

UNICEF STRATEGIC PLAN GOAL AREA 2 GLOBAL PROFILE - 2018

Key highlights

1. Major issues (Outcome level)

- 1: Low early childhood education attendance rate for the poorest quintile
- 2: High Out of school rate - Primary school age
- 3: High Out of school rate - Lower secondary school age

Source: International data sources

2. Areas for improvement (System strengthening only)

- 1: Skills - Responsiveness to the demands of the labour market
- 2: Skills - National system mainstreaming skills development
- 3: Skills - Gender equity

Source: Country office SMQ responses

A. CONTEXT INDICATORS

Enrolment and school-age populations (thousands), Source: UIS and UNPD



Human capital/Wealth/Poverty

Indicator	Global
Human Capital Index, Source: World Bank	0.50
Learning-Adjusted Years of School, Source: World Bank	6.7
Harmonized test score, Source: World Bank	430
GDP per capita, PPP (constant 2011 international \$), Source: World Bank	11,303
% of children living in extreme poverty, Source: World Bank	20
Under 5 mortality rate (/000), Source: UN Inter-agency Group for Child Mortality	38

Government expenditure in education, Source: UIS

Education expenditure as % of total government expenditure (SP Target 20%)	Average: 15%		Expenditure by level of education as % of education expenditure	Level	%
	% countries reaching the target : 18%			Pre-prim.	7%
			Primary	38%	
			Secondary	34%	

B. IMPACT INDICATORS

I. Completion rate (gross intake ratio to the last grade) in primary and lower secondary education

Source: UIS

	Primary (SP Target: 92%)		Lower secondary (SP Target: 83%)	
	Rate	% countries reaching 92%	Rate	% countries reaching 83%
Total	90%	53%	77%	41%
Girls	89%	52%	77%	46%
Boys	90%	54%	76%	37%

J. Gross enrolment ratio in upper secondary education

Source: UIS

(SP Target: 77%)

	Rate	% countries reaching 77%
Total	65%	44%
Girls	64%	48%
Boys	65%	40%

C. OUTCOME INDICATORS

2.1. Percentage of countries with gender disparity,

Source: UIS

	GPI	% Countries with disparities	
		Boys	Girls
Primary	0.99	22%	25%
Lower sec.	1.02	45%	23%
Upper sec.	0.98	46%	35%

C. OUTCOME INDICATORS (Cont'd)

2.2. Adjusted net attendance rate for the poorest quintile

Source: Source: data.unicef.org

	Rate	SP Target	% countries reaching the target
ECE	18%	30%	26%
Primary	76%	75%	67%
Low. sec.	45%	44%	41%
Upp. sec.	29%	28%	33%

2.3. Gross enrolment ratio Pre-Primary, Source: UIS

(SP Target: 50%)

	Rate	% countries reaching 50%
Total	46%	55%
Girls	45%	53%
Boys	46%	52%

2.4. Out-of-school rate for children/adolescents of primary and lower secondary education school-age,

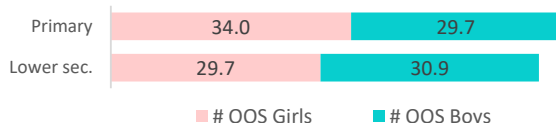
Source: UIS

	Primary (SP Target: 7%)		Lower secondary (SP Target: 16%)	
	Rate	% countries with less than 7%	Rate	% countries with less than 16%
Total	9%	52%	19%	63%
Girls	9%	47%	19%	60%
Boys	9%	51%	19%	59%

Number of primary and lower secondary education school-age out-of-school children/adolescents (Source: UIS) = 124.3 million of which

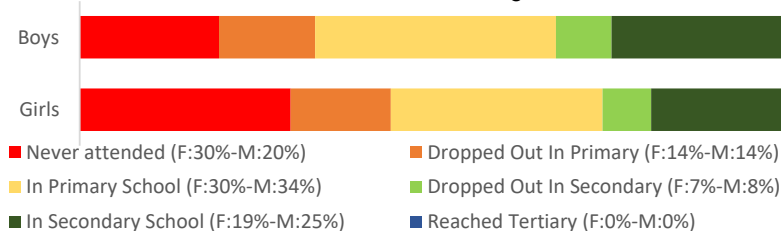
- Primary school-age: 60.6 million

- Lower secondary school-age: 63.7 million



Poorest quintile adolescents (10-19 years old) education attainment

Source: data.unicef.org



2.5. Percentage of countries showing improvement in learning outcomes
Source : International Learning assessments

	# Countries	% (SP Target: 79%)
Total	38	67%
Girls	35	67%
Boys	35	67%

2.6. Education equity index
(Gender, wealth, location)

Ranges 0 to 1; 1 is perfect parity

Source : WIDE, UIS

0.67

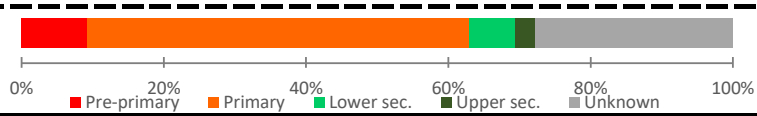
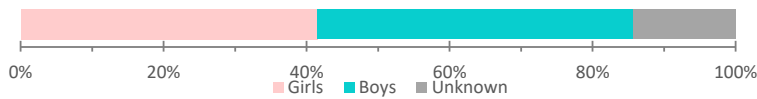
2.7. Percentage of 15-24 years old not in education, employment, or training (NEET)
Source : ILO

