			0.1			3.5		
Luxembourg	1.1			5.0			18.6		
Malta	0.7	0.0	0.0	0.3	0.0	0.0	12.7		
Monaco									
Montenegro	4.3			2.7			15.0		
Netherlands	1.0			0.6			0.8		
North Macedonia	5.3								
Norway	0.1	0.0	0.0	0.3	0.0	0.0	8.4	10.0	10.0
Poland	3.6	0.1	0.1	4.2	0.1	0.1	7.0	4.0	3.0
Portugal	1.3			0.9			1.3		
Rep. Moldova	0.5			0.0			25.8		
Romania	7.8			5.5			19.8		
Russian Fed.	1.3	1.4	1.2	0.5	1.2	1.1	11.4	4.0	3.5
San Marino		0.1	0.1		0.4	0.2		2.5	2.0
Serbia	0.8	1.5	1.1	0.0	1.5	1.2	10.7	9.3	7.0
Slovakia	6.1			4.3			11.2		
Slovenia	0.5			0.5			3.3		
Spain	0.3			0.1			8.7		
Sweden	0.0			0.2			2.1		
Switzerland	0.2			0.3			18.3		
Ukraine	8.0			3.6			5.9		
United Kingdom	0.1			1.8			0.6		
United States	1.8			1.9			6.1		
World	10.7	4.1	3.0	14.0	8.4	7.3	32.4	23.0	19.0

Completion rate

Region / Country	Completion								
	Primary education			Lower secondary education			Upper secondary education		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Sub-Saharan Africa	59.6	76.6	81.0	41.4	58.4	65.9	24.9	33.2	37.9
Angola	59.9	81.0	89.0	36.5	57.6	65.6	18.8	38.0	46.0
Benin	54.1	69.5	75.8	27.6	36.9	42.3	10.2	14.1	15.5
Botswana	96.2	100.0	100.0	89.0	100.0	100.0	52.4	70.0	75.0
Burkina Faso	34.8	82.6	100.0	12.8	48.9	61.6	4.4	20.1	28.7
Burundi	53.3	72.5	89.5	27.2	34.5	65.2	8.2		
Cabo Verde		96.0	98.0		72.0	85.0		65.0	72.0
Cameroon	73.6	90.1	100.0	43.2	65.6	73.2	16.0	31.8	38.8
C. A. R.	30.4			15.2			8.3		
Chad	27.3			13.9	23.7	33.7	9.8		
Comoros	71.4	95.7	100.0	40.9	49.9	73.6	19.4	39.4	52.8
Congo	80.0	87.3	97.9	50.6	70.8	73.4	23.3	39.2	47.1
Côte d'Ivoire	56.7	100.0	100.0	28.3	72.0	84.0	15.7	30.0	35.0
D. R. Congo	68.9	61.0	62.8	53.5			25.5		
Djibouti		82.0	84.5		65.0	70.4			
Equat. Guinea									
Eritrea									
Eswatini	70.2	93.0	96.0	50.5	70.0	85.0	32.3	55.0	85.0
Ethiopia	52.1	91.0	98.0	21.4	76.0	90.0	13.1		
Gabon	55.9			23.3			9.7		
Gambia	62.0	70.0	75.0	48.3	55.0	60.0	30.2	35.0	42.0
Ghana	65.8	100.0	100.0	50.1	98.0	100.0	35.8	36.0	43.0
Guinea	53.7	84.4	100.0	33.0	51.1	71.7	20.2	27.3	27.3
Guinea-Bissau	29.1			17.1			6.6		
Kenya	84.1	100.0	100.0	70.5	100.0	100.0	42.3	57.0	64.7
Lesotho	64.9	85.0	94.3	26.6	47.8	63.6	10.8	24.4	26.6
Liberia	34.2			25.5			13.0		
Madagascar	46.9	55.4	57.8	25.1	51.7	80.2	10.3	21.5	25.0
Malawi	46.8	60.0	70.0	21.8	39.5	48.1	14.1	27.7	34.2
Mali	48.1			28.5			16.5		
Mauritania	53.0	91.0	100.0	46.1	55.0	60.0	24.2	25.0	30.0
Mauritius	99.5	98.0	99.0	88.4	87.0	89.0	47.9	45.0	47.0
Mozambique	42.4	42.6	46.0	17.1	14.1	16.2	9.2	9.9	15.8
Namibia	87.4	89.5	94.5	75.6	77.0	79.5	30.1	45.0	50.0
Niger	36.9			7.8	36.0	48.2	2.1	5.1	6.7
Nigeria	77.1	83.2	90.1	66.7	77.8	83.2	59.3	70.1	73.6
Rwanda	54.3	42.1	46.0	27.9	25.2	29.9	17.5	22.8	28.6
S. Tome/Principe	82.9			33.8			8.4		
Senegal	50.2	81.7	97.4	21.9	47.1	74.2	8.4	23.8	38.6
Seychelles		100.0	100.0		100.0	100.0		100.0	100.0
Sierra Leone	64.1	98.0	99.0	44.1	91.0	95.0	18.9	92.0	95.0
Somalia		45.0			29.0			27.0	
South Africa	96.1	42.6	46.0	87.7	14.1	16.2	48.5	9.9	15.8

Region / Country	Completion								
	Primary education			Lower secondary education			Upper secondary education		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
South Sudan	64.2			55.6			26.8		
Togo	61.3	100.0	100.0	23.9	98.5	100.0	15.0	29.7	40.4
Uganda	43.6	67.4		26.2	37.2		17.6	21.0	
U. R. Tanzania	79.5	95.9	100.0	28.7	23.0	25.0	8.2		
Zambia	75.0	73.1	74.6	51.5	77.1	100.0	28.5	48.2	67.0
Zimbabwe	88.2			72.6			12.5		
Northern Africa and Western Asia	86.6	92.1	95.5	68.5	85.1	89.2	51.9	63.7	68.7
Algeria	94.2	99.0	100.0	56.5	84.4	90.7	29.4	60.3	65.6
Armenia	99.3	100.0	100.0	97.0	100.0	100.0	64.7	98.0	99.0
Azerbaijan									
Bahrain									
Cyprus	100.0	100.0	100.0	99.3	100.0	100.0	92.8	96.7	98.7
Egypt	90.9	97.8	100.0	80.2	97.2	100.0	41.9	61.5	67.0
Georgia	100.0	100.0	100.0	100.0	100.0	100.0	94.9	100.0	100.0
Iraq	71.5	85.2	89.0	41.0	73.3	75.0	30.3	71.2	74.0
Israel	99.9			98.7			92.2		
Jordan	98.1	99.5	99.6	90.7	95.0	96.0	61.7	70.0	71.0
Kuwait		97.3	98.0		75.0	76.5		54.0	55.5
Lebanon		97.3	97.3		78.0	81.9		82.9	87.1
Libya									
Morocco		97.3	98.0		70.5	80.0		60.1	70.0
Oman		97.4	97.9		87.6	90.1		71.0	78.8
Palestine	99.1	99.3	99.7	85.9	88.6	90.5	62.2	67.1	71.4
Qatar	98.8	98.0	99.0	95.3	97.0	98.0	83.7	86.0	88.0
Saudi Arabia									
Sudan	65.4	74.3	87.7	51.2	74.3	87.7	30.7	56.0	63.0
Syrian A. R.		85.0			73.0			52.0	
Tunisia	94.2			83.0			56.6		
Turkey	98.5			92.3			55.9		
U. A. Emirates									
Yemen	62.3			46.5			30.6		
Central and Southern Asia	84.3	92.4	93.2	74.3	89.5	91.1	47.0	71.0	75.0
Afghanistan	54.2	58.4	63.1	37.0			24.1		
Bangladesh	80.0	92.0		54.9	72.0	80.0	18.9	35.0	50.0
Bhutan	77.8	97.0	98.0	70.0	77.5	83.2	58.6	83.5	85.0
India	91.6	98.5	100.0	80.8	98.5	100.0	42.9	84.0	88.0
Iran, Isl. Rep.	94.5			85.0			63.8		
Kazakhstan	99.9	100.0	100.0	99.7	100.0	100.0	93.8	100.0	100.0
Kyrgyzstan	99.3	99.4	99.4	95.9	98.7	98.7	80.6	91.1	94.1
Maldives	98.2	100.0	100.0	90.6	100.0	100.0	39.7	43.5	51.2
Nepal	83.2	95.5	99.5	69.7	93.0	95.0	30.9	35.4	52.2
Pakistan	51.1	64.0	68.8	44.4	58.4	63.5	21.5	32.2	36.4
Sri Lanka		98.0	99.5		90.2	90.3		77.2	81.1
Tajikistan	98.9			95.4			71.6	96.1	100.0

Region / Country	Completion								
	Primary education			Lower secondary education			Upper secondary education		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Bosnia/Herzeg.	99.6	100.0	100.0	98.2	100.0	100.0	61.0	95.0	95.0
Bulgaria	99.5			92.5			80.1	91.0	91.0
Canada	99.8			98.9			86.4		
Croatia	100.0			98.6			94.7	97.0	97.0
Czechia	100.0	99.5	99.5	99.3	99.0	99.0	94.4	95.0	95.0
Denmark	100.0			99.0			82.1	91.0	91.0
Estonia	100.0			97.7			82.7	91.0	91.0
Finland	100.0			100.0			89.0		93.0
France	99.5			96.3			85.4		
Germany	100.0			92.3			80.1	91.0	91.0
Greece	99.6			99.2			93.1	92.5	92.5
Hungary	98.9			98.5			85.7		91.0
Iceland	100.0	100.0	100.0	100.0	100.0	100.0	70.2	82.0	88.0
Ireland	100.0	99.9	99.9	96.6	99.9	99.9	94.4	93.5	94.0
Italy	100.0			99.0			83.3	91.0	91.0
Latvia	100.0	99.6	99.6	98.8	98.5	98.5	83.8	88.0	90.0
Liechtenstein									
Lithuania	100.0			98.4			89.0	90.0	91.0
Luxembourg	100.0			90.5			69.2	91.0	91.0
Malta	100.0	100.0	100.0	99.3	100.0	100.0	75.1	89.0	91.0
Monaco									
Montenegro	99.9			98.9			84.0		
Netherlands	100.0			94.1			79.1	91.0	91.0
North Macedonia	99.0			96.0			77.4		
Norway	100.0	100.0	100.0	99.4	100.0	100.0	77.6	80.7	90.0
Poland	99.8	99.9	99.9	97.6	99.9	99.9	92.3	96.0	97.0
Portugal	99.6			93.9			65.1	91.0	91.0
Rep. Moldova	98.8	100.0	100.0	94.7	99.0	100.0	78.9	80.0	80.0
Romania	99.5			96.0		91.0	80.9		
Russian Fed.	99.8	99.5	99.8	99.4	98.0	99.0	87.1	88.0	89.0
San Marino		100.0	100.0		100.0	100.0		88.7	91.0
Serbia	99.3	93.0	99.0	98.3	93.0	92.0	75.8	76.3	93.7
Slovakia	100.0	100.0	100.0	99.8	100.0	100.0	92.1	97.0	97.0
Slovenia	100.0			100.0			93.3	92.1	92.1
Spain	98.5	100.0	100.0	89.2	96.2	97.5	67.6	77.0	82.0
Sweden	100.0			99.7			92.7	92.5	92.5
Switzerland	99.5			99.4			79.2	95.2	96.5
Ukraine	99.6			99.5			95.3		
United Kingdom	100.0	100.0	100.0	100.0	100.0	100.0	93.6		
United States	99.7			98.8			93.0	98.9	100.0
World	85.0	91.8	92.3	74.3	84.9	86.0	54.2	67.2	68.5

