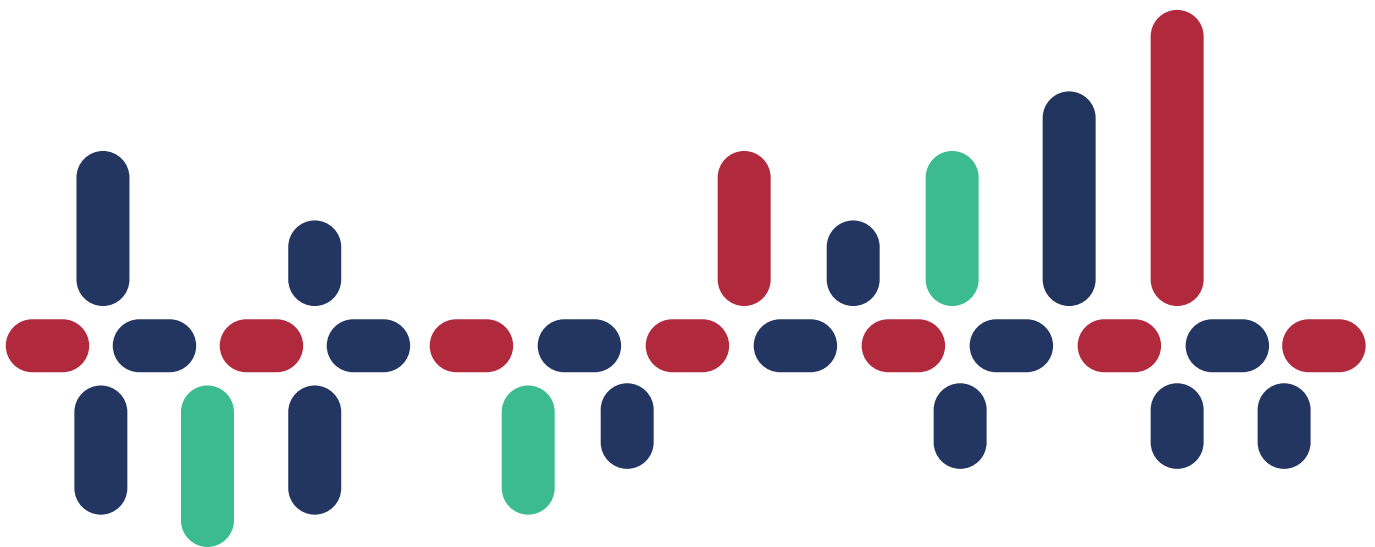


4 QUALITY EDUCATION



SDG 4 Data Digest 2021

National SDG 4 benchmarks: fulfilling our neglected commitment



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National SDG 4 benchmarks: Fulfilling our neglected commitment



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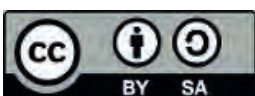
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Foreword

The 2030 Agenda for Sustainable Development was rightly ambitious. In education as well, the global targets encapsulated the strong desire for a change in direction. Notably, the Agenda made it clear that what happens inside school walls is more important than simply ensuring children made it past the school door to begin with. It is an agenda built on hope.

But comparing individual countries' progress against the global targets like-for-like was never appropriate. Countries came from markedly different starting points. Sub-Saharan Africa was faced with the task of improving lower secondary completion rates by 60 percentage points from 2015 to 2030, for instance, a rate of progress that has never been observed. Europe and North America had only a few percentage points to gain before reaching some targets. Success looks very different depending on where you look.

Recognizing that, though, left us with an accountability vacuum. If criteria for judgement depend on context, that leaves no easy way of determining whether countries are accelerating at a pace that is appropriate. The benchmark process summarized in this report, therefore, is a vital component in our journey towards 2030. Calling on countries to contextualize the global targets in their own national benchmarks brings transparency to each of their individual commitments. Clearly

outlined benchmarks against key SDG 4 indicators will not only enable policymakers to review their progress; it also provides a solid basis for fruitful dialogue with peers and empowers everyone else to hold them to account.

Taking part in the process can similarly help countries to interrogate and know their data well. In many cases, the process has also shown where data is lacking. These discoveries, as well as dedicated time spent with regional organizations and policymakers mapping out likely future trajectories, will now help feed into priorities for the years remaining until 2030, in a spirit of greater alignment between national, regional and global education agendas.

The ambitions we set in the 2030 Agenda may look different when we finally get to our deadline. The havoc wreaked by COVID-19 as well as multiple other unforeseen challenges have rocked the boat along the way. But facing up to reality at this point is an important step. It paves the way for an honest partnership between those in leadership roles and those wanting to support them. It maps out a realistic agenda for accelerated progress between now and 2030, something we can all get behind.

Please join us in congratulating those countries that have taken part and in inviting those who have not yet participated in this process to join in.

David Sengeh

Chair of the Global Education Monitoring Report Advisory Board, Minister of Basic and Senior Secondary Education and Chief Innovation Officer, Sierra Leone

Dankert Vedeler

Chair of the UNESCO Institute for Statistics Governing Board and former Assistant Director General, Norwegian Ministry of Education and Research

Foreword

The 2030 Agenda for Sustainable Development has been conceived as a collective endeavour. In the words of the UN Secretary-General, it involves “a culture of shared responsibility”, which includes “benchmarking for progress”. Realizing this global vision at the national level and in each sector requires a long-term view and strong collaboration.

The education sector committed to set benchmarks in 2015. This report documents the targets that countries have set for six SDG 4 indicators. Setting these voluntary national contributions to the achievement of the global education goal will inspire countries to focus on concrete objectives that will improve the lives of their children and youth. We hope that countries will use this process to learn from each other and develop the policies that will enable them to reach these objectives faster.

The report is the result of a long process that began with the adoption of the global monitoring framework in 2017. We are grateful to the members of the Technical Cooperation Group on SDG 4 Indicators who have committed their time and efforts since 2018 to review and select the benchmark indicators. Thanks also go to colleagues from regional organizations that have shared their experiences of target setting and have facilitated dialogue with their Member States,

notably from the African Union, the Caribbean Community, the European Union and the Southeast Asian Ministers of Education Organization.

We would like to thank UNESCO Assistant Director-General for Education, Stefania Giannini, for her leadership in fulfilling this neglected commitment of the Education 2030 Framework for Action. We are indebted to colleagues in the UNESCO regional offices in Bangkok (Nyi Nyi Thuang and Margarete Sachs-Israel), Beirut (Khadija Ali, Najoua Zhar and Hana Yoshimoto) and Santiago (Alejandro Vera Mohorade) for initiating and maintaining dialogue with UNESCO Member States.

We would also like to thank the consultants who supported the work that facilitated countries’ benchmark-setting efforts (Kevin Macdonald) and the mapping of countries education plans and targets (Patricio Canalis, Agustin Carchano, Temurbek Raxmatov, Ioulia Sementchouk and Patricio Temperley).

Last but not least, our thanks go to our dedicated teams at the UNESCO Institute for Statistics (Roshan Bajracharya, Georges Boade, Kim Deslandes, Adolfo Gustavo Imhof, Lina Ktali, Yifan Li, Yacine Fall and Shailendra Sigdel) and the Global Education Monitoring Report (Bilal Barakat, Camila Lima De Moraes and Kate Redman).



Silvia Montoya

Director, UNESCO Institute for Statistics



Manos Antoninis

Director, Global Education Monitoring Report

Cambodia has submitted SDG 4 benchmarks for all the 6 indicators currently being explored from now until 2030. Our data, our current trends, our national education plan, combined with our realistic expectations of progress over the next ten years have helped us cement commitments to children across vital areas of education. This phase of the monitoring of the Sustainable Development Agenda was missing and is a welcome step-forward in rallying new energies behind the global education goal.

Cambodia

Within the European Union, the European Commission together with the Member States have been developing robust measurement systems of progress in education for better evidence-based policy making. We have also been working towards finding synergies between the EU measurement approaches and the UN 2030 Agenda. We highly value our collaboration with UNESCO and appreciate that the EU's internal benchmarking approach could inform and support global benchmarking.

European Commission

The SDG 4 benchmarking values were set by the Department of School Education and Literacy after considering policy reforms, historical trends, consultation with stakeholders and experts and the guiding principles in the National Education Policy (NEP) 2020.

India

The Lao PDR has made a strong commitment towards achieving SDG 4 by 2030. Establishing national benchmarks for SDG 4 indicators helps us to further strengthen our national education policies and strategies aligned with SDG 4 aspirations and goal. The benchmark exercise also helped us to strengthen coordination among various education stakeholders to renew and deliver our commitments together.

Lao People's Democratic Republic

Pledging our long-term commitments to SDG 4 through benchmarking in order to improve processes, identify challenges, gain insights and experiences and ensure expectations are met helps us to remain relevant in this ever changing and competitive borderless world of education.

Malaysia

There is much to gain from taking the time to properly assess where our children's future is headed. Working with the UIS and GEM Report has enabled us to use our national education plan and our data to properly define our education ambitions for the years to come. It has helped contextualize SDG 4.

Maldives

The Ministry of Education, Science and Technology of Nepal established benchmarks that reflect the context and ambitions of Nepal for SDG 4 and are aligned with Nepal's National Framework for Action and School Education Sector Plan (SESP), with its focus on improving quality of education by adopting the principle of "no one left behind".

Nepal

The SDG 4 benchmarks produced by the Palestinian Ministry of Education cover the out-of-school rate, learning and teachers' qualifications. These are aligned with the main policies and strategies in our education plan. Allocating benchmarks for each of these priorities has been an important step in aligning our national agenda with the global agenda defined in SDG 4.

Palestine

The Republic of Korea organized a consultative group with relevant government ministries and public institutions for in-depth discussions throughout August and September in 2021, leading to benchmarks aimed at strengthening both the public nature and the quality of education at all levels. It has been a good opportunity for us to reflect on the progress made so far and what still lies ahead of us to achieve the global goal of ensuring inclusive and quality education for all. It is our hope that many more Member States are also encouraged to set their national benchmarks to facilitate the joint international efforts to achieve SDG 4.

Republic of Korea

As we continue to face peaks in the COVID-19 pandemic, data and evidence become ever more important. In Rwanda, the close monitoring of national education priorities and the SDG 4 benchmarks will allow us to intervene quickly and in a tailored manner so that we ensure to live by our strong conviction that no child should be left behind.

Rwanda

The new benchmarks reflect the context and ambitions of Seychelles' Education Sector Medium Term Strategic Plan 2018-2024 and beyond to prioritise our resources to achieve quality education for all. By setting our own education benchmarks, we are demonstrating our intention to be held accountable for our commitments.

Seychelles

The Ministry of Education and Vocational Training fully supports this process, which is vital for strengthening countries' commitments and mobilizing the education agenda.

Spain

Uganda worked from the commitments made in the Education Sector Strategic Plan (ESSP 2020/21-2024/25), and the ruling party (NRM) manifesto 2021-2026 to establish achievable benchmarks for education targets between now and 2030. With the support of the UIS and GEM Report, we analysed the feasibility of achieving the targets based on historical trends, ensured our commitments are aligned with the targets in the ESSP and National Development Plan III and can be effectively monitored with available data. Our Ministry fully recommends all countries that have not yet set their benchmarks to work with UNESCO on this process.

Uganda

SDG 4 rightly recognizes that every student should have a trained and qualified teacher. Nationally determined benchmarks help us move closer to this goal. Education International calls on all governments to identify ambitious benchmarks on the percentage of teachers trained according to national standards, and crucially, to meet these commitments by investing in and supporting the teaching profession.

David Edwards, Education International

The International Community called for 'a country-led, national component of accountability' for the overall review process of the 2030 Agenda for Sustainable Development - one comprised of national benchmarks to chart progress and follow up, and to report upon. As a firm believer in the necessity of achieving inclusive, equitable, and quality education for the world's young people, the work carried out by the UNESCO Institute for Statistics and the Global Education Monitoring Report answers this call. It embraces the systemic collection of high-quality data, and evidence-based policy making, to support governments in the adoption of practices and policies that can accelerate progress. I encourage Member States to engage in this process and to benefit from the new energy it brings to education agendas.

Abdulla Shahid, President of the United Nations General Assembly

Executive summary

The United Nations (UN) Secretary-General's synthesis report in 2014 called for countries to embrace "a culture of shared responsibility" in the 2030 Agenda for Sustainable Development, based on "benchmarking for progress". Building on this idea within the education sector, Paragraph 28 of the Education 2030 Framework for Action, which is the roadmap for achievement of Sustainable Development Goal (SDG) 4, called on countries to establish "appropriate intermediate benchmarks ... for addressing the accountability deficit associated with longer-term targets".

Benchmark setting defines countries' contribution to the common SDG 4 goal; enables them to contextualize the monitoring of progress and link their national with regional and global education agendas; helps strengthen national planning processes; focuses attention on remaining data gaps; and contributes towards mutual learning between countries on the best way forward.

This publication describes the steps taken since 2017 to agree benchmarks on a selected set of seven SDG 4 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. The process reached its first major milestone in August 2021 when countries were requested to submit 19 benchmark values each for 2025 and/or 2030 for six of the seven benchmark indicators.

Countries have participated extensively in the benchmark-setting exercise:

- Two in three countries have directly or indirectly taken part in setting national SDG 4

benchmarks.

- 45% of countries submitted benchmarks for at least one benchmark indicator;
 - 8% of countries committed to submit benchmark values in the coming weeks; and
 - 13% of countries, all of them member states of the Caribbean Community (CARICOM) and the European Union (EU), are committed to their regional benchmarking processes.
- 17% of countries did not submit benchmark values but already have targets in their sector plans, while the remaining 18% of countries had either no targets or no plans.
 - On average, benchmark values are available (either because countries submitted them or because a target was extracted from their national plans) for 9 of the total 19 benchmark values requested – and for 46% of the potential maximum number of benchmark values.

The following are key messages from the first phase of this process:

- Even if countries reach their benchmark values by 2030, the world will still fall short of the ambition expressed in SDG 4, before even accounting for the potential impact of COVID-19 on education systems.
- Nevertheless, for several benchmark indicators (e.g. out-of-school and completion rates), countries appear to be committing to accelerate progress that is faster than the progress countries managed to achieve over 2000–15.

- According to their own measures, Latin America and the Caribbean and Central and Southern Asia are on course to achieve universal early childhood education. Sub-Saharan Africa, Northern Africa and Western Asia will not achieve this goal; it is estimated that roughly two in three children in these two regions will be enrolled by 2030, up from less than half currently.
- According to their plans, all regions will meet or be very close to achieving universal primary education. Challenges will remain in sub-Saharan Africa, where 8% of primary school-age children are still predicted to be out of school in 2030, down from 19% currently.
- By 2030, countries in sub-Saharan Africa expect to reduce the rate of out-of-school upper secondary-age youth from 47% to 31%; those in Central and Southern Asia expect to reduce their rate from 32% to 17% currently. In Northern Africa and Western Asia, the benchmarks show that countries believe they can reduce the rate from 28% to 14% and in Latin America and the Caribbean from 19% to 12%.
- The process has delivered a reality check with regard to the goal of universal secondary education completion by 2030, which no region is on track to achieve. Completion rates are expected to land at 89% in lower secondary and 72% in upper secondary education by the deadline.
- By 2030, globally, an expected 26% will still not have basic mathematics skills by Grade 3, 24% at the end of primary and 34% at the end of lower secondary education. And by 2030, globally, an expected 22% will still not have basic reading skills at the end of lower secondary education.
- The percentage of trained teachers is expected to increase to over 90% in each level of education by 2030. The fastest growth is

expected at the pre-primary education level, from 70% in 2015 to 94% in 2030. Still, by the deadline, it is expected that over a quarter of preschool teachers in sub-Saharan Africa will remain untrained.

While SDG 4 is unlikely to be achieved by 2030, according to countries' own estimations, facing up to this reality by no means dilutes the agenda. On the contrary, the benchmark-setting process is the clearest indication of country commitment. It can also rally action behind the agenda. The process builds on several key moments over the course of the coming years to continue providing a reality check and to help identify common challenges to progress as well as ways of addressing them together. It serves as a stark reminder to all parties of the importance of setting national education targets and of properly financing them, particularly in the face of the difficulties brought upon the sector by COVID-19.

The next phases of this process include, among others, the following:

- By June 2022, countries need to:
 - submit benchmark values if they have not done so;
 - submit benchmark values for the seventh indicator, which focuses on equity: the gender gap in upper secondary completion;
 - revise benchmark values if they assess that the impact of the COVID-19 pandemic has affected them adversely.
- An updated and extended version of this publication will be used for the SDG 4 review at the High-level Political Forum and the UN Secretary-General's Transforming Education Summit in 2022.
- A series of regional actions will be planned, in collaboration with regional organizations where appropriate, for peer learning on key challenges ahead.

Acronyms and abbreviations

ALECSO	Arab League Education, Culture and Scientific Organization
CARICOM	Caribbean Community
CECC	Central American Education and Cultural Coordination
CESA	Continental Education Strategy for Africa
ET 2020	Education and Training 2020
EU	European Union
GDP	Gross domestic product
GEM Report	Global Education Monitoring Report
NDC	Nationally determined contribution
PIF	Pacific Islands Forum
R&D	Research and development
SAARC	South Asian Association for Regional Cooperation
SDG	Sustainable Development Goal
SEAMEO	Southeast Asian Ministers of Education Organization
STEM	Science, technology, engineering and mathematics
TCG	Technical Cooperation Group on the Indicators for SDG 4
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and vocational education and training
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WASH	Water, sanitation and hygiene

Chapter 1: Objectives and motivation

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 that every country is expected to achieve the same objective even though they start from very different points.

Anticipating the need for a different approach, the UN Secretary General's 2014 synthesis report had 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'. It described 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; and
- '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 there is one, often uses 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 of three components: 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; and
- 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:

- ‘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; and

- ‘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 accountability mechanism to inject a sense of purpose in the international education development agenda.

This baseline report concludes this initial phase of the benchmarking process, taking stock of the results, explaining the rationale and key emerging issues, including the choice of the term ‘benchmark’ (Box 1), and outlining the next steps in order for benchmarks to fulfil their role as the linchpin of global education cooperation. This introduction, apart from the motivation, summarizes the key steps in the process

Box 1: Benchmarking: a note on the terminology

According to the Britannica online encyclopaedia, 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 and, potentially, the transfer of tools successfully applied in some contexts. Publishing comparable data on selected indicators can help accelerate such transfers by showing the relative performance of states and drawing attention to those doing well and those lagging behind.

The definition further notes:

Although superficially benchmarks appear uncontroversial, they can create at least three types of governance problems. First, setting a benchmark often proves problematical. For example, one cannot simply assume that policy instruments that appear to be similar across countries were actually designed to tackle the same public problem. For instance, the multiple meanings given to “community policing” in Europe makes it difficult to establish benchmarks for “police on the beat” ratios. Second, proponents of benchmarks need to be aware that the contexts within which their comparisons are taking place evolve over time. Benchmarks for employment rates in periods of economic boom must be handled with care in times of recession. 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.

In that sense, the application of the term benchmark for SDG 4 may be partly misleading given that 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 simply 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 4.1–4.7, a separate term was needed, which is why the Framework for Action applied the term “benchmark”.

This also leaves open the question of how the term benchmark, which is specific to the English language, is to be translated into other languages in order to be recognizable and understood. The term “point of reference” may be one of the potential terms to consider.

Various steps led to the national SDG 4 benchmarks

The SDG monitoring framework was approved by the UN General Assembly in July 2017. The UNESCO Institute for Statistics (UIS) and the Global Education Monitoring (GEM) Report, as co-chairs of the Technical Cooperation Group on the Indicators for SDG 4 (TCG), the body responsible for the development of the SDG 4 monitoring framework, took steps in that direction.

- A report to the SDG-Education 2030 Steering Committee in July 2017 highlighted the importance of regional education agendas and the need for stronger policy dialogue and peer learning mechanisms at regional level, which in turn required mapping regional monitoring frameworks and benchmark-setting processes with a view to aligning them with the global process (UNESCO, 2017).
- A presentation to the Steering Committee in February 2018 summarized the results of an initial mapping exercise and reflected on the experience of regional education agendas and benchmarking processes (UNESCO, 2018). This was followed by exchanges of experiences in 2018 between the European Commission, which had a long-established process (Box 1), and regional organizations from Africa, the Caribbean and South-eastern Asia.
- A paper summarizing the results of a consultation on the feasibility of benchmark setting, in which 53 countries took part, was submitted for the consideration of the TCG at its meeting in Mexico City in October 2018 (UIS, 2018).
- With this background, at the TCG meeting in Yerevan in August 2019 a proposal to adopt a set of seven SDG 4 indicators that were deemed suitable for benchmarking was endorsed (see Chapter 2). The proposal was based on the complete mapping of regional education monitoring frameworks (UIS, 2019b) and an exploration of the scope for benchmarking selected indicators (UIS, 2019a). The decision was communicated to the Steering Committee in November 2019.
- The outbreak of the pandemic slowed developments, but the declaration of the Global Education Meeting in October 2020 brought the process back on track by including a commitment requesting “UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to ... accelerate the progress and propose relevant and realistic benchmarks of key SDG indicators for subsequent monitoring” (§10) (UNESCO, 2020).
- The TCG virtual meeting that month endorsed a technical and political process that would lead to national SDG 4 benchmark setting. The technical element involved compiling the data on the benchmark indicators, estimating past growth rates and assessing what would be a feasible accelerated rate of progress to inform the debate. The political element involved working with regional organizations to garner support for a regional benchmarking progress, akin to that used in the EU since 2009, as a first step towards national benchmarking setting (UIS, 2020) (Box 2).
- A workshop in January 2021 convened all regional organizations with an education agenda.¹ The UIS and GEM Report teams led extensive consultations in the first half of 2021, in collaboration with UNESCO regional offices in Bangkok, Beirut and Santiago, as well as regional organizations: the African Union, CARICOM, the Central American Education and Cultural Coordination (CECC) of the Central American Integration System, the EU, the

¹ <https://en.unesco.org/gem-report/events/2021/international-day-education-recover-and-revitalize-education-covid-19-generation>

Pacific Islands Forum (PIF) and the Southeast Asian Ministers of Education Organization (SEAMEO).

- In August 2021, UNESCO invited countries to submit national benchmark values by 1 October 2021 for six of the seven indicators for 2025 and 2030. Countries were instructed to submit the targets included in their national education sector plans, regardless of the target year. To help with this exercise, a template with baseline and recent values by country and indicator accompanied the invitation. If countries had no targets in their plans on these indicators, they could use two indicative values

for discussion: where countries would be if they continued at average progress rates (minimum or “business as usual”) and whether they followed the progress rates of the fastest improving one third of countries (feasible). Finally, national targets from publicly available national education sector plans were also compiled for countries that did not report back.

- Preliminary results of the benchmarking exercise were shared at the Global Education Meeting in November 2021 and at a side event at the UNESCO 41st General Conference (UNESCO, 2021).²

Box 2: The experience of education benchmarking in the European Union

According to the Treaty on the Functioning of the European Union “exchanges of information and experience on issues common to the education systems of the Member States” are part of the actions envisaged (European Union, 2012; §165). To give shape to this ambition, the EU’s Council of Education Ministers and the European Commission developed the Education and Training 2020 (ET 2020) strategic framework for cooperation in education and training in the EU (Council of the European Union, 2009). ET 2020 was a forum for mutual learning and dissemination of information as well as advice, peer learning activities and support for policy reforms. Member States could call on their partners for tailor-made peer counselling to support a particular national reform agenda in education and training and transfer knowledge to policymakers at all levels.

As a means of monitoring progress and identifying challenges towards the ET 2020 strategic objectives and of contributing to evidence-based policy-making, a set of reference levels of average performance (“European benchmarks”) was established for seven indicators, with the support of the Standing Group on Indicators and Benchmarks, an expert group. Progress toward these benchmarks has been charted every year in the Education and Training Monitor (European Commission, 2016). The Monitor relies on a range of quantitative and qualitative sources, including inputs from Eurydice, a network of 40 national units in 36 countries, established in 1980 as an information hub on education systems in Europe (Pépin, 2006). Building on the results of ET 2020, the European Education Area was established with an updated set of seven benchmark indicators and target values for 2030 (Council of the European Union, 2021).

The European experience has offered valuable lessons for SDG 4 national benchmarking. Key aspects of that experience that were incorporated in designing the global process were the consultative approach to the selection of indicators and the focus on a short set of indicators to be benchmarked.

² <https://en.unesco.org/gem-report/events/2021/sdg-4-benchmarks-visualizations-and-data-gaps-linking-global-regional-and-national-0>

National SDG 4 benchmarks serve multiple objectives

As the preceding discussion suggests, unless countries set their own benchmarks, there is no agreed way to assess whether sufficient progress is being made relative to expectations. These 'nationally determined contributions' have been used in the climate change agenda to rally country action in recent years (Box 3). The SDG 4 benchmarking process adapts this approach to education.

To summarize, national SDG 4 benchmark setting serves multiple objectives, which are pursued in this report:

- Make countries accountable for their commitments by outlining the contribution they are prepared to make to the global agenda, taking their starting point into account but going beyond where they would be if they followed past trends.
- Contextualize monitoring of progress so that it is related to what countries set out to achieve rather than the collective outcome agreed.
- Link national, regional and global education agendas, to ensure there is coherence and mutual understanding of the different contexts.
- Focus attention on data gaps remaining on key indicators that every education system needs for management purposes.
- Strengthen national planning processes by instilling a stronger appreciation of including targets in sector plans.
- Prompt exchanges on challenges and good practices, promote mutual learning, and provide the evidence for policy reforms and collective initiatives.

