



United Nations  
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# UIS database coverage for the SDG 4 indicators

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## Methodological note on the definition of coverage:

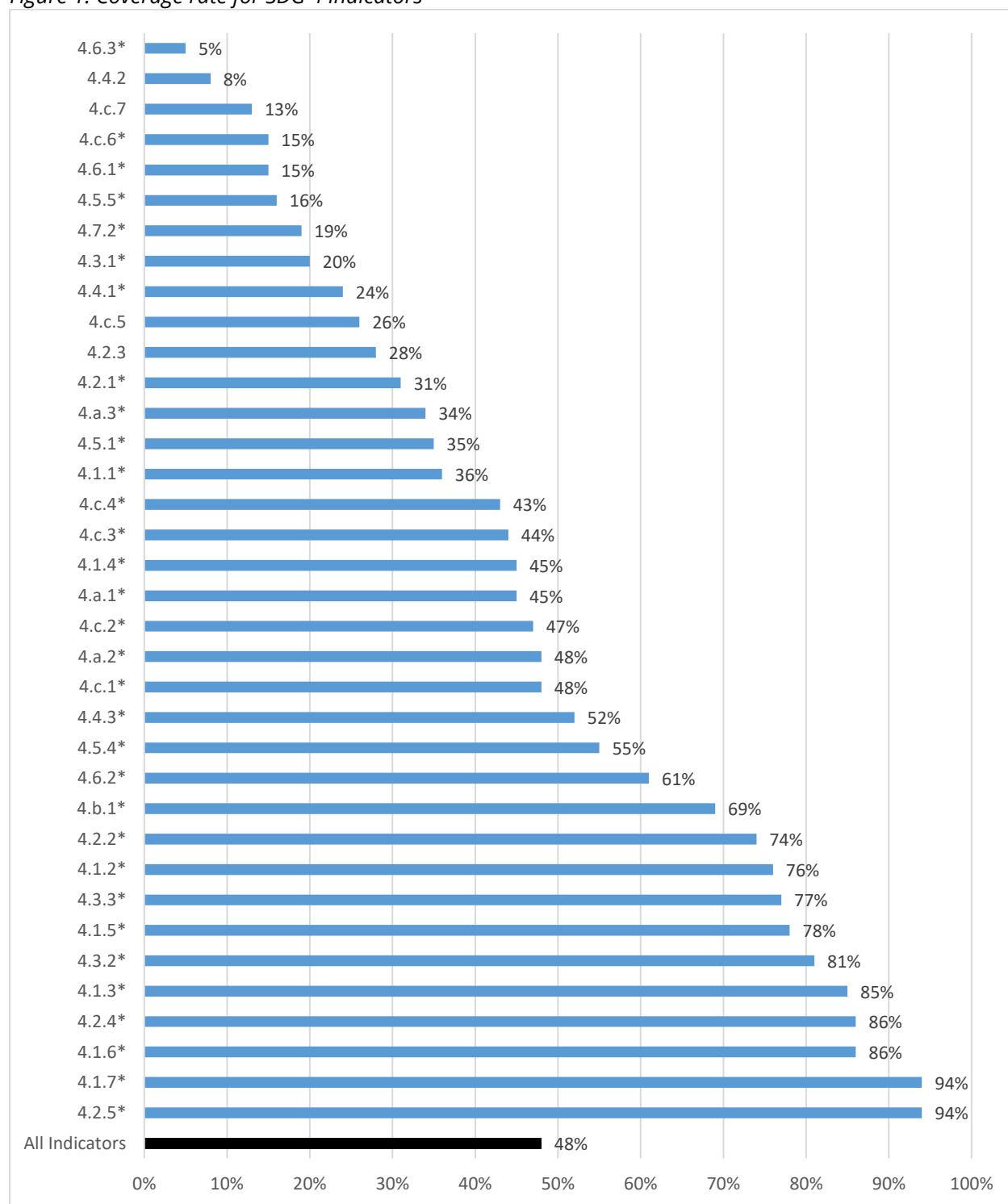
The rate of coverage for each indicator is defined based on the proportion of countries in each region where an indicator has at least one available data point between 2010-2018. If an indicator has several components (e.g. levels of education), the rate of coverage is based on the combined rates for its components<sup>1</sup>. This assessment is based on the latest UIS education data release of September 2018. The regional grouping is based on SDG regions and countries from which the UIS or partners organizations (such as Eurostat and OECD) are collecting data.

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<sup>1</sup> We can, of course, restrict the time interval to more recent years but if we do this, some indicators which rely on relatively old data (e.g. **4.6.1**) would have a very low or even a nil coverage rate.

## Summary of the coverage rate by SDG 4 indicator, UIS September 2018 data release

Figure 1: Coverage rate for SDG 4 indicators



**Notes:** \* indicators approved for reporting in 2018. Data are available for indicator 4.7.1 which was also approved for monitoring in 2018 and will be published in February 2019 by UIS.