Gender gap in upper secondary completion

Region / Country	Gender gap		
	Gender gap in upper secondary completion		
	2015	2025	2030
Sub-Saharan Africa	-4.4	-3.0	-1.9
Angola	-8.4	-3.8	-2.3
Benin	-7.9		
Botswana	7.9		
Burkina Faso	-2.9	-1.5	-0.1
Burundi	-2.1		
Cabo Verde			
Cameroon	-3.9		
C. A. R.	-4.5		
Chad	-9.2		
Comoros	9.6	3.8	
Congo	-8.5	-0.7	-0.5
Côte d'Ivoire	-3.0		
D. R. Congo	-9.1		
Djibouti			
Equat. Guinea			
Eritrea			
Eswatini	2.3		
Ethiopia	1.5		
Gabon	2.8		
Gambia	-5.0	1.5	1.0
Ghana	-3.2	3.5	2.0
Guinea	-13.8		
Guinea-Bissau	-4.2		
Kenya	-7.0		
Lesotho	4.2		
Liberia	-8.1		
Madagascar	0.6		
Malawi	-2.4		
Mali	-8.4		
Mauritania	-9.4		
Mauritius	8.4	12.0	10.0
Mozambique	-1.9	-1.2	-0.6
Namibia	4.2	4.7	2.7
Niger	-1.8	-1.2	-0.6
Nigeria	-14.0	-5.4	-3.8
Rwanda	-3.0		
S. Tome/Principe	4.6		
Senegal	-4.0	3.6	5.9
Seychelles			
Sierra Leone	-9.8	-2.0	-0.1

Region / Country	Gender gap		
	Gender gap in upper secondary completion		
	2015	2025	2030
Somalia			
South Africa	6.8		
South Sudan	22.9		
Togo	-10.5		
Uganda	-4.2		
U. R. Tanzania	-3.1		
Zambia	-11.1		
Zimbabwe	-3.4		
Northern Africa and Western Asia	2.3	3.8	2.1
Algeria	15.2		
Armenia	18.3		
Azerbaijan			
Bahrain			
Cyprus	9.5	7.5	8.0
Egypt	-1.9		
Georgia	-2.6	1.5	1.5
Iraq	1.9	-2.0	-1.0
Israel	6.4		
Jordan	12.4	11.5	10.0
Kuwait			
Lebanon		7.0	4.0
Libya			
Morocco		9.8	5.0
Oman		0.1	0.1
Palestine	20.6		
Qatar	2.2	0.1	0.0
Saudi Arabia			
Sudan	-5.6		
Syrian A. R.			
Tunisia	12.3		
Turkey	1.9		
U. A. Emirates			
Yemen	-13.3		
Central and Southern Asia	-5.8	4.5	4.5
Afghanistan	-18.5		
Bangladesh	-3.8	-0.2	0.0
Bhutan	-1.6		
India	-6.9	5.1	5.1
Iran, Isl. Rep.	8.8		
Kazakhstan	2.0		
Kyrgyzstan	2.6		

Region / Country	Gender gap		
	Gender gap in upper secondary completion		
	2015	2025	2030
Maldives	13.1		
Nepal	-3.4		
Pakistan	0.4		
Sri Lanka			
Tajikistan	-19.3		
Turkmenistan	2.7		
Uzbekistan			
Eastern and South-eastern Asia	9.0	5.1	4.2
Brunei Daruss.			
Cambodia	-0.7	5.1	
China	10.1	6.0	5.0
China, Hong Kong SAR			
China, Macao SAR			
DPR Korea			
Indonesia	-0.9	1.4	0.7
Japan*	1.5		
Lao PDR	-1.9		
Malaysia		14.5	12.5
Mongolia	18.8		
Myanmar	6.5		
Philippines	16.6		
Rep. of Korea	-0.5	0.3	0.3
Singapore			
Thailand	11.6		
Timor-Leste	5.2	4.0	2.0
Viet Nam	10.3		
Oceania	2.8	6.2	5.2
Australia	3.5		
Cook Is			
Fiji	5.9	6.2	5.2
Kiribati	5.7		
Marshall Is			
Micronesia, F. S.			
Nauru			
New Zealand			
Niue			
Palau			
Papua New Guinea	-2.4		
Samoa	16.6		
Solomon Is			
Tokelau			
Tonga	10.6		
Tuvalu	15.4		

Region / Country	Gender gap		
	Gender gap in upper secondary completion		
	2015	2025	2030
Vanuatu			
Latin America and the Caribbean	7.4	3.2	2.6
Anguilla			
Antigua/Barbuda			
Argentina	12.6		
Aruba			
Bahamas			
Barbados	7.7	2.8	
Belize	3.5		
Bolivia, P. S.	-2.2	1.6	2.7
Brazil	11.8		
British Virgin Is			
Cayman Is			
Chile	3.9		
Colombia	9.1	3.9	2.4
Costa Rica	14.2		
Cuba	0.8	6.0	5.1
Curaçao			
Dominica			
Dominican Rep.	16.3		
Ecuador	2.2		
El Salvador	2.2		
Grenada			
Guatemala	-3.4		
Guyana	15.4		
Haiti	-0.7		
Honduras	9.8		
Jamaica	2.8	3.0	2.5
Mexico	3.4	3.0	2.5
Montserrat			
Nicaragua	14.6		
Panama	7.1		
Paraguay	0.6		
Peru	1.6		
St Kitts/Nevis			
Saint Lucia	16.7		
St Vincent/Grenad.			
Sint Maarten			
Suriname	12.3	6.8	4.8
Trinidad/Tobago	7.6	7.0	5.0
Turks/Caicos Is			
Uruguay	11.5		
Venezuela, B. R.	11.6		

* For Japan, the benchmarks for the gender gap in upper secondary completion rate range from -0.03 to +0.03.

Region / Country	Gender gap		
	Gender gap in upper secondary completion		
	2015	2025	2030
Europe and Northern America	4.2	5.8	4.2
Albania	2.9		
Andorra			
Austria	0.8		
Belarus	3.4		
Belgium	-0.8		
Bermuda			
Bosnia/Herzeg.	9.9	2.5	2.0
Bulgaria	-8.8		
Canada	5.9		
Croatia	-2.2		
Czechia	0.0	0.9	1.0
Denmark	7.2		
Estonia	8.6		
Finland	7.8		
France	5.7		
Germany	2.8		
Greece	-1.0		
Hungary	-4.2		
Iceland	23.3	3.0	1.5
Ireland	2.8		
Italy	8.2		
Latvia	4.1	4.0	3.0
Liechtenstein			

Region / Country	Gender gap		
	Gender gap in upper secondary completion		
	2015	2025	2030
Lithuania	4.6		
Luxembourg	5.2		
Malta	3.8		
Monaco			
Montenegro	3.2		
Netherlands	18.9		
North Macedonia	0.5		
Norway	8.8		
Poland	4.2		
Portugal	15.3		
Rep. Moldova	6.7		
Romania	0.8		
Russian Fed.	-0.3		
San Marino		-10.0	-8.0
Serbia	12.1		
Slovakia	1.1	0.2	0.2
Slovenia	3.8		
Spain	10.7	8.0	6.0
Sweden	2.1		
Switzerland	-4.7		
Ukraine	-0.5		
United Kingdom	6.4		
United States	2.6		
World	1.1	3.7	3.0

Minimum proficiency level, reading

Region / Country	Learning proficiency								
	Reading in grades 2 or 3			Reading at the end of primary			Reading at the end of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Sub-Saharan Africa	16.1	51.7	72.5	14.4	44.4	50.0	10.1	44.1	48.5
Angola									
Benin	8.8			22.7					
Botswana		90.0	95.0	68.5	100.0	100.0		40.0	50.0
Burkina Faso	35.6			21.4					
Burundi	79.0			7.4					
Cabo Verde	16.5	51.0	60.0	22.4	71.0	75.0			
Cameroon									
C. A. R.	29.5	67.0	80.0	24.1	42.4	52.6			
Chad									
Comoros	17.5			3.0	12.7	19.5			
Congo									
Côte d'Ivoire	38.5	75.1	86.7	17.1	71.4	84.5			
D. R. Congo					10.8	12.3			
Djibouti		70.0	70.0						
Equat. Guinea									
Eritrea									
Eswatini		25.0	60.0	84.3	95.0	100.0			
Ethiopia		36.0	75.0	55.5	16.9	20.5	28.9	23.5	29.1
Gabon									
Gambia		37.2	50.0			54.0			
Ghana	5.8	20.0	40.0		52.0	65.0			
Guinea		28.5	35.5		49.7	56.7			
Guinea-Bissau									
Kenya	38.1	76.8	85.9	77.7	58.6	68.8			
Lesotho				3.4					
Liberia									
Madagascar		41.0	55.2	4.2	10.6	14.2			
Malawi		50.0	70.0	15.3	50.0	70.0			
Mali		54.0	65.1						
Mauritania									
Mauritius				75.4	90.0	95.0			
Mozambique		15.0	21.8	36.3	36.0	51.4			
Namibia				61.2	62.0	77.0			
Niger	8.8	64.9	75.6	2.1					
Nigeria	17.0								
Rwanda		70.2	99.0	56.4	76.4	99.0	71.3	89.2	99.0
S. Tome/Principe									
Senegal	28.7	70.3	89.1	34.8	91.2	100.0	8.7	26.8	34.3
Seychelles		92.0	92.0	79.9	60.0	60.0		50.0	50.0
Sierra Leone	6.1	20.0	35.0		32.0	45.0			
Somalia									
South Africa	22.0	29.9	35.4	57.2	100.0	100.0		90.0	95.0

