

Trends in educational enrolment and completion rates & their implications for the achievement of SDG 4

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Preliminary remarks on data

- historical reliance on inconsistent mix of administrative, census, and survey data
- now have consolidated statistical estimates (joint work by UIS/ GEM Report): education-estimates.org



VIEW

Visualizing Indicators of Education for the World (VIEW) provides estimates of two flagship indicators: out-of-school and completion rates. Using multiple data sources in an efficient and transparent way, it calculates time series by country and region and addresses challenges of timeliness and consistency commonly associated with administrative and survey data.

HOME OUT OF SCHOOL COMPLETION

OUT OF SCHOOL COMPLETION

Global Education Monitoring Report UNESCO INSTITUTE FOR STATISTICS

The screenshot shows the top section of the VIEW website. It features a dark blue header with the title 'VIEW' and a red key icon with a bar chart. Below the header is a white navigation bar with 'HOME', 'OUT OF SCHOOL', and 'COMPLETION' links. The main content area is white and contains two large icons: one for 'OUT OF SCHOOL' showing a person with a backpack and a school sign, and one for 'COMPLETION' showing a hand holding a school building. The footer contains the logos for the Global Education Monitoring Report and the UNESCO Institute for Statistics.

Preliminary remarks on data

- Bayesian estimation of completion and out-of-school rates
 - adopted by SDG 4 Technical Cooperation Group
 - forthcoming in *Journal of the Royal Statistical Society - Series C*
 - osf.io/preprints/socarxiv/at368/

The screenshot shows the SocArXiv preprint page for the paper "Adjusted Bayesian Completion Rates (ABC) Estimation". The page includes the title, authors (Ameer Dharamshi, Bilal Barakat, Leontine Alkema, Manos Antoninis), and author assertions (Conflict of Interest: No, Public Data: No, Preregistration: No). A green banner indicates the paper has been accepted by a moderator. The main content area displays the title, authors, affiliations (University of Toronto, UNESCO, University of Massachusetts Amherst), and the date (September 21, 2021). The abstract is visible, discussing the importance of monitoring SDG 4 on education and the challenges of estimating school completion rates. The page also features a "Download" button, a "Plaudit" endorsement button, and various metadata fields such as "Paper DOI" (10.31235/osf.io/at368), "License" (CC-BY Attribution 4.0 International), and "Disciplines" (Education, International and Comparative Education, Social and Behavioral Sciences, Social Statistics). The page has 744 views and 348 downloads.

Select dataset:

Region

Select groups:

Selection missing!

Select indicator:

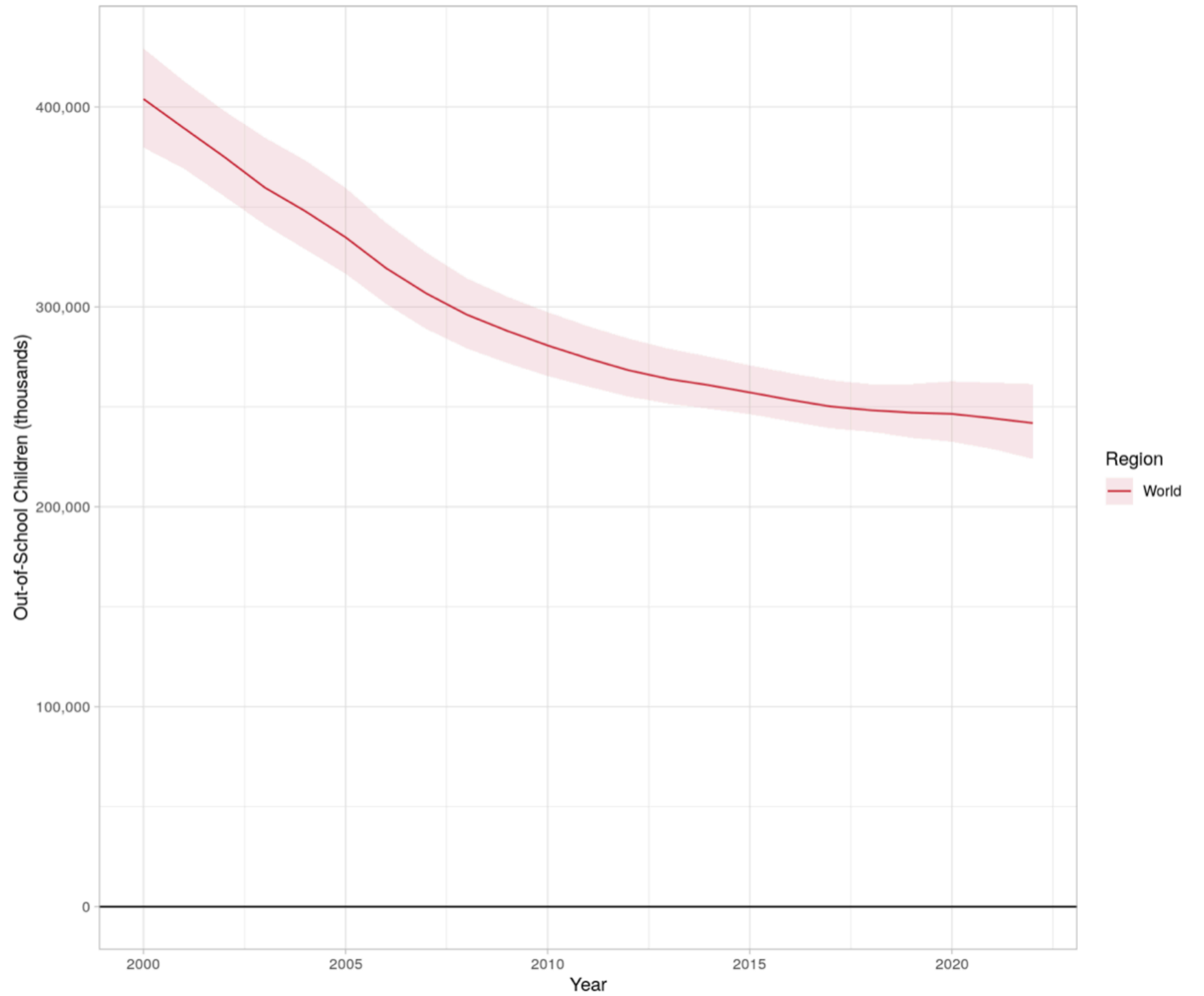
Out-of-School Children

Select education level:

All Levels

Select sex:

Total



Select dataset:

Region

Select groups:

Central and Southern Asia, Eastern an

Select indicator:

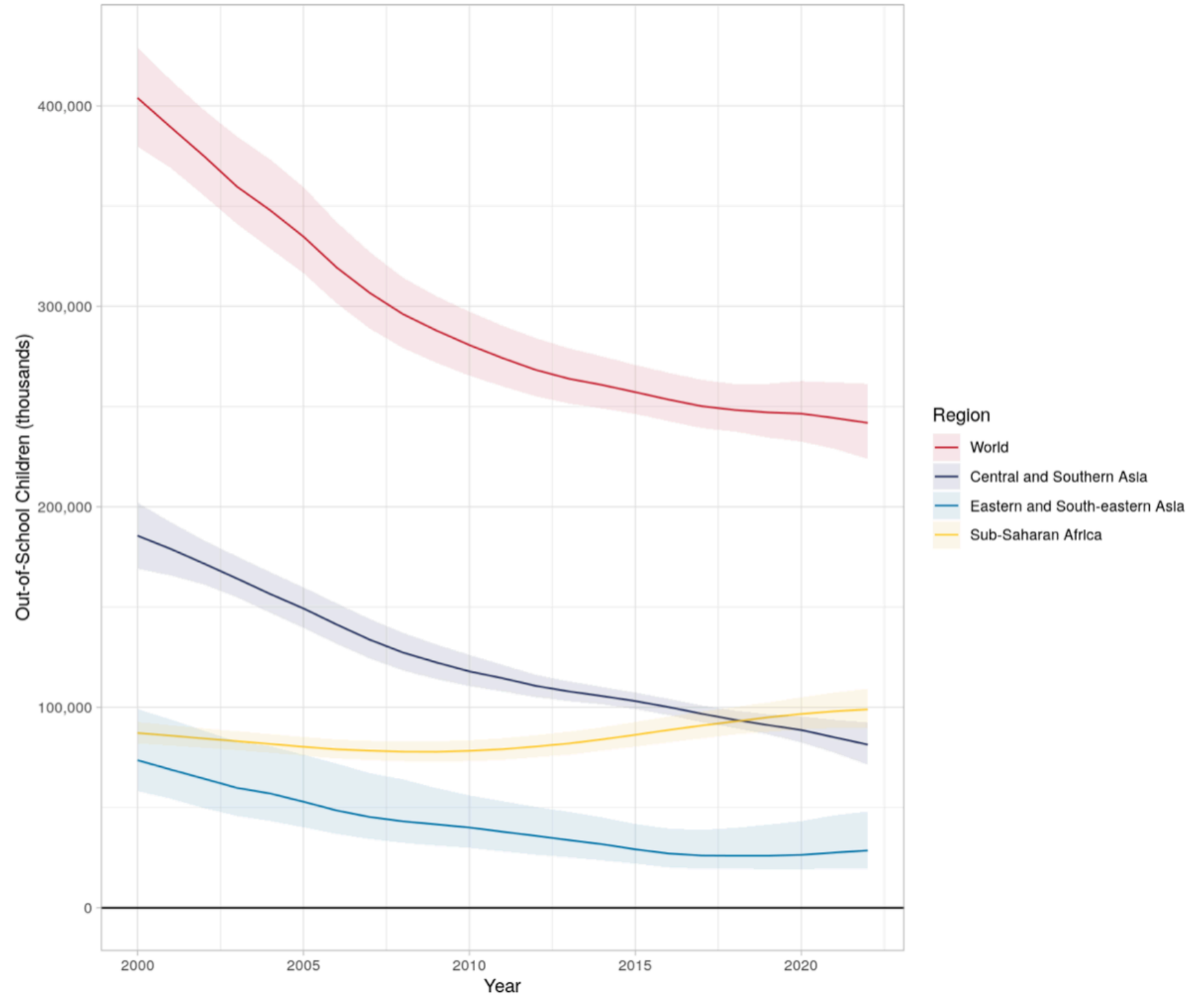
Out-of-School Children

Select education level:

All Levels

Select sex:

Total



Select dataset:

Income

Select groups:

High income, Upper middle income, Lc

Select indicator:

Out-of-School Rate

Select education level:

Lower Secondary

Select sex:

Female

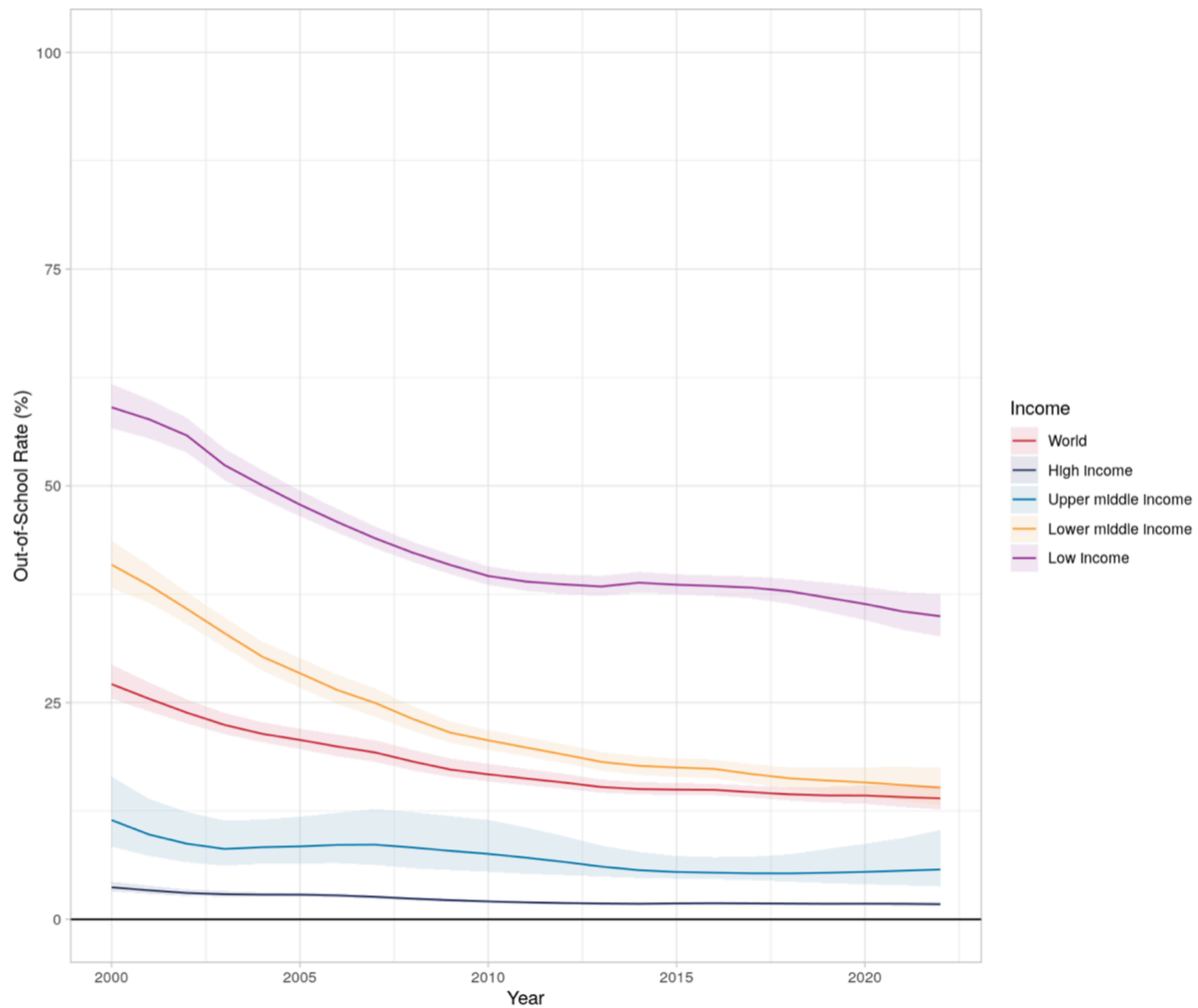
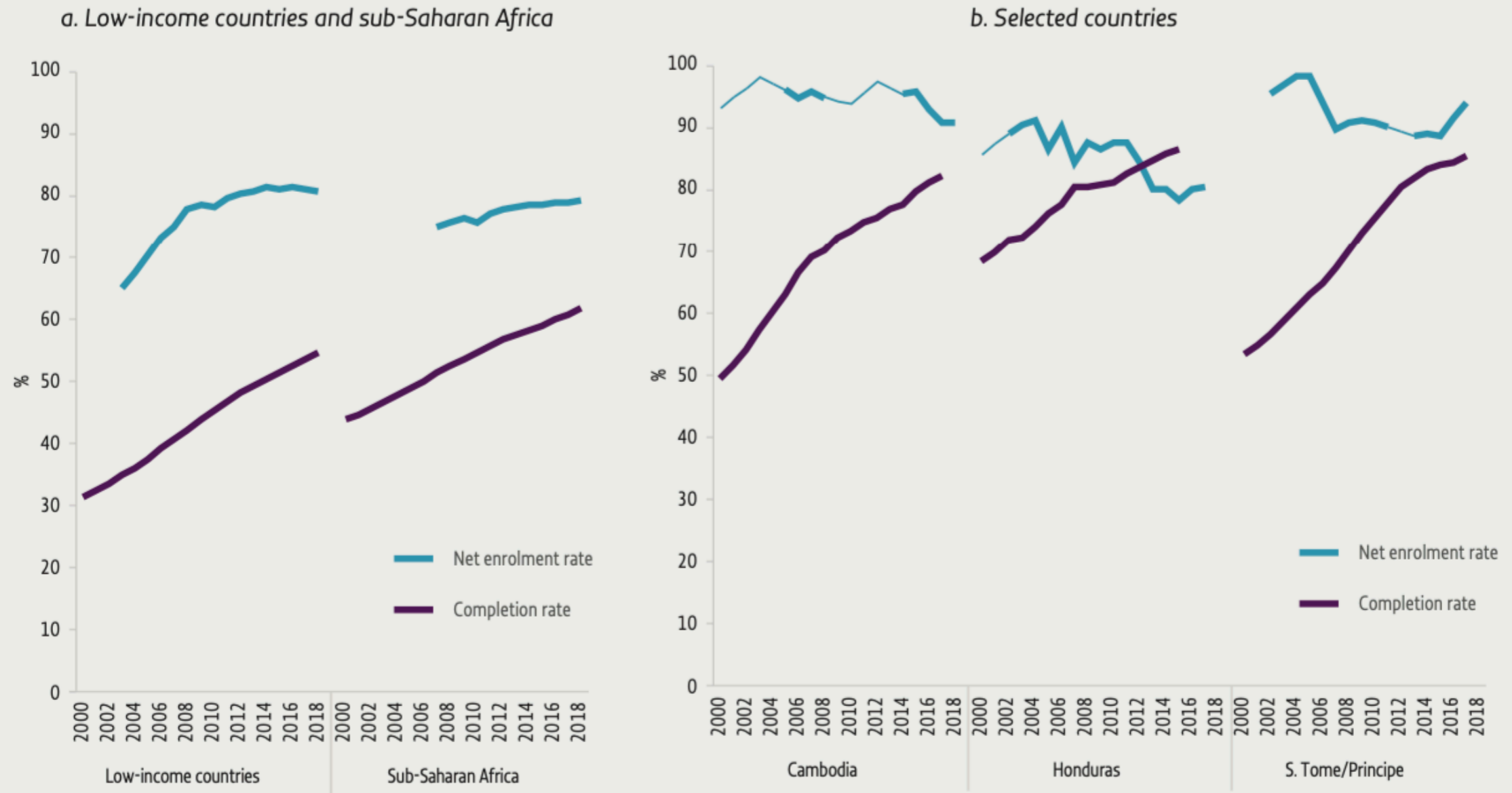


FIGURE 10.1:

Primary school enrolment rates have stalled in sub-Saharan Africa, but completion rates continue to rise slowly

Primary adjusted net enrolment and completion rates, 2000–18



GEM StatLink: http://bit.ly/GEM2020_fig10_1

Note: Lines in country trends are thicker when representing actual data and thinner when based on interpolations.