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

Box 3: Nationally determined contributions in the climate change agenda

The Paris Agreement is a legally binding international treaty adopted by 196 Parties in 2015 whose goal is to limit global warming by the end of the century to well below 2 °C and preferably 1.5 °C, 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 by 2020 their NDCs, 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).

Chapter 2: Benchmark indicator selection

The Framework for Action suggested that benchmarks could be “set for each target”. However, a parsimonious set of indicators is preferable, as long as they collectively meet a range of criteria.

- The example of the EU, which set seven benchmark indicators for both 2020 and 2030, shows that a limited set is recommended for a cross-national initiative to maintain focus. Additional regional and national processes can complement the global process.
- Data on selected indicators 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.
- What the international community is trying to achieve in a policy area needs to be explicit. A number of SDG 4 targets are not sufficiently clear about the ultimate indicator level that could guide the selection of benchmark values.

For instance, SDG Target 4.3 does not clearly specify what percentage of young people should ultimately enrol in or graduate from technical, vocational and tertiary education.

- It is important that all countries, even those most advanced, are motivated by at least some benchmark indicators to make progress, in order to ensure that they buy into the process, which ultimately becomes a process of universal relevance.

Following the sixth meeting of the TCG (Box 4) in August 2019, members voted on a proposal regarding a set of SDG 4 indicators suitable for benchmarking. There was agreement on six indicators, while a decision on the definition of a seventh indicator focusing on equity was postponed and was eventually taken in 2021. This publication describes all seven indicators but reports national benchmark values only for six indicators. Many of the indicators are disaggregated, mostly by education level, which means countries need to select 20 benchmark values each for 2025 and 2030 (Table 1).

Table 1. SDG4 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 (i) primary (ii) lower secondary and (iii) upper secondary school age
	Global indicator 4.1.2 Completion rate	3 (i) primary (ii) lower secondary and (iii) upper secondary education
	Global indicator 4.1.1 Minimum learning proficiency	6 (i) early grades (ii) end of primary and (iii) end of lower secondary, in (a) reading and (b) mathematics
Equity	Global indicator 4.5.1 Gender gap in upper secondary completion	1
Quality	Global indicator 4.c.1 Trained teachers	4 (i) pre-primary (ii) primary (iii) lower secondary and (iv) upper secondary education
Financing	Global indicator 1.a.2 and Education 2030 benchmarks	2 (i) as share of total public expenditure and (ii) as share of GDP
		20

Box 4: Technical Cooperation Group on the indicators for SDG 4

The Technical Cooperation Group on SDG 4 Indicators was created in May 2016 as a successor to the Technical Advisory Group on post-2015 education indicators, which had been established by UNESCO in April 2014. Its objectives, as outlined in its terms of reference, are:

- SDG 4 global and thematic indicator framework development: Recommend and decide on priority improvements; propose, develop and endorse indicator methodological norms, standards, tools and guidelines; identify needs and propose ways to develop country capacity; coordinate global efforts to improve data availability and quality; and collaborate with agencies and countries.
- Other indicator development: Define and approve methods for other pressing policies and management challenges identified by member states not included in the SDG 4 framework.
- Quality assurance: Assure data quality and timeliness, and compliance with TCG decisions.
- Support to global and regional entities: Work with the Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs) and relevant regional organizations on the implementation of the global and thematic monitoring framework and coordinate the harmonization of regional monitoring frameworks, assuring the coherence of these processes.
- Inform SDG–Education 2030 Steering Committee on indicator framework implementation.

Since 2019, its mode of working has been based on five working groups focused on data sources: administrative data and education management information systems; household survey data; learning assessment data / Global Alliance to Monitor Learning (with indicator-specific task forces); teachers and personnel data; expenditure data. Additional groups on specific issues (e.g. refugees, conflict-affected countries) may be set up with the agreement of the TCG to address specific priorities. The working groups, which are chaired by TCG members, meet at least twice a year and report on progress to the TCG.

The TCG, for which UIS serves as secretariat, is composed of 38 members with four major constituencies: UNESCO (4 members of which 3 voting); UNESCO member states (28); multilateral organizations (3); and civil society organizations (2), while the Co-chair of the SDG-Education 2030 Steering Committee (1) also votes. It also includes observers, notably from UN regional commissions, regional agencies, non-government organizations and other organizations able to provide expert technical advice and support.

The seven indicators cover five thematic areas. In 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 globally from 65% in 2002 to 75% in 2020 or by 0.6 percentage points on average per year but as high as 3.3 percentage points in sub-Saharan Africa (Figure 1).

Three indicators cover basic education. 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 (or at a rate of 0.8 percentage points on average per year), but it 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 (or at 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 (or at a rate of 0.6 percentage points on average per year). Above-

Figure 1. Participation rate in organized learning (one year before the official primary entry age), by region, 2000–20

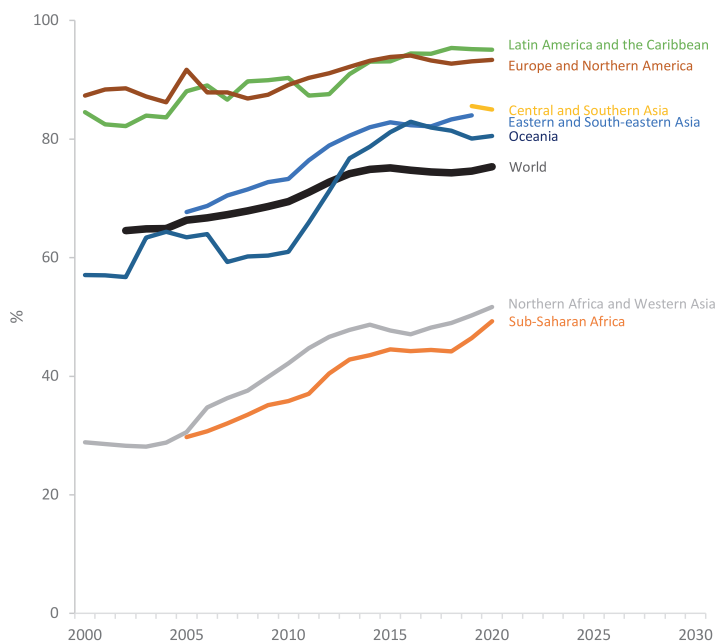
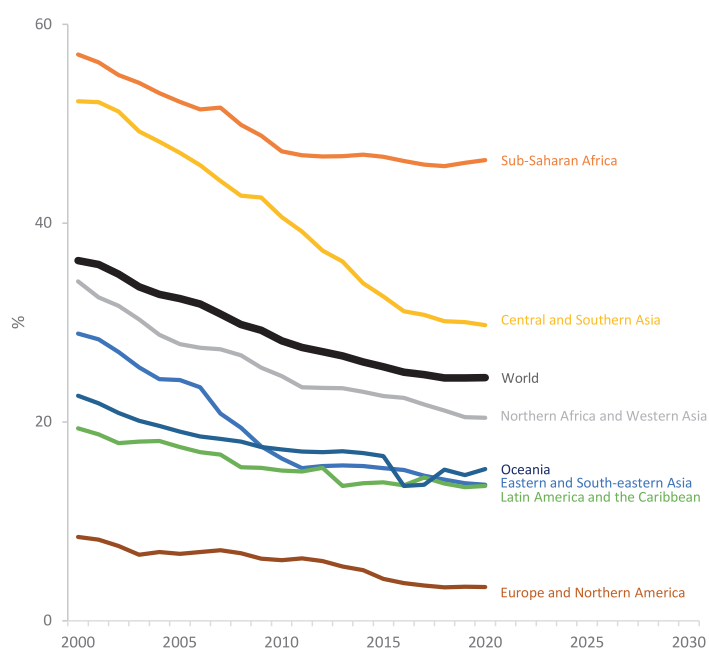


Figure 2. Out-of-school rate, youth of upper secondary school age, by region, 2000–20



average rates of progress were achieved in Central and Southern Asia (1.1 percentage points per year) and in Eastern and South-eastern Asia (0.8 percentage points per year) (Figure 2).

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 (or at 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 (or at a rate of 0.8 percentage points on average per year). Above-average rates of progress were achieved in Central and Southern Asia (1.4 percentage points per year) and in Northern Africa and Western Asia (1.3 percentage points per year) (Figure 3). Finally, the upper secondary completion rate increased from 36% in 2000 to 54% in 2020 (or at a rate of 0.9 percentage points on average per year).

The third 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). 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. Long-term trends over a period between 8 and 24 years show considerable variation, with some countries improving at rates more than three times as fast (e.g. 1.7–1.9 percentage points per year) and others declining (Figure 4).

While the 2030 Agenda places equity at the centre, it is not straightforward to select one benchmark indicator given the multiple characteristics that are associated with inequality in education and the variety of education indicators that can be

disaggregated by any characteristic. Even the standard inequality measure, which serves as the global indicator for SDG Target 4.5.1, namely the parity index, is seen by some as not sufficiently transparent to serve as a benchmark indicator. A special session of the TCG in June 2021 was dedicated to the selection of a benchmark indicator on equity. The gender gap, i.e. the difference between females and males, in the upper secondary completion rate was selected. 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. There is large regional variation, with females 3.9 percentage points behind males in sub-Saharan Africa and males 11.5 percentage points behind females in Eastern and South-eastern Asia in 2020 (Figure 5).

The sixth benchmark indicator, which aims to capture the commitment to quality, is the percentage of trained teachers (global indicator 4.c.1). It is estimated at four levels of education. In sub-Saharan Africa, which has the lowest rates, there are no distinct patterns in how the region is moving towards ensuring that all teachers are trained (Figure 6).

Finally, a pair of finance indicators are the only ones to have their benchmark values set in 2015 in the Education 2030 Framework for Action (§105), even if ambiguously expressed:

- 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 formulation of these benchmarks was inconsistent. On one hand, it refers to ranges (“4% to 6%”) but at the same time it suggests the lower limit of the range as a minimum requirement (“at least 4%”). Even if this inconsistency is ignored, the

Figure 3. Lower secondary completion rate, by region, 2000–20

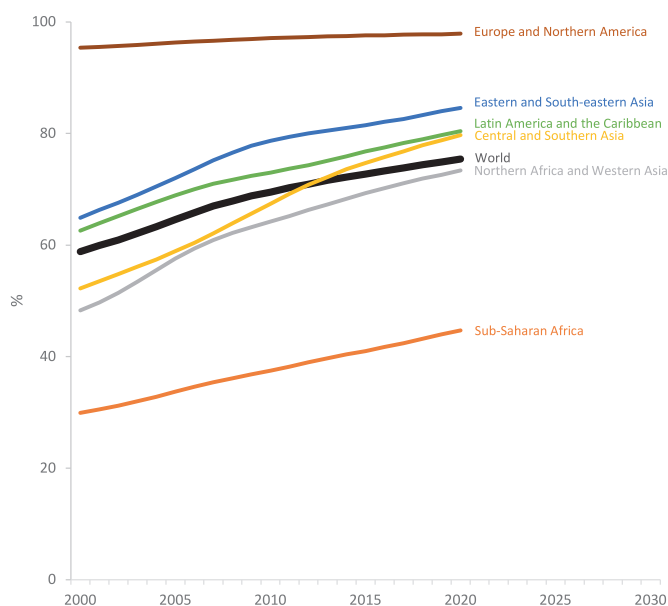


Figure 4. Percentage of Grade 8 students who achieved the TIMSS low international benchmark in mathematics, selected countries, 1995–2019

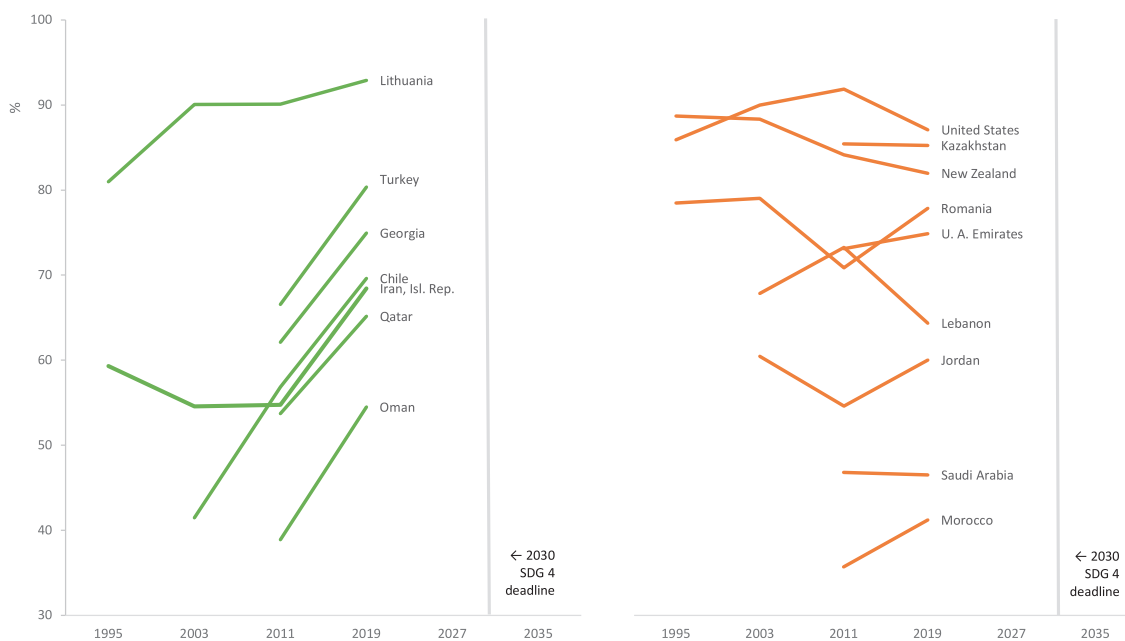


Figure 5. Upper secondary completion rate gender gap, by region, 2000–20

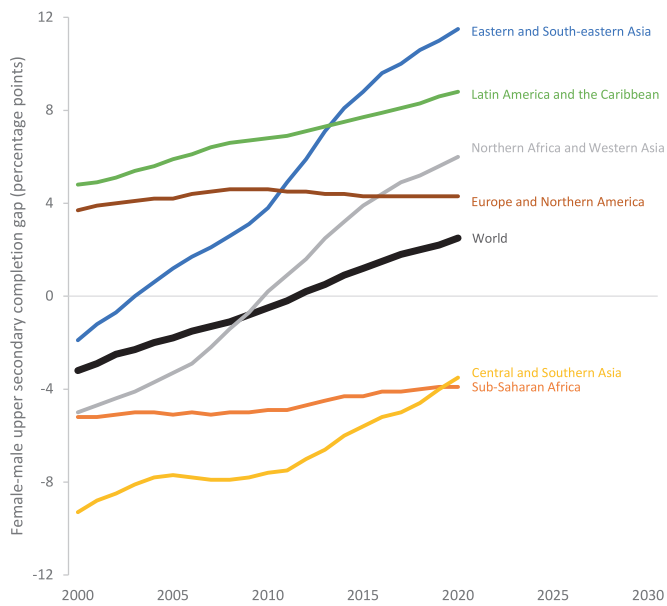
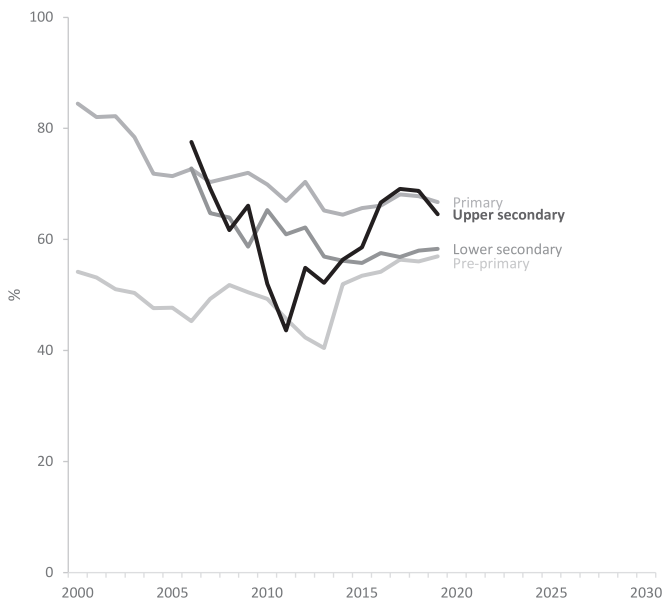


Figure 6. Percentage of trained teachers, sub-Saharan Africa, by level, 2000–20



benchmark is open to two different interpretations (“and/or”). Countries may meet one target while not meeting the other. Of the two options, the achievement of either of the two targets as a minimum condition is a more relevant requirement because it recognizes differing national contexts. For example, poorer countries tend to have low capacity for mobilizing domestic resources but

large child cohorts and therefore high needs to spend a larger share of their budget on education. Conversely, richer countries tend to raise more domestic resources but spend a lower share of the budget on education because the cohorts of school-age children are smaller. Nevertheless, one in three countries were spending below both benchmarks (Figure 7).

Figure 7. Education expenditure as a share of total public expenditure and as share of GDP, by country and region, 2019 or latest year



Several challenges remain for the benchmark indicators

While the seven indicators have been selected to meet the criteria of relevance for all countries and data availability, a number of challenges still need to be overcome, some of which affect several indicators, while others are indicator specific. These challenges require intensive and consistent communication efforts to ensure that there is common understanding of indicator definitions and data sources.

These challenges particularly apply to indicators introduced since 2015. The minimum proficiency level in reading and mathematics was adopted as an indicator first in November 2015 in the Education 2030 Framework for Action and then by the UN General Assembly in July 2017, but the technical challenges in establishing a global proficiency scale in recent years and the considerable data gaps mean that many countries are still coming to terms with the development of a baseline that is consistent with the indicator's definition. A major mobilization will be needed to support countries to fill the data gap and ensure that learning outcomes are measured at least twice by 2030 in at least two of the three education levels addressed by the indicator for the two subjects.

The completion rate, adopted as a global indicator by the UN Statistical Commission in March 2020 and therefore the most recent of the SDG 4 monitoring indicators, is challenged by difficulties in both sourcing and analysing the data. Reported values have so far been point estimates calculated from household survey and census data. However, point estimates are not suitable for benchmark monitoring because, for most countries, they are not available on an annual basis. Moreover, linking point estimates produces inconsistent trends because surveys have sampling and non-sampling errors. The indicator therefore needs to be modelled. Results reported in Figure 3 are indeed based on an estimation model. As with health

indicators, which have been modelled since the 2000s for essentially the same reasons, a communication campaign is needed to familiarize countries with the necessity and advantages of the approach. This statistical challenge also affects the indicator on gender gap in secondary completion.

However, the need for modelled estimates of global progress is also high in the case of the out-of-school rate. A process to develop an out-of-school rate model is expected to be completed in 2022 in order to make the most effective and efficient use of administrative and survey data and to correct for data weaknesses and gaps.

The percentage of trained teachers, while an important indicator for ensuring the international community does not lose sight of quality of education, has weak comparability as standards vary significantly by country, and progress should be interpreted with caution. This is also an indicator that is less relevant for richer countries, which tend not to report on it, as it is considered obligatory for every hired teacher to meet the minimum qualifications.

In the case of the finance indicators, as mentioned above, it is recommended that interpretations of progress should focus on ensuring that at least one of the two benchmarks is achieved. An additional and unresolved issue is that, unlike the other benchmark indicators, it is not clear by when countries should aim to meet the benchmark value, considering that sufficient financing is a precondition for ensuring that the other benchmarks are achieved.

Regional organizations were encouraged to lead benchmark setting

As mentioned above, the selected indicators capture issues relevant at global level. Other indicators will be of more interest at regional level: member states of regional organizations tend to share educational contexts, which reflect shared values, objectives and challenges, and they are more likely to be motivated to learn from their neighbours. Regional benchmarking can foster peer learning and mutual accountability, as the EU example indicates.

The benchmarking process at the global level was seen as an opportunity to engage regional organizations to strengthen their monitoring and target-setting processes. Apart from offering a more natural space for dialogue and analysis, regional processes can also broker stronger links between national and global levels.

There are a number of challenges in initiating such processes. In geographic terms, global coordination mechanisms do not articulate smoothly with regional coordination mechanisms and regional organization memberships (Annex D). Several countries in a region may not be members of regional organizations. While most regional organizations have education agendas, not all have clear monitoring indicator frameworks and even fewer have benchmarks or link those for common action. Also, given the differences in the timing of their development, the articulation, alignment and coherence of these regional education agendas with SDG 4 are often incomplete. Some organizations may not have incentives to introduce a benchmarking process. Finding the right balance between global coordination and regional leadership can also be difficult.

During the course of 2021, the following steps were taken by continent. In Africa, the dialogue was led by the African Union, based on a memorandum of understanding signed with the

UIS in 2019, as part of the effort to improve the articulation between SDG 4 and the Continental Education Strategy for Africa (CESA) 2016–25 and to put in place a joint monitoring and reporting mechanism. The consultation process led to a detailed mapping of SDG 4 and CESA indicators (UIS, 2021a)³ and an overview of progress relative to both frameworks (UIS, 2021b). In addition, six indicators were identified as candidates for regional benchmarking: percentage of schools with basic facilities (electricity, computers, internet, water, sanitation and hygiene) (global indicator 4.a.1); percentage of females in science, technology, engineering and mathematics programmes; labour force participation rate of technical and vocational education and training (TVET) graduates; research and development expenditure as share of GDP; youth not in education, employment and training (global indicator 8.6.1); and public expenditure on TVET. The choice of indicators highlights the complexities of going beyond a short set of indicators (Table 2).

In the Arab States, the dialogue was led by UNESCO Beirut and supported by the Arab Bureau of Education for the Gulf States and the Regional Center for Educational Planning, a UNESCO Category II centre. Consultation with individual countries, especially those that are not members of the African Union, generated strong engagement with the national benchmark submission process. However, regional organizations, such as the Arab League Education, Culture and Scientific Organization (ALECSO), did not embark on a process of selecting regional benchmark indicators.

In Asia and the Pacific, the UIS with the support of UNESCO Bangkok initiated a dialogue with the South Asian Association for Regional Cooperation (SAARC), SEAMEO and the PIF. Although these organizations have distinct agendas, they agreed on the addition of two regional benchmark indicators: the youth and adult education

³ UIS Regional Reports on the Arab States, Asia and the Pacific, Latin America and the Caribbean, and Europe and Northern America explore the alignment between regional frameworks and SDG4. <https://tcg.uis.unesco.org/regional-frameworks-for-sdg4/>

participation rate (global indicator 4.3.1) and the tertiary education gross enrolment ratio (thematic indicator 4.3.2) (UIS, 2021c).

In Latin America and the Caribbean, consultation proceeded in two parallel strands. At the subregional level, there was close dialogue with two organizations. The CARICOM Human Resources Development Strategy envisages the iterative development of targets in three phases – 2021, 2025 and 2030 – which overlap considerably with the SDG 4 global benchmark indicators. The CECC of the Central American Integration System has a framework for action, although this did not lead to the adoption of regional benchmarks. At the individual country level, UNESCO Santiago supported the national benchmark submission process.

In Europe, coordination between the UIS, the GEM Report and the European Commission led to an agreement that three of the seven European Education Area benchmark indicators for 2030 closely, though not fully, coincide with the SDG 4 benchmark indicators: early childhood education participation rate (although starting at age 3, resulting in a larger age group than just children aged one year before entry to primary education); completion rate (although only at the upper secondary education level, equivalent to the early school leaving rate); and minimum proficiency level (although only at the end of lower secondary education). The other four EU indicators (adult education participation rate, percentage of 25- to 34-year-olds with tertiary education qualifications, percentage of adolescents with computer and information literacy, and percentage of recent vocational education and training graduates benefitting from exposure to work-based learning) are considered regional benchmark indicators.

To summarize, the consultation process with regional organizations had a twin purpose: first, to familiarize member states of regional organizations with the selected global benchmark indicators and

prepare the ground for them to submit national benchmarks; and second, to assess the coherence of the global and regional education monitoring frameworks and invite regional organizations to consider selecting regional, in addition to global, benchmark indicators. There is already a history of regional benchmark setting in the Caribbean and Europe from which other organizations could learn. Progress was made in Africa and in Asia and the Pacific, although constraints remain. The process in Africa follows good practice in that it is led by a regional organization; however, the ambition of the selected indicators may undermine the effort. The process in Asia and the Pacific follows good practice in the sense that the two indicators selected are feasible to measure; however, as responsibility is distributed between different regional organizations, close attention will need to be paid to ensure that the focus is not lost.

Overall, there is considerable potential from a complementary approach to global benchmark indicators at the regional level. There remain two alternatives. The first is to follow the same process as at the global level and select country-specific benchmarks for these additional regional indicators. The second is to follow the EU approach, which involves selecting a collective benchmark to be achieved in the region and to which each country will make an unspecified contribution. The choice depends on the characteristics of a regional organization's member states. Regional organizations that are heterogeneous, with members whose educational development levels vary considerably, may opt for the first approach; those that are homogeneous may opt for the second approach. Regional organizations need to decide whether they wish to engage with the concept of benchmarking and whether they consider it essential for their efforts to improve education among their member states.