Region / Country	Learning proficiency								
	Reading in grades 2 or 3			Reading at the end of primary			Reading at the end of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Bosnia/Herzeg.								51.7	55.1
Bulgaria				94.8			58.5	85.0	85.0
Canada				95.7			89.3		
Croatia							80.1	85.0	85.0
Czechia		90.0	95.0	97.0	95.0	98.0	78.0	81.5	83.0
Denmark	97.4						85.0	85.0	85.0
Estonia							89.4	88.9	88.9
Finland				98.3	98.3	98.3	88.9		93.4
France				93.7	100.0	100.0	78.5	81.0	82.2
Germany				94.5			83.8	85.0	85.0
Greece							72.7	85.0	85.0
Hungary				97.1			72.5		75.0
Iceland		99.5	99.8		99.0	99.5	77.9	77.6	80.0
Ireland	97.7	98.5	99.0		90.0	92.0	89.8	89.3	90.4
Italy				97.9			79.0	85.0	85.0
Latvia				99.2	99.3	99.5	82.3	80.0	86.0
Liechtenstein									
Lithuania				97.3			74.9	80.0	85.0
Luxembourg							74.4	85.0	85.0
Malta				73.2	76.0		64.4	66.0	
Monaco									
Montenegro							58.1		
Netherlands				98.7			81.9	85.0	85.0
North Macedonia							29.3		
Norway	98.6				95.9	96.8	85.1	80.7	80.7
Poland		98.0	98.0	98.0	100.0	100.0	85.6	86.0	87.0
Portugal				97.0			82.8	85.0	85.0
Rep. Moldova					100.0	100.0	54.2	71.0	80.0
Romania							61.3		85.0
Russian Fed.		100.0	100.0	99.1	100.0	100.0	83.8	82.0	83.0
San Marino									
Serbia									
Slovakia				93.4	93.5	94.3	67.9	69.1	72.0
Slovenia				96.3			84.9	85.0	85.0
Spain				96.6			83.8		85.0
Sweden				98.1			81.6	85.0	85.0
Switzerland							80.0		
Ukraine									
United Kingdom				96.8			82.1		
United States				96.1			81.0	86.1	90.1
World	57.1	63.0	73.7	57.6	59.5	67.1	38.1	60.0	65.7

Region / Country	Learning proficiency								
	Mathematics in grades 2 or 3			Mathematics at the end of primary			Mathematics at the end of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
South Africa		20.0	23.9	29.7	70.9	100.0		90.0	95.0
South Sudan									
Togo	40.2	69.7	90.0	19.7	79.4	90.0			
Uganda	21.0	73.6		52.6	68.0		41.5	50.3	
U. R. Tanzania	35.1			8.1	25.0	30.0			
Zambia				3.5			2.3	5.0	7.5
Zimbabwe				23.4	56.0	66.9		48.0	48.0
Northern Africa and Western Asia	51.3	46.5	66.4	51.3	61.0	70.6	40.8	59.2	72.5
Algeria		82.8	88.9		82.8	82.1	19.0	51.7	54.3
Armenia		99.0	99.0	54.6	99.0	99.0	50.4	99.0	99.0
Azerbaijan									
Bahrain				39.9	61.8	68.4	39.5	58.7	61.5
Cyprus		90.0	94.0	73.8	80.0	83.0		66.0	69.0
Egypt		35.8	52.8		55.6	65.9	21.3	72.5	93.8
Georgia		50.0	70.0	47.3	50.0	80.0	42.9	50.0	70.0
Iraq									
Israel							67.9		
Jordan					30.2	36.7	32.5	43.0	45.0
Kuwait				11.7	66.0	67.5	18.3	75.5	77.0
Lebanon							34.8	40.0	48.0
Libya									
Morocco				15.7	65.0	80.0	14.1	60.0	75.0
Oman				32.1	65.0	68.0	23.4	55.0	58.0
Palestine					40.0	45.0		40.0	50.0
Qatar		85.0	87.0	36.4	55.0	60.0	36.0	43.0	46.0
Saudi Arabia				16.2	85.0	95.0	11.1	58.6	80.8
Sudan		62.0	77.0						
Syrian A. R.		10.5			35.0			28.0	
Tunisia							25.2		
Turkey				57.1			42.4		
U. A. Emirates				42.5			46.4		
Yemen									
Central and Southern Asia	53.0	53.1	63.4	53.0	49.2	62.2	24.1	50.1	60.3
Afghanistan	24.5			11.0					
Bangladesh	67.4			25.0			57.0	75.0	85.0
Bhutan					30.0			20.0	
India	36.5	52.9	63.5	38.8	43.6	52.3	12.3	39.5	47.4
Iran, Isl. Rep.				32.7			34.1		
Kazakhstan		85.9	95.0	79.7	80.5	89.0		56.5	60.0
Kyrgyzstan		32.1	34.3	34.7	42.2	44.3	35.1	37.2	40.1
Maldives		70.0	80.0		70.0	80.0			
Nepal		24.0	30.0		63.0	65.0		70.0	80.0
Pakistan	2.8				66.8	100.0		85.0	100.0
Sri Lanka		75.0	82.5	73.4			50.6	65.0	69.0

Region / Country	Learning proficiency								
	Mathematics in grades 2 or 3			Mathematics at the end of primary			Mathematics at the end of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Tajikistan									
Turkmenistan									
Uzbekistan									
Eastern and South-eastern Asia	76.9	84.7	84.9	76.9	48.3	54.3	64.7	70.8	70.6
Brunei Daruss.									
Cambodia		58.5	67.0		60.4	68.0	9.9	76.3	84.0
China	84.6	84.6	84.6				78.9	78.9	78.9
China, Hong Kong SAR				97.8			91.0		
China, Macao SAR		74.6	74.6		74.6	74.6		62.5	62.5
DPR Korea	83.4								
Indonesia				17.5			31.4	28.4	28.6
Japan		100.0	100.0					100.0	100.0
Lao PDR		30.0	42.0		18.4	27.1		20.0	32.0
Malaysia					74.4	83.1		65.1	70.1
Mongolia		70.0	75.0		70.0	75.0		70.0	75.0
Myanmar									
Philippines									
Rep. of Korea				96.9	96.0	97.0	84.5	86.0	87.0
Singapore				93.4			93.6		
Thailand		80.0	85.0		61.7	68.2	46.2	52.2	55.4
Timor-Leste		77.4	89.4		26.5	33.1		30.3	34.8
Viet Nam					99.9	99.9	80.9	99.7	100.0
Oceania	79.9	87.8	98.4	79.9	77.5	83.0	71.1	82.5	85.4
Australia	70.2			64.4			78.0		
Cook Is		80.0	80.0		90.0	90.0		75.0	75.0
Fiji		92.0	96.0		82.0	87.0		56.0	70.0
Kiribati		71.0	74.6		76.6	80.4		26.3	27.6
Marshall Is		37.0	42.0		23.0	28.0		10.0	15.0
Micronesia, F. S.		33.0	43.0		35.0	45.0		31.0	41.0
Nauru									
New Zealand				58.6			78.4		
Niue		70.0	75.0		75.0	80.0		100.0	100.0
Palau		100.0	100.0		100.0	100.0		100.0	100.0
Papua New Guinea					80.0	80.0		90.0	90.0
Samoa		30.0			54.0			10.0	
Solomon Is	76.3	100.0	100.0	90.5	100.0	100.0			
Tokelau									
Tonga		90.0	95.0		90.0	95.0		90.0	95.0
Tuvalu		75.0	80.0		90.0	95.0		85.0	90.0
Vanuatu					50.0	50.0			
Latin America and the Caribbean	63.4	85.3	94.3	54.0	53.9	61.3	42.7	40.0	43.7
Anguilla									
Antigua/Barbuda		64.6	75.0		62.8	75.0		54.1	75.0
Argentina	71.1			55.6	80.0	94.0			

Region / Country	Learning proficiency								
	Mathematics in grades 2 or 3			Mathematics at the end of primary			Mathematics at the end of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Aruba									
Bahamas		75.0			80.0	90.0		64.0	85.0
Barbados		68.1	80.2		53.0	56.6		34.9	39.1
Belize		64.6	75.0		45.0	75.0		30.0	75.0
Bolivia, P. S.	37.8			7.7					
Brazil	70.7	99.6	100.0	51.7	67.4	73.9	29.7	38.1	42.2
British Virgin Is		45.0	60.0		65.0	75.0			50.0
Cayman Is		65.0	70.0		65.0	70.0		65.0	70.0
Chile	89.7			75.4			27.9		
Colombia	64.5			47.7			33.7		
Costa Rica	84.4	100.0	100.0	60.1	75.8	82.3	37.5	45.5	49.2
Cuba		97.9	98.1		99.9	99.9		99.9	99.9
Curaçao					77.0	80.0			
Dominica									
Dominican Rep.	25.4			12.3	3.5	5.2	9.5		
Ecuador	64.7			48.4			29.1		
El Salvador		85.0	88.0		43.0	48.0		25.0	28.0
Grenada		64.6	75.0		62.8	75.0		54.1	75.0
Guatemala	51.8	77.7	89.8	34.5	40.6	47.1	10.6	23.7	28.7
Guyana		60.0	80.0		50.0	80.0		50.0	60.0
Haiti									
Honduras	56.8			31.7			15.4		
Jamaica	66.9	60.0	65.0		75.0	85.0		65.0	75.0
Mexico	77.0			69.5			43.4	43.8	44.5
Montserrat									
Nicaragua	43.5			20.4					
Panama	51.2	53.3	70.0	22.7	49.9	70.0		57.4	70.0
Paraguay	46.8			23.3			8.3		
Peru	69.6			52.6					
St Kitts/Nevis									
Saint Lucia									
St Vincent/Grenad.									
Sint Maarten									
Suriname		64.6	75.0		62.8	65.0		54.1	85.0
Trinidad/Tobago							47.7	56.0	60.0
Turks/Caicos Is		70.0	75.0		62.8	75.0		54.1	75.0
Uruguay	75.1			68.2			47.6		
Venezuela, B. R.									
Europe and Northern America	92.8	96.5	98.5	92.8	85.6	92.8	86.6	80.7	84.3
Albania					72.0	76.0	46.7	64.0	68.0
Andorra									
Austria					92.0	99.0	78.2	81.0	83.0
Belarus									
Belgium				88.0			79.9		85.0

Region / Country	Learning proficiency								
	Mathematics in grades 2 or 3			Mathematics at the end of primary			Mathematics at the end of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Bermuda									
Bosnia/Herzeg.					47.8	54.4		54.9	58.0
Bulgaria				75.1			57.9	85.0	85.0
Canada				69.4			85.6		
Croatia				67.5			68.0	85.0	85.0
Czechia		90.0	95.0	78.4	90.0	95.0	78.3	82.0	85.0
Denmark	80.3						86.4	85.4	85.4
Estonia							88.8	89.8	89.8
Finland				82.2	97.0	97.0	86.4		93.7
France				58.1	64.8	71.4	76.5	81.0	82.5
Germany				76.7			82.8	85.0	85.0
Greece							64.2	85.0	85.0
Hungary				74.9			66.9		65.0
Iceland		99.5	99.8		99.0	99.5	76.4	83.5	85.0
Ireland	83.9	84.4	85.2		90.0	92.0	85.0	85.5	86.7
Italy				68.7			62.4	85.0	85.0
Latvia					95.4	99.4	78.6	84.0	86.0
Liechtenstein									
Lithuania				80.7			74.6	80.0	85.0
Luxembourg							74.2	85.0	85.0
Malta					75.0		61.6	70.0	
Monaco									
Montenegro							48.1		
Netherlands				83.0			83.3	85.0	85.0
North Macedonia							29.8		
Norway	85.7			70.4	69.0	75.6	82.9	81.1	81.1
Poland		95.0	97.0	79.8	80.0	82.0	82.8	87.0	89.0
Portugal				81.8			76.2	85.0	85.0
Rep. Moldova					100.0	100.0	49.7	70.0	80.0
Romania							60.1		85.0
Russian Fed.		100.0	100.0	88.9	100.0	100.0	81.1	82.6	85.5
San Marino									
Serbia				71.6					
Slovakia					74.0	81.0	72.3	75.7	79.5
Slovenia				75.5			83.9	85.0	85.0
Spain				67.4			77.8		85.0
Sweden				74.9			79.2	85.0	85.0
Switzerland							84.2		
Ukraine									
United Kingdom				80.0			78.1		
United States				78.6			70.6	79.7	84.9
World	57.8	64.1	72.3	56.1	52.4	60.5	41.0	58.3	63.9

