LEVELS OF LEARNING ARE ALARMINGLY LOW

IF YOUNGER GENERATIONS DON'T LEARN, HOW CAN THEY CONTRIBUTE TO THE SUSTAINABLE DEVELOPMENT OF AFRICA?

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SDG4-EDUCATION 2030 IN SUB-SAHARAN AFRICA

TALENT
Teaching and Learning
Educators' Network
For Transformation

SDG4-Education 2030
Regional Coordination Group
West and Central Africa

Education
2030

KEY FACTS

WORRISOME TRENDS IN THE LEARNING CRISIS

Since 2000, tremendous progress has been made towards the provision of greater education access across the African continent. Enrollment at primary school level rose by 75%, while lower secondary enrollment rates more than doubled[1] and public investment in the education sector is among the highest compared to other public sectors, on global average.

Despite this progress, the expectations of governments and communities that all learners acquire basic skills in reading, writing and numeracy have not been met. Three years since the adoption of the Sustainable Development Goals (SDGs), particularly Goal 4 on Education 2030, and the African Union Continental Education Strategy for Africa (CESA) 2016-2025, the number of out-of-school children has not diminished,[2] nor has the number of students with basic skills increased to a satisfactory level. At 202 million, Sub-Saharan Africa has the single largest number of children and adolescents who are not achieving minimum proficiency levels in readings and mathematics.[3] Based on past trends, the UNESCO Institute for Statistics (UIS) estimates that nearly 9 out of 10 children and adolescents will not meet minimum proficiency levels in reading and mathematics at the end of primary and lower secondary school.[4]

Sub-Saharan Africa has **the single largest number of children and adolescents who are not achieving minimum proficiency levels** in readings and mathematics

Available data shows Africa's learning crisis is widespread (see table 3 in annex). At the end of the primary cycle, less than half of enrolled students acquire minimum skills in reading (44% of female and 42% of male learners) and mathematics (40% of female and 42% of male learners). [5]

Girls, children and adolescents living in poverty or remote and rural areas and those who do not speak the language of instruction at home face the greatest disadvantage. According to the latest estimates, if no immediate action is taken, 90% of girls and 85% of boys will not achieve minimum proficiency levels in reading.[6]

INSUFFICIENT DATA ON LEARNING

Data production and dissemination still represent a huge challenge in Africa (see tables in annex). Although 60% of African countries collect data on learning outcomes, according to the UIS database for monitoring of SDG4 progress, only 19% of the countries report data on student proficiency in reading and mathematics at the primary education level.[7] The situation is even worse at secondary level where only 4% of countries report data on student proficiency in mathematics and 11% on student proficiency in reading.

LEARNING ASSESSMENT SYSTEMS ARE OFTEN TOO WEAK TO INFORM LEARNING IMPROVEMENT POLICIES

In those countries where learning outcomes are measured, data is often underutilized in the development and improvement of education policies.[8] Learning assessments tend to be conducted as stand-alone activities with a relatively loose link to the overall sector policy and planning process. Recent data from the Global Partnership for Education (GPE),[9] confirm that only 34% of its 38 Developing Country Partners[10] in the sub Saharan Africa region are deemed to have an established learning assessment system, namely, a group of policies, structures and tools designed for generating as well as using information on student learning and achievements.[11]

17 million trained teachers
are needed in sub-Saharan Africa **by 2030**

MORE TRAINED TEACHERS ARE NEEDED TO ENABLE LEARNING

A shortage of trained teachers, together with poor management of teachers, represent a significant challenge to learning.[12] African countries made significant progress in the supply of teachers over the past decades, often through measures to recruit teachers with little or no training. However, 70% of countries in the region are still facing an acute shortage of trained teachers at the primary education level, rising to 90% at the secondary level. Most recent estimates from the UIS show that to fill this gap, and achieve universal quality primary and secondary education, 17 million trained teachers are needed in sub-Saharan Africa by 2030.[13]

high demographic growth will increase the demand for quality education: according to estimates, Africa will see a 33% increase in the primary-school-age population by 2030.[16] With the advancement of new technologies and the changing labor-market, citizens who are not able to read, write, count or who do not possess relevant transferable skills will be left at the margins of society and the economy. Investment in learning has multiple benefits, among them a positive impact on social cohesion, peace and sustainable development.