Table 2. Global and regional benchmark indicators with reference to the SDG 4 targets and monitoring framework

Target	SDG 4 benchmark indicators		Regional benchmark indicators		
	Global indicators	Thematic indicators	African Union	Asia/Pacific (SAARC, SEAMEO, PIF)	European Union
4.1 Basic education	2	5			
Of which, benchmark:	Minimum proficiency level Completion rate	Out-of-school rate			
4.2 Early childhood	2	3			
Of which, benchmark:	Participation rate				
4.3 TVET/Higher/Adult education	1	2		Youth/Adult education participation Tertiary enrolment TVET participation rate	Adult education participation 25- to 34-year-olds with tertiary qualifications Computer and information literacy
4.4 Skills for work	1	2			
4.5 Equity	1	4			
Of which, benchmark:	Gender gap in completion				
4.6 Adult literacy	1	2			
4.7 Sustainable development	1	4			
4.a Learning environment	1	2			
4.b Scholarships	1	1			
4.c Teachers	1	6			
Of which, benchmark:	Trained teachers				
Total	12	31			43
Finance	1	1			
Of which, benchmark:	Public education expenditure (% GDP)	Public education expenditure (% total public expenditure)		R&D spending; TVET spending Youth not in education, employment, training Students in STEM by level of education TVET graduates in labour force	Tertiary education students in STEM
Other					TVET on-the-job learning

Chapter 3: Benchmark setting processes

With the benchmark indicators selected, the next step in the process was the development of a simple, transparent and fair methodology for benchmark value setting. The key principle was that values had to be, first of all, selected from national education sector strategies and plans. If such plans did not have targets, resources were provided to support benchmark setting.

Countries were asked to fill in a simple benchmark template

In August 2021, UNESCO invited countries to submit national benchmark values by 1 October 2021 for six of the seven indicators for 2025 and 2030 (i.e. all except the equity indicator). The invitation was accompanied with a template (Table 3) and the following instruction to countries:

National benchmarks should be aligned with your national policies and strategies and the targets they contain. Member States are expected to contribute targets they already have. However, there is a chance that your country may not have targets for these indicators and years. ... For this reason, the UNESCO Institute for Statistics has estimated "national feasible benchmark" values for 2025 and 2030 based on a model that reflects your country's latest data and past rate of progress. ... These are provided to assist you and you may wish to use them as points of reference, as you hold discussions and consultations with relevant national stakeholders to set benchmark levels.

Countries were asked to report the target values of their national plans for any year after 2020 if they did not have targets specifically for 2025 and 2030. However, countries may have lacked such target values. For instance, global benchmark indicators may not have been included in the national sector plan, the plan may not have had specific targets, or the country may not even have had a sector plan. In order to facilitate the

benchmarking-setting process, the template was pre-filled for each country with specific information for each indicator:

- Most recent value for each indicator (columns 1 and 2);
- Regional average at baseline (column 3), i.e. average of regional values in 2015 (± 2 years) to serve as reference;
- National minimum benchmark (column 4 for 2025 and 7 for 2030), i.e. the value that the country would achieve if it progressed at the historical 50th percentile growth rate ("business as usual" or what would be expected to happen if the 2030 Agenda had no impact on country responses), conditional on the initial level (except for expenditure indicators);
- National feasible benchmark (column 5 for 2025 and 8 for 2030), i.e. the value that the country would achieve if it progressed at the historical 75th percentile growth rate (i.e. the top 25% fastest improving countries, suggested as a realistic response to the 2030 Agenda), conditional on the initial level (except for expenditure indicators).⁴

Countries in turn had to fill in the following information:

- National benchmark values for 2025 and 2030 (columns 6 and 9);
- Comments and links to the national plans, strategies or policies, if any, that were used as a basis to propose these benchmark values (columns 12 and 13).

As part of the package that invited countries to submit national benchmark values, answers to potential questions were included (Box 5).

⁴ Columns 10 and 11 calculated the "minimum regional benchmark", i.e. the average value of national feasible benchmarks for the bottom third of countries in the region, weighted by the school-age population. This was calculated for reference as a potential benchmark that regions could adopt but that has not yet been taken up.

Table 3. Template sent to countries for benchmark setting

	1	2	3	4	5	6	7	8	9	10	11	12	13
Indicator	Latest year	Latest value	Regional average at baseline	2025 national minimum benchmark	2025 national feasible benchmark	2025 national benchmark (to be set)	2030 national minimum benchmark	2030 national feasible benchmark	2030 national benchmark (to be set)	2025 minimum regional benchmark	2030 minimum regional benchmark	Comments	Name of and link to national plans, strategies, or policies
Public education expenditure													
- as share of total public expenditure									
- as share of GDP									
Students achieving minimum proficiency level													
- Grade 2 or 3 in mathematics									
- Grade 2 or 3 in reading									
- end of primary in mathematics									
- end of primary in reading									
- end of lower secondary in mathematics									
- end of lower secondary in reading									
Completion rate													
- primary									
- lower secondary									
- upper secondary									
Out-of-school rate													
- primary									
- lower secondary									
- upper secondary									
Participation rate in organized learning (one year before the official primary entry age)									
Teachers with minimum required qualifications													
- pre-primary									
- primary									
- lower secondary									
- upper secondary									

Box 5: Selected responses to countries to anticipated questions on benchmark setting

As part of the package that invited countries to submit national benchmark values, answers to potential questions were included, a subset of which is listed below.

Are benchmarks fair? Are countries far from and close to the goal treated the same way?

The benchmarks are set by countries therefore it is up to countries to set a level that represents a fair contribution to the common global goal and targets. When countries have not set benchmarks, the indicative benchmarks proposed for countries' consideration are 'fair' in the sense they take the different starting points of each country into account, but they assume that countries will improve faster than before, given their starting point.

COVID-19 is expected to negatively affect education indicators. What happens in that case?

For many countries, COVID-19 is expected to slow down or even reverse their educational progress. This factor cannot yet be incorporated in the indicative benchmarks proposed. But the benchmark values are being set for 2025 and 2030, in other words they are medium- to long-term targets. By that time, countries should have recovered from the consequences of the pandemic and gone back to their original trajectory. If the consequences of COVID-19 prove more severe, benchmarks may be adjusted in 2022.

Reported latest data seem inconsistent and indicative benchmark values are questionable. What happens in that case?

Despite a range of quality assurance checks, there are cases where some data series fluctuate and no clear trend emerges. A task force of the Technical Cooperation Group on SDG 4 indicators will examine country queries to improve on the data and benchmarks. Ultimately, benchmarks need to align with national planning: the benchmark setting process will empower and not substitute national planning processes.

My country has no data. What happens in that case?

One of the key objectives of the benchmark setting process is to highlight remaining data gaps in key indicators and mobilize national and international partners to collaborate to ensure that there are data points for all countries for these seven indicators. Plans on filling these gaps will be developed once the benchmarking process has been completed and will be a key action point of the global education coordination architecture.

The benchmarks suggest that the world will not meet SDG 4 target levels. Are benchmarks lowering the level of ambition?

It is true that once all countries have set their benchmarks, aggregating them will not amount to the level of ambition expected in the 2030 Agenda. However, this by no means dilutes the agenda. On the contrary, the benchmark setting process is intended to strengthen country commitment to the agenda and the links between national, regional and global education agendas.

Support was provided to national benchmark setting

For countries that did not have benchmarks for some/any indicators, indicative values were proposed to countries as a basis for discussion. These benchmarks were based on two rates of progress using a simple model that estimated the indicator's level in 2025 and 2030 if, from their baseline or latest value, countries' indicator levels had progressed:

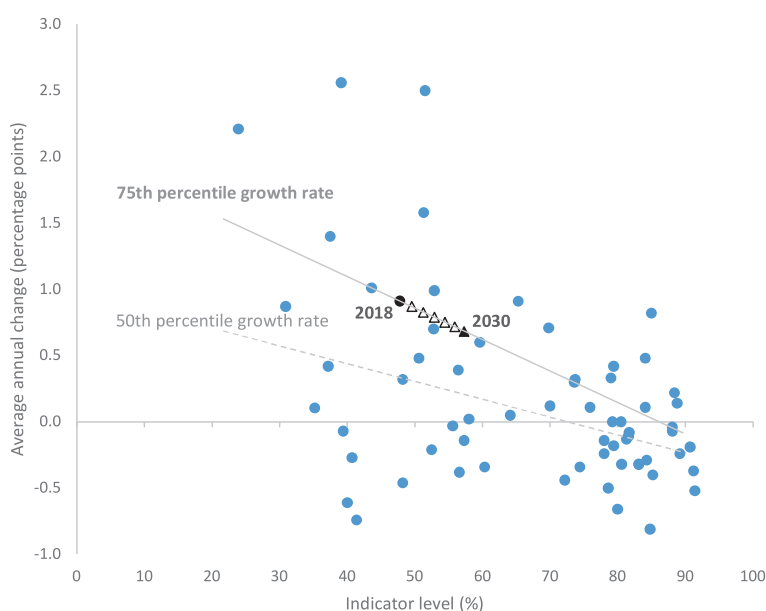
- at a rate equivalent to the median rate observed historically between 2000 and 2018 given the country's starting point (national minimum benchmark)
- at a rate equivalent to the 75th percentile rate observed historically between 2000 and 2018 given the country's starting point (national feasible benchmark)

For each indicator and for each country, indicative benchmarks for 2025 and 2030 were defined using data on historical trends in two steps. The first step was to define the 50th and 75th

percentile rates of progress for a given level of the indicator. Historical data on countries' average levels of an indicator and on countries' average rates of progress between 2000 and 2018 were used to define the 50th and 75th percentile rates of progress. For most indicators, progress rates were generally lower for countries that had already higher levels of the indicator compared to countries with lower levels of the indicator, while for other indicators progress is independent of the indicator's current level. For those indicators which demonstrated lower progress for higher levels of the indicator, the 50th and 75th percentiles of rates of progress for a given level of the indicator were estimated using quantile regressions. For the other indicator, the 50th and 75th percentile rates of progress were estimated from the distribution of rates of progress irrespective of the level of the indicator.

The second step was to use the 50th and 75th percentile rates of progress for a given level of the indicator calculated in Step 1 to project the national minimum benchmark and the national

Figure 8. Example of indicator level, change and projections used for indicative benchmarks



feasible benchmark, respectively. For both benchmarks, this was achieved through two sub-steps repeated recursively for each year from the latest value of the indicator for a country to 2030. For the national feasible benchmark, the first sub-step was to compute the 50th percentile rate of progress given the latest indicator value (e.g. for 2018), and the second sub-step was to project the subsequent year's value (e.g.: for 2019) based on this rate of progress. The same two sub-steps were repeated using the last projected value (e.g.: for 2019) to project the next, all the way up to 2030. The national feasible benchmark was defined in the same way using the 75th percentile rate of progress for a given level of the indicator rather than the 50th percentile rate of progress (Figure 8).

For countries with no data points, an imputation method was used to estimate a 2015 baseline value from which projections were generated. The imputation method involved estimating the relationship between countries' GDP per capita and indicator level. The relationship was modelled using a linear regression with the level of the indicator converted to logits as the dependent variable and log GDP per capita as the independent variable, which appeared to provide the best fit for the data.

Chapter 4: Key findings from submitted benchmarks

By 31 December 2021, as a result of this global mobilization (Figure 9):

- National benchmark values had been submitted by 45% of countries.
- Another 13% of countries are EU and CARICOM member states that did not directly submit national benchmarks but are bound by the benchmarks agreed through their respective regional processes.
- In addition, 8% countries have initiated the submission process. Among them are some federal countries, such as Canada and Germany, which require more time to consult with provinces and states.

Despite strong efforts to communicate the national SDG 4 benchmarking process to countries and to consult with them, there were cases where engagement was limited. In order to encourage these countries to participate in the process in the near future but also to highlight that the process is not additional but relies on recording and reporting their existing commitments, a parallel effort was carried out by the UIS and the GEM Report to collect information from national education sector plans. A systematic listing of existing strategic and policy documents led to the following findings:

- National plans yielded at least some benchmark indicator targets for 17% of countries.
- 12% of countries had plans without targets.
- 6% of countries had no plans.

Three types of benchmark values are reported (Annex B):

- Benchmark values submitted by countries;
- Regional benchmark values of EU and

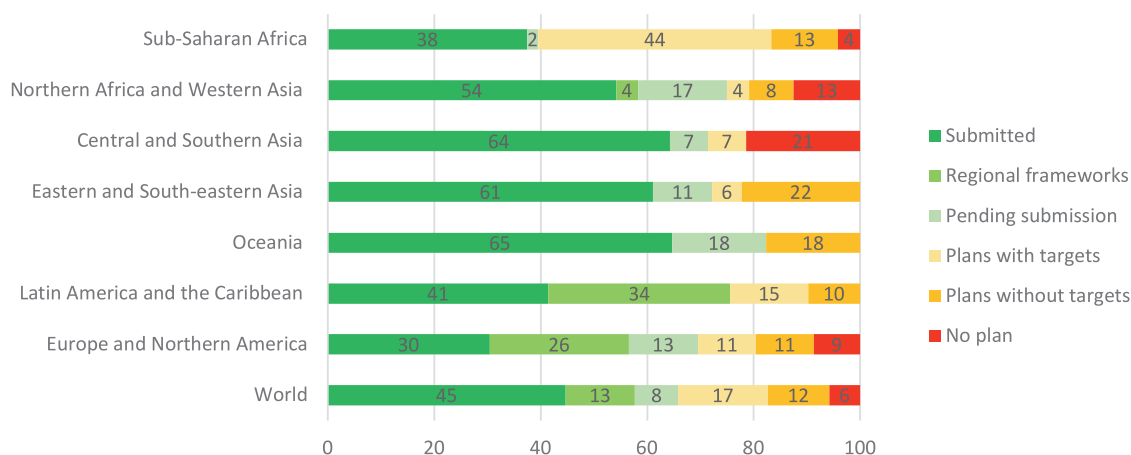
CARICOM member states;

- Target values, which have not been formally submitted as benchmarks but have been extracted from national education sector plans.

Altogether, benchmark coverage varies somewhat by indicator (Figure 10a). The benchmark indicator with the lowest coverage is the out-of-school rate for adolescents of lower secondary school age (28%), while the benchmark indicator with the highest coverage is the participation rate in organized learning among children aged one year before the official primary entry age (65%). As explained earlier, all countries are assumed to have the 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 19 benchmark values. On average, 10 of the 19 benchmark values are available, ranging from 7 in Europe and Northern America to 12 in Latin America and the Caribbean.

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 17 benchmark values, i.e. excluding the public expenditure indicators) for which benchmarks have been set. Globally, 46% of benchmark values have been covered with the share ranging from 29% in Europe and Northern America to 60% in Oceania (Figure 10b).

Figure 9. Distribution of countries with respect to benchmark value submission as of 31 October 2021



Source: Annex A.

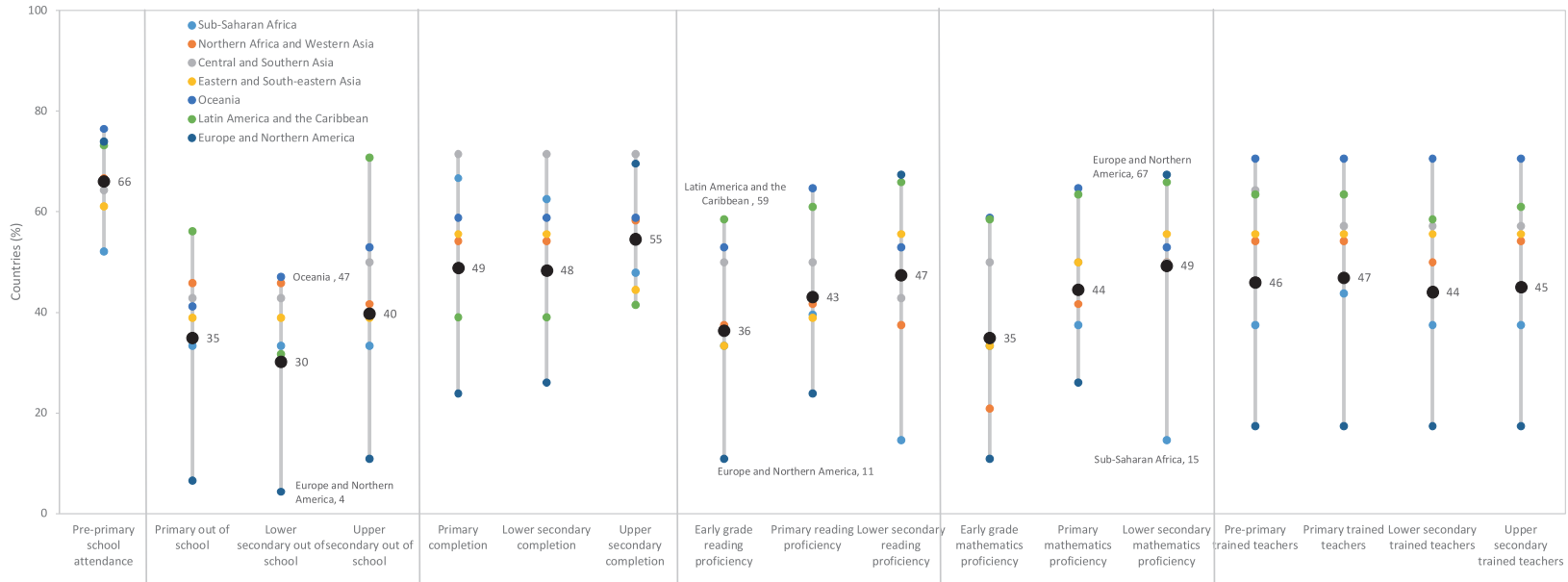
Benchmark values are reported in the Global Education Observatory

Baseline values and benchmark values for 2025 and 2030 for the six indicators are reported in Annex B, alongside averages showing where each region and the world will be if these commitments for 2025 and 2030 are achieved.

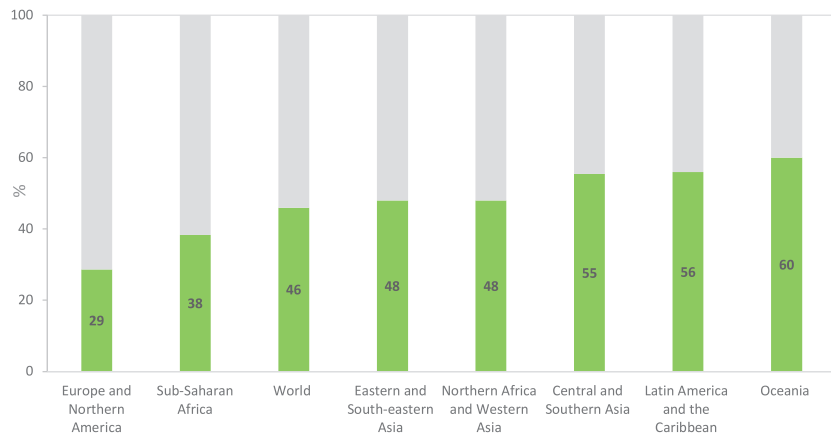
In addition, this information features on a new webpage, <https://geo.uis.unesco.org/sdg-benchmarks>, which forms part of at the Global Education Observatory, a new gateway to education data. For each indicator, it is possible to observe the baseline values (Figure 11a), while for every country and indicator, it is possible to observe the baseline values, the benchmark values for 2025 and 2030 (if submitted) and the regional averages, showing where the country is relative to its peers (Figure 11b).

Figure 10. Benchmark coverage

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



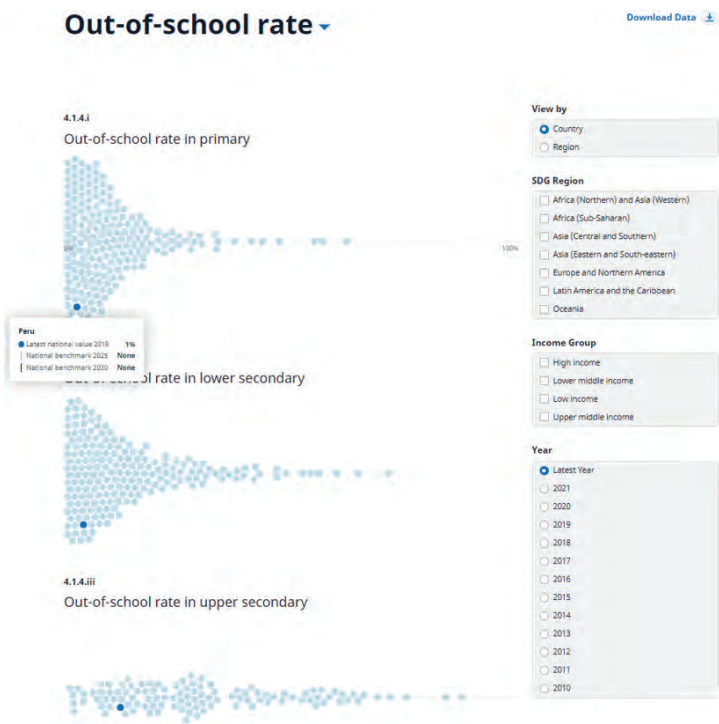
b. Percentage of potential benchmark values for 2025 and/or 2030 for all indicators, by region



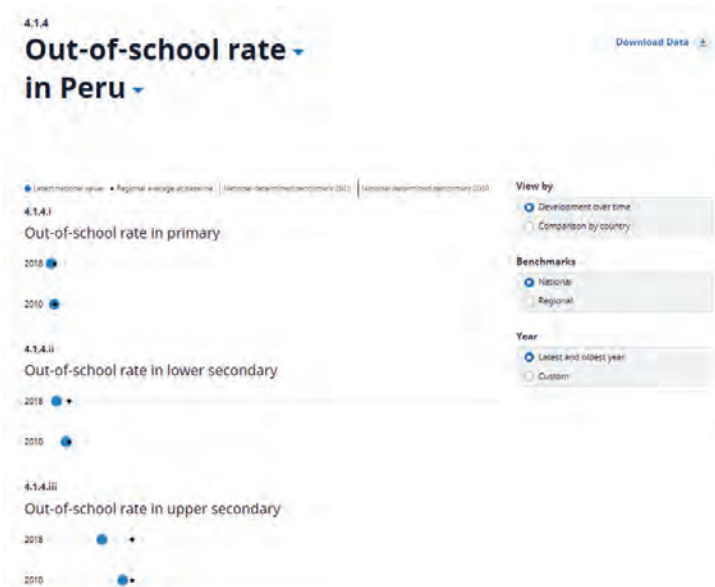
Note: The public expenditure indicators are excluded.

Figure 11. Global Education Observatory on national SDG 4 benchmarks

a. Baseline values by indicator



b. National baseline and benchmark values relative to regional averages, by indicator



Source: Global Education Observatory.

National benchmark values suggest the world will not achieve SDG 4

Aggregating the benchmark values either that countries have submitted or that have been extracted from their national plans provides the first full picture of whether the SDG 4 pledges are likely to be achieved. The main conclusion is that even if countries manage to 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 12).

On the other hand, as this summary shows, countries are committing to make considerable progress towards the 2030 targets – and in some cases above what would be achieved if countries 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.

Early childhood education attendance

The early childhood indicator is the only one of the six benchmark indicators where progress is slower between 2015 and 2025 than between 2025 and 2030. This result is driven by sub-Saharan Africa and, especially, Central and Southern Asia. Still, the participation rate in the countries whose benchmark values are being analysed will increase from 74.5% in 2015 to 88.6% in 2030 if these benchmarks are reached. This is faster than if countries improved at the rates of the fastest improving quarter of countries (Figure 13).

Out-of-school rate

If the benchmark values are reached, the out-of-school rate will fall between 2015 and 2030 from 8.2% to 3.1% among primary school-age children, from 14.7% to 5.7% among lower secondary school-age adolescents and from 31.7% to 18.2% among upper secondary school-age youth. This rate is faster at each one of the three levels than if countries improved at the rates of the fastest improving quarter of countries (Figure 14).

Completion rate

If the benchmark values are reached, the

completion rate will increase between 2015 and 2030 from 88.7% to 95.8% in primary education, from 75.4% to 89% in lower secondary education and from 51.3% to 72% in upper secondary education. This rate is slightly faster at each one of the three levels than if countries improved at the rates of the fastest improving quarter of countries (Figure 15).

Minimum proficiency level

(If the benchmark values are reached, the percentage of students who achieve minimum proficiency level in reading will increase between 2015 and 2030 from 59% to 86% in early primary grades, from 51% to 76% by the end of primary education and from 61% to 78% by the end of lower secondary education. In mathematics, the percentage of students who achieve minimum proficiency level will increase between 2015 and 2030 from 49% to 74% in early primary grades, from 53% to 76% by the end of primary education and from 44% to 66% by the end of lower secondary education.

Trained teachers

If benchmark values are reached, the percentage of trained teachers will increase between 2015 and 2030 from about 70–80% to over 90% in each level of education. The fastest growth is expected at the pre-primary education level, from 70% to 94%.

Public education expenditure

As the two public expenditure benchmarks differ from those for the other indicators, they 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, as argued above, these two benchmarks need to be examined jointly, as it is possible that some countries may be able to demonstrate high commitment to education in their budget but be constrained by their low rate of domestic resource mobilization to meet the benchmark on public education expenditure as share of GDP. Third, even among countries that submitted benchmarks, the majority have not

submitted specific values (or have committed to the global benchmarks), which is not surprising given the constraints in projecting public spending plans beyond a three-year horizon.