Trained teachers

Region / Country	Trained teachers											
	Pre-primary education			Primary education			Lower secondary education			Upper secondary education		
	2015	2025	2030	2015	2025	2030	2015	2025	2030	2015	2025	2030
Sub-Saharan Africa	45.8	73.2	83.5	65.7	80.4	92.2	61.5	82.5	91.5	77.2	78.9	88.5
Angola		79.3	87.3		71.2	79.3	53.5	60.5	68.6	46.7	61.1	69.2
Benin	34.8			69.1								
Botswana	54.2	100.0	100.0	98.7	100.0	100.0		100.0	100.0		100.0	100.0
Burkina Faso	34.5	49.6	51.0	85.4	93.7	98.0	58.2	70.3	79.3	58.2	70.3	79.3
Burundi	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Cabo Verde	30.4	49.3	65.2	93.3	100.0	100.0	77.2	100.0	100.0	100.0	100.0	100.0
Cameroon	54.2	88.8	99.2	81.2	95.6	100.0	50.0	81.6	92.9	57.0	80.9	90.3
C. A. R.												
Chad	24.4			65.0			37.6			49.3		
Comoros	56.0	80.1	91.7	74.9						28.3		
Congo		65.9	81.2		72.0	84.9		55.7	74.6		72.8	85.3
Côte d'Ivoire	100.0	99.0	100.0	100.0	96.0	100.0						
D. R. Congo	20.6			94.6								
Djibouti				100.0			100.0			100.0		
Equat. Guinea	88.8			37.2			11.2					
Eritrea	41.8			70.7			85.7			80.0		
Eswatini		25.0	60.0	82.1	95.0	100.0		100.0	100.0		100.0	100.0
Ethiopia		60.0	100.0		65.0	100.0		65.0	100.0	100.0	50.0	100.0
Gabon												
Gambia	69.7	80.0	87.0	85.8	92.0	97.0	90.5	97.0	99.0	94.0	98.0	99.0
Ghana	45.5	85.0	100.0	54.7	90.0	100.0	69.8	98.0	100.0	82.9	95.0	97.0
Guinea	19.6	86.0	100.0	75.7	57.1	100.0		49.5	100.0		53.8	100.0
Guinea-Bissau												
Kenya	82.3	100.0	100.0		100.0	100.0		100.0	100.0		100.0	100.0
Lesotho	100.0			79.2								
Liberia	50.0			56.4	76.3	80.4	62.5	79.1	88.9	59.9	61.9	67.0
Madagascar	16.9	46.2	70.8	15.1	18.9	23.4	21.9	24.5	26.1	17.4	26.0	28.1
Malawi				90.8								
Mali												
Mauritania		100.0	100.0	91.2	100.0	100.0	100.0	100.0	100.0	76.0	100.0	100.0
Mauritius	100.0	100.0	100.0	100.0	100.0	100.0		60.0	65.0		60.0	65.0
Mozambique				93.2	99.5	100.0	85.2	99.2	100.0	95.1	99.0	100.0
Namibia				87.4	96.3	98.8					98.7	99.7
Niger				55.5	95.0	100.0		40.6	51.2	15.0	20.9	30.0
Nigeria		67.0	70.2		74.5	88.1		100.0	100.0		96.0	95.0
Rwanda	49.0	63.4	81.9	93.9	99.9	99.9	61.3	76.4	89.3	54.0	76.9	88.1
S. Tome/Principe	28.2	91.7	100.0	34.4	100.0	100.0	20.2	100.0	100.0		90.1	90.3
Senegal	26.1	100.0	100.0	68.3	100.0	100.0		100.0	100.0		100.0	100.0
Seychelles	81.2	90.0	90.0	83.6	90.0	90.0		99.0	99.0		70.0	70.0
Sierra Leone	54.1	70.0	77.0	53.8	75.0	81.0	68.7	68.0	75.0	73.5	43.0	51.0
Somalia					40.0			50.0			90.0	
South Africa					99.5	100.0		99.2	100.0		99.0	100.0

Region / Country	Trained teachers											
	Pre-primary education			Primary education			Lower secondary education			Upper secondary education		
	2015	2025	2030	2015	2025	2030	2015	2025	2030	2015	2025	2030
South Sudan		32.4	35.3									
Togo	62.9	73.3	77.7	73.3	78.6	79.0		88.9	90.0		80.5	75.3
Uganda	60.0	85.1		71.5	87.0							
U. R. Tanzania	50.1	69.6	79.0	99.2								
Zambia				85.6	96.9	100.0						
Zimbabwe	39.9			93.9								
Northern Africa and Western Asia	97.3	80.7	84.3	85.8	85.3	87.7	99.6	96.2	99.2	80.8	87.4	89.1
Algeria		76.2	82.3	100.0	92.9	96.8		93.2	95.7		89.6	89.0
Armenia	80.0	100.0	100.0		100.0	100.0		100.0	100.0		100.0	100.0
Azerbaijan	91.2			99.3			91.6					
Bahrain	51.8	100.0	100.0	82.5	100.0	100.0	82.7	100.0	100.0	83.7	100.0	100.0
Cyprus		100.0	100.0		100.0	100.0		91.0	93.0		89.0	91.0
Egypt	76.5	100.0	100.0	74.1	100.0	100.0	69.1	100.0	100.0	65.5	100.0	100.0
Georgia		100.0	100.0		100.0	100.0		100.0	100.0		100.0	100.0
Iraq		25.7	30.0		25.7	30.0					29.3	35.0
Israel												
Jordan	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Kuwait	75.4	100.0	100.0	78.9	100.0	100.0		100.0	100.0		100.0	100.0
Lebanon		70.0	84.0		70.0	84.0		70.0	84.0		70.0	84.0
Libya												
Morocco		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Oman	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Palestine	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Qatar	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Saudi Arabia	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Sudan		60.0	80.0		75.0	90.0		90.0	100.0	66.2	95.0	100.0
Syrian A. R.	34.5	84.0			97.2			90.0		91.7	86.0	
Tunisia	100.0			100.0			100.0			100.0		
Turkey												
U. A. Emirates	100.0			100.0			100.0			100.0		
Yemen										94.6		
Central and Southern Asia	87.8	93.9	99.7	76.0	93.6	98.3	70.3	94.4	99.4	94.5	94.1	98.9
Afghanistan												
Bangladesh		90.0	100.0	47.6	75.4	80.5	59.6	85.0	95.0	58.5	80.0	90.0
Bhutan	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
India		95.0	100.0	69.8	95.0	100.0	77.0	95.0	100.0	76.4	95.0	100.0
Iran, Isl. Rep.				100.0			100.0			94.7		
Kazakhstan	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0
Kyrgyzstan		52.0	60.0	92.8	96.2	98.4		80.4	82.1		80.4	82.1
Maldives	80.7	100.0	100.0	82.8	100.0	100.0	93.3	100.0	100.0	94.0	100.0	100.0
Nepal	87.5	100.0	100.0	94.4			80.6			83.0		
Pakistan		90.6	100.0	82.5	97.5	100.0	61.2	97.0	100.0	96.0	99.0	100.0
Sri Lanka	82.7	85.0	90.0	86.2	93.0	97.0	86.1	90.0	95.0	77.3	84.0	88.0
Tajikistan	100.0			100.0								

Region / Country	Trained teachers											
	Pre-primary education			Primary education			Lower secondary education			Upper secondary education		
	2015	2025	2030	2015	2025	2030	2015	2025	2030	2015	2025	2030
Turkmenistan												
Uzbekistan	98.5	100.0	100.0	98.9	100.0	100.0	99.0	100.0	100.0	93.4	100.0	100.0
Eastern and South-eastern Asia	99.1	94.8	95.2		98.3	99.0	99.7	98.2	99.3	99.7	98.6	98.7
Brunei Daruss.	58.9			82.3			92.2			90.1		
Cambodia	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0
China		98.7	99.0		99.9	99.9		99.0	99.9		98.9	99.0
China, Hong Kong SAR	95.6	100.0	100.0	96.2	100.0	100.0		100.0	100.0		100.0	100.0
China, Macao SAR	98.0			96.2			87.3			87.4		
DPR Korea												
Indonesia		73.5	76.0		93.4	94.8		96.7	97.2		96.6	96.9
Japan												
Lao PDR	91.5	99.7	99.8	98.4	99.7	99.8	99.5	99.8	99.9	99.0	99.8	99.9
Malaysia	36.8	100.0	100.0	99.9	100.0	100.0		92.1	93.0		92.1	93.0
Mongolia	96.8	99.3	100.0	100.0	99.0	100.0		99.0	100.0		99.0	100.0
Myanmar				99.5			89.1			98.4		
Philippines	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Rep. of Korea		100.0	100.0		100.0	100.0		100.0	100.0		100.0	100.0
Singapore	100.0			99.0								
Thailand		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Timor-Leste		96.0	100.0		98.5	100.0		97.6	100.0		88.8	100.0
Viet Nam	98.7	100.0	100.0	99.5	90.0	100.0	99.6	90.0	100.0		100.0	100.0
Oceania	70.4	94.4	96.4		98.9	99.5	62.8	98.8	99.5	62.8	98.8	99.4
Australia												
Cook Is	83.9	100.0	100.0	99.0	100.0	100.0		100.0	100.0		100.0	100.0
Fiji		36.0	47.0		93.0	95.0		91.0	95.0		91.0	95.0
Kiribati		95.0	100.0	78.8	95.0	100.0	86.7	95.0	100.0	31.0	95.0	100.0
Marshall Is		41.0	61.0		61.0	81.0		66.0	86.0		78.0	98.0
Micronesia, F. S.	99.3	64.0	64.0	100.0	74.0	74.0	100.0	73.0	73.0		64.0	64.0
Nauru	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
New Zealand												
Niue	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Palau		100.0	100.0		100.0	100.0		100.0	100.0		100.0	100.0
Papua New Guinea		100.0	100.0		100.0	100.0		100.0	100.0		100.0	100.0
Samoa	100.0	100.0	100.0	93.9	100.0	100.0		100.0	100.0	78.7	100.0	100.0
Solomon Is	51.2		100.0	59.2		100.0	80.3		100.0	63.0		100.0
Tokelau	41.7			66.7			75.0					
Tonga		99.0	100.0	92.5	99.0	100.0		99.0	100.0		99.0	100.0
Tuvalu	100.0	100.0	100.0	76.6	90.0	100.0	52.4	90.0	100.0	34.6	80.0	90.0
Vanuatu	46.0						21.5					
Latin America and the Caribbean	83.4	90.0	92.0	82.3	96.7	97.7	94.1	85.1	87.2	93.5	99.5	99.0
Anguilla	35.7	74.1	85.0		83.0	85.0	66.0	76.7	85.0			
Antigua/Barbuda	64.7	74.1	85.0	65.3	83.0	85.0		76.7	85.0		76.7	85.0
Argentina												95.0
Aruba												