Sources: UIS and GEM Report team analysis.

Select dataset:

Income Group

Select groups:

High income, Upper middle income, Lc

Select education level:

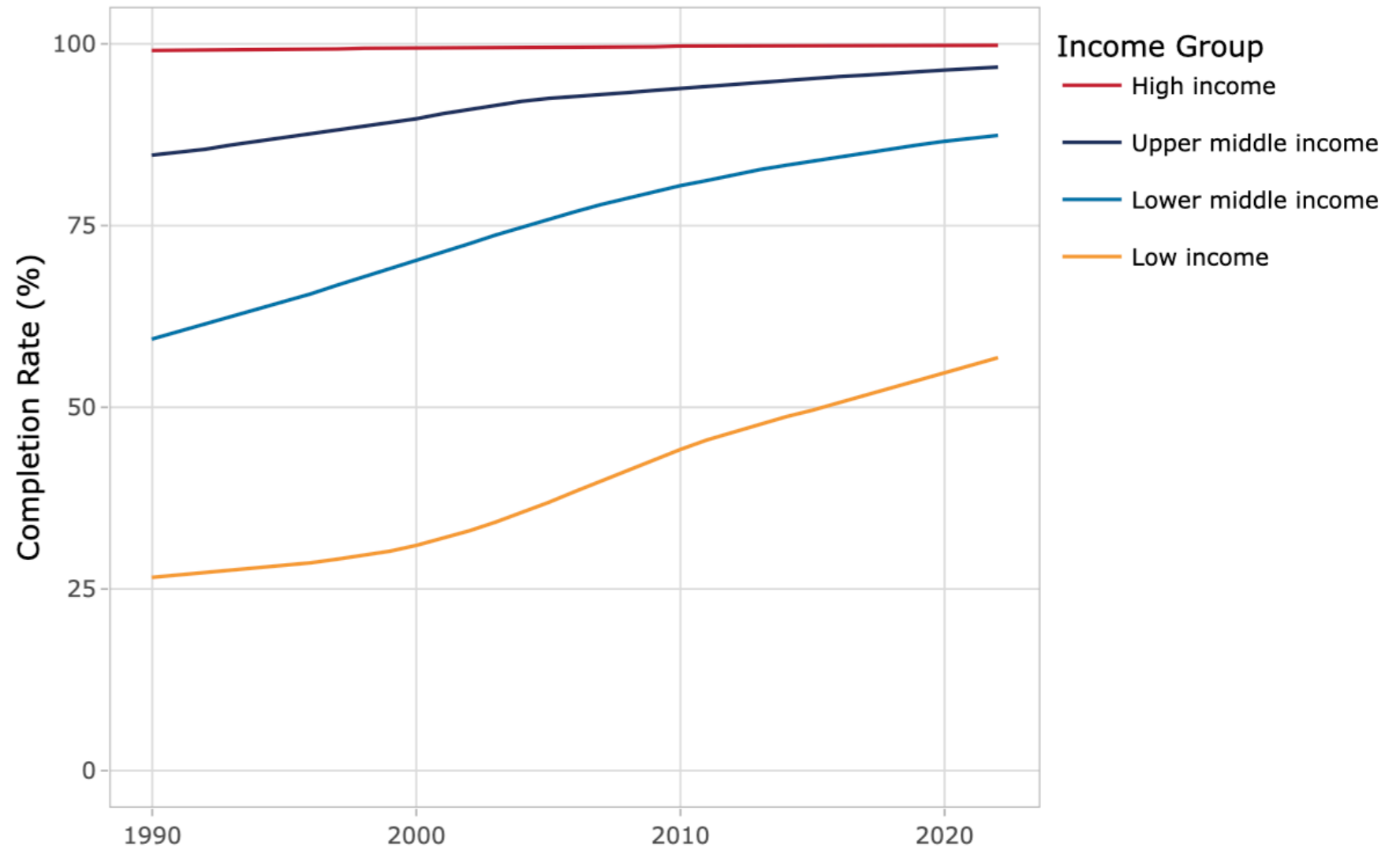
Primary

Select sex:

Total

Select outcome:

CR Indicator



Select dataset:

Income Group

Select groups:

High income, Upper middle income, Lc

Select education level:

Lower Secondary

Select sex:

Total

Select outcome:

CR Indicator

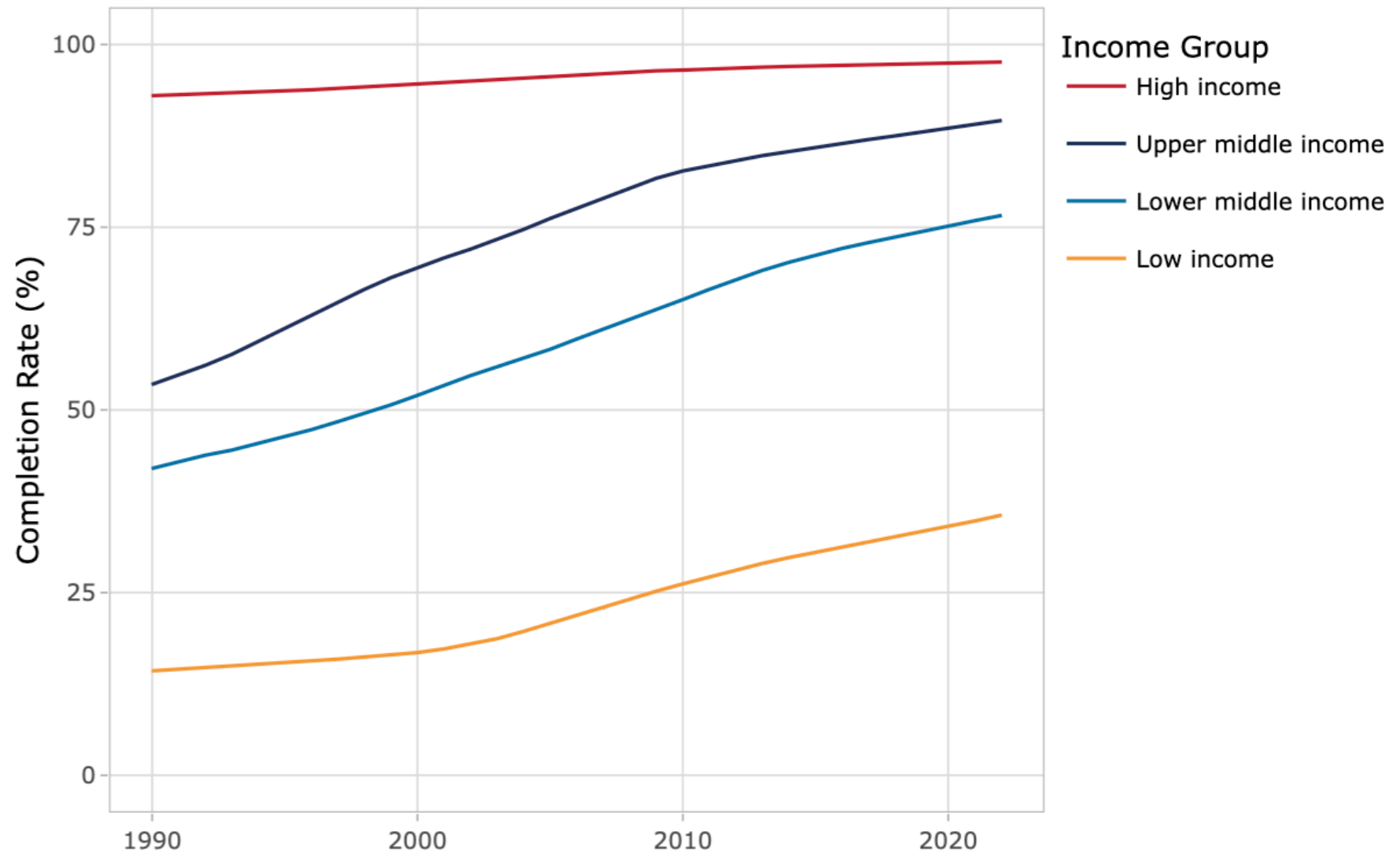
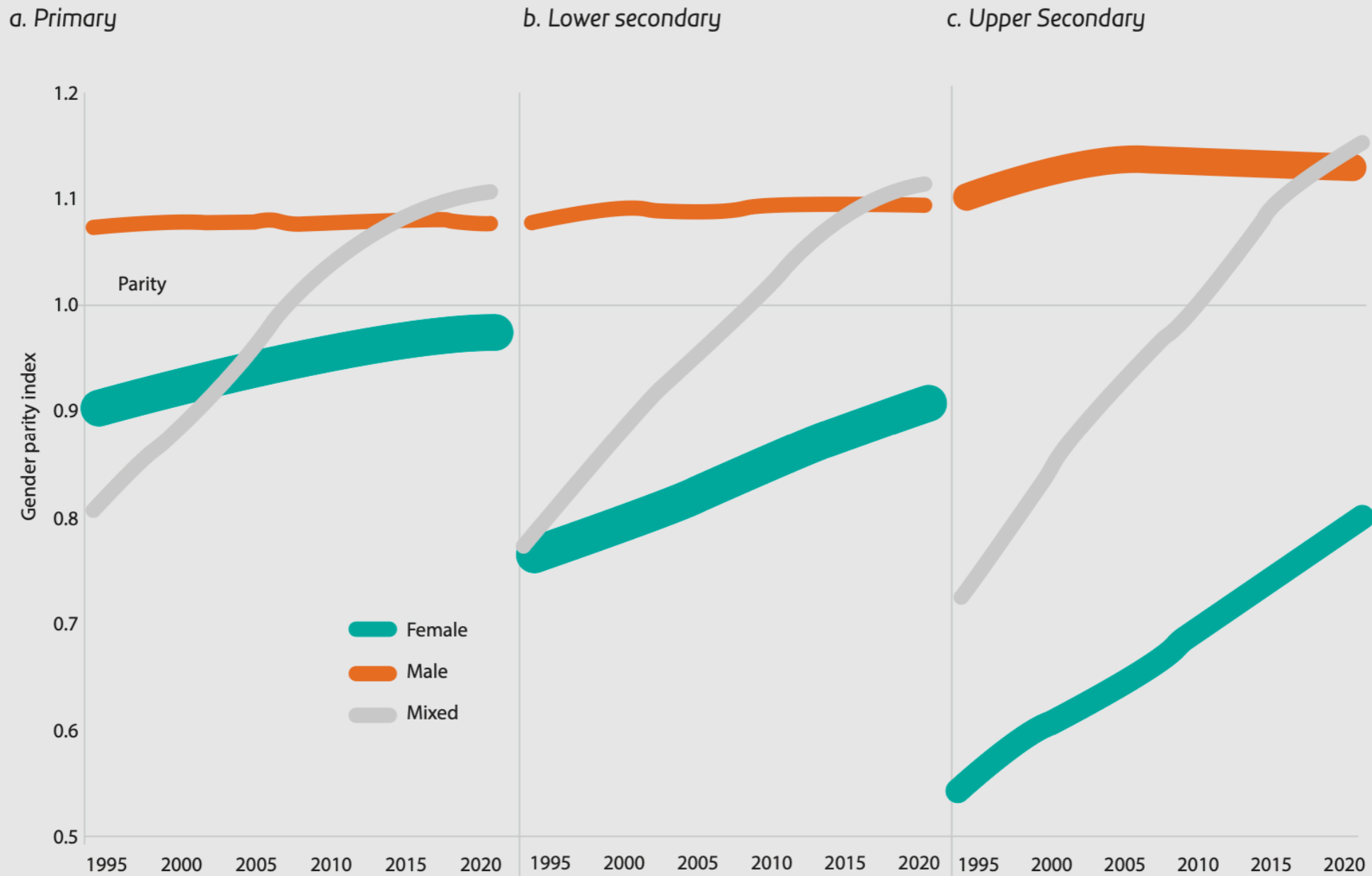


FIGURE 14.2:

Girls have improved their relative chance of completion faster than boys, but still face a larger challenge in some countries

Adjusted gender parity index of the completion rate, by education level and type of disparity, 1995–2019