Figure 12. Global average baseline (2015) and benchmark values 2025/2030, by indicator

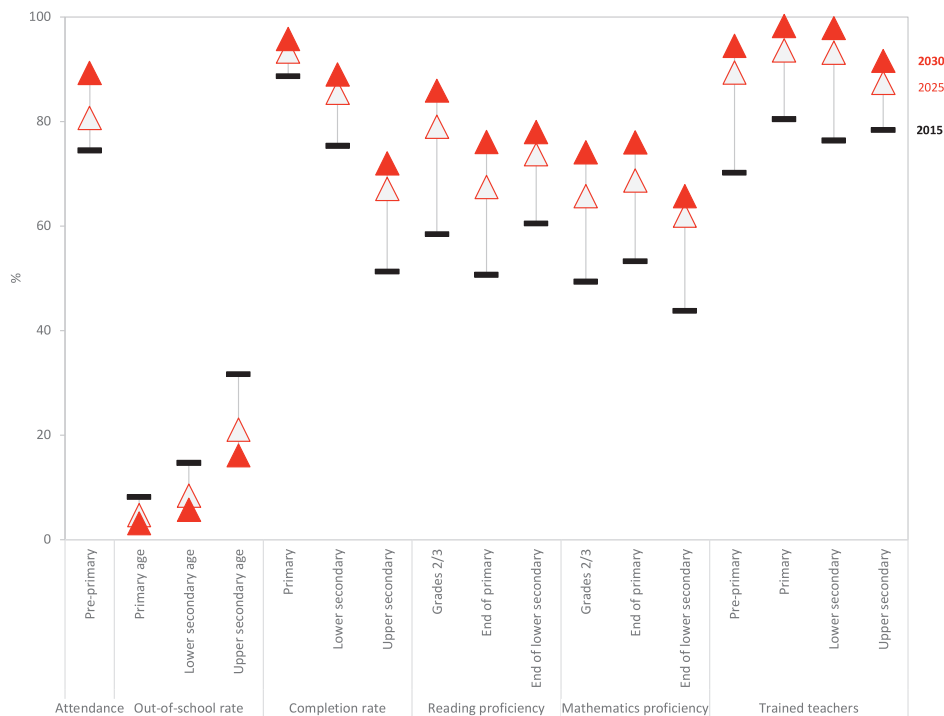


Figure 13. Participation rate in organized learning (one year before the official primary entry age), global and selected regional averages, actual and indicative benchmarks, 2030



Figure 14. Out-of-school rate, global and selected regional averages based on actual and indicative benchmarks, by age group, 2030

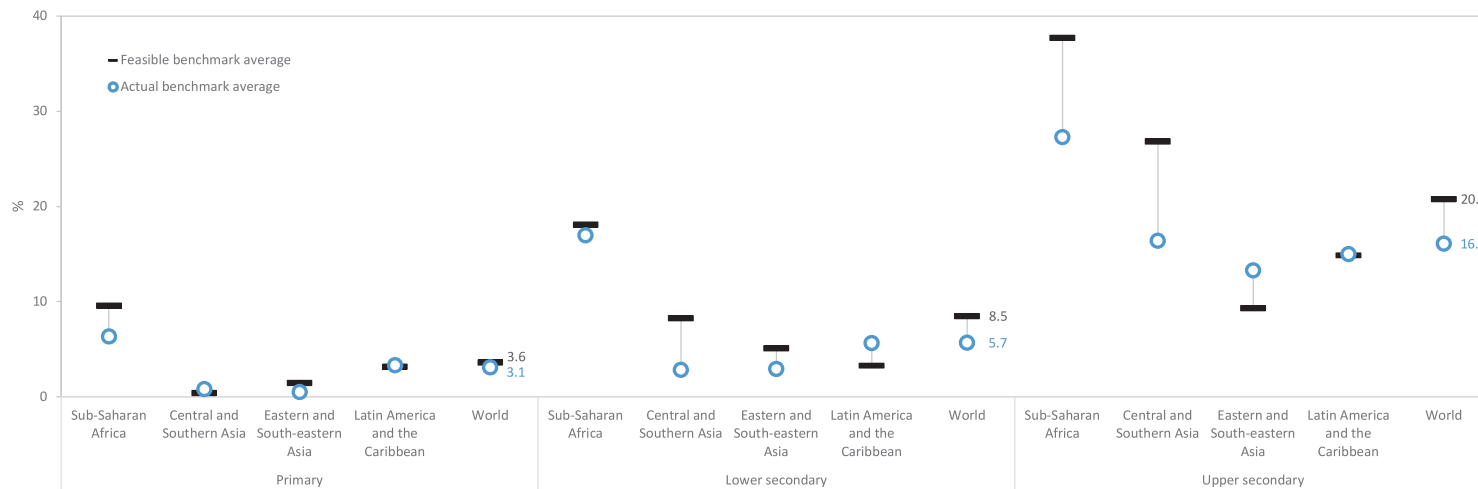


Figure 15. Completion rate, global and selected regional averages based on actual and indicative benchmarks, 2030

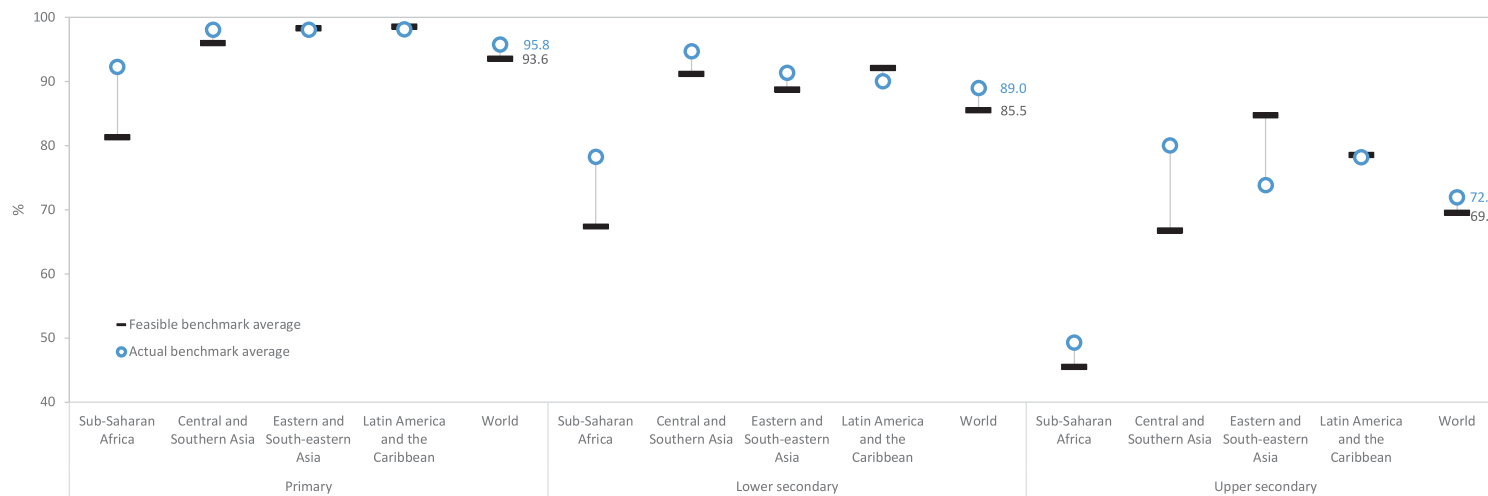


Figure 16. Data availability for selected benchmark indicators

■ Trend data
 ■ Level data, recent
 ■ Level data, old
 ■ No data



The benchmarking process has highlighted data gaps

As mentioned in the introduction, the benchmark setting and monitoring process offers a good basis to focus on remaining data gaps for these key SDG 4 indicators. The following data sources are being used for each benchmark indicator:

- Early childhood education participation rate: administrative data
- Out of school rate: administrative data
- Completion rate: household surveys
- Minimum proficiency level in reading and mathematics: learning assessments
- Trained teachers: administrative data
- Finance: administrative data

There are three cases of interest. First, these gaps may be genuine. Although all seven indicators are essential for any government's policy decisions, in some cases governments lack the relevant data. This is particularly the case with learning outcome indicators, as countries do not carry out learning assessments regularly or the assessments they carry out do not meet quality standards.

Second, these gaps may be resolvable through improved analysis. National definitions may depart from the global definition. As they are not based on the global indicators' metadata, they are not comparable with others.

Third, these gaps may be resolvable through improved communication. National data exist and can be based on the global indicators' metadata but insufficient resources for collaboration have prevented the use of the relevant sources.

These latter two reasons mean that the global perspective is likely to differ from the national perspective but also that part of the data gap may be more apparent than real – and could be reduced with focused efforts. For instance, in 2021, the UIS focused on extracting more – and more recent – information on public expenditure from publicly available documents, which significantly increased data availability.

As part of the feasible benchmark estimation process, data availability was assessed with a recency and periodicity criterion that varied by data source (e.g. administrative data available in the last four years, household survey data available in the last five years). It is possible to distinguish four distinct cases (Annex C):

- Red: The country does not have any data in the last 8 to 10 years.
- Orange: The country has at least one data point in the last 8 to 10 years.
- Yellow: The country has at least one data point in the last 4 to 5 years.
- Green: 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.

The review shows that the largest gaps are found in learning assessment data (Figure 16). For instance, one in two countries do not have data on reading skills at the end of lower secondary education; the only way forward is to increase data collection, based on the Learning Data Compact's commitment to at least two surveys for two subjects and at two education levels for each country by 2030 (UNESCO et al., 2021). Survey-based indicators are those with the next lowest level of data availability, which requires stronger collaboration with countries based on the development of a survey inventory and workshops to develop capacity for indicator estimation.

Chapter 5: Next steps

Working closely with countries on defining their ambitions and setting their own targets will go a long way to build momentum towards achieving SDG 4; it will also increase countries' sense of ownership over the importance of achieving the goal while also giving us a far more realistic assessment of where we will be in 2030.

This baseline report, which has analysed the results of the national SDG 4 benchmarking process up to this point, kickstarts the next phase in 2022. Important milestones will be the review of SDG 4 at the High-level Political Forum in July and the UN Secretary-General's Transforming Education Summit in September. The aim is that all countries will have submitted their benchmark values by the end of May 2022 so that these commitments can form a core part of the SDG 4 review. The following next steps are envisaged.

Benchmark submission and revision

In February 2022, the invitation to all countries to take part in the SDG 4 process will be re-issued with the following aims:

- Invite countries that have not yet submitted their benchmarks to do so. As seen above, 45% of countries had done so by the end of 2021. Another 13% in the Caribbean and Europe are covered by their regional benchmarks; however, many of these countries' regional benchmarks may not serve the purpose as countries may already exceed these benchmarks.
- Invite all countries to submit their target value for the seventh benchmark indicator. The gender gap in upper secondary education completion (see Figure 5) was not included in

the original invitation as the definition of the indicator was pending.

- Invite all countries that submitted their benchmarks in 2021 to review their submissions. This will be on a voluntary basis to give countries the opportunity if they so wish to adapt their original benchmarks in case of errors but also in light of the impact of COVID-19 on their education systems.

Benchmark values will be updated every three years with an invitation envisaged to be issued again in 2025 and in 2028 requesting countries to revise 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, which include the benchmark indicators.

Capacity development on benchmark indicators

One of the strengths of setting benchmarks is that it demands the education monitoring community at national and international level to be more specific. But, as this report has mentioned, this process has also revealed that the understanding SDG 4 indicators among international organizations and governments does not always coincide. Three types of concerns arise:

- Countries may not be able to estimate because they are not yet familiar with the methodology and the formulas involved for calculating the indicator.
- In a few cases, the appropriate data sources to estimate some indicators need to be better understood.

- Finally, in special cases, some indicators may be best estimated at international level but then need to be explained and receive country feedback for any changes required so that they can be endorsed. There are precedents of such processes with indicators in other sectors, such as health.

Overall, as part of its regional dialogue and workshops in 2022, the UIS will allocate more resources in the coming months to discuss definitions, metadata, data sources and estimation methodologies for the SDG 4 benchmark indicators to help develop country capacity.

Data collection efforts

As discussed in section 4.3, many of the data gaps can be resolved through capacity development processes at the national or regional level, such as those described above. However, in the special case of learning outcome indicators, there is a clear need to plan the way forward. By the end of 2022, there needs to be intensive mobilization to promote the objectives of the Learning Data Compact, proposed in 2021. This will require coordinated efforts at three levels:

- Countries will need to finalize their plan to implement learning assessments by 2025 and by 2030, while those with few technical and financial means will express requests for support.
- UNESCO, UNICEF and the World Bank will need to operationalize their 2x2x2 proposal, which means that: (i) learning will be assessed in every country in at least two subjects; (ii) in at least two grades (of the three described); and (iii) at least twice by 2030.
- Potential funders will need to make concrete proposals for how they will contribute to this need in a coordinated way.

The UIS maintains the list of countries for which there are no current plans to carry out learning assessments to monitor the relevant benchmark indicators – and has criteria that assessments must fulfil to be of sufficient quality.

Coordination at regional level

Benchmark setting is only a technical first step. 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 global level. But 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.

As this report explained, some regions have used the SDG 4 national benchmarking process as an opportunity to review their education monitoring frameworks and have added a small number of benchmark indicators of regional interest. The UIS and the GEM Report will be supporting regional coordination processes led by UNESCO regional bureaux and regional organizations in need of support for the furthering of their education agendas and their alignment with SDG 4.

Benchmark reporting

Reporting on progress towards benchmarks will become an important part of the education cooperation mechanism to inform policy dialogue at national, regional and global level. The UIS and the GEM Report will be publishing a short annual report on an annual basis with the latest information on national SDG 4 benchmark values and on progress towards their using the latest data.

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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	Benchmarks ¹
Sub-Saharan Africa²		52	33	33	33	67	63	48	33	40	15	33	38	15	38	44	38	38	100	100	39
Angola	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Benin	Plans with targets	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	4
Botswana	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Burkina Faso	Plans with targets	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	3
Burundi	Plans with targets	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	3
Cabo Verde	Submitted	1	0	0	0	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	8
Cameroon	Pending submission	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Central African Republic	Plans with targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Chad	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Comoros	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Congo	Plans with targets	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Côte d'Ivoire	Submitted	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	13
Democratic Republic of the Congo	Plans with targets	1	0	0	0	1	0	0	1	1	0	1	1	0	0	0	0	0	1	1	6
Djibouti	Plans with targets	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	5
Equatorial Guinea	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Eritrea	Plans with targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Eswatini	Submitted	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	15
Ethiopia	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Gabon	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Gambia	Submitted	0	0	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	1	1	7
Ghana	Plans with targets	1	1	1	1	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	10
Guinea	Submitted	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	13
Guinea-Bissau	Plans with targets	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	4
Kenya	Submitted	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	13
Lesotho	Plans with targets	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	3
Liberia	Plans with targets	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	5
Madagascar	Submitted	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	15
Malawi	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	15

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	Benchmarks ¹
Mali	Plans with targets	1	0	0	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1	1	5
Mauritania	Submitted	0	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	10
Mauritius	Submitted	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	13
Mozambique	Plans with targets	0	0	0	0	1	1	1	0	1	0	0	0	0	0	1	1	1	1	1	7
Namibia	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Niger	Plans with targets	1	0	0	0	1	1	1	0	1	0	0	1	0	0	0	0	0	1	1	6
Nigeria	Plans with targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Rwanda	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Sao Tome and Principe	Plans with targets	1	0	0	1	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	8
Senegal	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Seychelles	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Sierra Leone	Submitted	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	15
Somalia	Submitted	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	1	1	1	1	6
South Africa	Plans with targets	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	0	1	1	4
South Sudan	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Togo	Submitted	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	14
Uganda	Submitted	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	14
United Republic of Tanzania	Plans with targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Zambia	Plans with targets	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Zimbabwe	Plans with targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Northern Africa and Western Asia²		67	46	46	42	54	54	58	38	42	38	21	42	50	54	54	50	54	100	100	48
Algeria	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Armenia	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Azerbaijan	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Bahrain	Submitted	1	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	8
Cyprus	Regional frameworks	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	3
Egypt	Plans with targets	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	4
Georgia	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Iraq	Submitted	0	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	1	1	1	9
Israel	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Jordan	Submitted	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	16
Kuwait	Submitted	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	16
Lebanon	Submitted	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	14
Libya	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Morocco	Submitted	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	15
Oman	Submitted	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	14
Palestine	Submitted	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	16
Qatar	Submitted	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16
Saudi Arabia	Pending	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1

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	Benchmarks ¹
	submission																				
Sudan	Submitted	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	13
Syrian Arab Republic	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Tunisia	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Turkey	Pending submission	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
United Arab Emirates	Pending submission	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Yemen	Pending submission	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Central and Southern Asia²		64	43	43	50	71	71	71	50	50	43	50	50	50	64	57	57	57	100	100	55
Afghanistan	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Bangladesh	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Bhutan	Submitted	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	15
India	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Iran, Islamic Republic of	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Kazakhstan	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Kyrgyzstan	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Maldives	Submitted	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	15
Nepal	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	14
Pakistan	Pending submission	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Sri Lanka	Submitted	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	13
Tajikistan	Plans with targets	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	4
Turkmenistan	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Uzbekistan	Submitted	1	0	0	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	9
Eastern and South-eastern Asia²		61	39	39	39	56	56	44	33	39	56	33	50	56	56	56	56	56	100	100	48
Brunei Darussalam	Pending submission	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Cambodia	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
China	Submitted	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	13
China, Hong Kong SAR	Submitted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
China, Macao SAR	Submitted	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	5
Democratic People's Republic of Korea	Plans without targets	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	5
Indonesia	Plans with targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Japan	Plans without targets	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Lao People's Democratic Republic	Submitted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Malaysia	Submitted	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	15
Mongolia	Submitted	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	13
Myanmar	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Philippines	Pending submission	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Republic of Korea	Submitted	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	14
Singapore	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Thailand	Submitted	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	16

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	Benchmarks ¹	
Timor-Leste	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	
Viet Nam	Submitted	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	14	
Oceania²		76	41	47	53	59	59	59	53	65	53	59	65	53	71	71	71	71	100	100	60	
Australia	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Cook Islands	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Fiji	Pending submission	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Kiribati	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Marshall Islands	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Micronesia, Federated States of	Submitted	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
Nauru	Submitted	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	5
New Zealand	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Niue	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Palau	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Papua New Guinea	Pending submission	1	0	1	1	0	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	8
Samoa	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Solomon Islands	Submitted	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	14
Tokelau	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Tonga	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Tuvalu	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Vanuatu	Pending submission	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	3
Latin America and the Caribbean²		73	56	32	71	39	39	41	59	61	66	59	63	66	63	63	59	61	100	100	56	
Anguilla	Regional frameworks	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Antigua and Barbuda	Regional frameworks	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Argentina	Plans with targets	1	0	0	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	10
Aruba	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Bahamas	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Barbados	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Belize	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Bolivia, Plurinational State of	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	0	0	1	1	9
Brazil	Submitted	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	11
British Virgin Islands	Submitted	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16
Cayman Islands	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Chile	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Colombia	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	11
Costa Rica	Submitted	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
Cuba	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Curaçao	Submitted	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	4
Dominica	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Dominican Republic	Plans with	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0

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	Benchmarks ¹
	targets																				
Ecuador	Plans with targets	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	2
El Salvador	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Grenada	Regional frameworks	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	15
Guatemala	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	13
Guyana	Submitted	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	14
Haiti	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	13
Honduras	Submitted	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16
Jamaica	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	13
Mexico	Submitted	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	13
Montserrat	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	13
Nicaragua	Submitted	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	11
Panama	Plans with targets	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	3
Paraguay	Plans with targets	0	0	0	1	0	0	0	1	1	0	1	1	0	0	0	0	0	1	1	5
Peru	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Saint Kitts and Nevis	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	13
Saint Lucia	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	13
Saint Vincent and the Grenadines	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	13
Sint Maarten	Plans with targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Suriname	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	13
Trinidad and Tobago	Submitted	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	13
Turks and Caicos Islands	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	13
Uruguay	Submitted	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	1	1	8
Venezuela, Bolivarian Republic of	Plans without targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Europe and Northern America²		74	7	4	11	24	26	70	11	24	67	11	26	67	17	17	17	17	100	100	29
Albania	Plans with targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Andorra	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Austria	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	8
Belarus	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Belgium	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4
Bermuda	Regional frameworks	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	13
Bosnia and Herzegovina	Submitted	1	0	0	0	1	1	1	0	0	1	0	1	1	0	0	0	0	1	1	7
Bulgaria	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4
Canada	Pending submission	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Croatia	Regional	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4

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	Benchmarks ¹																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
	frameworks																					Czechia	Regional frameworks	1	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	1	1	8	Denmark	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Estonia	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Finland	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	France	Submitted	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	0	1	1	6	Germany	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Greece	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Hungary	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Iceland	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Ireland	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	10	Italy	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Latvia	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Liechtenstein	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Lithuania	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Luxembourg	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Malta	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Monaco	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Montenegro	Plans with targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	Netherlands	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	North Macedonia	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Norway	Submitted	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	13	Poland	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	Portugal	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Republic of Moldova	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Romania	Submitted	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	1	5	Russian Federation	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	San Marino	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Serbia	Plans with targets	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	5	Slovakia	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Slovenia	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Spain	Submitted	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	10	Sweden	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Switzerland	Plans with targets	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	Ukraine	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	United Kingdom	Plans with	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Czechia	Regional frameworks	1	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	1	1	8	Denmark	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Estonia	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Finland	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	France	Submitted	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	0	1	1	6	Germany	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Greece	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Hungary	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Iceland	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Ireland	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	10	Italy	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Latvia	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Liechtenstein	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Lithuania	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Luxembourg	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Malta	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Monaco	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Montenegro	Plans with targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	Netherlands	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	North Macedonia	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Norway	Submitted	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	13	Poland	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	Portugal	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Republic of Moldova	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Romania	Submitted	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	1	5	Russian Federation	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	San Marino	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Serbia	Plans with targets	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	5	Slovakia	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Slovenia	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Spain	Submitted	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	10	Sweden	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Switzerland	Plans with targets	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	Ukraine	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	United Kingdom	Plans with	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0																						
Denmark	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Estonia	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Finland	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	France	Submitted	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	0	1	1	6	Germany	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Greece	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Hungary	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Iceland	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Ireland	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	10	Italy	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Latvia	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Liechtenstein	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Lithuania	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Luxembourg	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Malta	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Monaco	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Montenegro	Plans with targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	Netherlands	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	North Macedonia	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Norway	Submitted	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	13	Poland	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	Portugal	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Republic of Moldova	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Romania	Submitted	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	1	5	Russian Federation	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	San Marino	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Serbia	Plans with targets	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	5	Slovakia	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Slovenia	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Spain	Submitted	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	10	Sweden	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Switzerland	Plans with targets	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	Ukraine	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	United Kingdom	Plans with	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0																																												
Estonia	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Finland	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	France	Submitted	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	0	1	1	6	Germany	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Greece	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Hungary	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Iceland	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Ireland	Submitted	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	10	Italy	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Latvia	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Liechtenstein	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Lithuania	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Luxembourg	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Malta	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Monaco	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Montenegro	Plans with targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	Netherlands	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	North Macedonia	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Norway	Submitted	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	13	Poland	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	Portugal	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Republic of Moldova	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Romania	Submitted	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	1	5	Russian Federation	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	San Marino	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Serbia	Plans with targets	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	5	Slovakia	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Slovenia	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Spain	Submitted	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	10	Sweden	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Switzerland	Plans with targets	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	Ukraine	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	United Kingdom	Plans with	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0																																																																		
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Lithuania	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Luxembourg	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Malta	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Monaco	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Montenegro	Plans with targets	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	Netherlands	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	North Macedonia	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Norway	Submitted	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	13	Poland	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	Portugal	Submitted	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Republic of Moldova	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Romania	Submitted	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	1	5	Russian Federation	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	San Marino	No plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	Serbia	Plans with targets	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	5	Slovakia	Submitted	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	Slovenia	Pending submission	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Spain	Submitted	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	10	Sweden	Regional frameworks	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	4	Switzerland	Plans with targets	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	Ukraine	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	United Kingdom	Plans with	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0																																																																																																																																																																																																																																																																																																																				
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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	Benchmarks ¹	
	targets																					
United States	Plans without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
World2		66	35	30	40	49	48	55	36	43	47	35	44	49	46	47	44	45	100	100	46	

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	Pending submission	Regional frameworks	Plans with targets	Plans without targets	No plan
Sub-Saharan Africa	18	1	0	21	6	2
Northern Africa and Western Asia	13	4	1	1	2	3
Central and Southern Asia	9	1	0	1	0	3
Eastern and South-eastern Asia	11	2	0	1	4	0
Oceania	11	3	0	0	3	0
Latin America and the Caribbean	17	0	14	6	4	0
Europe and Northern America	14	6	12	5	5	4
World	93	17	27	35	24	12

Annex B: Benchmark levels by country and indicator

Early childhood education attendance

Country	Early childhood education attendance		
	2015	2025	2030
Sub-Saharan Africa	44.9	53.8	67.1
Angola	65.2		
Benin	88	28.7	33.3
Botswana	21.3	60	75
Burkina Faso	16.6	18.5	25
Burundi	41.9	15	17.3
Cabo Verde	84.1	100	100
Cameroon	45		
Central African Republic			
Chad	6.9		
Comoros	39.4		
Congo			
Côte d'Ivoire	22.2	16	25
Democratic Republic of the Congo		20	
Djibouti	7.5	59.1	87.3
Equatorial Guinea	44		
Eritrea	24.1	32.9	41.3
Eswatini		30	70
Ethiopia	37.2		
Gabon			
Gambia	56.4		
Ghana	82.3	94.3	100
Guinea	41.5	47.5	52.7
Guinea-Bissau		20	22.7
Kenya		83	86.7
Lesotho	42.4		
Liberia	78.8		
Madagascar		48.1	54.9
Malawi		70	100
Mali	50.2	22.7	24.6
Mauritania			
Mauritius	90.6	95	97
Mozambique			
Namibia	68.1		
Niger	21.7	15.8	20.6
Nigeria			
Rwanda	43.2	69.1	83.2
Sao Tome and Principe	52.4	100	100
Senegal	17.7	45.4	61.5
Seychelles	97.4	100	100
Sierra Leone	37.4	15	30