OUT-OF-SCHOOL CHILDREN ARE DEPRIVED OF CRITICAL LEARNING OPPORTUNITIES

Of the 63 million primary school age children deemed out-of-school at a global level, more than half (34 million) live in Sub-Saharan Africa. At a continental level, the Adjusted Net Enrollment Ratio for primary education is 80%, thus 1 out of every 5 primary school aged child is still not enrolled in school.[14] More than 20% of primary school aged children in Sub-Saharan Africa are currently deprived of the right to education, thus threatening their own and Africa's future.[15] If these figures are added to those of many children and adolescents who do not learn enough in school, it is clear that the learning situation in Africa warrants urgent action; all the more so as the continent's

More than 20% of primary school aged **children** in Sub-Saharan Africa are currently **deprived of the right to education**

Africa will see a **33% increase** de la population **in the primary-school-age population** by 2030

REMEMBER OUR COMMITMENTS!

With the adoption of The 2030 Agenda for Sustainable Development, UN member states and partner organizations have agreed to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. Building on the unfinished agendas of the Millennium Development Goals and Education for All, **quality education and learning are at the very core of both SDG4 and CESA 16-25** (see box 1). Five of the seven SDG4 targets are specifically designed with the intention of addressing the global learning crisis. Moreover, CESA 16-25 specifically calls on African Union member states to address issues of quality and equity in education, particularly at the pre-primary level, a neglected area in terms of investment and policy, and at the primary level where geographical disparities indicate that girls and women, the poorest and those leaving in remote areas are still left behind. The next question is **whether these international and regional commitments have been translated into national policies and strategies** that can address the alarmingly low levels of learning.

→ **KEY MESSAGES TO DECISION-MAKERS**

REDEFINE THE ROLE OF ASSESSMENT, AND MONITOR LEARNERS' ACQUISITION OF COGNITIVE AS WELL AS NON-COGNITIVE SKILLS

Governments need to revise the concept of assessment from "*assessment of learning*" to "assessment for learning." Countries where there is no established learning assessment system need to strengthen policies by learning from the experiences of other countries. This will require additional resources to increase capacity of teachers and ministry officials to implement quality assessments, develop appropriate tools to measure all skills included in national curriculum, including transversal skills (e.g. 21st century skills) and better use assessment data. The return on investment of such measure will be higher than any other investment in an education system that does not fulfill its mission.

PROMOTE THE USE OF LEARNING DATA IN THE DEVELOPMENT OF EDUCATIONAL POLICIES AND STRATEGIES

Policy-makers should regularly collect disaggregated data on learning outcomes to understand whether learners are acquiring a skill or not and to identify students facing challenges. This data should adequately support the design and implementation of effective evidence-based education interventions and remedial actions and ensure accountability to citizens.[17]

INVEST IN EARLY LEARNING AND IN-CREASE THE RATE OF YOUNG CHILDREN ACHIE-VING MINIMUM PROFI-CIENCY LEVEL IN EARLY GRADES

It is essential that governments identify what children learn during early childhood (either in formal, non-formal or informal settings) and whether they are ready for learning in subsequent cycles. Ensuring that children acquire basic skills in early childhood will increase learners' chances of acquiring later skills at school, in employment as well as in family life and parenting.[18] It is one of the best investments a government can make, in the medium and long term, for its citizens and for the development of the country. According to the latest estimates, every $1 spent on early childhood education can lead to a return of as much as $17 for the most disadvantaged child[19].

EFFECTIVE ACTION

Teaching a child in a language that he or she does not master or not sufficiently, limits his or her learning opportunities. From a pedagogical point of view, teaching in the learner's mother tongue or a language familiar to the learner is essential to enable him or her to acquire basic skills, including learning the language that will be used as a medium of instruction in the higher grades. Educational policies should recognize the importance of the language of instruction in improving learning.

PROMOTE TEACHING IN THE MOTHER TONGUE IN THE EARLY YEARS OF EDUCATION

Teaching is one of the most important driver of learning. Quality education is a prerequisite for increasing students' chances of acquiring basic skills. Despite efforts made over the past decade, issues of teacher qualification and professional support have yet to be resolved in most African countries. In addition, quality teachers need solid training in learning assessment to enable them to identify learning difficulties and design corrective measures. The development of professional standards for teachers and their supervisors (which clarify the professional knowledge, skills and attitudes expected of them) and the alignment of initial and in-service training and professional certification of teachers with these standards are necessary steps in this direction.