[illegible]

Region / Country	Trained teachers											
	Pre-primary education			Primary education			Lower secondary education			Upper secondary education		
	2015	2025	2030	2015	2025	2030	2015	2025	2030	2015	2025	2030
Bosnia/Herzeg.												
Bulgaria												
Canada												
Croatia												
Czechia		97.0	98.5		97.0	98.5		97.0	98.5		97.0	98.5
Denmark												
Estonia												
Finland												
France												
Germany												
Greece												
Hungary												
Iceland		55.0	67.0		94.0	97.0		94.0	97.0		95.0	98.0
Ireland												
Italy												
Latvia	100.0	93.0	93.0	100.0	94.5	94.5	100.0	93.7	93.7	100.0	91.8	91.8
Liechtenstein												
Lithuania		90.0	95.0									
Luxembourg												
Malta	90.2	100.0	100.0	84.7	94.0	96.0		95.0	97.0		99.0	99.0
Monaco												
Montenegro												
Netherlands												
North Macedonia												
Norway		100.0	100.0		100.0	100.0		100.0	100.0		100.0	100.0
Poland	98.4	100.0	100.0	99.6	100.0	100.0	99.2	100.0	100.0	98.4	100.0	100.0
Portugal												
Rep. Moldova	83.9	100.0	100.0	100.0	100.0	100.0	98.9	100.0	100.0	97.1	100.0	100.0
Romania												
Russian Fed.		99.0	99.0	98.9	100.0	100.0		99.0	100.0		99.0	100.0
San Marino		100.0	100.0		100.0	100.0		100.0	100.0		100.0	100.0
Serbia												
Slovakia	96.1	100.0	100.0	95.9	100.0	100.0	96.4	100.0	100.0	95.2	100.0	100.0
Slovenia												
Spain	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Sweden												
Switzerland												
Ukraine				86.0								
United Kingdom												
United States												
World	75.9	89.4	93.3	85.1	92.1	96.2	78.8	93.3	97.2	87.5	92.6	95.8

Public education expenditure

Region / Country	Public education expenditure					
	As a share of total public expenditure			As a share of GDP		
	2015	Latest Year	Latest Value	2015	Latest Year	Latest Value
Sub-Saharan Africa	16.3			3.8		
Angola	8.9	2021	6.9	3.5	2020	2.4
Benin	17.5	2018	17.7	3.2	2020	3.0
Botswana	17.5	2019	15.4	7.8	2020	8.7
Burkina Faso	18.0	2018	22.7	3.7	2020	5.5
Burundi	27.5	2021	20.4	6.4	2020	5.0
Cabo Verde	16.7	2021	15.1	5.3	2020	7.6
Cameroon	13.2	2021	14.9	2.7	2020	3.2
C. A. R.	8.4	2021	9.1	1.9	2020	2.2
Chad	8.9	2021	15.1	2.4	2020	2.9
Comoros	13.4	2015	13.4	2.5	2015	2.5
Congo	8.0	2021	17.9	3.3	2020	4.4
Côte d'Ivoire	21.2	2021	15.0	3.5	2020	3.4
D. R. Congo	11.7	2017	14.0	2.2	2021	2.7
Djibouti	8.6	2018	14.0	3.6	2018	3.6
Equat. Guinea						
Eritrea		2006	5.2		2006	2.1
Eswatini	24.8	2020	15.9	5.4	2021	5.0
Ethiopia	27.1	2018	24.0	4.7	2018	5.1
Gabon	10.9	2021	15.1	3.0	2020	3.2
Gambia	11.0	2018	11.4	2.2	2020	2.8
Ghana	23.8	2018	18.6	4.4	2018	3.9
Guinea	11.6	2021	12.0	2.5	2020	2.2
Guinea-Bissau	13.0	2017	15.0	2.3	2020	2.7
Kenya	16.7	2018	19.0	4.7	2021	4.8
Lesotho	14.0	2021	13.7	9.0	2021	8.7
Liberia	6.9	2018	8.1	2.2	2021	2.7
Madagascar	17.0	2021	15.5	2.2	2020	3.1
Malawi	21.8	2020	11.5	5.6	2020	2.9
Mali	18.2	2021	16.0	3.8	2020	3.8
Mauritania	9.3	2020	9.7	1.9	2020	1.9
Mauritius	19.5	2020	16.1	4.9	2020	4.6
Mozambique	19.9	2020	17.9	6.0	2020	6.3
Namibia	22.6	2021	24.8	9.9	2021	9.6
Niger	18.5	2021	12.0	4.5	2020	3.8
Nigeria	9.3	2021	5.1			
Rwanda	12.5	2021	11.3	3.6	2021	3.8
S. Tome/Principe	11.3	2021	16.6	3.9	2020	5.0
Senegal	23.8	2021	21.1	5.5	2020	5.5
Seychelles	12.6	2021	10.5	4.2	2020	5.2
Sierra Leone	12.5	2020	34.2	3.1	2020	8.8
Somalia	1.4	2020	4.4			

Region / Country	Public education expenditure					
	As a share of total public expenditure			As a share of GDP		
	2015	Latest Year	Latest Value	2015	Latest Year	Latest Value
South Africa	18.7	2021	18.4	5.5	2020	6.2
South Sudan	3.3	2018	0.9	1.5	2016	1.5
Togo	16.7	2021	20.8	5.1	2020	4.0
Uganda	13.2	2020	11.3	2.3	2021	2.7
U. R. Tanzania	17.3	2018	20.5	4.2	2021	3.3
Zambia	16.3	2021	11.5	4.6	2020	3.7
Zimbabwe	29.5	2018	19.0	5.8	2018	3.9
Northern Africa and Western Asia	11.6			4.2		
Algeria	16.1	2021	16.2	7.3	2019	6.1
Armenia	10.7	2021	8.3	2.8	2020	2.7
Azerbaijan	7.6	2021	11.5	3.0	2019	2.7
Bahrain	7.3	2019	8.5	2.7	2020	2.2
Cyprus	16.0	2017	15.7	6.3	2017	5.7
Egypt	11.9	2020	12.3	3.9	2020	2.5
Georgia	12.7	2020	11.2	3.2	2020	3.9
Iraq	13.0	2016	14.0	4.5	2016	4.7
Israel	15.5	2018	15.5	5.9	2018	6.1
Jordan	11.3	2019	9.9	3.5	2019	3.0
Kuwait	9.5	2020	11.9	4.8	2020	6.6
Lebanon	6.3	2020	9.9	2.1	2019	2.6
Libya						
Morocco	13.7	2021	16.9	4.6	2020	6.8
Oman	13.6	2020	12.2	5.8	2019	5.4
Palestine	15.5	2019	17.7	4.7	2018	5.3
Qatar	12.7	2021	8.9	3.6	2020	3.2
Saudi Arabia	24.9	2021	18.8	8.5	2020	7.8
Sudan		2021	12.5		2009	2.0
Syrian A. R.		2009	19.2		2009	5.1
Tunisia	22.7	2015	22.7	6.2	2016	7.3
Turkey		2018	12.4		2018	4.3
U. A. Emirates		2020	11.7		2020	3.9
Yemen		2012	15.1		2008	5.2
Central and Southern Asia	15.7			3.6		
Afghanistan	12.5	2021	10.9	3.3	2019	3.2
Bangladesh	13.7	2021	11.7	1.5	2019	1.3
Bhutan	25.5	2021	16.2	7.6	2019	5.7
India	15.7	2020	16.5	4.1	2020	4.5
Iran, Isl. Rep.	18.6	2020	23.1	2.8	2020	3.6
Kazakhstan	12.2	2019	14.1	2.8	2019	2.9
Kyrgyzstan	15.7	2019	16.5	6.0	2019	5.4
Maldives	11.4	2021	11.9	3.9	2019	4.1
Nepal	17.0	2020	13.2	3.3	2020	4.4
Pakistan	13.2	2019	11.6	2.7	2019	2.5
Sri Lanka	11.0	2019	9.9	2.2	2019	1.9

Region / Country	Public education expenditure					
	As a share of total public expenditure			As a share of GDP		
	2015	Latest Year	Latest Value	2015	Latest Year	Latest Value
Tajikistan	16.4	2021	19.9	5.0	2019	5.7
Turkmenistan		2020	28.0		2019	3.1
Uzbekistan	22.4	2020	20.5	5.5	2020	4.9
Eastern and South-eastern Asia	16.6			3.6		
Brunei Daruss.	11.4	2016	11.4	4.4	2016	4.4
Cambodia	8.8	2019	11.8	2.6	2018	2.2
China	12.1	2020	10.5	3.8	2020	3.6
China, Hong Kong SAR	18.6	2020	20.6	3.3	2020	4.4
China, Macao SAR	13.4	2020	12.3	3.0	2020	6.3
DPR Korea						
Indonesia	20.5	2020	19.2	3.6	2019	2.8
Japan				3.1	2018	3.1
Lao PDR	14.9	2017	14.0	2.9	2020	2.2
Malaysia	19.8	2021	16.4	4.9	2020	3.9
Mongolia	13.5	2020	16.4	4.2	2019	4.9
Myanmar	8.7	2019	10.6	2.1	2019	2.1
Philippines	16.0	2020	14.2	3.3	2020	3.9
Rep. of Korea		2010	14.8	4.3	2018	4.5
Singapore	19.7	2020	11.9	2.9	2020	2.5
Thailand	17.1	2020	12.1	3.8	2019	3.0
Timor-Leste	8.6	2018	7.9	8.4	2018	6.7
Viet Nam	17.1	2021	14.8	4.5	2019	4.1
Oceania	14.4			5.7		
Australia	14.1	2018	13.5	5.3	2018	5.1
Cook Is	10.2	2021	6.1	3.9	2019	3.5
Fiji	17.4	2021	14.5	4.8	2019	5.1
Kiribati	13.7	2021	19.3	9.9	2019	12.4
Marshall Is	31.9	2020	16.2	17.6	2019	15.8
Micronesia, F. S.	22.3	2019	18.1	12.4	2018	9.7
Nauru	12.1	2018	9.1	5.6	2020	5.2
New Zealand	16.4	2018	16.1	6.3	2018	6.0
Niue						
Palau	14.8	2019	15.7	5.7	2019	6.8
Papua New Guinea	10.7	2018	9.2	2.0	2018	1.9
Samoa	14.0	2020	16.2	4.9	2020	4.8
Solomon Is	25.2	2020	31.9	10.1	2020	12.8
Tokelau						
Tonga		2021	12.7		2019	8.0
Tuvalu						
Vanuatu	13.5	2020	5.1	5.6	2020	2.2
Latin America and the Caribbean	15.5			4.2		
Anguilla	13.6	2021	12.8	3.0	2019	2.8
Antigua/Barbuda	6.8	2021	9.9	2.4	2021	3.8
Argentina	14.0	2019	12.5	5.8	2019	4.7