Country	Early childhood education attendance		
	2015	2025	2030
Somalia			
South Africa	72.1		
South Sudan	20.5		
Togo		44.7	50
Uganda			
United Republic of Tanzania	54.7		
Zambia			
Zimbabwe	54.7		
Northern Africa and Western Asia	47.3	65.7	70.9
Algeria		85.1	92.8
Armenia	48.1	85	92
Azerbaijan	61.3		
Bahrain	76.6	75.4	79.9
Cyprus	95.6		96
Egypt	38.1	65.9	80
Georgia			
Iraq			
Israel	99.1		
Jordan	41.9	50	55
Kuwait	75.9	62.1	
Lebanon		93.8	99
Libya			
Morocco	54.1	81.9	99
Oman	83	84.5	89.8
Palestine	64.4	82	94.8
Qatar	91.6	96	98
Saudi Arabia	46.8	31.3	36
Sudan		55.4	63.2
Syrian Arab Republic	39.6	48	
Tunisia			
Turkey	67.6	77.2	82.8
United Arab Emirates	99.2		
Yemen	4.1		
Central and Southern Asia	79.8	82.8	97.8
Afghanistan			
Bangladesh		80	87.2
Bhutan		50	65
India		80	100
Iran, Islamic Republic of	50.8		
Kazakhstan	91.2	90	95
Kyrgyzstan	95.3	92.1	94.1
Maldives	96.2	100	100
Nepal	88.2	94	99
Pakistan	93.7		
Sri Lanka			
Tajikistan	12.5	37.2	50
Turkmenistan			

Country	Early childhood education attendance		
	2015	2025	2030
Uzbekistan	36.8	100	100
Eastern and South-eastern Asia	86.3	89.5	90.5
Brunei Darussalam	92.6		
Cambodia	46	75.4	82.8
China		99.5	99.5
China, Hong Kong SAR	96.7	100	100
China, Macao SAR	91.6		
Democratic People's Republic of Korea			
Indonesia	96	53	53
Japan			
Lao People's Democratic Republic	62.4	86	90
Malaysia	99.3	100	100
Mongolia	94.6	100	100
Myanmar	13.5		
Philippines	83		
Republic of Korea	95.9	95.9	95.9
Singapore	94.7		
Thailand	97.1	100	100
Timor-Leste	43.2	57	62.3
Viet Nam	99.7	99.9	99.9
Oceania	80.3	87.2	92.7
Australia	86.4		
Cook Islands	97.8	100	100
Fiji			
Kiribati		98	100
Marshall Islands	63.5	80	85
Micronesia, Federated States of	67.3	69	81
Nauru	97.8	100	100
New Zealand	91.8		
Niue	93.3	100	100
Palau	90.9	100	100
Papua New Guinea	71.4	75.6	81.1
Samoa	33.2	80	100
Solomon Islands	71.3	69.3	100
Tokelau	88.4		
Tonga		63	68
Tuvalu	84.8	100	100
Vanuatu	62.1	55.1	60
Latin America and the Caribbean	94.6	97.6	98.3
Anguilla			
Antigua and Barbuda	98		
Argentina	97.8	100	100
Aruba	100		
Bahamas	43.3	90	95
Barbados	97.3	99.1	100
Belize	85	71.7	80
Bolivia, Plurinational State of	90.8	98.9	100

Country	Early childhood education attendance		
	2015	2025	2030
Brazil	98	100	100
British Virgin Islands	99	80	95
Cayman Islands	98.6	71.7	80
Chile	93.6		
Colombia	89.4	100	100
Costa Rica	88.2	99.7	100
Cuba	99.8	100	100
Curaçao			
Dominica	77	71.7	80
Dominican Republic	87.4		
Ecuador	97.7		
El Salvador	81	98.6	100
Grenada	89.9	71.7	80
Guatemala	81.2	86.9	91
Guyana		100	100
Haiti		71.7	80
Honduras	78.1	80	85
Jamaica	96.7	71.7	80
Mexico	99	99.1	99.1
Montserrat	91.2	71.7	80
Nicaragua		90	93
Panama	75.6	93.4	100
Paraguay	69.5		
Peru	99.4		
Saint Kitts and Nevis	89.3	71.7	80
Saint Lucia	96	71.7	80
Saint Vincent and the Grenadines	95.5	71.7	80
Sint Maarten	95		
Suriname	87	71.7	80
Trinidad and Tobago		85	100
Turks and Caicos Islands	94.3	71.7	80
Uruguay	98.3		
Venezuela, Bolivarian Republic of	85.8	100	100
Europe and Northern America	92.8	98.3	98.6
Albania	97.2	100	100
Andorra			
Austria	100	99	99
Belarus	96.4		
Belgium	98.4		96
Bermuda		71.7	80
Bosnia and Herzegovina		36	42.7
Bulgaria	84	96	96
Canada			
Croatia	99.1		96
Czechia	89.4		96
Denmark	93.7		96
Estonia	93.2		96

Country	Early childhood education attendance		
	2015	2025	2030
Finland	99.1		96
France	99.9	100	100
Germany	98.8		96
Greece	92.7		96
Hungary	87.1		96
Iceland	94.2		
Ireland	99.9		96
Italy	93.9		96
Latvia	98.1		96
Liechtenstein	99.7		
Lithuania	99.9		96
Luxembourg	98.2		96
Malta	99.8	97.5	98.5
Monaco			
Montenegro	68.6	100	100
Netherlands	99.7		96
North Macedonia	46.1		
Norway	96.2	100	100
Poland	99.1	100	100
Portugal	99.3		96
Republic of Moldova	98.8	98	100
Romania	78.3		96
Russian Federation	92.9	95	98.3
San Marino			
Serbia	96.8	100	99.3
Slovakia	82.3	95	95
Slovenia	94.1		96
Spain	93.2	100	100
Sweden	99.9		96
Switzerland	99.4		
Ukraine	64.2		
United Kingdom	99.9		
United States	90.5		
World	74.5	80.7	89.3

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.

Out-of-school rate

Country	Out-of-school rate								
	Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Sub-Saharan Africa	19.1	11.8	7.9	32.2	18.4	14.2	46.8	38.6	31.2
Angola	21.8			15.8			29		
Benin	3			51			47.5		
Botswana	8.9	15	10	9.9	15	10		15	10
Burkina Faso	23			47					
Burundi	16.9			28.7			50.2		
Cabo Verde	7			13.3					
Cameroon	6.5			36.7			40.8		
Central African Republic				52.1					
Chad	32			66			55.8		
Comoros	14.7			29.5					
Congo	3.2			6.7			25.1		
Côte d'Ivoire	11.2	4	1	44.1	43	40	56.9	52	45
Democratic Republic of the Congo	13			11.3			26.5		
Djibouti	40			47.7	18.1	12.2		49.1	39
Equatorial Guinea	55.3								
Eritrea	47			34.9					
Eswatini	17.4	5	2	2.8	8	4	19.2	12	10
Ethiopia	24.5			31.7			55.9		
Gabon									
Gambia	19.8			24.5			53.9		
Ghana	2.2		5	12.1		35	40.1	83.3	50
Guinea	36.3	25	10	43.3			59.4		
Guinea-Bissau	27.5			17.5			25.9		
Kenya	4.3			3.7			20.4	9.3	4.7
Lesotho	2.4			17.4			41.1		
Liberia	21.4	25.1	10.9	21.3	50	31.6	27.6		
Madagascar	1.8	14.4	9.5	23.8	24.8	17.2		56.4	48.4
Malawi	5.5	6	3	8	1.9		29.7	19.5	14.3
Mali	32.6			55			68.1		
Mauritania	21.7	20	15	44.4	30	25	55.7	45	40
Mauritius	1.1	0.5	0.5	4.1	5	4		25	20
Mozambique	10.1			43.1					
Namibia	1.4			2.2			41.2		
Niger	33.5			64.9					
Nigeria	32.2			33.8			50.7		
Rwanda	2.3	0.4	0.2	29.3	11	8.9	61	47.3	39.4
Sao Tome and Principe	6			9.6			21.9	3.5	2
Senegal	36.3	9.3	1.3	38.6	46.2	24.7	54.7	81.9	71.6
Seychelles	2.8	0	0		0	0		0	0
Sierra Leone	17.3	19	10	19.2	12	8	36.5	20	15
Somalia									
South Africa	7.6			19.1			19.9		
South Sudan	62.4			55.9					
Togo	8.2	3.4	16.6	12.1	12.1		29.5		

Country	Out-of-school rate								
	Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Uganda	13.9	4		48.8	22		65	58	
United Republic of Tanzania	15.4			71.8			84.7		
Zambia	14.9			20.9			50.5		
Zimbabwe	15.5			2.4			49.3		
Northern Africa and Western Asia	9.1	3.5	1.2	12.2	5.5	3.5	28.1	15.7	13.7
Algeria	0.5	0.6	0.3	5.6	3	2	25.4	9.1	7.3
Armenia	6.2			7.4			9.5		
Azerbaijan	2.1			0.4					
Bahrain	0.5			4					
Cyprus	1.3			0.4					
Egypt	0.6			5.1			27.7		
Georgia	0.8			0.2					
Iraq		2.1			1.6			2.6	
Israel	0.3								
Jordan	19.8	2.1	2	31.2	6.3	6		24	23
Kuwait	2.7	5.7		6.3	6.1			21	
Lebanon		7.7	7.3		20	19		20	19
Libya									
Morocco	2.4	0.2	0.1	11.1	5	3.5		15.2	13
Oman	1.2	1.5	1.4	1.9	3.5	3.1		15	14
Palestine	2.5	0.5	0.3	5.4	4.2	3.3	25	18	10
Qatar	2.1	1	0.2	9.9	3.5	2.5			
Saudi Arabia	1.8			3.1					
Sudan	38.3	15	5	22	20	10	32.2	30	20
Syrian Arab Republic	27.6	10		38.1	10			27	
Tunisia	1.2								
Turkey	5.1			8.9			19.8		
United Arab Emirates	1.3			0.6					
Yemen	15.6			28.4			42.5		
Central and Southern Asia	5.5	2.6	1.9	11.7	6	2.8	32	23.1	17.3
Afghanistan	37.2			39.1			56.7		
Bangladesh	6.1	2.1	2	33.1	10	7.5	47.9	30	20
Bhutan	10.3	1	0	13.1	5.9	2.5		20	18
India	4.8			9.2			29.9		
Iran, Islamic Republic of	0.2			4.7					
Kazakhstan	0.8			0.3			7.4		
Kyrgyzstan	0.3	1	1	4.4	2.1	2.1	19.2	14.1	13.9
Maldives	1	0	0	6.4	0	0	29.7	20.5	15.3
Nepal	3.5	0.5		5.3	1		22.7	36	25
Pakistan									
Sri Lanka	0.7	1.5	1	1.3	2.2	2		17.6	12.8
Tajikistan	2.1			3			27.7		
Turkmenistan	0.3			0.3			0.7		
Uzbekistan	0.7			3.9				14.6	9.8
Eastern and South-eastern Asia	1.8	0.3	0.1	5.9	2.2	1.2	16.7	9.6	5.7

Country	Out-of-school rate								
	Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Brunei Darussalam	0.4			0.2					
Cambodia	9.2	1.5		13.3	6	3.5	61.2	30	27
China								10	5
China, Hong Kong SAR	2.3			0.6					
China, Macao SAR	2.3			3.9					
Democratic People's Republic of Korea									
Indonesia	0.6			0.9			1.2		
Japan	2.3			0.3					
Lao People's Democratic Republic	7.6	1.5	1	19.8	12.2	8.6	43.1	32.5	26.5
Malaysia	0.4	0.1	0.1	13.1	1.9	0.1		23.4	20.1
Mongolia	0.6			3.6			17.4		
Myanmar	2.3			23.7			52.7		
Philippines	3.2			8					
Republic of Korea	2.4	0.7	0.4	5.6	0.8	0.5		1.4	0.9
Singapore	0			0.1					
Thailand	1	1	1	6.1	3.2	3	23.4	14.5	11.7
Timor-Leste	3.1	2.6		12.6	3.7		21.4	5	2
Viet Nam	1.6	1	0.1	7.2	6	2	26.7		
Oceania	3	4	4.6	2.1	2.7	3.1	10.1	13.4	15.1
Australia	0.3			1.9			10.1		
Cook Islands	0.8	0	0	2.9	0	0		0	0
Fiji	0.6			0.7					
Kiribati	3.9	0.1	0.1		8	6		30.8	24.9
Marshall Islands	24	0	0	31	10	5		20	15
Micronesia, Federated States of	10.1			12.8				36	33.5
Nauru	2.8			11.5					
New Zealand	1			2					
Niue		0	0		0	0		0	0
Palau	4.7								
Papua New Guinea	7.3				51.8	37.5		47.8	38.3
Samoa	0.6	0		1	0			20	20
Solomon Islands	0.1		5			5			5
Tokelau									
Tonga	1.1	7	3.5	4.9	7	3.5		10	5
Tuvalu	10.1	5	0	26.7	5	0		30	25
Vanuatu	7.9			3.4					
Latin America and the Caribbean	2.6	1.1	0.8	5.7	3.6	2.3	19.5	15.4	11.8
Anguilla									
Antigua and Barbuda	2.4			4.7					
Argentina	0.4			0					
Aruba	0.1								
Bahamas		4	2		3	1		15	5
Barbados	3.4			1.8					
Belize	0.3	7.2	5	11.2			32.9	20.1	15

Country	Out-of-school rate								
	Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Bolivia, Plurinational State of	2	3.3	1.9	1.4	9.4	7.2	5.8	21.4	20.7
Brazil	0.8			1.1			12.8	8.2	5.6
British Virgin Islands	0.7			4.8	5	3		18	18
Cayman Islands	11.2	7.2	5	13.2				20.1	15
Chile	1.2			0.5			3.5		
Colombia	2.6	3.8	2.7	4.8	0.7		15.7	15.7	14.1
Costa Rica	0.9			2.6			9.5	5.7	3.1
Cuba	4.3	0.2	0.1	2.7	3.2	3		11.1	7.2
Curaçao		2	1		5	4		18	16
Dominica	1	7.2	5	2				20.1	15
Dominican Republic	1.7			2			6.4		
Ecuador	1			4.2			14.5	5.9	1.3
El Salvador	3	2.5	2.3	13.2	8.9	6.6	30.6	22.8	19.6
Grenada	3.3	7.2	5	3.2				20.1	15
Guatemala	11.7	2	2	33.1	27	6	47.9	56	42
Guyana	1.9	1	1	8.5	1	1	37.3	15	10
Haiti	8.3	7.2	5	6.4			14.3	20.1	15
Honduras	17.5			38.2	26	24	41.5	35	30
Jamaica	24.5	7.2	5					20.1	15
Mexico	0.7	1.2	1.2	5.9	6	5	29.2	22.5	20
Montserrat	2.7	7.2	5	14.1				20.1	15
Nicaragua	5.2	2	1	9.5	7	5	28.7	21	17
Panama	2.1			4.2			13.6		
Paraguay	0.6			4.3			20.7	26.8	8
Peru	0.6			1.9			12.1		
Saint Kitts and Nevis	1.1	7.2	5					20.1	15
Saint Lucia	1.4	7.2	5	10.9				20.1	15
Saint Vincent and the Grenadines	0.5	7.2	5	0.7				20.1	15
Sint Maarten									
Suriname	13.8	7.2	5	15				20.1	15
Trinidad and Tobago		1	1		2	2		18	18
Turks and Caicos Islands	9.1	7.2	5	32.5				20.1	15
Uruguay	0.5			2.9			14		
Venezuela, Bolivarian Republic of	9.6			14.1			18.2		
Europe and Northern America	1.7	0.4	0.3	1.8	0.3	0.3	7.9	2	1.3
Albania	3.9			4.8			20.7		
Andorra									
Austria	0			0.2					
Belarus	0.9			1.3					
Belgium	0.3			1.4					
Bermuda		7.2	5					20.1	15
Bosnia and Herzegovina	11.8			6.8					
Bulgaria	11.7			10.1					
Canada	0.1			0.1					
Croatia	1.4			1.3					
Czechia	0.3			0.7					

Country	Out-of-school rate								
	Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Denmark	0.2			0.5					
Estonia	2.4			1.3					
Finland	1.2			0.5					
France	0.1			1.2					
Germany	0.5			4.7					
Greece	1.2			3.7					
Hungary	2.6			3.6					
Iceland	0			0.5					
Ireland	0			0.5					
Italy	2.5			1.7					
Latvia	1.5			1.3					
Liechtenstein	0.2			3					
Lithuania	0.2			0					
Luxembourg	0.6			5.8					
Malta	0.2			0.6					
Monaco									
Montenegro	2.8			4.4			9		
Netherlands	1			1.9					
North Macedonia	0.9								
Norway	0			0.8				10	10
Poland	2.6	0.1	0.1	3.2	0.1	0.1		4	3
Portugal	0.6			0.3					
Republic of Moldova	0.7			0.3					
Romania	11.6			7.4					
Russian Federation	0.1	1.4	1.2	0.2	1.2	1.1		4	3.5
San Marino									
Serbia	1			1.6			10.4	5.7	7
Slovakia	5.5			4.5					
Slovenia	0.2			0.8					
Spain	2.5			0.2					
Sweden	0.3			0.2					
Switzerland	0.1			1.5					
Ukraine	8			3.6			2		
United Kingdom	0.4			0.1					
United States	2.1			2			8.3		
World	8.2	4.7	3.1	14.7	8.4	5.7	31.7	21.1	16.1

Completion rate

Country	Completion rate								
	Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Sub-Saharan Africa	71.4	82.8	88.6	49.4	62.1	70.3	27.6	36.6	41.5
Angola	77.4			49.2			33.3		
Benin	66.2	86.1	100	34.8	80	90	13.5	32.5	35
Botswana	97.7	100	100	89.3	100	100	57.3	70	75
Burkina Faso	45.1	84.1	98.6	25	40.5	50.1	8.8		
Burundi	65.8	96	100	32.9	65	77.2	12.2		
Cabo Verde		96	98		72	85		65	72
Cameroon	84.7			54.4			23.8		
Central African Republic	52.6			17.7			7.7		
Chad	49.7			27.5			11.2		
Comoros	84.5			54.2			34.3		
Congo	85.1	95.7	99.3	42.6			16.8		
Côte d'Ivoire	63.5	100	100	34.1	72	84	14.8	30	35
Democratic Republic of the Congo	80.2	99	100	67.5			28.2		
Djibouti	88.3	81.5	83.5	68.2	64.1	68.5	36.9		
Equatorial Guinea	91.1			41.1			11.5		
Eritrea									
Eswatini	87.3	93	96	61.1	70	85	45.5	55	85
Ethiopia	63.9			32.1			16.5		
Gabon	89.8			43.4			22.4		
Gambia	72.2	100	100	58.6	84.7	100	30.6	45.5	54
Ghana	86.4	97.1	100	66.3	92.6	100	30.5		
Guinea	66.3	84.4	100	41.6	51.1	71.7	20.3	27.3	27.3
Guinea-Bissau	56.1	100	100	32.6	80	96.1	15.1	43.2	54.4
Kenya	92.7	100	100	87.6	100	100	47.6	57	64.7
Lesotho	84.1	95	97.8	45.4	80	91.6	27	38	45.8
Liberia	58.3			37.9			23.1		
Madagascar	60.4	55.4	57.8	30	51.7	80.2	12.8	21.5	25
Malawi	70.1	60	70	29.6	39.5	48.1	20.5	27.7	34.2
Mali	53.5	55.7	76	34.1	40.8	53.8	16.3		
Mauritania	65	91	100	50.9	55	60	22.4	25	30
Mauritius		98	99		87	89		45	45
Mozambique	60.8	55	60.1	25.4	36.5	46.9	9.6	37.9	64.2
Namibia	88.5			63.5			38.2		
Niger	37.6	93.5	100	9.1	36	48.2	2.7	5.1	6.7
Nigeria	79.5			71.1			58.7		
Rwanda	58.4	42.1	46	32.5	25.2	29.9	17.7	22.8	28.6
Sao Tome and Principe	85.4	100	100	40.8	100	100	8.9		
Senegal	65.6	81.7	97.4	30	47.1	74.2	10.3	23.8	38.6
Seychelles		100	100		100	100		100	100
Sierra Leone	78.6	87	90	58.6	78	90	17.6	51	75
Somalia	35.4	0.4		22	29		6	27	
South Africa	97.2			93.8			50.8		
South Sudan	24.9			15.9			8.7		
Togo	82.5	100	100	40.1	98.5	100	15.9	29.7	40.4

Country	Completion rate								
	Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Uganda	51.5	67.4		28.2	37.2		17.1	21	
United Republic of Tanzania	80			30			10.8		
Zambia	80.3	100	100	54.2	64.2	71.9	31.9		
Zimbabwe	92.1			73.1			10		
Northern Africa and Western Asia	90.2	92.9	96.8	73.8	86.3	90.2	56.1	65.7	68.2
Algeria	97.9	99	100	65.5	84.4	90.7	42.2	60.3	65.9
Armenia	100	100	100	98.1	100	100	89.5	98	99
Azerbaijan	98.3			94.4			88.5		
Bahrain									
Cyprus	100			99.3			94		91
Egypt	94.2	97.8	100	85.3	97.2	100	83.4	64.4	67
Georgia	98.2			96.8			93.1		
Iraq	78.5	85.2		51.2	73.3		33.2	71.2	
Israel									
Jordan	99.1	99.5	99.6	93.6	95	96	68.2	70	71
Kuwait		97.3			75			54	
Lebanon		97.3	97.3		78	81.9		82.9	87.1
Libya									
Morocco	78.9	97.3	98	36.5	70.5	80	25.8	60.1	70
Oman		97.4	97.9		87.6	90.1		71	78.8
Palestine	99.2	99.3	99.7	89.8	88.6	90.5	67.1	67.1	71.4
Qatar		98	99		97	98		86	88
Saudi Arabia									
Sudan	79.8	74.3	87.7	68.5	74.3	87.7	38.6	56	63
Syrian Arab Republic	98	85		49.3	73		35.6	52	
Tunisia	95.7			75.8			49.8		
Turkey	100			94.9			62.9		
United Arab Emirates									
Yemen	80.6			71.8			53.6		
Central and Southern Asia	90.4	95.1	97.1	79.2	92.1	94.8	50.5	72.7	75.8
Afghanistan	62			46.4			25.3		
Bangladesh	86.6	83.4	84.6	63.2	72	80	25.2	35	50
Bhutan	85.3	97	98	63.3	77.5	83.2	38.5	83.5	85
India	93.7	98.5	100	83.8	98.5	100	55.8	84	88
Iran, Islamic Republic of	95.5			86.5			67.9		
Kazakhstan	100	100	100	100	100	100	95.7	100	100
Kyrgyzstan	99.5	99.4	99.4	98.4	98.7	98.7	87.5	91.1	94.1
Maldives	99.9	100	100	96.6	100	100	31	43.5	51.2
Nepal	93.7	95.5	99.5	78.6	93	95	31	35.4	52.2
Pakistan	76.6			64.4			30.2		
Sri Lanka		98	99.5		90.2	90.3		77.2	81.1
Tajikistan	98.4	100	100	89.4	97.6	100	69.3	93.4	100
Turkmenistan	99.6			99.1			94.1		
Uzbekistan	100	100	100	98.3	100	100	89.5	94.9	98.7
Eastern and South-eastern Asia	97.4	98.3	98.6	87.5	94.5	95.6	56.7	78.9	83.7

Country	Completion rate								
	Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Brunei Darussalam									
Cambodia	81.9	86.2	91.1	47.7	55	61.1	24.2	38	45
China	98.9	99	99	91.7	99	99	57	85	90
China, Hong Kong SAR									
China, Macao SAR									
Democratic People's Republic of Korea									
Indonesia	96.9			84.4			56.3		
Japan									
Lao People's Democratic Republic	88.4	99.7	99.8	56.4	74	78.6	36.5	49.5	57.4
Malaysia	99.1	100	100	94.8	98	99.9	53.5	62.6	67.4
Mongolia	99.4	100	100	93.3	100	100	78.2		
Myanmar	83.8			53.7			25.7		
Philippines	93.2	91.2	93.3	79.7	80.6	84.2	74.8		
Republic of Korea		99.9	99.9		99.5	99.5		99	99
Singapore									
Thailand	99.7	100	100	88.8	100	100	61.9	80	74.4
Timor-Leste	85.9	95	98	69	75	98	65.7	77	82.6
Viet Nam	97.7	99.9	99.9	85.3	92.5	93.5	54.2	73	75
Oceania	84.4	89	92.4	67.5	71.6	75.8	52.3	61.1	60.5
Australia	99			98			86.7		
Cook Islands		100	100		95	100		80	90
Fiji	100			92.2			84		
Kiribati		99	99		97	97		45	45
Marshall Islands		90	95		90	95		75	80
Micronesia, Federated States of		82	84.5		74	76.5		50	55
Nauru									
New Zealand									
Niue		100	100		100	100		100	100
Palau		100	100		100	100		100	100
Papua New Guinea	63.9			25.6			5.6	26.6	24.6
Samoa		87			87			58	
Solomon Islands			100			100			
Tokelau									
Tonga		95	100		56	60		56	60
Tuvalu		95	100		85	90		75	80
Vanuatu	86.8			52.4			12.5		
Latin America and the Caribbean	94.7	97	98.3	79.5	85.5	88.9	57.8	65.9	70.7
Anguilla									
Antigua and Barbuda									
Argentina	95.2	97.7	99.9	73.5			58.4	72.6	79.9
Aruba									
Bahamas		90	95		85	95		80	90
Barbados	99.3	100	100	99.1	100	100	97	100	100
Belize	92.3			53			20.5		