ENSURE QUALITY TEACHING AND PROMOTE THE PROFESSIONALIZATION OF TEACHERS

Alternative learning pathways are essential to ensure the right to education for all those who do not have access to formal education or who leave it prematurely. The establishment of validation and recognition processes for skills acquired through non-formal and informal education is also a necessity that encourages further and lifelong learning.

ENSURE THE PROVISION OF MULTIPLE AND FLEXIBLE LEARNING PATHWAYS AND ENTRY POINTS AT ALL AGES AND ALL EDUCATION LEVELS

BOX 1

LEARNING IS AT THE CORE OF SDG4 AND CESA 16-25

5 OF THE 7 TARGETS UNDER SDG 4 CALL FOR EFFECTIVE AND RELEVANT LEARNING OUTCOMES

Target 4.1
Relevant and effective learning outcomes in primary and secondary education

Target 4.2
Readiness for primary education

Target 4.4
Technical and vocational skills for employment, decent jobs and entrepreneurship

Target 4.6
Youth and adult literacy and numeracy

Target 4.7
Skills for global citizenship and sustainable development

2 OF THE 3 ADDITIONAL TARGETS RELATED TO THE MEANS OF IMPLEMENTATION OF SDG 4 ALSO REFER TO THE OUTCOMES AND CONSEQUENCES OF EDUCATIONAL PROCESSES

Target 4.a
Safe and inclusive learning environments

Target 4.c
Teacher training and working conditions

10 OF THE 12 CESA STRATEGIC OBJECTIVES (SO) FOCUS ON ENHANCING LEARNING

SO 1
Revitalize the teaching profession to ensure quality and relevance at all levels of education

SO 2
Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment

SO 3
Harness the capacity of ICT to improve access, quality and management of education and training systems

SO 4
Ensure acquisition of requisite knowledge and skills

SO 5
Accelerate processes leading to gender parity and equity

SO 6
Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy

SO 7
Strengthen the science and math curricula in youth training and disseminate scientific knowledge and culture in society

SO 8
Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems

SO 9
Revitalize and expand tertiary education, research and innovation

SO 10
Promote peace education and conflict prevention and resolution at all levels of education and for all age groups

ANNEXES
MISSING DATA ON LEARNING (AND TEACHING)

EXPLANATORY NOTE

In the following tables all missing data is highlighted in red or orange. The source of data is the UNESCO/UIS eAtlas for Education 2030, the official database to monitor country level progress towards the achievement of the SDG4[20] or the UNESCO/UIS eAtlas for Out-of-school children[21]. Data are for the most recent year available in the specified period.