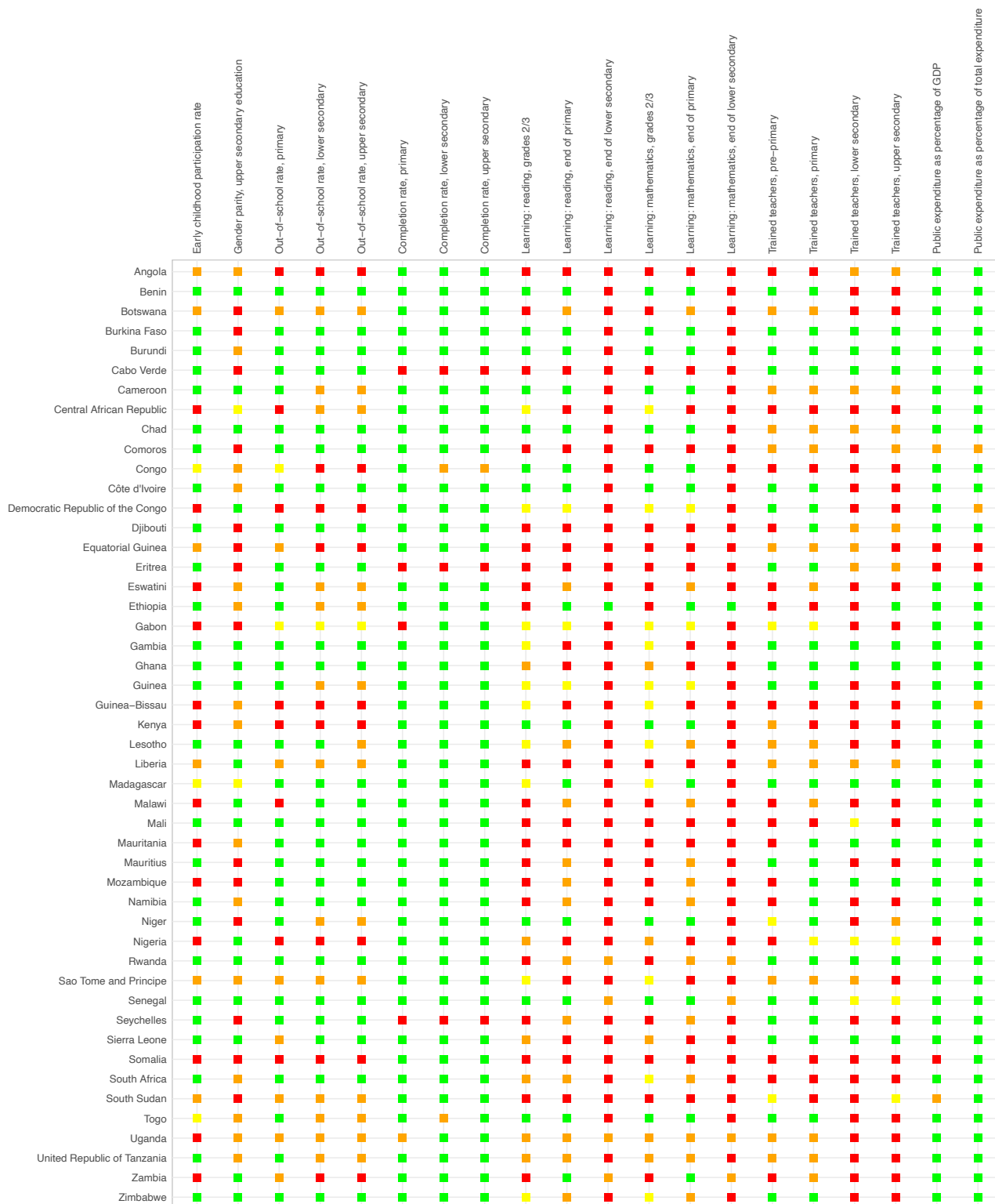
Region / Country	Public education expenditure					
	As a share of total public expenditure			As a share of GDP		
	2015	Latest Year	Latest Value	2015	Latest Year	Latest Value
Aruba	23.2	2016	21.9	5.9	2016	5.5
Bahamas	11.8	2021	10.1	2.2	2021	2.8
Barbados	18.5	2021	16.6	5.4	2021	6.5
Belize	21.6	2021	22.2	6.9	2021	8.7
Bolivia, P. S.	16.3	2020	14.2	8.9	2018	8.9
Brazil	16.2	2018	16.1	6.2	2018	6.1
British Virgin Is	15.2	2021	12.4	4.7	2020	2.6
Cayman Is						
Chile	19.6	2018	21.4	4.9	2018	5.4
Colombia	14.3	2020	14.7	4.5	2020	4.9
Costa Rica	23.4	2020	21.5	6.9	2020	6.7
Cuba					2010	12.8
Curaçao				4.9	2013	4.9
Dominica	10.2	2021	8.3	3.4	2020	4.7
Dominican Rep.	22.6	2021	18.0	3.8	2020	4.6
Ecuador	12.6	2020	11.5	5.0	2020	4.1
El Salvador	14.4	2021	18.1	3.9	2019	3.4
Grenada	14.0	2017	14.0	4.2	2018	3.6
Guatemala	24.1	2020	21.1	3.0	2020	3.3
Guyana	17.8	2018	16.0	3.9	2018	4.5
Haiti	14.6	2018	14.6	1.9	2018	1.6
Honduras	24.6	2021	24.6	6.4	2020	6.4
Jamaica	20.1	2019	17.3	5.5	2021	6.0
Mexico	19.0	2018	16.6	5.2	2018	4.3
Montserrat	6.9	2020	6.4		2019	9.0
Nicaragua	22.3	2020	22.8	4.1	2020	4.6
Panama	7.9	2021	12.0	2.8	2020	3.9
Paraguay	12.3	2021	9.6	3.3	2020	3.3
Peru	17.6	2021	17.9	4.0	2020	4.2
St Kitts/Nevis	8.7	2020	11.1	2.6	2019	4.3
Saint Lucia	16.5	2021	14.5	3.9	2020	3.6
St Vincent/Grenad.	20.1	2018	19.0	5.7	2018	5.7
Sint Maarten						
Suriname	11.4	2021	10.1	5.5	2020	5.0
Trinidad/Tobago	8.7	2021	8.9	3.4	2020	4.1
Turks/Caicos Is	14.2	2021	13.0	3.1	2021	4.5
Uruguay	14.7	2021	15.4	4.6	2019	4.7
Venezuela, B. R.	15.7	2017	23.9	1.9	2017	1.3
Europe and Northern America	11.5			4.9		
Albania	11.2	2020	12.1	3.4	2020	3.1
Andorra	10.4	2021	10.3	3.3	2021	2.9
Austria	10.7	2018	10.7	5.5	2018	5.2
Belarus	11.5	2021	16.5	4.8	2020	5.0
Belgium	12.0	2018	12.2	6.5	2018	6.4

Region / Country	Public education expenditure					
	As a share of total public expenditure			As a share of GDP		
	2015	Latest Year	Latest Value	2015	Latest Year	Latest Value
Bermuda	9.0	2017	7.8	1.5	2017	1.3
Bosnia/Herzeg.						
Bulgaria	12.7	2017	12.7	4.1	2017	4.1
Canada		2011	12.2		2011	5.3
Croatia	8.6	2018	8.6	3.9	2018	3.9
Czechia	13.7	2018	10.5	5.8	2018	4.3
Denmark	13.8	2018	13.4	7.6	2018	6.8
Estonia	13.0	2018	13.4	5.1	2018	5.3
Finland	12.4	2018	11.7	7.0	2018	6.3
France	9.6	2018	9.7	5.5	2018	5.4
Germany	11.0	2018	11.2	4.9	2018	5.0
Greece	7.2	2018	7.4	3.7	2018	3.6
Hungary	8.9	2018	10.1	4.5	2018	4.6
Iceland	17.2	2018	17.2	7.5	2018	7.6
Ireland	12.9	2018	13.3	3.8	2018	3.4
Italy	8.1	2018	8.8	4.1	2018	4.3
Latvia	14.1	2018	11.1	5.3	2018	4.2
Liechtenstein					2011	2.6
Lithuania	12.3	2018	11.7	4.2	2018	3.9
Luxembourg	9.3	2018	8.7	3.8	2018	3.6
Malta	13.2	2017	13.4	5.0	2017	4.7
Monaco	6.6	2019	5.0	1.4	2019	1.2
Montenegro						
Netherlands	12.2	2018	12.9	5.3	2018	5.4
North Macedonia		2002	8.6		2002	3.3
Norway	15.6	2018	15.9	7.6	2018	7.6
Poland	11.5	2019	12.0	4.8	2018	4.6
Portugal	10.1	2018	10.8	4.9	2018	4.7
Rep. Moldova	18.2	2020	18.0	5.8	2020	6.4
Romania	9.1	2018	10.5	3.1	2018	3.3
Russian Fed.	10.9	2018	14.3	3.8	2018	4.7
San Marino	13.1	2019	15.1	3.4	2019	3.4
Serbia	8.9	2019	8.6	3.8	2019	3.6
Slovakia	10.0	2018	9.5	4.6	2018	4.0
Slovenia	10.1	2018	11.3	4.9	2018	4.9
Spain	9.8	2018	10.0	4.3	2018	4.2
Sweden	15.4	2018	15.7	7.4	2018	7.6
Switzerland	15.4	2018	15.5	4.9	2018	4.9
Ukraine	13.3	2020	13.1	5.7	2019	5.4
United Kingdom	13.5	2018	13.3	5.5	2018	5.2
United States	13.5	2018	13.1	5.0	2018	4.9
World	13.7			4.4		