Country	Completion rate								
	Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Bolivia, Plurinational State of	98.9	99.9	100	96.1	98.6	100	76.6	82.4	87.5
Brazil	95.3	97.5	99	75.4	82.5	86.2	56.6	63.9	68.7
British Virgin Islands		99	100		100	100		97	97
Cayman Islands									
Chile	98.9			92.8			73.3		
Colombia	96.8	98.3	100	79.8	84.4	88.6	73.4	80.9	86.4
Costa Rica	96.2	98.1	99.5	68.8	76	80.6	52.8	59.5	64.5
Cuba	99.5	99.8	99.9	97.4	96.8	97	80.4	88.9	92.8
Curaçao									
Dominica									
Dominican Republic	95			87.6			59.3		
Ecuador	91.6			78.4			59.8	69.9	76.6
El Salvador	91.3	94.8	96.3	73.9	81.8	85.8	41.8	65.2	71.2
Grenada		(a)	(a)		94.6	99.6			
Guatemala	84	89.9	92.4	56.5	65.7	71.6	40.5	47	52.3
Guyana	99.5	100	100	89.3	100	100	64.1	70	80
Haiti	69.9			53.9			23.2		
Honduras	87.8	92	96.1	59	56	59.5	47.1	46	48.7
Jamaica	99.7			97.4			91.2		
Mexico	98	98.5	98.5	87.6	92.5	95	53.8	60	62.5
Montserrat									
Nicaragua	83.3	90	94	55.9	70	74	40.6	60	65
Panama	96.3			79.1			63.3		
Paraguay	93.1			80.5			59		
Peru	98.2			90.5			83.2		
Saint Kitts and Nevis									
Saint Lucia	99.1			98.1			91.6		
Saint Vincent and the Grenadines									
Sint Maarten									
Suriname	93.3			62.7			28.4		
Trinidad and Tobago	97.2	100	100	96.6	95	100	89.8	90	95
Turks and Caicos Islands									
Uruguay	97.7			67.8	90	98.5	41.7	75	89.3
Venezuela, Bolivarian Republic of	91.2			85.9			47.3		
Europe and Northern America	99.7	99.8	99.9	98.2	99.3	99.5	90.4	93.6	94.6
Albania	99.9			96.6			54.8		
Andorra									
Austria	99.7	99	99	98.8	99	99	86.9	90	92
Belarus	99.8			98.4			93.9		
Belgium	99.5			95.1			89.4		91
Bermuda									
Bosnia and Herzegovina	100	100	100	99.1	100	100	65.2	85	85
Bulgaria	99			95.2			83.5		91
Canada	100			99.2			88.4		
Croatia	99.9			99.4			97.7		91
Czechia	99.9			99.8			94.2		91

Country	Completion rate								
	Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Denmark				99			91.9		91
Estonia	99.8			98.6			87.8		91
Finland							91.1		91
France	99			97.4			90.5		91
Germany				97.8			92.2		91
Greece	99			97.6			91.9		91
Hungary	99.3			95.2			88.5		91
Iceland				99.5			74.2		
Ireland		99.9	99.9	98.5	99.9	99.9	91.6	93.5	94
Italy	99.4			99.3			85.6		91
Latvia	99.5			98.6			85.3		91
Liechtenstein									
Lithuania	99.4			98.7			89.9		91
Luxembourg	99.2			96.8			85.5		91
Malta		100	100	98.9	100	100	82.8	89	91
Monaco									
Montenegro	99.6			98.6			85.8		
Netherlands	99.8			97.3			91.7		91
North Macedonia	99.3			96.8			77.1		
Norway	99.5	100	100	98.7	100	100	97.7	80.7	90
Poland	99.8	99.9	99.9	99.4	99.9	99.9	94.5	96	97
Portugal	99.6			94.3			77.6		91
Republic of Moldova	99.4	100	100	96.5	95	100	68.3	75	80
Romania	99.3			96.9		91	76.8		91
Russian Federation		99.5	99.8		98	99		88	89
San Marino									
Serbia	100	93	99	98.9	93	92	74.1	78.5	95.3
Slovakia	99.7	100	100	99.8	100	100	96.5	97	97
Slovenia	99.4			99.7			94.3		91
Spain	98.9	100	100	93.6	96.2	97.5	71.2	77	82
Sweden				99.8			93.7		91
Switzerland	95.9			99			95.8	95	95
Ukraine	100			99.3			95.6		
United Kingdom							93.1		
United States	100			98.7			92.9		
World	88.7	93.4	95.8	75.4	85.5	89	51.3	67.1	72

Note: (a) values to be confirmed with countries.

Minimum proficiency level, reading

Country	Minimum proficiency level, reading								
	Grades 2/3			End of primary			End of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Sub-Saharan Africa	26.1	34.7	39.1	34	45.2	51	32.4	43.1	48.6
Angola									
Benin	8.8			22.7					
Botswana		90	95	84.9	100	100		40	50
Burkina Faso	35.6			21.4					
Burundi	79			7.4					
Cabo Verde									
Cameroon	29.5			24.1					
Central African Republic									
Chad	17.5			3					
Comoros									
Congo	38.5			17.1					
Côte d'Ivoire	16.5	51	60	22.4	71	75			
Democratic Republic of the Congo		95	100		90	100			
Djibouti									
Equatorial Guinea									
Eritrea									
Eswatini		25	60		95	100			
Ethiopia				55.5			28.9		
Gabon									
Gambia		37.2	50			54			
Ghana	5.8								
Guinea		28.5	35.5		49.7	56.7			
Guinea-Bissau									
Kenya	38.1	76.8	85.9		58.6	68.8			
Lesotho				3.4					
Liberia									
Madagascar		41	55.2	4.2	10.6	14.2			
Malawi		50	70		50	70		50	75
Mali		28.8	34.3						
Mauritania									
Mauritius				88.2	90	95			
Mozambique					36	51.4			
Namibia				34.9					
Niger	8.8			2.1	53.3	73.8			
Nigeria	17								
Rwanda		70.2	99	56.4	76.4	99	71.3	89.2	99
Sao Tome and Principe									
Senegal	28.7	69.6	75.8	34.8	49.4	56.3	8.7	26.8	34.3
Seychelles		92	92		60	60		50	50
Sierra Leone	6.1				71.5	75		80	85
Somalia									
South Africa	22	93	98.2	36.1	92.8	98			
South Sudan									
Togo	18.8	69.8	90	15.8	77.1	90			

Country	Minimum proficiency level, reading								
	Grades 2/3			End of primary			End of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Uganda	33.2	58.6		51.9	72		49.3	58	
United Republic of Tanzania	56								
Zambia							5		
Zimbabwe									
Northern Africa and Western Asia		59.6	70.1	58.5	81.4	87.8	48.1	65.8	71
Algeria		81	86		85.4	89	21	84	89
Armenia		99	99		99	99		99	99
Azerbaijan				80.8					
Bahrain				69.4	75.8	79.7			
Cyprus									85
Egypt									
Georgia				86.5			48.3		
Iraq									
Israel				91			73.4		
Jordan		(a)	(a)		52.2	55.8	53.7	63	65
Kuwait		64			70			73.6	
Lebanon		(a)	(a)				29.6	32	38.4
Libya									
Morocco				36	54.4	67		39.1	48.8
Oman				59.1	68	72			
Palestine		(a)	(a)		59	60		56.5	57.5
Qatar		83	85	66.2	70	75	48.4	75	77
Saudi Arabia				63.3					
Sudan		43	58						
Syrian Arab Republic		(a)	(a)		55			58	
Tunisia							28.4		
Turkey							60		
United Arab Emirates				67.6			59.6		
Yemen									
Central and Southern Asia	55.9	74.4	83.9	41	54.6	61.5	52.1	69.3	78.2
Afghanistan	22			13					
Bangladesh	77.8	50.8	60.8	52.6	45	55	70.4	75	85
Bhutan					30		56	20	
India	60.6	92	100	36.5	90	100	46.1	85	90
Iran, Islamic Republic of				66					
Kazakhstan		90	98	98.1	100	100		46	54
Kyrgyzstan		40.5	43.2	40.3	43.1	45.1	48.5	55.2	58.4
Maldives		70	80		70	80			
Nepal		28	38		72	75	68.6	80	90
Pakistan	23.4			52.1			73		
Sri Lanka		87	90	55.5			21.3		
Tajikistan									
Turkmenistan									
Uzbekistan									
Eastern and South-eastern Asia	82	81.5	82	98.1	57.9	63.4	71.9	73.8	76.6

Country	Minimum proficiency level, reading								
	Grades 2/3			End of primary			End of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Brunei Darussalam									
Cambodia		57.8	66		77.3	85	7.5	87.2	91
China	81.8	81.8	81.8				79.6	79.6	79.6
Democratic People's Republic of Korea	93.5								
Hong Kong, China				98.6			90.7		
Indonesia					63.7	67.2	44.6	65.1	76.5
Japan									
Lao People's Democratic Republic		50	66		14.2	24.4		40	52
Macao, China				97.6					
Malaysia					70.2	80.4		62.1	66.7
Mongolia		70	75		70	75		70	75
Myanmar									
Philippines									
Republic of Korea							86.3	86.7	88
Singapore				97.3			88.9		
Thailand		85	90				50	46.4	50.3
Timor-Leste		70.7	77.7		25.5	29.1		36.1	40.8
Viet Nam					99.9	99.9	86.2	99.7	100
Oceania	93.2	97.8	98.6	82.7	88.6	89.6	82.1	81.9	84
Australia	94.5						81.9		
Cook Islands		80	80		90	90		75	75
Fiji									
Kiribati		56	58.8		51.5	54.1		51.1	53.7
Marshall Islands		31	36		24	29		24	29
Micronesia, Federated States of					41	51		37	47
Nauru									
New Zealand				90			82.7		
Niue		55	60		70	75		100	100
Palau		100	100		100	100		100	100
Papua New Guinea									
Samoa		37			33			46	
Solomon Islands	71.4	90	95	57.8	80	90			
Tokelau									
Tonga		90	95		90	95		90	95
Tuvalu		40	50		55	60		85	90
Vanuatu						35			
Latin America and the Caribbean	76.4	89	93	49.9	65.6	72.8	51.3	54	57.8
Anguilla									
Antigua and Barbuda									
Argentina	76.3			46.4	40.9	46.8		44.5	48.7
Aruba									
Bahamas		82	90		50	65		75	85
Barbados		69.5	76.7		53	56.6		48.3	52
Belize		67.4	75		69.3	75		63.4	75

Country	Minimum proficiency level, reading								
	Grades 2/3			End of primary			End of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Bolivia, Plurinational State of	47.7			15.2					
Brazil	80.2	89.6	92.2	53.1	61.7	65.3	49	55	58.2
British Virgin Islands			50			50			50
Cayman Islands		67.4	75		69.3	75		63.4	75
Chile	93.6			69.7			71.6		
Colombia	79			55.3			57.2		
Costa Rica	89.3	95.5	98	68.3	76.9	80.5	59.7	62.2	64.8
Cuba		98.2	98.6		99.9	99.9		99.9	99.9
Curaçao									
Dominica		67.4	75		69.3	75		63.4	75
Dominican Republic	44.2			20.6			27.9		
Ecuador	74.5			37.9			49.4		
El Salvador		75	78		40	48		35	40
Grenada		67.4	75		69.3	75		63.4	75
Guatemala	68	79.4	84.3	36.4	40.3	43.9	29.9	20.5	25
Guyana		60	85		70	80		75	85
Haiti		67.4	75		69.3	75		63.4	75
Honduras	69.7	91	95	30.6	55	70	29.7	47	70
Jamaica	85	67.4	75		69.3	75		63.4	75
Mexico	77.8			57.5			58.3	55.3	55.3
Montserrat		67.4	75		69.3	75		63.4	75
Nicaragua	61.2			30.7					
Panama	64.8			35.9				61.2	70
Paraguay	61.1	30.4	32	28.7	31	37	32.2		
Peru	79.5			46.3					
Saint Kitts and Nevis		67.4	75		69.3	75		63.4	75
Saint Lucia		67.4	75		69.3	75		63.4	75
Saint Vincent and the Grenadines		67.4	75		69.3	75		63.4	75
Sint Maarten									
Suriname		67.4	75		69.3	75		63.4	75
Trinidad and Tobago				80.3			57.5	65	70
Turks and Caicos Islands		67.4	75		69.3	75		63.4	75
Uruguay	79.8	43	45.5	58.6	18	20.7	61	21	22.9
Venezuela, Bolivarian Republic of									
Europe and Northern America	97.9	99.2	99.4	96.6	99.9	99.9	81.1	82	84
Albania									
Andorra									
Austria				97.6	98	98	77.5	80	82
Belarus									
Belgium				97.4			80.5		85
Bermuda		67.4	75		69.3	75		63.4	75
Bosnia and Herzegovina								51.7	55.1
Bulgaria				94.8			58.5		85
Canada				95.7			89.3		
Croatia							80.1		85
Czechia			100	97	100	100	78	98	85

Country	Minimum proficiency level, reading								
	Grades 2/3			End of primary			End of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Denmark	97.4						85		85
Estonia							89.4		85
Finland				98.3			88.9		85
France				93.7	100	100	78.5	81	82.2
Germany				94.5			83.8		85
Greece							72.7		85
Hungary				97.1			72.5		75
Iceland							77.9		
Ireland	97.7	98.5	99		90	92	89.8	89.3	90.4
Italy				97.9			79		85
Latvia				99.2			82.3		85
Liechtenstein									
Lithuania				97.3			74.9		85
Luxembourg							74.4		85
Malta				73.2	76		64.4	66	85
Monaco									
Montenegro							58.1		
Netherlands				98.7			81.9		85
North Macedonia							29.3		
Norway	98.6				95.9	96.8	85.1	65.2	67.6
Poland		98	98	98	100	100	85.6	86	87
Portugal				97			82.8		85
Republic of Moldova					100	100	54.2	71	80
Romania							61.3		85
Russian Federation		100	100	99.1	100	100	83.8	82	83
San Marino									
Serbia									
Slovakia				93.4	93.5	94.3	67.9	69.1	72
Slovenia				96.3			84.9		85
Spain				96.6			83.8		85
Sweden				98.1			81.6		85
Switzerland							80		
Ukraine									
United Kingdom				96.8			82.1		
United States				96.1			81		
World	58.5	79	85.9	50.7	67.5	76.1	60.5	73.7	78

Note: (a) values to be confirmed with countries.

Minimum proficiency level, mathematics

Country	Minimum proficiency level, mathematics								
	Grades 2/3			End of primary			End of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Sub-Saharan Africa	28.9	38.5	43.4	34.5	45.9	51.8	25.2	33.5	37.8
Angola									
Benin	33.9			10.8					
Botswana		80	90	64.7		95		30	40
Burkina Faso	58.9			21.9					
Burundi	97.2			39.9					
Cabo Verde									
Cameroon	57			11.8					
Central African Republic									
Chad	47.8			3					
Comoros									
Congo	72			5.9					
Côte d'Ivoire	33.4	65	70	3.1	58	65			
Democratic Republic of the Congo		80	83.4		90	100			
Djibouti									
Equatorial Guinea									
Eritrea									
Eswatini		20	50		50	60			
Ethiopia				73.4			18.4		
Gabon									
Gambia		28	45.1			53.7			
Ghana	7.8								
Guinea		65.2	72.2		42.9	49.9			
Guinea-Bissau									
Kenya	36.1	76.1	80.3		41.4	50.1			
Lesotho				12.1					
Liberia									
Madagascar		20.9	33	4.7	14.1	20.7			
Malawi		60	65		80	90		80	90
Mali		37.6	47						
Mauritania									
Mauritius				78	80	85			
Mozambique									
Namibia				6.4					
Niger	27.4			1.4	64.8	95.5			
Nigeria	11.3								
Rwanda		65.5	99	59	81.7	99	78.8	89.2	99
Sao Tome and Principe									
Senegal	63.2	68.8	71.7	29.1	36.3	44	7.7	19.8	25.4
Seychelles		96	96		50	50		50	50
Sierra Leone	5.6				70	85		72.6	80
Somalia									
South Africa		97	100	14.9	94	99.2			
South Sudan									
Togo	40.2	69.7	90	19.7	79.4	90			

Country	Minimum proficiency level, mathematics								
	Grades 2/3			End of primary			End of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Uganda	21	73.6		52.6	68		41.5	50.3	
United Republic of Tanzania	35.1								
Zambia							2.3		
Zimbabwe									
Northern Africa and Western Asia	–	61.4	81.5	38.2	52.9	57.4	26.7	35.5	40
Algeria		83	87		84.9	87.2	19	57.2	65.3
Armenia		99	99	54.6	99	99	50.4	99	99
Azerbaijan									
Bahrain				39.9	61.8	68.4	39.5	58.7	61.5
Cyprus				73.8					85
Egypt							21.3		
Georgia				47.3			42.9		
Iraq									
Israel							67.9		
Jordan					30.2	36.7	32.5	43	45
Kuwait				11.7	66		18.3	75.5	
Lebanon							34.8	40	48
Libya									
Morocco				15.7	65	80	14.1	60	75
Oman				32.1	65	68	23.4	55	58
Palestine					40	45		40	50
Qatar		85	87	36.4	55	60	36	43	46
Saudi Arabia				16.2			11.1		
Sudan		62	77						
Syrian Arab Republic		10.5			35			28	
Tunisia							25.2		
Turkey				57.1			42.4		
United Arab Emirates				42.5			46.4		
Yemen									
Central and Southern Asia	34.3	45.6	51.4	39.4	52.4	59.1	23.2	30.9	34.8
Afghanistan	24.5			11					
Bangladesh	67.4	46	47.5	47.3	34.1	44.1	31	75	85
Bhutan					30			20	
India	36.5	90	100	38.8	85	95	12.3	65	75
Iran, Islamic Republic of				32.7			34.1		
Kazakhstan		85.9	95	79.7	80.5	89		56.5	60
Kyrgyzstan		32.1	34.3	39.8	42.2	44.3	35.1	37.2	40.1
Maldives		70	80		70	80			
Nepal		24	30		63	65	53.8	70	80
Pakistan	2.8						68		
Sri Lanka		75	82.5	73.4			50.6	65	69
Tajikistan									
Turkmenistan									
Uzbekistan									
Eastern and South-eastern Asia	84.6	83.7	84.2	71.5	70	72.6	68.6	68.2	69.7

Country	Minimum proficiency level, mathematics								
	Grades 2/3			End of primary			End of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Brunei Darussalam									
Cambodia		58.5	67		60.4	68	9.9	76.3	84
China	84.6	84.6	84.6				78.9	78.9	78.9
Democratic People's Republic of Korea	83.4								
Hong Kong, China				97.8			91		
Indonesia				17.5	31.5	39.3	31.4	30.9	35.3
Japan									
Lao People's Democratic Republic		30	42		18.4	27.1		20	32
Macao, China									
Malaysia					74.4	83.1		65.1	70.1
Mongolia		70	75		70	75		70	75
Myanmar									
Philippines									
Republic of Korea				96.9	96	97	84.5	87	89
Singapore				93.4			93.6		
Thailand		80	85		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
Oceania	70.6	88.1	98.5	64.7	76.9	84.7	78.1	80.2	84
Australia	70.2			64.4			78		
Cook Islands		80	80		90	90		75	75
Fiji									
Kiribati		71	74.6		76.6	80.4		26.3	27.6
Marshall Islands		37	42		23	28		10	15
Micronesia, Federated States of		33	43		35	45		31	41
Nauru									
New Zealand				58.6			78.4		
Niue		70	75		75	80		100	100
Palau		100	100		100	100		100	100
Papua New Guinea									
Samoa		30			54			10	
Solomon Islands	76.3	100	100	90.5	100	100			
Tokelau									
Tonga		90	95		90	95		90	95
Tuvalu		75	80		90	95		85	90
Vanuatu						50			
Latin America and the Caribbean	68.4	93.9	96.1	52.8	68.1	75.6	32.2	39.9	44.3
Anguilla									
Antigua and Barbuda									
Argentina	71.1			55.6	47.5	52.9		37.2	42
Aruba									
Bahamas		75	75		80	90		64	85
Barbados		68.1	80.2		53	56.6		34.9	39.1
Belize		64.6	75		62.8	75		54.1	75

Country	Minimum proficiency level, mathematics								
	Grades 2/3			End of primary			End of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Bolivia, Plurinational State of	37.8			7.7					
Brazil	70.7	99.6	100	51.7	67.4	73.9	29.7	38.1	42.2
British Virgin Islands		45	60		65	75			50
Cayman Islands		64.6	75		62.8	75		54.1	75
Chile	89.7			75.4			27.9		
Colombia	64.5			47.7			33.7		
Costa Rica	84.4	100	100	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	80			
Dominica		64.6	75		62.8	75		54.1	75
Dominican Republic	25.4			12.3			9.5		
Ecuador	64.7			48.4			29.1		
El Salvador		85	88		43	48		25	28
Grenada		64.6	75		62.8	75		54.1	75
Guatemala	51.8	77.7	89.8	34.5	40.6	47.1	10.6	23.7	28.7
Guyana		60	80		50	80		50	60
Haiti		64.6	75		62.8	75		54.1	75
Honduras	56.8	95	100	31.7	53	61	15.4	30	50
Jamaica	66.9	64.6	75		62.8	75		54.1	75
Mexico	77			69.5			43.4	43.8	43.8
Montserrat		64.6	75		62.8	75		54.1	75
Nicaragua	43.5			20.4					
Panama	51.2			22.7				58.1	70
Paraguay	46.8	23.8	28	23.3	21.7	26	8.3		
Peru	69.6			52.6					
Saint Kitts and Nevis		64.6	75		62.8	75		54.1	75
Saint Lucia		64.6	75		62.8	75		54.1	75
Saint Vincent and the Grenadines		64.6	75		62.8	75		54.1	75
Sint Maarten									
Suriname		64.6	75		62.8	75		54.1	75
Trinidad and Tobago							47.7	56	60
Turks and Caicos Islands		64.6	75		62.8	75		54.1	75
Uruguay	75.1	46	46	68.2	31	34.7	47.6	62	68.6
Venezuela, Bolivarian Republic of									
Europe and Northern America	83.3	98.2	99.1	77.4	86.2	93	75.1	79	82.8
Albania							46.7		
Andorra									
Austria					92	99	78.2	81	83
Belarus									
Belgium				88			79.9		85
Bermuda		64.6	75		62.8	75		54.1	75
Bosnia and Herzegovina					47.8	54.4		54.9	58
Bulgaria				75.1			57.9		85
Canada				69.4			85.6		
Croatia				67.5			68		85
Czechia			100	78.4	91.1	100	78.3	96.8	85

Country	Minimum proficiency level, mathematics								
	Grades 2/3			End of primary			End of lower secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030
Denmark	80.3						86.4		85
Estonia							88.8		85
Finland				82.2			86.4		85
France				58.1	64.8	71.4	76.5	81	82.5
Germany				76.7			82.8		85
Greece							64.2		85
Hungary				74.9			66.9		65
Iceland							76.4		
Ireland	83.8	84.4	85.2		90	92	85	85.5	86.7
Italy				68.7			62.4		85
Latvia							78.6		85
Liechtenstein									
Lithuania				80.7			74.6		85
Luxembourg							74.2		85
Malta					75		61.6	70	85
Monaco									
Montenegro							48.1		
Netherlands				83			83.3		85
North Macedonia							29.8		
Norway	85.7			70.4	69	75.6	82.9	62.2	64.8
Poland		95	97	79.8	80	82	82.8	87	89
Portugal				81.8			76.2		85
Republic of Moldova					100	100	49.7	70	80
Romania							60.1		85
Russian Federation		100	100	88.9	100	100	81.1	82.6	85.5
San Marino									
Serbia				71.6					
Slovakia					74	81	72.3	75.7	79.5
Slovenia				75.5			83.9		85
Spain				67.4			77.8		85
Sweden				74.9			79.2		85
Switzerland							84.2		
Ukraine									
United Kingdom				80			78.1		
United States				78.6			70.6		
World	49.4	65.7	74.1	53.3	68.7	76	43.8	62	65.7