TABLE 1
OUT-OF-SCHOOL CHILDREN AND ADOLESCENTS

COUNTRIES	Adjusted Net Enrollment Ratio (Primary)	Out-of-school-rate (2010-17)				
		Primary			Lower secondary	Upper secondary
	Total	F	M	Total	Total	Total
Algeria	99	2	2	1	-	-
Angola	78	34	11	23	23	82
Benin	96	10	0	4	34	59
Botswana	90	10	11	11	-	-
Burkina Faso	76	25	23	24	48	71
Burundi	97	3	3	3	29	73
Cabo Verde	86	14	13	14	19	35
Cameroon	95	9	1	5	35	53
Central African Republic	68	40	23	32	55	84
Chad	79	32	11	21	-	-
Comoros	83	19	16	17	28	51
Congo	87	9	16	13	-	-
Rep. Dem. Congo	-	-	-	-	-	-
Côte d'Ivoire	88	17	8	12	45	68
Djibouti	59	44	38	41	52	69
Egypt	99	1	2	1	7	24
Equatorial Guinee	44	55	56	56	-	-
Eritrea	43	60	55	57	58	66
Eswatini	76	24	23	24	13	27
Ethiopia	86	17	11	14	47	74
Gabon	-	-	-	-	-	-
The Gambia	79	17	25	21	23	-
Ghana	85	14	16	15	11	45
Guinea	80	26	14	20	50	67
Guinea Bissau	72	30	26	28	-	-
Kenya	83	15	19	17	2	30
Lesotho	81	18	21	20	25	43
Liberia	38	64	61	62	28	29
Libya	-	-	-	-	-	-
Madagascar	-	-	-	-	-	-
Malawi	97	1	5	3	24	62
Mali	62	42	34	38	45	70
Mauritania	71	27	31	29	49	66
Mauritius	95	3	6	5	6	16
Morocco	95	6	5	5	14	41
Mozambique	90	13	8	10	44	70
Namibia	91	8	11	9	8	39
Niger	64	41	31	36	66	88
Nigeria	66	40	28	34	-	-
Rwanda	96	4	5	4	-	-
Sao Tome and Principe	97	3	3	3	9	19
Senegal	72	24	31	28	-	-
Seychelles	-	-	-	-	-	0
Sierra Leone	99	1	1	1	43	62
Somalia	-	-	-	-	-	-
South-Africa	88	15	10	12	15	32
South-Sudan	32	72	64	68	60	68
Sudan	56	42	45	44	35	-
Tanzania	79	20	22	21	-	-
Togo	87	17	10	13	39	-
Tunisia	100	2	1	0	-	-
Uganda	91	8	10	9	-	76
Zambia	88	11	13	12	-	-
Zimbabwe	85	14	16	15	10	53
MOYENNE	80	21	19	20	32	53

No data

Incomplete data

TABLE 2
TRAINED TEACHERS

| COUNTRIES	Percentage of trained teachers[22] (2014-2017)								
	Pre-primary			Primary			Secondary		
	F	M	Total	F	M	Total	F	M	Total
Algeria	-	-	-	100	100	100	-	-	-
Angola	-	-	-	-	-	-	-	-	-
Benin	-	-	-	66	70	68	22	20	21
Botswana	-	-	-	-	-	-	-	-	-
Burkina Faso	50	59	55	76	71	74	59	60	60
Burundi	100	100	100	100	100	100	100	100	100
Cabo Verde	30		30	93	93	93	93	87	90
Cameroon	57	45	51	62	55	59	64	49	57
Central African Republic	-	-	-	-	-	-	49	45	47
Chad	-	-	-	-	-	-	-	-	-
Comoros	-	-	-	-	-	-	-	-	-
Congo	-	-	-	-	-	-	-	-	-
D. R. Congo	22	5	14	95	94	95	22	24	23
Côte d'Ivoire	100	100	100	100	100	100	100	100	100
Djibouti	-	-	-	100	100	100	100	100	100
Egypt	77	23	50	77	70	74	72	63	68
Equatorial Guinee	89	86	88	41	35	38	-	-	-
Eritrea	42	29	36	67	58	63	-	-	-
Eswatini	-	-	-	83	80	82	72	75	74
Ethiopia	-	-	-	-	-	-	-	-	-
Gabon	-	-	-	-	-	-	-	-	-
The Gambia	66	72	69	89	87	88	93	95	94
Ghana	48	45	47	62	51	57	84	73	79
Guinea	-	-	-	80	73	77	-	-	-
Guinea Bissau	-	-	-	-	-	-	-	-	-
Kenya	80	90	85	-	-	-	-	-	-
Lesotho	100	100	100	85	78	82	92	89	91
Liberia	-	-	-	53	46	50	61	62	62
Libya	-	-	-	-	-	-	-	-	-
Madagascar	10	9	10	18	11	15	22	19	21
Malawi	-	-	-	-	-	-	-	-	-
Mali	-	-	-	-	-	-	-	-	-
Mauritania	-	-	-	83	86	85	80	72	76
Mauritius	100	100	100	100	100	100	36	27	32
Morocco	-	-	-	100	100	100	86	85	86
Mozambique	-	-	-	95	92	94	-	-	-
Namibia	-	-	-	-	-	-	-	-	-
Niger	-	-	-	60	51	56	15	15	15
Nigeria	-	-	-	-	-	-	-	-	-
Rwanda	50	53	52	90	89	90	55	61	58
Sao Tome and Principe	29	24	27	32	22	27	57	26	42
Senegal	31	44	38	67	71	69	87	73	80
Seychelles	86	100	93	83	81	82	90	87	89
Sierra Leone	56	44	50	66	49	58	79	69	74
Somalia	-	-	-	-	-	-	-	-	-
South-Africa	-	-	-	-	-	-	-	-	-
South-Sudan	-	-	-	-	-	-	-	-	-
Sudan	100	100	100	-	-	-	-	-	-
Tanzania	-	-	-	-	-	-	-	-	-
Togo	63	65	64	70	74	72	-	-	-
Tunisia	100	100	100	100	100	100	-	-	-
Uganda	9	17	13	-	-	-	-	-	-
Zambia	-	-	-	-	-	-	-	-	-
Zimbabwe	-	-	-	-	-	-	-	-	-