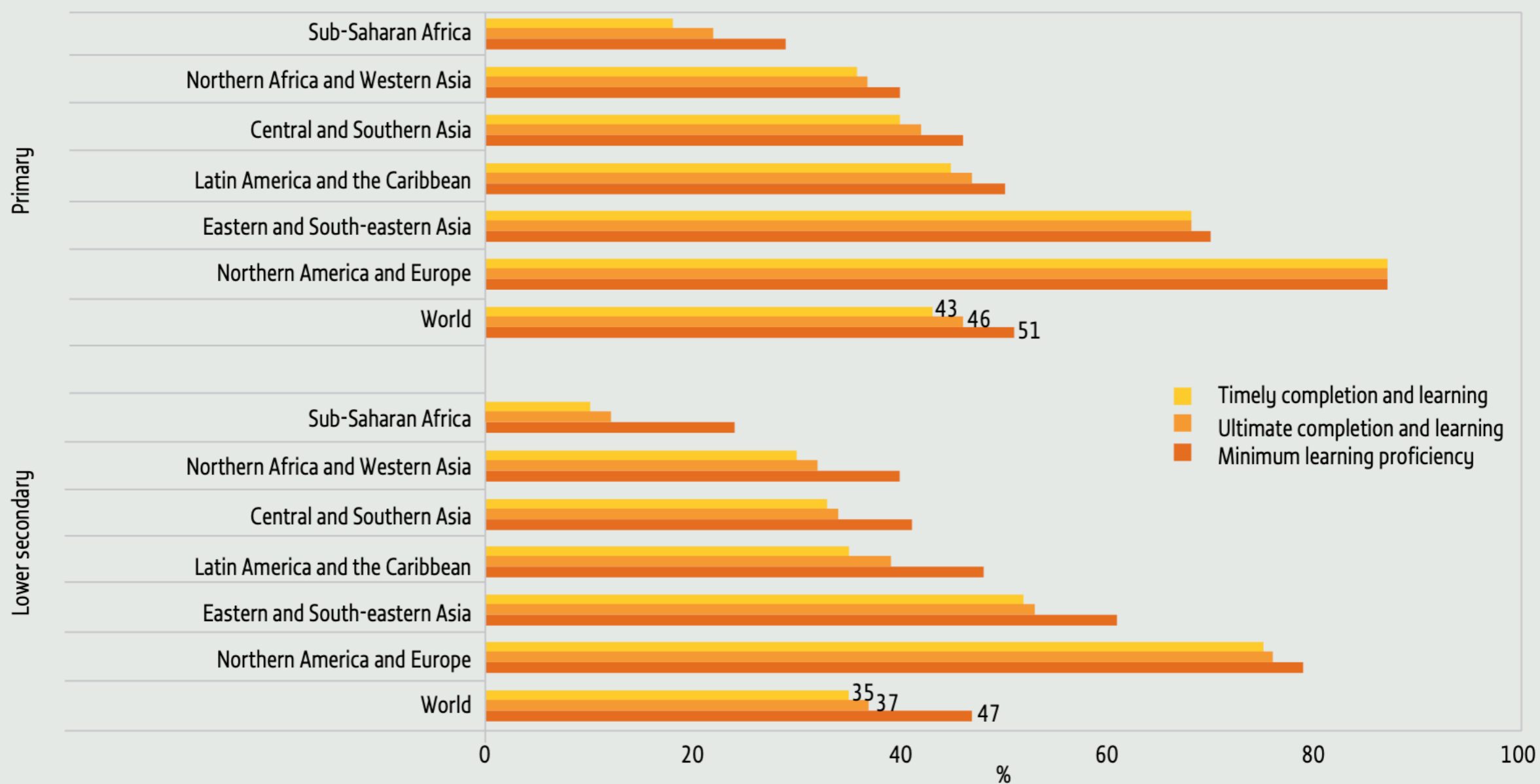
Notes: The colour of the line represents a country group, depending on the type of gender disparity in the past 25 years: countries with disparity at girls' expense, i.e. gender parity index below 1 (blue); those with disparity at boys' expense, i.e. gender parity index above 1 (orange); and those that switched from disparity at girls' expense to disparity at boys' expense, i.e. the gender parity index changed from less than 1 to more than 1 (grey). The width of the lines represents the number of countries in the group (the more countries, the thicker the line).

Source: GEM Report team analysis of household survey data.

FIGURE 9.5:

One in two children does not achieve minimum proficiency in reading

Percentage of children and adolescents in school and the population who achieve minimum proficiency in reading, by region and completion status, 2019