Trained teachers

Country	Trained teachers											
	Pre-primary			Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030	2015	2025	2030
Sub-Saharan Africa	48.3	64.3	72.5	81.7	90.5	96.6	60.4	85.1	90.5	70.7	74.3	81.2
Angola							53.5			46.7		
Benin	25.9			68.3								
Botswana	54.2	100	100	99.8	100	100		100	100		100	100
Burkina Faso	34.5			85.8			58.2			58.2		
Burundi	100			100			100			100		
Cabo Verde	29.5	49.3	65.2	93.4	100	100	94.1	100	100	93.2	100	100
Cameroon	67.3			81.2			50			57		
Central African Republic												
Chad	24.4			65			39.5			49.3		
Comoros	56			71.9						19.7		
Congo												
Côte d'Ivoire	100	99	100	100	96	100						
Democratic Republic of the Congo	20.6			94.6								
Djibouti				100			100			100		
Equatorial Guinea	88.8			37.2			11.2					
Eritrea	39.8			70.7			85.7			80		
Eswatini		25	60	87.7	95	100		100	100		100	100
Ethiopia										100		
Gabon												
Gambia	69			87.7			94.2			96.2		
Ghana	45.5	86.2	100	55.4	88	100	70.3	91	100	92.4	92.6	97
Guinea	21.8	86	100	75.4	57.1	100		49.5	100		53.8	100
Guinea-Bissau												
Kenya	82.3	100	100		100	100		100	100		100	100
Lesotho	100			86.5								
Liberia	54.6			70.2	62.2	68.2	62.5	62.5	69.2	59.9	62.5	69.2
Madagascar	16.9	46.2	70.8	14.8	18.9	23.4	21.6	24.5	26.1	19	26	28.1
Malawi		75	100	90.8	100	100						
Mali												
Mauritania		100	100	87.2	100	100	100	100	100	76	100	100
Mauritius	100	100	100	100	100	100		55	57		55	57
Mozambique				97.2	50	100	85.2	40	100	95.1	100	100
Namibia				86.6								
Niger				55.6						13		
Nigeria												
Rwanda	43	63.4	81.9	92.6	99.9	99.9	61.3	76.4	89.3	54	76.9	88.1
Sao Tome and Principe	19.8	92.5	100	27.4	100	100	20.2	100	100		90	90
Senegal	26.1	100	100	68.3	100	100		100	100		100	100
Seychelles	85.7	90	90	84	90	90		99	99		70	70
Sierra Leone	37.3	58	75	60.8	70	80	68.7	70	85	73.5	45	55
Somalia					40			50			90	
South Africa												
South Sudan												
Togo	62.9	73.3	77.7	73.3	78.6	79		88.9	90		80.5	75.3

Country	Trained teachers											
	Pre-primary			Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030	2015	2025	2030
Uganda	60	85.1		79.6	87							
United Republic of Tanzania	52.1			99.2								
Zambia				98.8								
Zimbabwe	52.9			97.4								
Northern Africa and Western Asia	81	79.7	94.1	88.7	85.3	98.6	84.4	97.3	100	81.2	88.1	99.9
Algeria		73.2	76.5	100	100	100		100	100		99.8	100
Armenia	82	100	100		100	100		100	100		100	100
Azerbaijan	88			98			97.6					
Bahrain	100	100	100	83.7	100	100	84.3	100	100	85.2	100	100
Cyprus												
Egypt	76.5			74.1			69.1			65.5		
Georgia												
Iraq		20.2			24						27.1	
Israel												
Jordan	100	100	100	100	100	100	100	100	100	100	100	100
Kuwait	75.4	100		78.9	100			100			100	
Lebanon		70	84		70	84		70	84		70	84
Libya												
Morocco		100	100	100	100	100	100	100	100	100	100	100
Oman	100	100	100	100	100	100	100	100	100	100	100	100
Palestine	100	100	100	100	100	100	100	100	100	100	100	100
Qatar	100	100	100	100	100	100	100	100	100	100	100	100
Saudi Arabia	100			100			100			100		
Sudan		60	80		75	90		90	100	64.7	95	100
Syrian Arab Republic	34.5	84			97.2			90		91.7	86	
Tunisia	100			100			100			100		
Turkey												
United Arab Emirates	100			100			100			100		
Yemen										94.6		
Central and Southern Asia	94.4	91.7	96.4	72.6	93	98.4	73.7	92.1	98.1	77.1	83.3	87.7
Afghanistan												
Bangladesh		58.8	66	50.4	75.4	85.3	59.6	85	95	58.5	80	90
Bhutan	100	100	100	100	100	100	100	100	100	100	100	100
India		95	100	69.8	95	100	76.6	95	100	76.4	82	86
Iran, Islamic Republic of				100			100			95.1		
Kazakhstan	100	100	100	100	100	100		100	100		100	100
Kyrgyzstan		52	60	95.4	96.2	98.4		80.4	82.1		80.4	82.1
Maldives	87.9	100	100	90.1	100	100	96.8	100	100	96.8	100	100
Nepal	88.7	100	100	97.3			89.5			88		
Pakistan				83.7			54.5			84.7		
Sri Lanka	87	85	90	85.5	93	97	84.5	90	95	79.8	84	88
Tajikistan	100			100								
Turkmenistan												
Uzbekistan	98.5	100	100	98.9	100	100	99	100	100	93.4	100	100
Eastern and South-eastern Asia	98.2	98.9	99.3	99.7	99.3	99.9	98.6	98.5	99.8	98.1	99	99.1

Country	Trained teachers											
	Pre-primary			Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030	2015	2025	2030
Brunei Darussalam	59.1			85.3			92.1			89.1		
Cambodia	100	100	100	100	100	100	100	100	100		100	100
China		98.7	99		99.9	99.9		99	99.9		98.9	99
China, Hong Kong SAR	96.2	100	100	96.9	100	100		100	100		100	100
China, Macao SAR	99.3			98.2			90.3			90.9		
Democratic People's Republic of Korea												
Indonesia												
Japan												
Lao People's Democratic Republic	90.1	99.7	99.8	97	99.7	99.8	94.7	99.8	99.9	98.4	99.8	99.9
Malaysia	91	100	100	98.9	100	100		92.1	93		92.1	93
Mongolia	100	99.3	100	100	99	100		99	100		99	100
Myanmar				99.5			93.6			91.9		
Philippines	100			100			100			100		
Republic of Korea		100	100		100	100		100	100		100	100
Singapore	100			99								
Thailand		100	100	100	100	100	100	100	100	100	100	100
Timor-Leste		96	100		98.5	100		97.6	100		88.8	100
Viet Nam	98.8	100	100	99.7	90	100	99	90	100		100	100
Oceania	61.2	85.1	91.8	80.7	95.2	99.7	72.1	98.2	98.8	64.3	85.5	96.4
Australia												
Cook Islands	72.4	100	100	99.1	100	100		100	100		100	100
Fiji												
Kiribati		95	100	72.7	95	100	86.7	95	100	47	95	100
Marshall Islands		41	61		61	81		66	86		78	98
Micronesia, Federated States of	99.3	64	64	100	74	74	100	73	73		64	64
Nauru	100	100	100	100	100	100	100	100	100	100	100	100
New Zealand												
Niue	100	100	100	92.3	100	100	80	100	100	100	100	100
Palau		100	100		100	100		100	100		100	100
Papua New Guinea			100			100		100	100		100	100
Samoa	100	100	100	93.9	100	100		100	100	79.5	100	100
Solomon Islands	51.2		100	74.1		100	86.6		100	63		100
Tokelau	41.7			66.7			75					
Tonga		99	100	92.5	99	100		99	100		99	100
Tuvalu	100	100	100	76.6	90	100	52.4	90	100	34.6	80	90
Vanuatu	46						21.5					
Latin America and the Caribbean	85.6	90.1	93	94.6	96.5	97.6	94.1	98	98.9	93.8	97.9	98.4
Anguilla	35.7						66					
Antigua and Barbuda	64.7			55.2								
Argentina			95			99						95
Aruba												
Bahamas	82.2	90	97	89.6	92	98	82.6	90	95	86.3	90	95
Barbados	72.6	87.4	97.9	79.8	87.7	96	47.5	71.7	85.6	47.3	67.1	78.8
Belize	45.2	74.1	85	75	83	85	58	76.7	85	44.1	76.7	85

Country	Trained teachers											
	Pre-primary			Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030	2015	2025	2030
Bolivia, Plurinational State of	79.9	89	95.8	87.8	92.4	94.7						
Brazil												
British Virgin Islands		95	95	80.1	98	98		99	99		99	99
Cayman Islands		74.1	85	88.1	83	85		76.7	85		76.7	85
Chile												
Colombia	97	98.4	100	94.7	99.4	100	98.2	99.1	100	98.7	100	100
Costa Rica	89.2	97	100	93.5	100	100	95.4	100	100	95	100	100
Cuba		100	100	100	100	100	100	100	100	100	100	100
Curaçao												
Dominica	18.9	74.1	85	65.7	83	85	48.4	76.7	85	48.7	76.7	85
Dominican Republic	83.7			94.9			88.1			79.4		
Ecuador												
El Salvador	93.8	97.1	100	95.4	97.5	100	93.3	95.2	100	91.6	93.5	100
Grenada	37.5	74.1	85	64.1	83	85	44.6	76.7	85	44.6	76.7	85
Guatemala												
Guyana		80	90		80	90		84	95		84	95
Haiti		74.1	85		83	85		76.7	85		76.7	85
Honduras	51	86	97		100	100		100	100		97	100
Jamaica	75.5	74.1	85	95.5	83	85		76.7	85		76.7	85
Mexico	85.1	85.5	87	94.8	96	97		77.5	80.0		100	100
Montserrat	81.8	74.1	85	76.7	83	85		76.7	85		76.7	85
Nicaragua		100	100		100	100		100	100		100	100
Panama	100			99.2			94			98.1		
Paraguay												
Peru												
Saint Kitts and Nevis		74.1	85	72	83	85		76.7	85		76.7	85
Saint Lucia		74.1	85		83	85		76.7	85		76.7	85
Saint Vincent and the Grenadines	14.1	74.1	85	66.5	83	85		76.7	85		76.7	85
Sint Maarten												
Suriname	99.3	74.1	85	98.4	83	85	83.7	76.7	85	50.2	76.7	85
Trinidad and Tobago		80	90		85	90		95	95		95	95
Turks and Caicos Islands		74.1	85	89.1	83	85		76.7	85		76.7	85
Uruguay				100			68.2					
Venezuela, Bolivarian Republic of												
Europe and Northern America	98	99.4	99.4	97.1	99.6	99.9	99.4	99.3	99.9	98.3	99.4	100
Albania												
Andorra	100			100								
Austria												
Belarus	92.2			99.6			98.6			91.6		
Belgium												
Bermuda	100	74.1	85	100	83	85	100	76.7	85	100	76.7	85
Bosnia and Herzegovina												
Bulgaria												
Canada												
Croatia												
Czechia												

Country	Trained teachers											
	Pre-primary			Primary			Lower secondary			Upper secondary		
	2015	2025	2030	2015	2025	2030	2015	2025	2030	2015	2025	2030
Denmark												
Estonia												
Finland												
France												
Germany												
Greece												
Hungary												
Iceland												
Ireland												
Italy												
Latvia	100			100			100			100		
Liechtenstein												
Lithuania												
Luxembourg												
Malta	92	100	100	82.3	94	96		95	97		99	99
Monaco												
Montenegro												
Netherlands												
North Macedonia												
Norway		100	100		100	100		100	100		100	100
Poland		100	100		100	100		100	100		100	100
Portugal												
Republic of Moldova	90.1	100	100	99.1	100	100	98	100	100	98.9	100	100
Romania												
Russian Federation		99	99	98.6	100	100		99.5	100		99	100
San Marino												
Serbia												
Slovakia	96.1	100	100	95.9	100	100	96.4	100	100	95.2	100	100
Slovenia												
Spain	100	100	100	100	100	100	100	100	100	100	100	100
Sweden												
Switzerland												
Ukraine				86.8								
United Kingdom												
United States												
World	70.2	89.4	94.5	80.5	93.6	98.3	76.4	93.2	97.9	78.4	87.4	91.6

Public education expenditure

Country	Public education expenditure					
	% GDP			% spending		
	2015	2025	2030	2030	2025	2030(c)
Sub-Saharan Africa	3.9	4	4	15.5	19.4	19.7
Angola	2.5	4	4	6.8	15	15
Benin	3.5	4	4	19.9	32.4	32.4
Botswana	7.1	5	10	22.2	20	20
Burkina Faso	5.6	5.2	5.4	21.4	19.4	19.4
Burundi	4.8	4	4	19.8	24.3	24.3
Cabo Verde	5.2	4	4	16.4	21.4	21.4
Cameroon	3.2	4	4	15.9	15	15
Central African Republic	1.8	3.6	4	8.9	19.4	19.4
Chad	2.5	4	4	16.4	15	15
Comoros	2.5	4	4	13.4	15	15
Congo	4.4	4	4	15.7	19.4	19.4
Côte d'Ivoire	3.8	5	5	20.6	22	22
Democratic Republic of the Congo	1.5	4	4	14	20	20
Djibouti	3.7	4	4	13.3	20.1	20.1
Equatorial Guinea		4	4		15	15
Eritrea		4	4		20	20
Eswatini	6.1	4	4	24.8	17	20
Ethiopia	5.6	4	4	26.5	15	15
Gabon	3.3	4	4	16.1	15	15
Gambia	2.5	4	4	10.4	20	20
Ghana	3.6	4	4	20.1	23	23
Guinea	2.3	3	4	13.4	21	26
Guinea-Bissau	2.2	4	4	15	20	20
Kenya	5.4	4.3	4	17.7	25.3	25.3
Lesotho	8.2	4	4	15.1	23	23
Liberia	2.8	4	4	8.3	15	15
Madagascar	2.8	4	5.1	15.8	15	19.1
Malawi	4	4	4	14.3	15	15
Mali	3.8	4	4	16.5	15	15
Mauritania	1.9	4	4	9.3	20	20
Mauritius	5	4	4	20.4	15	15
Mozambique	5.5	4	4	18.4	26.6	26.6
Namibia	9.8	4	4	24.7	15	15
Niger	2.6	4	4	13.2	15	15
Nigeria		4	4	6.1	22.5	22.5
Rwanda	3.1	5	5	11.1	18	21
Sao Tome and Principe	5	4	4	18.4	15	15
Senegal	4.6	5.8	7.1	20.6	22.3	24.6
Seychelles	3.7	4	4	10.3	15	15
Sierra Leone	4.6	3	4	19.9	25	30
Somalia		4	4	1.7	8.9	15
South Africa	6.1	4	4	18.7	15	15
South Sudan	1.5	4	4	1.1	15	15
Togo	3.8	4	4	23.1	24.6	24.6

Country	Public education expenditure					
	% GDP			% spending		
	2015	2025	2030	2030	2025	2030(c)
Uganda	2.3	2.2	4	12.8	11	15
United Republic of Tanzania	4.4	4	4	24.4	20	20
Zambia	3.7	4	4	14.9	15	15
Zimbabwe	5.4	4	4	20.9	20	20
Northern Africa and Western Asia	4.6	4	4	12.7	15	15
Algeria	6.5	3.9	3.8	17.6	13.9	13.9
Armenia	2.7	3.5	4	10.4	15	15
Azerbaijan	2.5	4	4	7	15	15
Bahrain	2.3	4	4	7.2	15	15
Cyprus	5.8	4	4	15.7	15	15
Egypt	3.9	4	8		15	15
Georgia	3.6	4	4	13	15	15
Iraq		3.1	4		16.4	16.4
Israel	6.1	4	4	15.7	15	15
Jordan	3.2	4	4	11.2	13.5	15
Kuwait	6.4	7	4	11.1	13	15
Lebanon	2.1	5.7	6.3	7.1	8	8.9
Libya		4	4		15	15
Morocco		4.9	4.4	5.1	22.9	22.9
Oman	5.8	5	5.1	13.6	15	15
Palestine	4.7	5.4	5.5	16.1	19	20
Qatar	3	3.5	4	8.6	12.5	15
Saudi Arabia		4	4		15	15
Sudan		1.3	1.4		12.5	14
Syrian Arab Republic		4.1	4		12	15
Tunisia	7.3	4	4	22.7	15	15
Turkey		4	4		15	15
United Arab Emirates		4	4		15	15
Yemen		4	4		20	20
Central and Southern Asia	3.3	4	4	13.8	15	15
Afghanistan	3.4	4	4	12	15	15
Bangladesh	1.5	3.5	3.8	16.1	17	17.5
Bhutan	7.2	5	5	23.5	20	20
India	3.5	6	6	12.8	15	15
Iran, Islamic Republic of	3.8	4	4	20.3	15	15
Kazakhstan	2.8	4	4	11.4	15	15
Kyrgyzstan	6	4	4	16.3	15	15
Maldives	3.9	5.9	5.1	11.4	15	15
Nepal	4.8	4	4	17.1	17	20
Pakistan	2.9	4	4	14.5	15	15
Sri Lanka	2.8	4	4	14.5	15	15
Tajikistan	5.8	4	4	18.1	15	15
Turkmenistan		4	4		15	15
Uzbekistan	5.3	6.7	6	22.5	24	24
Eastern and South-eastern Asia	3.5	4	4	13.5	15	15
Brunei Darussalam	4.4	4	4	11.4	15	15

Country	Public education expenditure					
	% GDP			% spending		
	2015	2025	2030	2030	2025	2030(c)
Cambodia	1.9	4	4.5	8.8	19.3	20
China	3.7	4	4	12.2	15	15
China, Hong Kong SAR	3.3	4	4	17.8	15	15
China, Macao SAR	2.7	4	4	14.1	15	15
Democratic People's Republic of Korea		4	4		15	15
Indonesia	2.7	4	4	16.1	15	15
Japan		4	4		15	15
Lao People's Democratic Republic	2.9	4	4	11.8	15	15
Malaysia	4.7	4	4	21.3	17.8	18
Mongolia	4.1	5.4	6	12.6	17	18
Myanmar	2.1	4	4	9.9	15	15
Philippines	4.4	4	4	17.2	15	15
Republic of Korea	4.3	4.3	4.3		15	15
Singapore	2.8	4	4	28.8	15	15
Thailand	3.4	4	4	15.8	15	15
Timor-Leste	7.1	4	4	8.2	15	15
Viet Nam	4.1	4.3	4.4	15.1	20	23
Oceania	4.3	4	4	13.3	15	15
Australia	5.1	4	4	13.6	15	15
Cook Islands	2.9	4	4	9.2	15	15
Fiji	4.7	4	4	16.8	15	15
Kiribati	10.9	15	15	12.5	19	19
Marshall Islands		9	9	12.5	15	20
Micronesia, Federated States of	12.4	10.9	10.9	19.1	19.2	19.2
Nauru		4	4	12.7	15	15
New Zealand	6.3	4	4	16.6	15	15
Niue		4	4		15	15
Palau		6	6		20	20
Papua New Guinea	2	4	4	10.7	15	15
Samoa	4.2	4	4	13.2	15	15
Solomon Islands	10.1	6	6	25.2	20	20
Tokelau		4	4		15	15
Tonga		4	6		15	20
Tuvalu		20	20		20	20
Vanuatu	4.5	4	4	12.2	15	15
Latin America and the Caribbean	4.8	4	4	17.3	15	15
Anguilla	3.6	4	4	12.8	15	15
Antigua and Barbuda	2.4	4	4	7.4	15	15
Argentina	5.5	4	4	13.3	15	15
Aruba	5.5	4	4	21.4	15	15
Bahamas	2.4	4	4	10.6	15	15
Barbados	4.4	4	4	12.9	15	15
Belize	7.5	4	4	21.7	15	15
Bolivia, Plurinational State of		9	9.1		24.2	26.1
Brazil	6.3	4	4	16.5	15	15

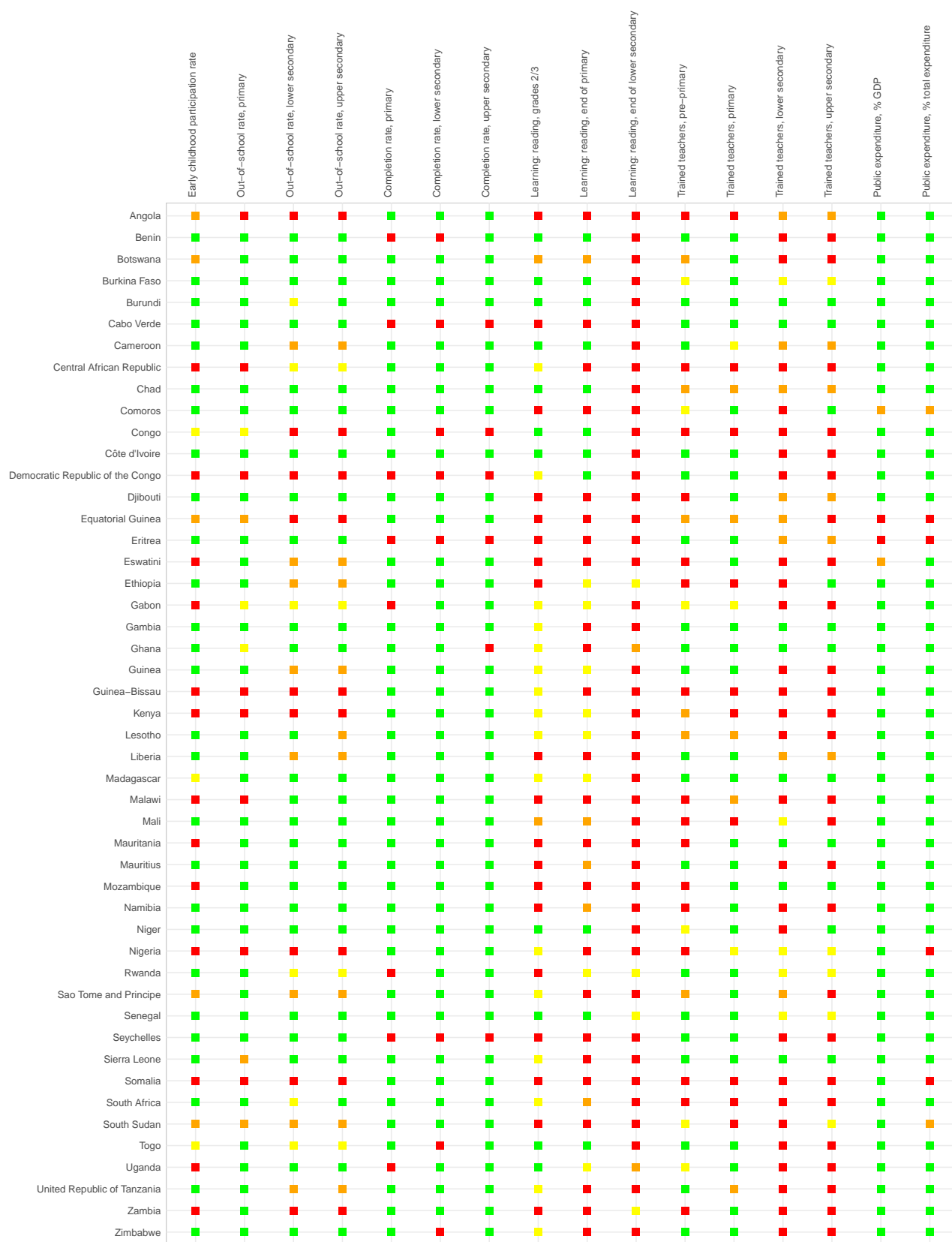
Country	Public education expenditure					
	% GDP			% spending		
	2015	2025	2030	2030	2025	2030(c)
British Virgin Islands	2.7	3	4	15	15	18
Cayman Islands		4	4		15	15
Chile	5.4	4	4	21.3	15	15
Colombia	4.5	4.5	4.5	15.5	15	15
Costa Rica	7.1	4	4	30.2	15	15
Cuba		12.4	13.6		24	24.5
Curaçao	4.9	1	2		17	19
Dominica	4.8	4	4	9.8	15	15
Dominican Republic	3.9	4	4	22.3	15	15
Ecuador	4.6	4	4	12.6	15	15
El Salvador	3.7	4	4	13.5	15	15
Grenada	3.2	4	4	14	20.2	20.2
Guatemala	3	4	4	23.1	15	26.1
Guyana	4.7	6	8	17.6	20	25
Haiti	1.6	4	4	15.2	15	15
Honduras	4.9	7.2	8	19.7	26.3	28
Jamaica	5.3	4	4	18.4	15	15
Mexico	4.5	5	5	17.6	17.5	17.5
Montserrat		4	4	6.6	15	15
Nicaragua	4.4	4	4	22.4	15	15
Panama	2.9	4	4	8.7	15	15
Paraguay	3.1	4	4	11.5	15	15
Peru	3.9	4	4	18.2	15	15
Saint Kitts and Nevis	2.6	4	4	8.6	15	15
Saint Lucia	3.6	4	4	14.1	15	15
Saint Vincent and the Grenadines	5.7	4	4	19	15	15
Sint Maarten		4	4		15	15
Suriname	6.1	4	4	17.3	15	15
Trinidad and Tobago	3.6	4	4	9.9	15	15
Turks and Caicos Islands	3	4	4	12	15	15
Uruguay	4.5	4	4	14.9	15	15
Venezuela, Bolivarian Republic of	1.3	4	4	23.9	15	15
Europe and Northern America	4.9	4	4	11.7	15	15
Albania	3.6	4	4	12.4	15	15
Andorra	3.2	4	4	9.4	15	15
Austria	5.4	4	4	10.9	15	15
Belarus	4.8	4	4	12.3	15	15
Belgium	6.4	4	4	12.4	15	15
Bermuda	1.3	4	4	7.8	15	15
Bosnia and Herzegovina		4.6	4.6		15	15
Bulgaria	4.1	4	4	12.7	15	15
Canada		4	4		15	15
Croatia	3.9	4	4	8.6	15	15
Czechia	3.8	4	4	9.8	15	15
Denmark	7.8	4	4	15.3	15	15
Estonia	5	4	4	12.8	15	15