No data

Incomplete data

TABLE 3
LEARNING OUTCOMES

Legend:
- No data
- Incomplete data
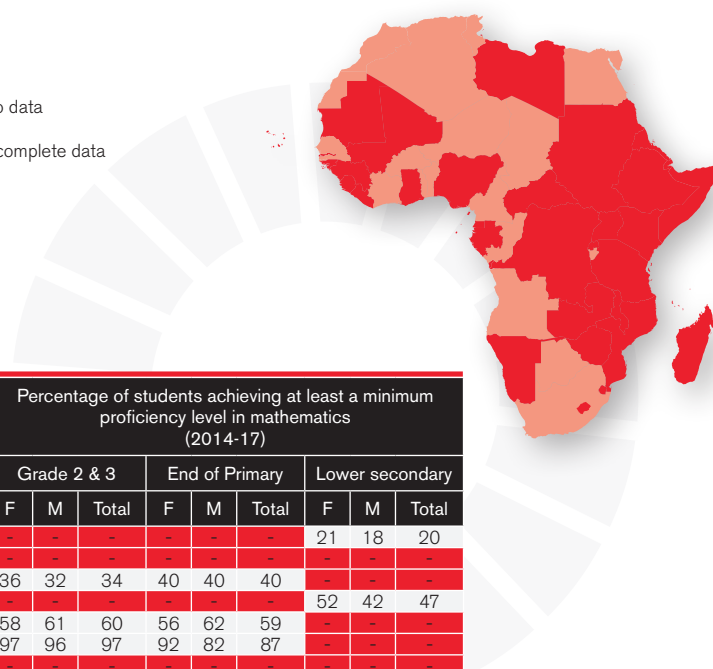
COUNTRIES	Percentage of students achieving at least a minimum proficiency level in reading (2014-17)									Percentage of students achieving at least a minimum proficiency level in mathematics (2014-17)								
	Grade 2 & 3			End of Primary			Lower secondary			Grade 2 & 3			End of Primary			Lower secondary		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Algeria	-	-	-	-	-	-	28	15	22	-	-	-	-	-	-	21	18	20
Angola	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Benin	10	9	10	51	52	52	-	-	-	36	32	34	40	40	40	-	-	-
Botswana	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	52	42	47
Burkina Faso	36	35	36	56	58	57	-	-	-	58	61	60	56	62	59	-	-	-
Burundi	79	79	79	63	51	57	-	-	-	97	96	97	92	82	87	-	-	-
Cabo Verde	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cameroon	28	31	30	53	45	49	-	-	-	51	60	56	37	34	36	-	-	-
Central African Republic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Chad	18	20	19	13	17	15	-	-	-	35	60	48	14	22	18	-	-	-
Comoros	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Congo	39	37	38	43	38	41	-	-	-	70	72	71	27	31	29	-	-	-
D. R. Congo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Côte d'Ivoire	16	19	18	49	47	48	-	-		28	39	34	24	30	27	-	-	
Djibouti	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Egypt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	49	45	47
Equatorial Guinee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eritrea	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eswatini	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ethiopia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gabon	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The Gambia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ghana	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Guinea	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Guinea Bissau	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kenya	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lesotho	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Liberia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Libya	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Madagascar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Malawi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mauritania	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mauritius	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Morocco	-	-	-	-	-	-	-	-	-	41	41	41	-	-	-	41	41	41
Mozambique	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Namibia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Niger	10	10	10	8	9	9	-	-	-	24	31	28	6	9	8	-	-	-
Nigeria	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rwanda	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Senegal	27	31	29	60	62	61	-	-	-	58	66	62	57	61	59	-	-	-
Seychelles	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sierra Leone	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Somalia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
South-Africa	-	-	-	-	-	-	-	-	-	42	36	39	-	-	-	36	33	35
South-Sudan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sudan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tanzania	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Togo	19	21	20	41	37	39	-	-	-	39	44	42	46	49	48	-	-	-
Tunisia	-	-	-	-	-	-	33	23	28	-	-	-	-	-	-	24	27	26
Uganda	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Zambia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Zimbabwe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