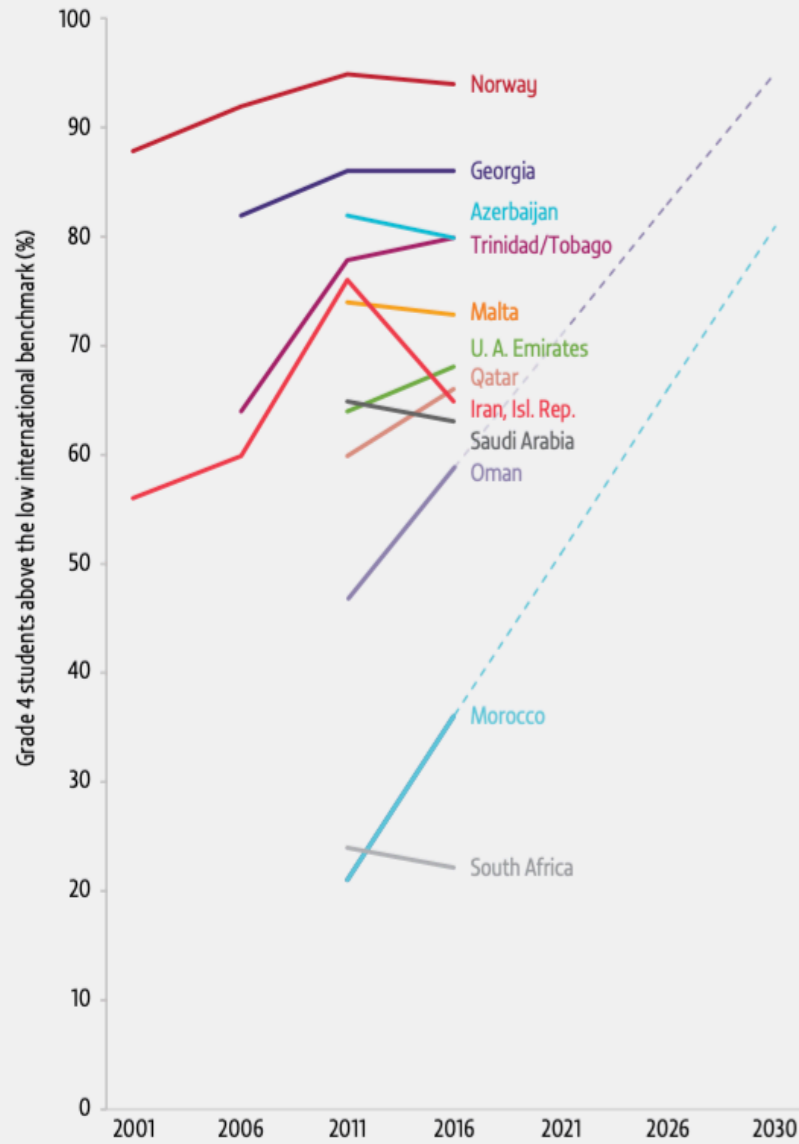


GEM StatLink: https://bit.ly/GEM2021_fig9_5

Sources: UIS database for minimum learning proficiency (indicator 4.1.1) and GEM Report estimates for timely and ultimate completion rates.

FIGURE 8.3:
Several countries are not on track to meet minimum learning benchmarks by 2030

Percentage of grade 4 students above the PIRLS low benchmark, selected countries, 2001–2016



GEM StatLink: http://bit.ly/fig8_3

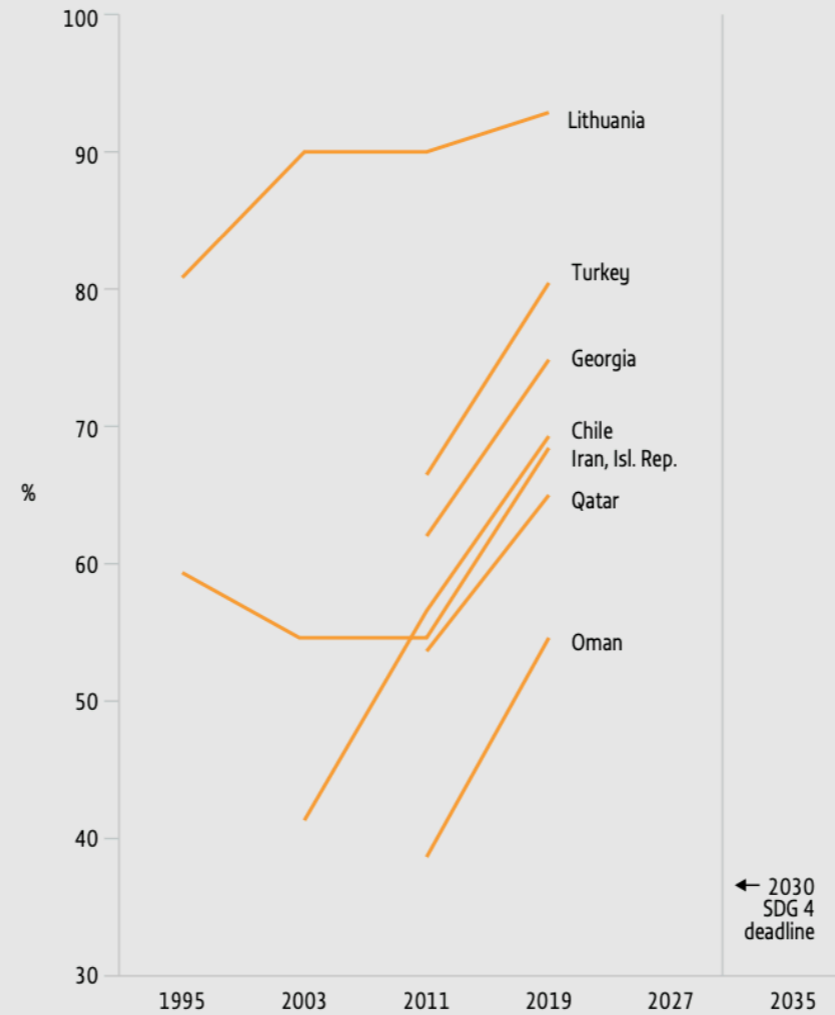
Note: Selected countries include those where, in any year, fewer than 90% of students were above the low benchmark.

Source: IEA and UNESCO (2017).

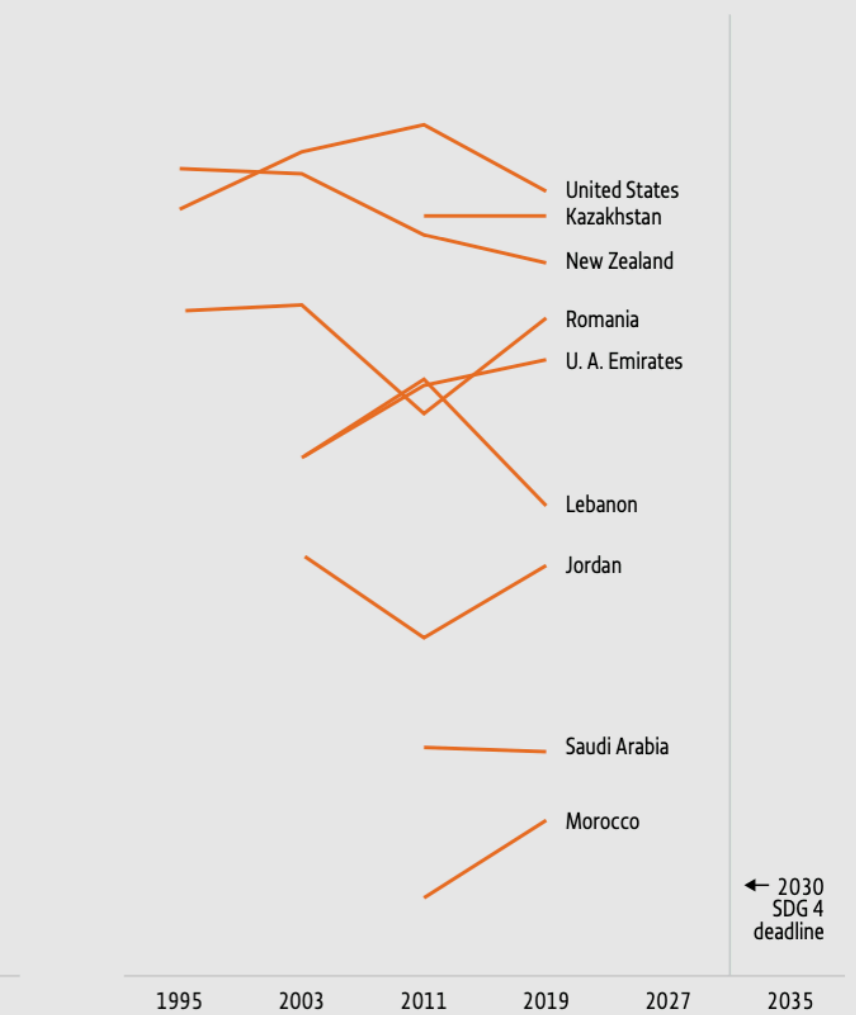
FIGURE 10.11:
Average progress on learning is slow, and often stalls before the goal is reached