	NEET	% Countries reaching the target
Total (SP Target: 20%)	22%	47%
Girls (SP Target: 32%)	36%	70%
Boys (SP Target: 8%)	9%	18%

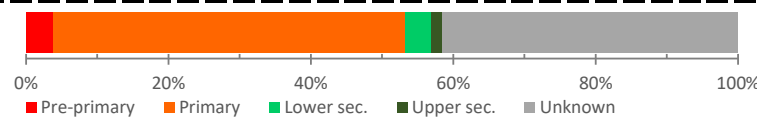
D. OUTPUT INDICATORS, Source: Country office SMQ 2018 responses

Service delivery

2.a.1. Number of out-of-school boys and girls who participated in early learning, primary or secondary education through UNICEF-supported programmes: 11,968,424



2.a.5. Number of boys and girls in humanitarian situations who have participated in early learning, primary or secondary education through UNICEF-supported programmes: 6,911,166



2.a.4. Boys and girls targeted by UNICEF as a share of boys and girls targeted by all partners for early learning or education support in humanitarian situations



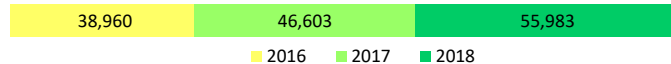
2.a.5. Percentage of UNICEF-targeted boys and girls in humanitarian situations reached through UNICEF-supported programmes. TARGET: 8,748,311 REACHED : 6,911,166



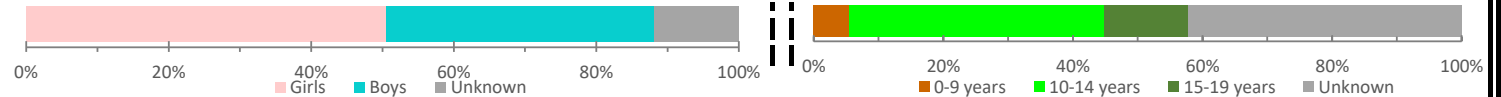
2.b.1. Number of boys and girls provided with individual education/early learning materials through UNICEF-supported programmes (Cumulative 2016 to 2018): 39,165,511



2.b.2. Number of school management committees whose capacity was developed through UNICEF-supported programmes (Cumulative 2016 to 2018): 141,546



2.c.1. Number of boys and girls who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes: 1,999,442



System strengthening

Number and percentage of countries with satisfactory scores



- 2.a.2.a Inclusive education for children with disabilities, 2016 baseline: 55 countries (40%)
- 2.a.2.b Education sector plan/strategy addressing equity issues, 2016 baseline: 22 countries (18%)
- 2.a.2.c Emergency preparedness/resilience, 2016 baseline: 41 countries (32%)
- 2.a.2.d EMIS providing disaggregated data, 2016 baseline: 40 countries (32%)
- 2.a.3 Gender-responsive education systems, 2016 baseline: 34 countries (29%)
- 2.b.3.a Early learning, 2016 baseline: 29 countries (21%)
- 2.b.3.b Learning assessment systems, 2016 baseline: 49 countries (45%)
- 2.b.3.c Mother tongue/multilingual education, 2016 baseline: 38 countries (40%)
- 2.b.3.d Teachers development, 2016 baseline: 22 countries (21%)
- 2.b.2.e Community participation, 2016 baseline: 66 countries (50%)
- 2.b.4. Gender-responsive teaching and learning, 2016 baseline: 17 countries (16%)
- 2.c.2.a Mainstreaming of skills development within the national system, 2016 baseline: 6 countries (7%)
- 2.c.2.b Responsiveness to the demands of the labour market, 2016 baseline: 2 countries (5%)
- 2.c.2.c Gender equitable skills development, 2016 baseline: data not collected

Output 2.a : Gender-equitable access to quality education

2.a.2.a Inclusive education for children with disabilities, 2016 Baseline = 2.2



2.a.2.b Education sector plan/strategy addressing equity issues, 2016 Baseline = 1.9



2.a.2.c Emergency preparedness/resilience, 2016 Baseline = 2.1



2.a.2.d EMIS providing disaggregated data, 2016 Baseline = 2.2



2.a.3 Gender-responsive education systems, 2016 Baseline = 2.0



Output 2.b : Gender-equitable learning outcomes

2.b.3.a Early learning, 2016 Baseline = 1.9



2.b.3.b Learning assessment systems, 2016 Baseline = 2.4



2.b.3.c Mother tongue/multilingual education, 2016 Baseline = 2.2



2.b.3.d Teachers development, 2016 Baseline = 1.8



2.b.2.e Community participation, 2016 Baseline = 2.4



2.b.4. Gender-responsive teaching and learning, Baseline = 1.8



Output 2.c : Skills

2.c.2.a Mainstreaming of skills development within the national system, 2016 baseline = 1.7



2.c.2.b Responsiveness to the demands of the labour market, 2016 baseline = 1.7



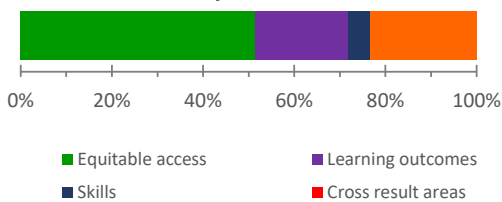
2.c.2.c Gender equitable skills development Baseline: data not collected



E. UNICEF Education spending, Source: Division of Financial and Administrative Management (DFAM)

UNICEF global education expenditure (excluding cross-cutting expenditure):
\$1,012,584

% by result area



Five largest expenditures as percentage of the total UNICEF global education expenditure, excluding 'Technical assistance' SICs