NOTES

1 UNESCO. 2015. *Education for All Global Monitoring Report: Education for All: Achievements and Challenges*. Paris, UNESCO, p.20;

2 UIS. 2018. *One in Half Children, Adolescents and Youth is out of School*. Montreal, Que., UNESCO Institute for Statistics. (UIS Factsheet n°48, p.1);

3 The definition used for Sub-Saharan Africa is the one of the UNESCO Institute for Statistics (UIS);

4 UIS. 2017. *More than One-Half of children and Adolescents are not learning Worldwide*. Montreal, Que., UNESCO Institute for Statistics. (UIS FactSheet n. 46, p.3 and 24);

5 Data extracted from Unesco eAtlas for Education 2030 on 20.04.2018, UNESCO Institute for Statistics;

6 UIS. 2017. *More than One-Half of children and Adolescents are not learning Worldwide*. Montreal, Que., UNESCO Institute for Statistics. (UIS FactSheet n. 46, p.7);

7 Data extracted from Unesco eAtlas for Education 2030 on 20.04.2018. UNESCO Institute for Statistics;

8 World Bank. 2018. *World Development Report: Learning to Realize the Education's Promise*. Washington, DC, World Bank, p.95;

9 Data collected in 2016, a new round of data collection will take place in 2018;

10 For a complete list of GPE DCPs please see https://www.globalpartnership.org/about-us/developing-countries

11 The definition used here is the one developed by Marguerite Clarke in Clarke M., 2012. *What Matters most for Students' Assessment Systems: A Framework paper*. Washington, DC, World Bank, p.15;

12 UNESCO. 2015. *Education for All Global Monitoring Report: The Challenge of Teacher Shortage and Quality*. Paris, UNESCO (Policy Paper 19);

13 UIS. 2016. *The World needs Almost 69 Million New Teachers to reach the 2030 Education Goals*. Montreal, Que., UNESCO Institute for Statistics (UIS Factsheet n°39, p.2);

14 Total number of students of the official primary school age group who are enrolled at primary or secondary education, expressed as a percentage of the corresponding population. The purpose of the ANER is to assess the level of achievement of the Universal Primary Education (UPE) goal and to measure the actual school participation of the official primary school age population. Source: http://glossary.uis.unesco.org/glossary/map/terms/176 (consulted on 20.04.2018);

15 UIS. 2018. *One in Half Children, Adolescents and Youth is out of School*. Montreal, Que., UNESCO Institute for Statistics (UIS Factsheet n°48, p.8);

16 UNICEF. 2017. United Nations Data cited in *Generation 2030 Africa 2.0: Prioritizing investments in children to reap the demographic dividend*, New York, UNICEF;

17 UIS. 2016. *The cost of not assessing learning outcomes*. Montreal, Que., UNESCO Institute for Statistics (Information Paper n°26);

18 Yoshikawa H., Kabay S., 2015. *The evidence base on early childhood care and education in global contexts*. Paper commissioned for the EFA Global Monitoring Report 2015, Education for All 2000-2015: achievements and challenges;

19 Zubairi A., Rose P., 2015. *Bright and Early: How financing pre-primary education gives every child a fair start in life*. REAL Centre, Cambridge, University of Cambridge;

20 Data extracted from the UNESCO eAtlas on Education 2030 https://www.tellmaps.com/sdg4/#!/tellmap/-1210327701 (consulted on 20.04.2018), UNESCO Institute for Statistics;

21 Data extracted from the UNESCO eAtlas on Out-of-school children https://tellmaps.com/uis/oosc/#!/tellmap/-528275754 (consulted on 20.04.2018), UNESCO Institute for Statistics;

22 Teacher who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education according to the relevant national policy or law. Source: http://glossary.uis.unesco.org/glossary/map/terms/176 (consulted on 20.04.2018);