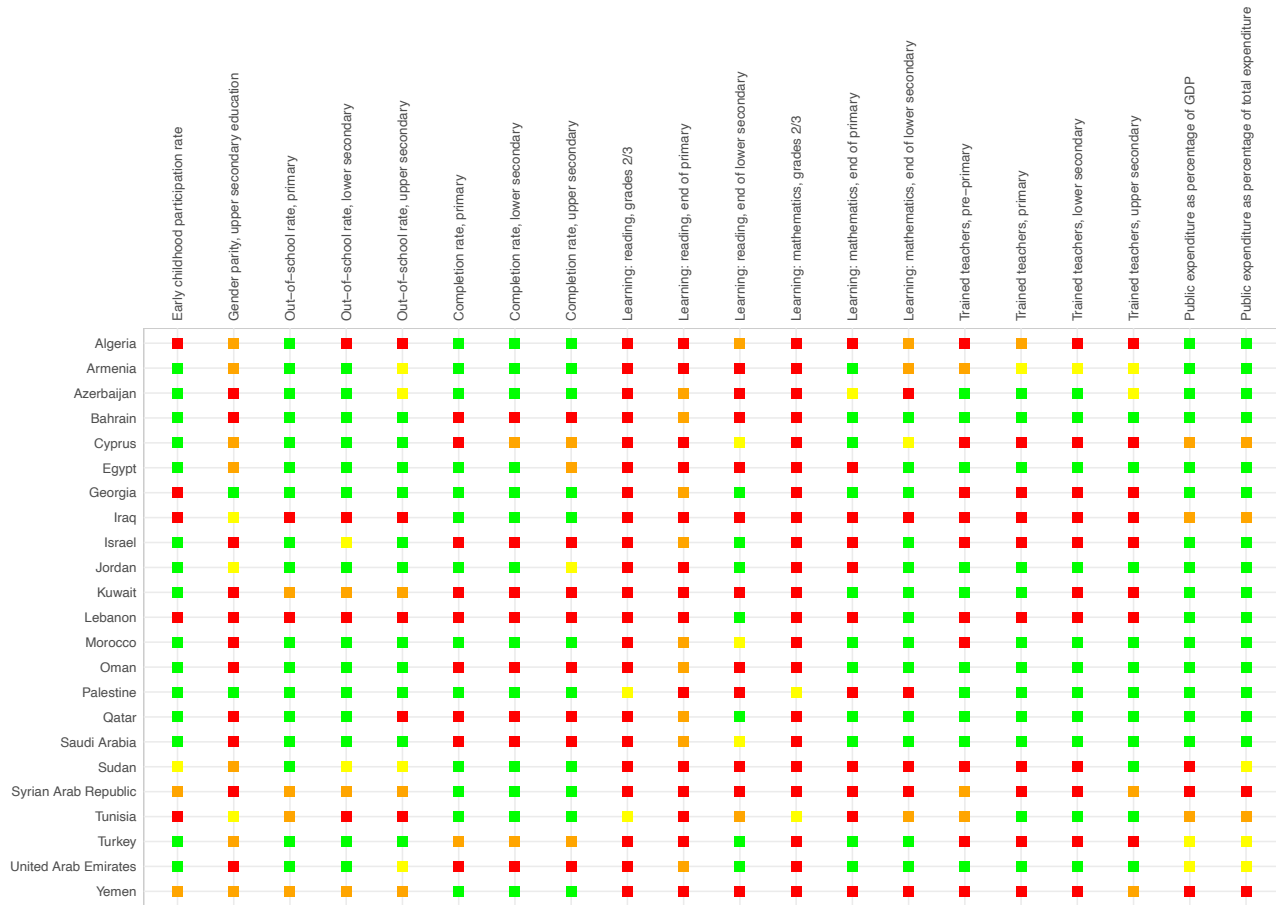
Note: Regional and global averages were estimated using the median of national benchmarks and feasible projections.