Percentage of grade 8 students who achieved the TIMSS low international benchmark in mathematics, selected countries, 1995–2019

a. Countries making fast progress



b. Countries making slow or no progress



Note: The figure includes countries that have participated in more than one grade 8 TIMSS round since 1995. Percentages are estimates; standard errors are not displayed.

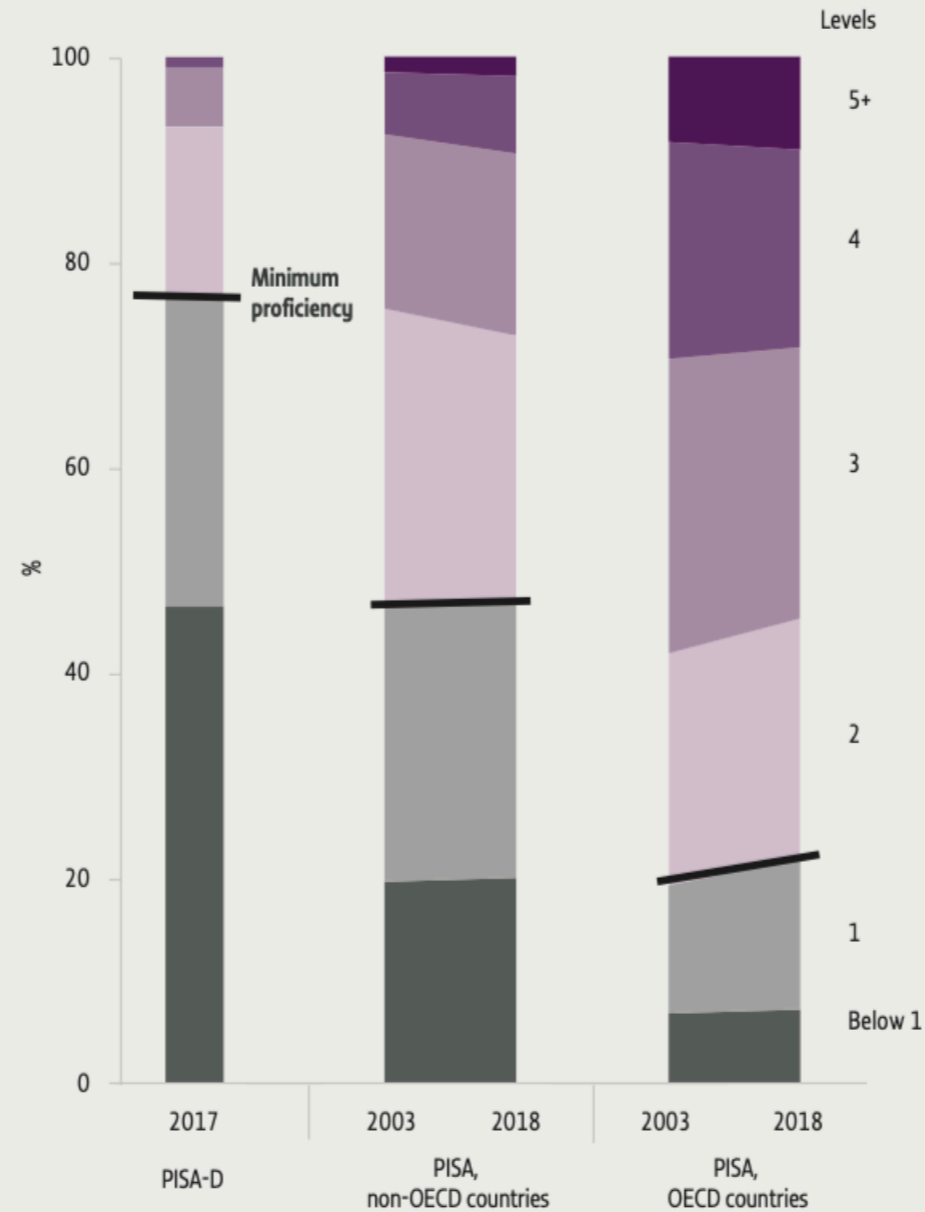
GEM StatLink: https://bit.ly/GEM2021_fig10_11

Source: IEA and UNESCO (2020).

Source: Global Education Monitoring Reports 2019 (left panel), 2021/22 (right panel)

FIGURE 10.5:
Even the richest countries are not moving towards the global target on reading proficiency

Distribution of reading proficiency levels, countries participating in the 2003 and 2018 Programme for International Student Assessment (PISA) and the 2017 PISA for Development (PISA-D)



GEM StatLink: http://bit.ly/GEM2020_fig10_5
 Notes: The figure shows unweighted averages of proficiency levels in 7 non-OECD countries that took part in the 2017 PISA-D and 8 non-OECD and 29 OECD countries that took part in the 2003 and 2018 PISA. Proficiency levels are mapped to the 2003 scale based on score point thresholds as follows: level 1 = 2018 level 1a; level 5+ = 2003 level 5 and 2018 levels 5 and 6. Students achieved minimum proficiency level if they reached at least level 2.
 Source: GEM Report team analysis based on 2003 and 2018 PISA and 2017 PISA-D data.