Country	Public education expenditure					
	% GDP			% spending		
	2015	2025	2030	2030	2025	2030(c)
Finland	6.4	4	4	11.9	15	15
France	5.5	4	4	9.7	15	15
Germany	4.9	4	4	11	15	15
Greece	3.5	4	4	7.2	15	15
Hungary	4.6	4	4	9.9	15	15
Iceland	7.6	4	4	17	15	15
Ireland	3.5	4	4	13.2	15	15
Italy	4	4	4	8.3	15	15
Latvia	4.4	4	4	12	15	15
Liechtenstein		4	4		15	15
Lithuania	3.8	4	4	11.8	15	15
Luxembourg	3.6	4	4	8.5	15	15
Malta	4.7	4	4	13.4	15	15
Monaco	1.5	4	4	7	15	15
Montenegro		4	4		15	15
Netherlands	5.2	4	4	12.4	15	15
North Macedonia		4	4		15	15
Norway	7.9	4	4	15.9	15	15
Poland	4.6	4.6	4.6	11.1	12	12.5
Portugal	5	4	4	11.1	15	15
Republic of Moldova	5.6	4	4	18.4	15	15
Romania	3.1	4	4	10.1	15	15
Russian Federation	4.7	4.2	4.5	13.5	15	15
San Marino	3.4	4	4	13.1	15	15
Serbia	3.7	4	4	9.3	15	15
Slovakia	3.9	4	4	9.5	15	15
Slovenia	4.8	4	4	10.8	15	15
Spain	4.2	4	4	10.2	15	15
Sweden	7.6	4	4	15.7	15	15
Switzerland	5	4	4	15.5	15	15
Ukraine	5.4	4	4	13.1	15	15
United Kingdom	5.4	4	4	13.8	15	15
United States		4	4		15	15
World	4.2	4	4	13.5	15	15

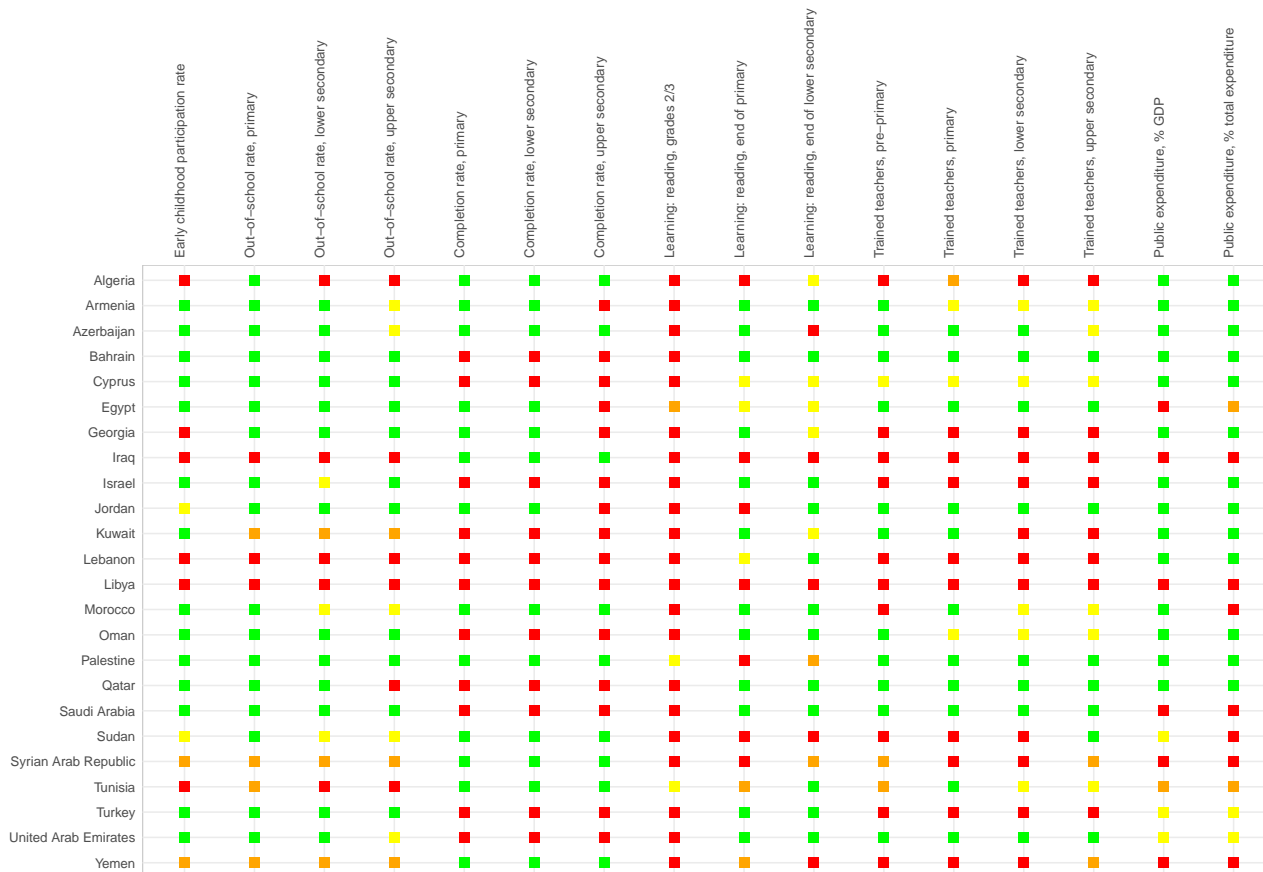
Notes: Regional and global averages were estimated using the median of national benchmarks and feasible projections.
(c) National benchmarks for 2030 are assumed to be equal to national benchmarks 2025 when not available.

Annex C: Data gaps

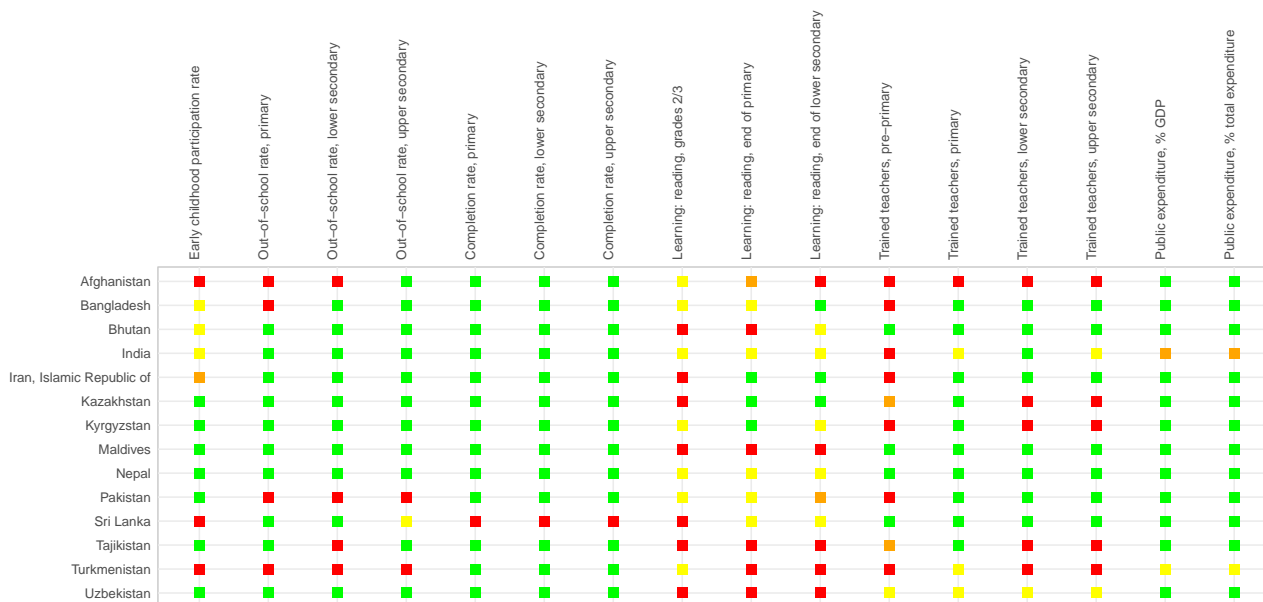
Sub-Saharan Africa



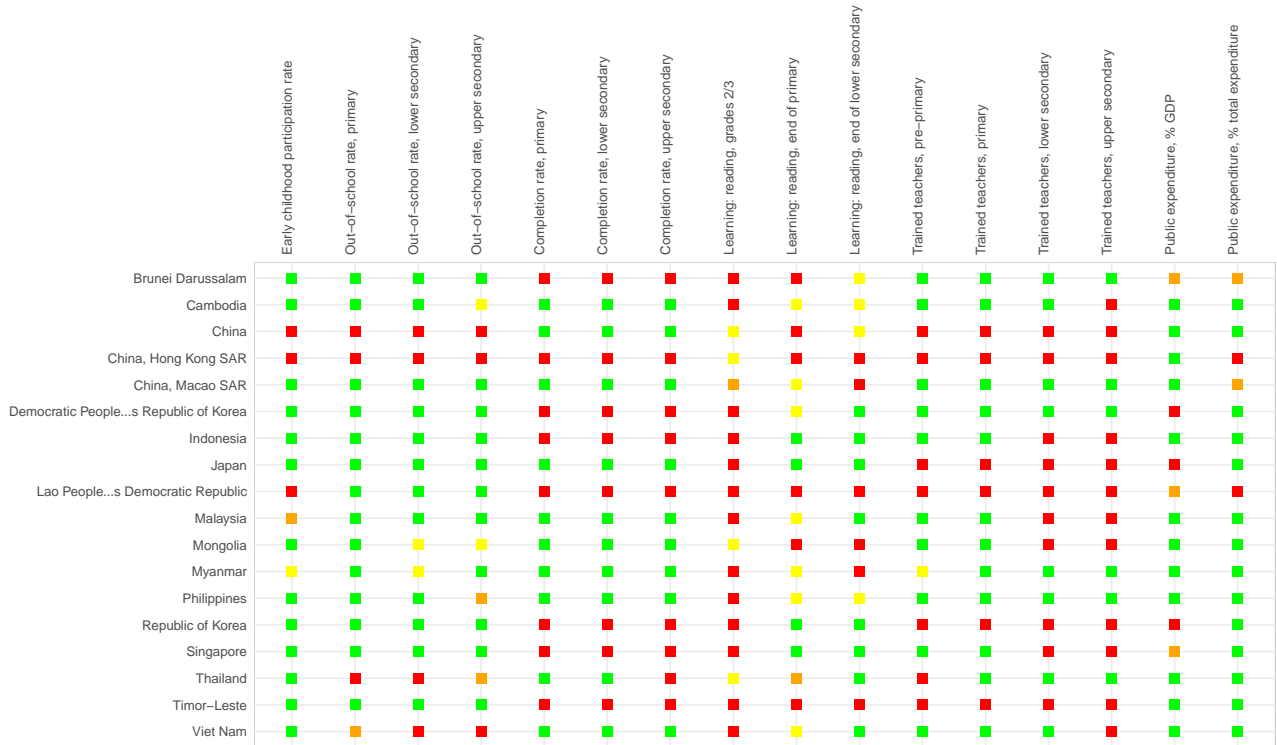
Northern Africa and Western Asia



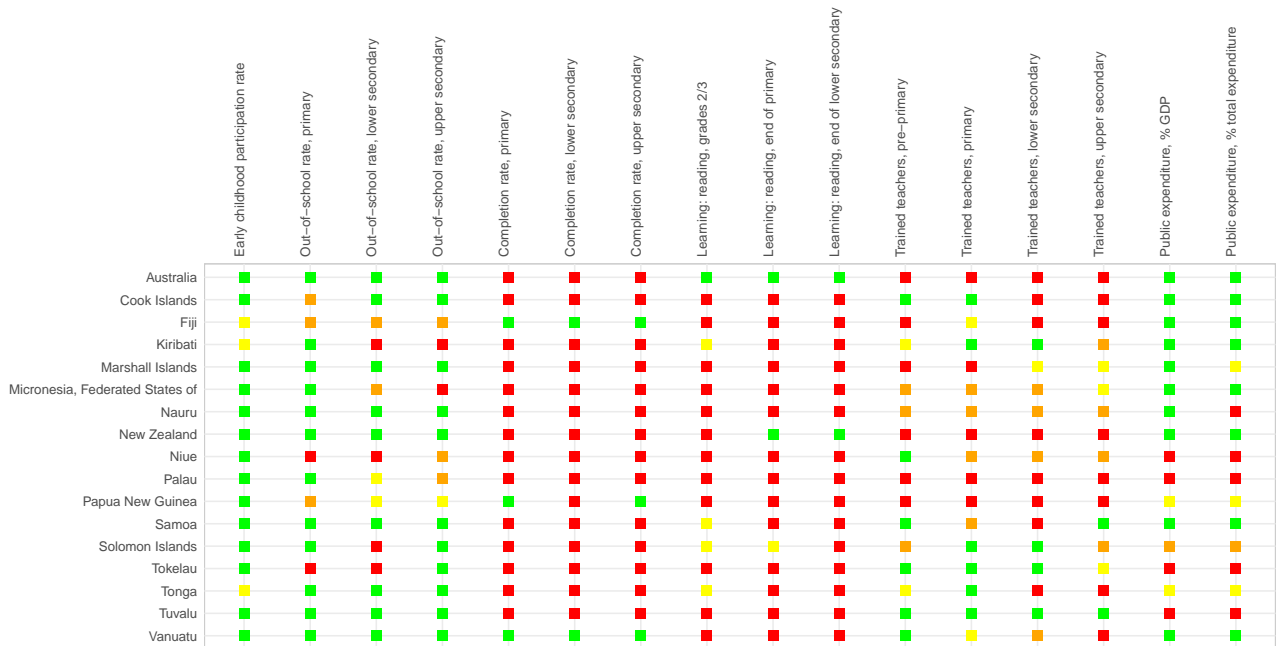
Central and Southern Asia



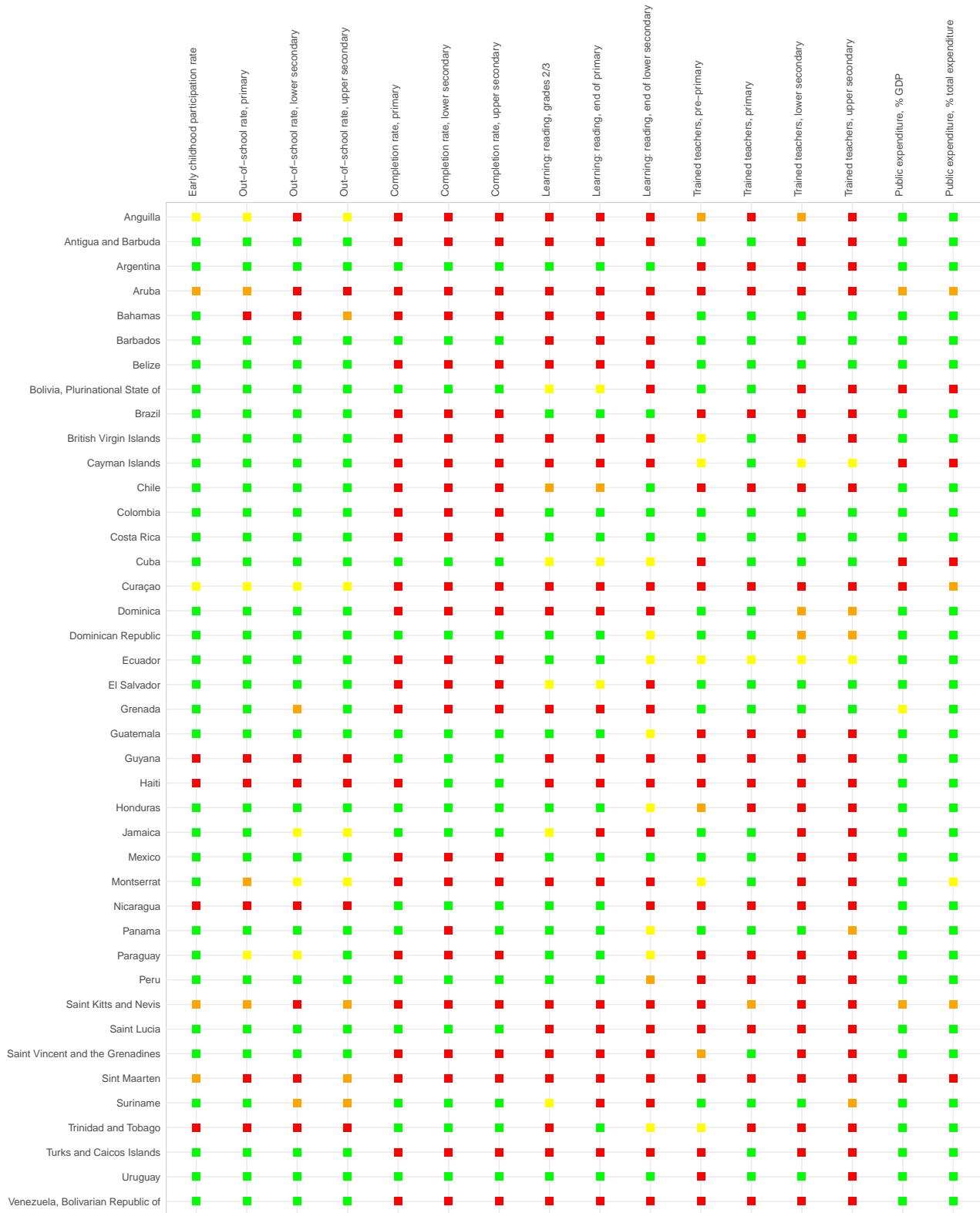
Eastern and South-eastern Asia



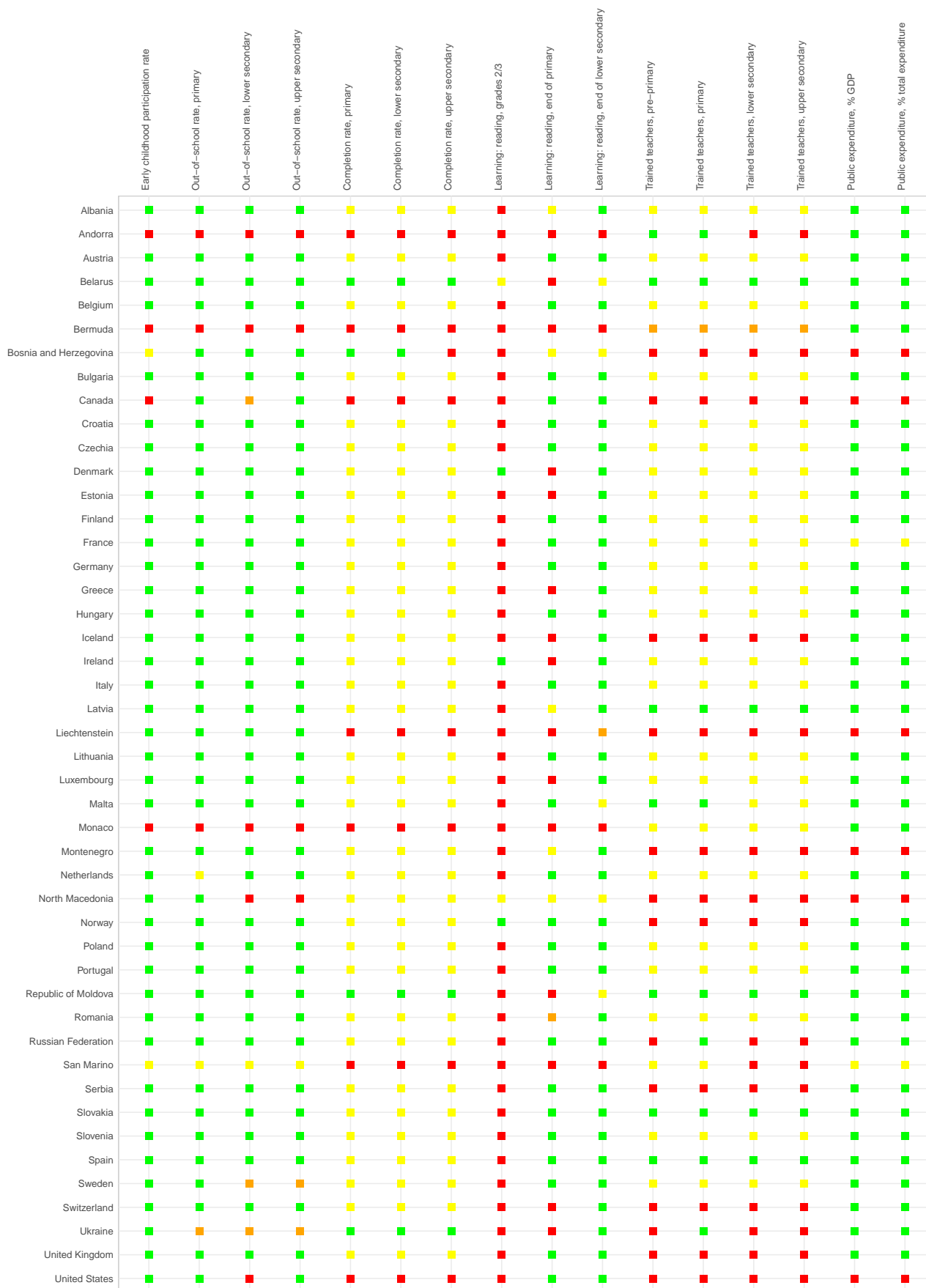
Oceania



Latin America and the Caribbean



Europe and Northern America



Notes: The cell symbols represent the following categories:
■ 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 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 4 or 5 years and at least one data point in the preceding 4 or 5 years, which permits a trend analysis.

Annex D: Regions and regional organizations

SDG regions	UNSD regions	Regional organizations
	Africa	AU
Africa (Sub-Saharan)	Sub-Saharan Africa	
	Eastern Africa	EAC, IGAD
	Middle Africa	ECCAS
	Southern Africa	SADC
	Western Africa	ECOWAS
Africa (Northern)	Northern Africa	ALECSO
	Asia	
Asia (Western)	Western Asia	ALECSO
Asia (Central and Southern)	Central Asia	
	Southern Asia	SAARC
Asia (Eastern and South-eastern)	South-eastern Asia	ASEAN, SEAMEO
	Eastern Asia	OECD
	Oceania	
Oceania	Australia and New Zealand	OECD
	Melanesia, Micronesia, Polynesia	PIF, SPC
	Americas	OAS
Latin America and the Caribbean	Latin America and the Caribbean	OEI
	Caribbean	CARICOM, OECS
	Central America	CECC
	South America	MERCOSUR, ANDEAN
Northern America	Northern America	OECD
Europe	Europe	COE, EU, OECD

	Education agenda / strategy	Monitoring framework	Monitoring report	Targets / benchmarks
Africa				
African Union (AU)	Continental Education Strategy for Africa 2016–25	Yes	No	No
Arab States				
Arab League Educational Cultural and Scientific Organization (ALECSO)	–	–	–	–
Asia/Pacific				
Association of Southeast Asian Nations (ASEAN)	Work Plan on Education 2016–20	No	Yes	No
Southeast Asian Ministers of Education Organization (SEAMEO)	Education Agenda 2035	No	No	No
South Asian Association for Regional Cooperation (SAARC)	Development Goals	In process	No	No
Pacific Islands Forum (PIF)	Pacific Education Regional Framework	Yes	No	No
Latin America/Caribbean				
Caribbean Community (CARICOM)	Human Resource Development 2030 Strategy	Yes	Yes	No
Central American Educational and Cultural Corporation (CECC)	Central America Education Programme	Yes	Yes	No
Organization of Eastern Caribbean States (OECS)	Education Sector Strategy	Yes	Yes	No
Europe				
Council of Europe (COE)	Operational Programme	No	No	No
European Union (EU)	European Education Area 2030	Yes	Yes	Yes
Other				
Organization for Economic Co-operation and Development (OECD)	–	Yes	Yes	No

SDG 4 Data Digest 2021

National SDG 4 benchmarks: fulfilling our neglected commitment



I welcome the commitment of the countries that have set their own national ambitions and contributions towards the achievement of our global education goal set out in SDG 4.

This process, the first of its kind in education, follows best practice in other sectors like climate. These benchmarks demonstrate countries' drive to accelerate education progress between now and the 2030 deadline.

The country commitments mark a critical step forward but they are also a wake-up call. They highlight that while we will be able to achieve some of the global education goals by 2030, we will sadly be far from achieving others. As the world economy continues to evolve in the Fourth Industrial Revolution, it is unacceptable that no region in the world is on track to achieve the goal of secondary education completion and millions of young people are being left behind, woefully unprepared for the future.

These benchmarks show that we must urgently prioritize education in national, regional, and global plans. We must also mobilize more financing and invest available resources more efficiently and equitably to reach our ultimate goal: unlocking hope and opportunity for every child in every country through quality education for all.

-Rt. Hon. Gordon Brown, UN Special Envoy for Global Education and Education Commission Chair

The United Nations Secretary-General's synthesis report in 2014 called on countries to embrace “a culture of shared responsibility” in the 2030 Agenda for Sustainable Development, based on “benchmarking for progress”. This call was reflected in the Education 2030 Framework for Action, which in turn called on countries to establish “appropriate intermediate benchmarks ... for addressing the accountability deficit associated with longer-term targets”.

The 2021 SDG 4 Data Digest presents the idea behind benchmark setting in education and the steps taken since 2017 to fulfil this commitment, including the selection of SDG 4 benchmark indicators. It also reviews what these benchmark values mean for the probability of achieving SDG 4 by 2030. The discussion serves as a stark reminder to all parties of the importance of setting national education targets and of properly financing them, particularly in the face of the difficulties brought upon the sector by COVID-19.

These benchmark values define how countries will contribute to the common global education goal. They enable countries to contextualize how their progress is to be monitored and interpreted. They help link their national with regional and global education agendas. They have been developed with the intention to strengthen national planning processes, focus attention on remaining data gaps and contribute towards mutual learning between countries on the best way forward. They will provide a reality check and will spur action to identify challenges to progress and ways of addressing them together.