Annex C: Data gaps

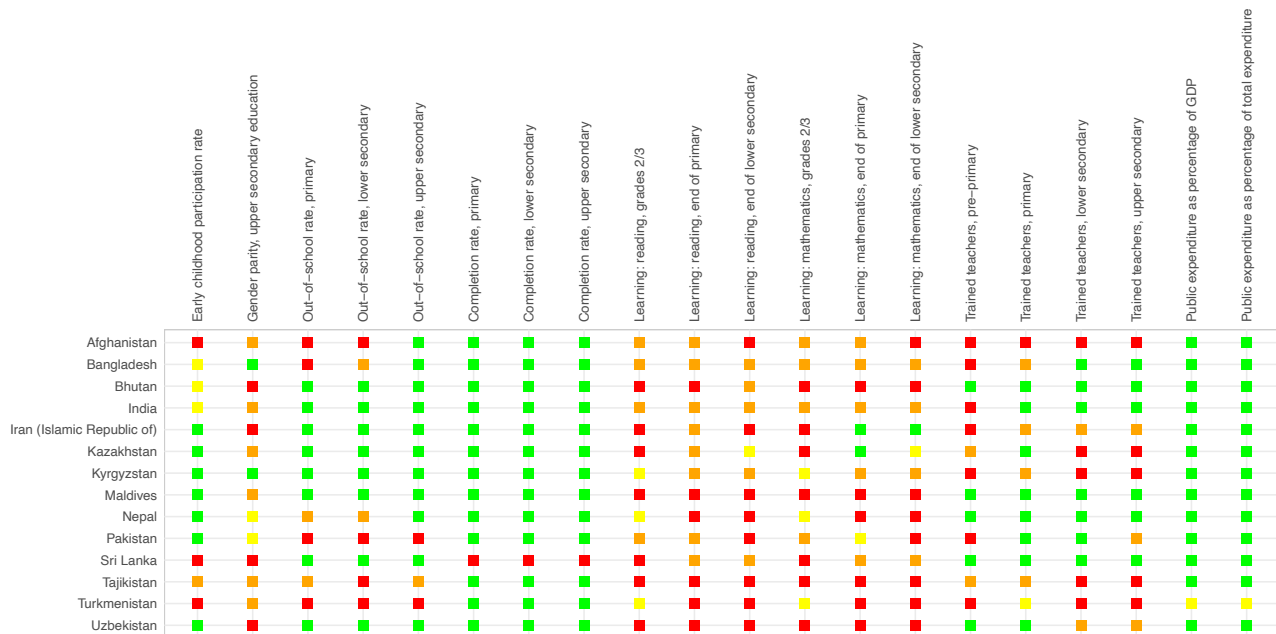
Sub-Saharan Africa



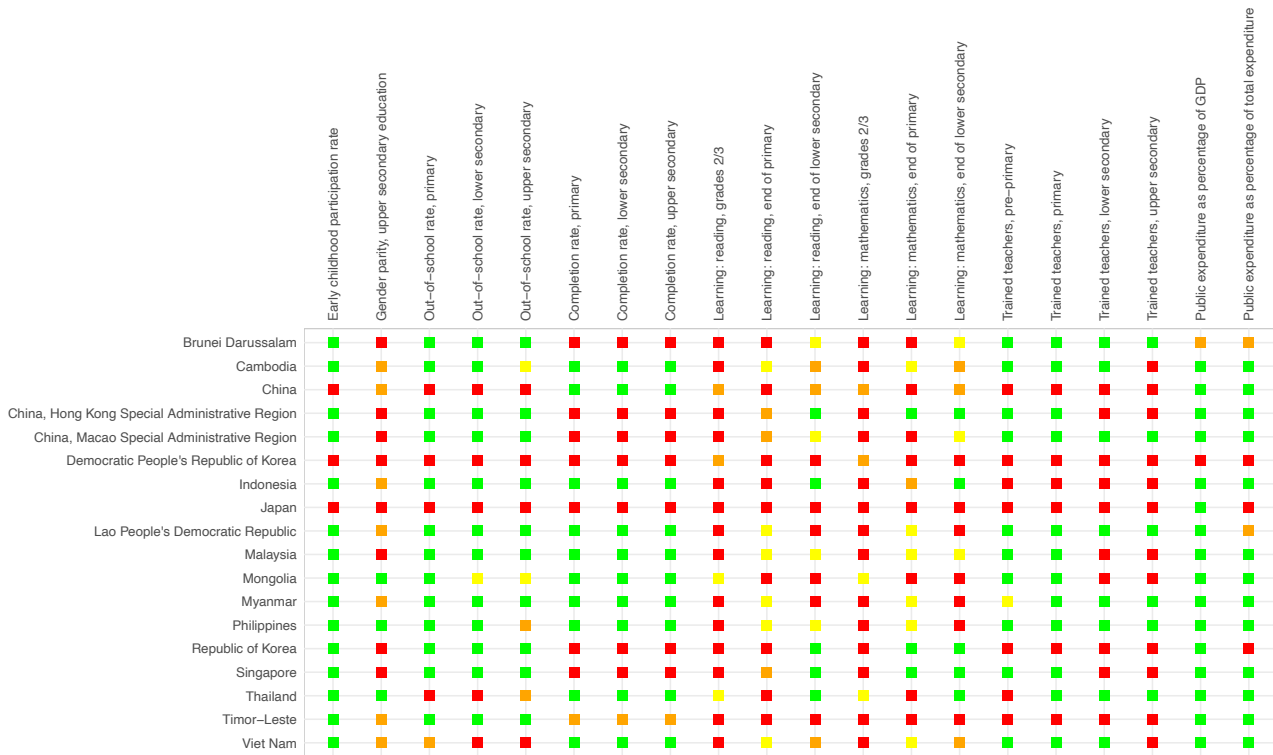
Northern Africa and Western Asia



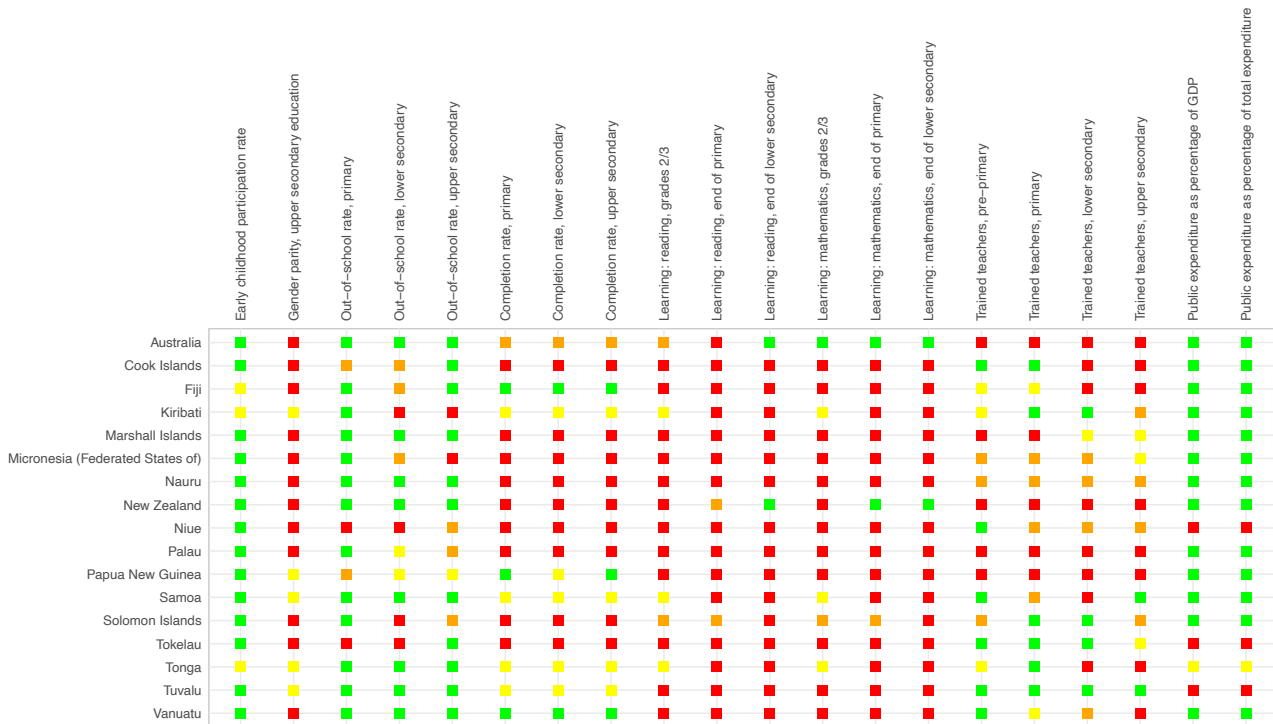
Central and Southern Asia



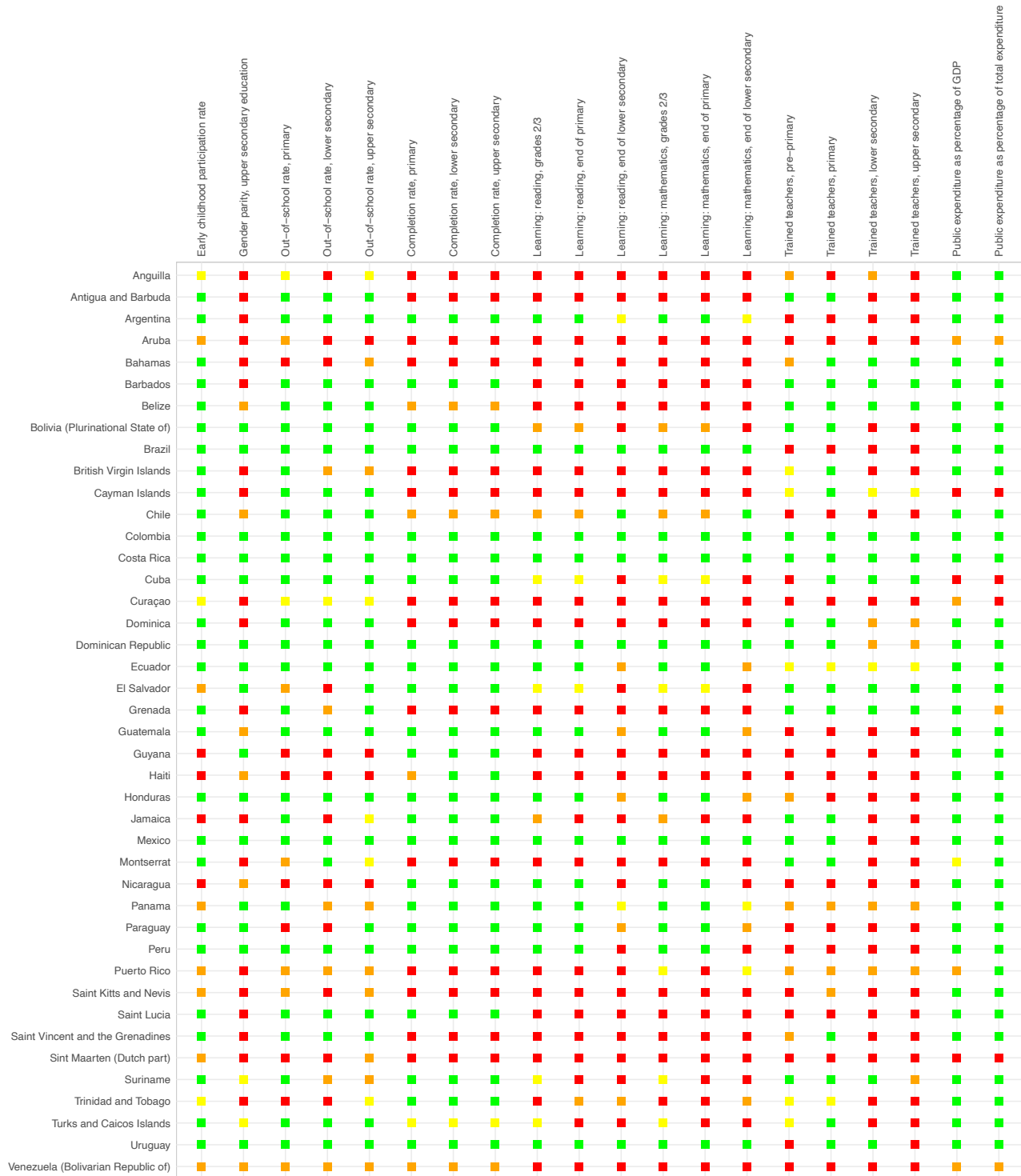
Eastern and South-eastern Asia



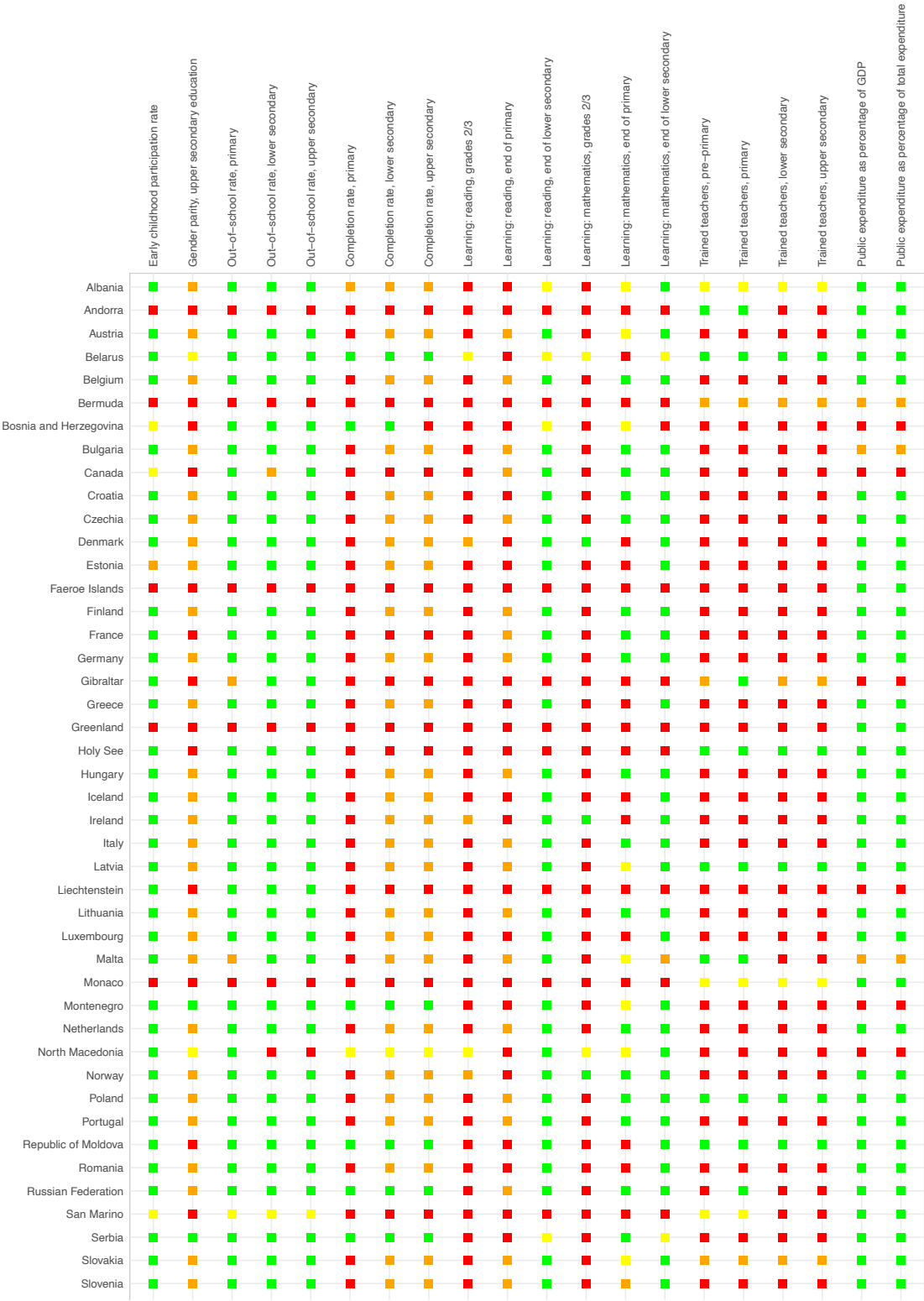
Oceania



Latin America and the Caribbean



Europe and Northern America



■ The country does not have any data in the last 8 to 10 years.
■ The country has at least one data point in the last 4 to 5 years.
■ The country has at least one data point in the last 8 to 10 years.
■ The country has at least one data point in the last 4 or 5 years and at least one data point in the preceding 4 or 5 years, which permits a trend analysis.

SETTING COMMITMENTS

NATIONAL SDG 4 BENCHMARKS TO TRANSFORM EDUCATION

This publication provides an overview of the transformative agenda being established by countries, as they set SDG 4 benchmarks for education progress to take ownership of the 2030 Agenda for Sustainable Development. Inspired by the UN Secretary-General's 2014 call for countries to embrace 'a culture of shared responsibility' based on 'benchmarking for progress', paragraph 28 of the Education 2030 Framework for Action also called on countries to establish 'appropriate intermediate benchmarks ... for addressing the accountability deficit associated with longer-term targets'. This report outlines the steps taken by countries to set these commitments for 2025 and 2030 against seven indicators and is timed to feed into the second review of SDG 4 at the High-level Political Forum.

The SDG 4 benchmark values now defined for almost nine in ten countries lay out their nationally determined contributions to the common education goal, using a concept embraced by the climate change sector. Twelve countries' experiences of approaching the challenge of setting benchmarks based on their education sector plans are included, serving as inspiration for other countries to reflect on their own contributions and the task of developing appropriate policy responses in line with their own ambitions for the next decade, especially in the context of recovery from COVID-19.

This publication proposes a way forward for monitoring progress towards the national SDG 4 benchmarks. This way of monitoring will be context-specific, recognizing countries' starting points, helping link their national with regional and global education agendas.

The benchmarks could be a basis for a compact in which countries commit to increasing their ambition, and, in return, the international community offers a program of support. In other words, a system of political accountability associated to political commitments with a support mechanism to accomplish the task.



The UN Secretary-General has called the Transforming Education Summit in September 2022 to renew our collective commitments to education. The SDG 4 benchmarks, set by countries and described in this report, do precisely that. They also provide a transparent, country-led framework for action that can serve to reinvigorate discussions about the way forward for the sector in the last decade to 2030.

Stefania Giannini, Assistant
Director-General for Education,
UNESCO

The SDG 4 benchmarks set up by countries mark a shift in commitments and dedication at a time when new energy for our common agenda is much needed. They can therefore be a basis for a transformative compact in which countries commit to increasing their ambition, and, in return, the international community offers a programme of support.

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