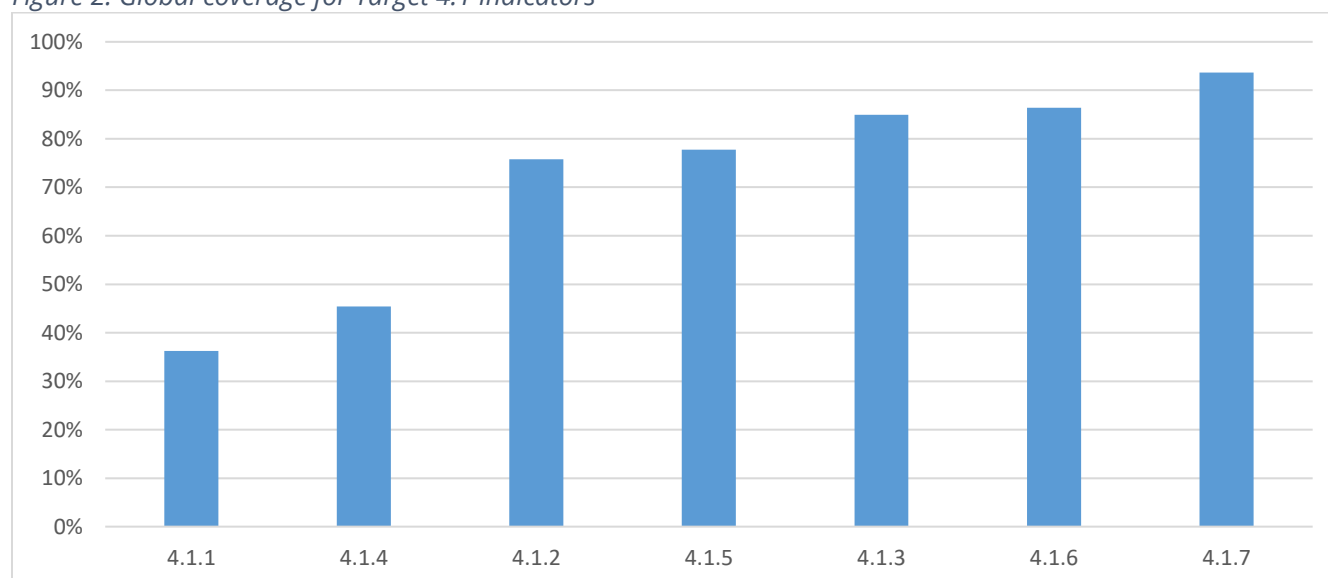
## Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Regions	Rate of coverage by Indicator						
	4.1.1	4.1.2	4.1.3	4.1.4	4.1.5	4.1.6	4.1.7
Central and Southern Asia	21%	62%	93%	69%	81%	82%	96%
Eastern and South-Eastern Asia	37%	65%	92%	39%	80%	78%	100%
Latin America and the Caribbean	50%	88%	76%	62%	74%	95%	95%
Northern Africa	28%	61%	83%	67%	56%	83%	100%
Northern America and Europe	44%	65%	77%	16%	81%	75%	92%
Oceania	10%	76%	79%	0%	82%	97%	82%
Sub-Saharan Africa	30%	93%	96%	79%	72%	89%	92%
Western Asia	40%	56%	92%	22%	93%	94%	100%
<b>World</b>	<b>36%</b>	<b>76%</b>	<b>85%</b>	<b>45%</b>	<b>78%</b>	<b>86%</b>	<b>94%</b>

Source: UIS Database, September 2018 release.

**Note on data sources used:** data for the indicator in red are derived from national, regional and international learning assessment programmes (PISA, TIMSS/PIRLS, TERCE, PASEC and SACMECQ), data for indicators in blue are based on administrative data annually collected by the UIS, and for the indicator in green is based on household survey data compiled by the UIS.

Figure 2. Global coverage for Target 4.1 indicators



Indicators **4.1.1** on learning outcome and **4.1.4** on completion of primary and secondary education are the indicators with the lowest coverage (only 36% and 45% respectively). These two indicators require costly and methodologically complex surveys to be produced. Other indicators have high coverage and are based on administrative data collected annually by the UIS.

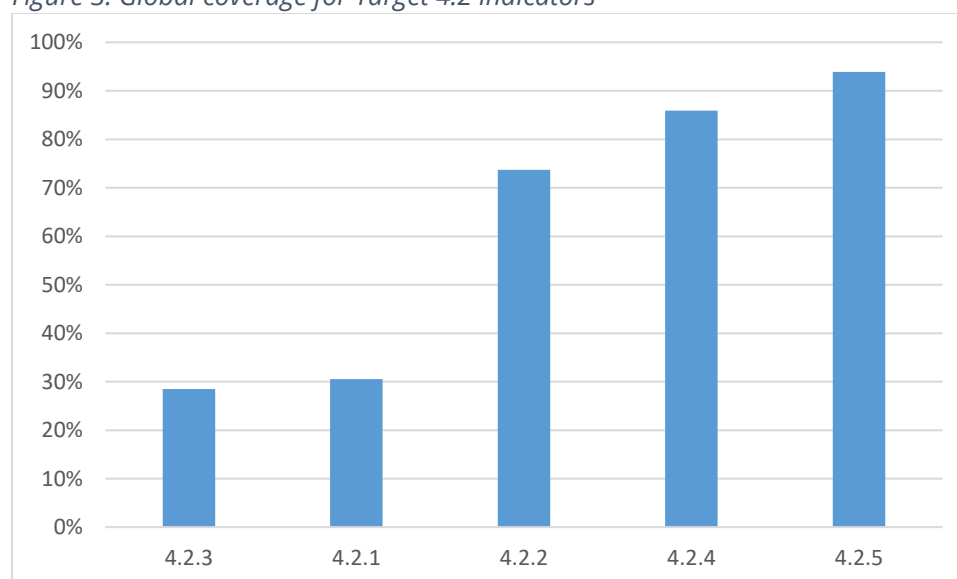
## Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Regions	Rate of coverage by Indicator				
	4.2.1	4.2.2	4.2.3	4.2.4	4.2.5
Central and Southern Asia	43%	57%	50%	86%	100%
Eastern and South-Eastern Asia	28%	72%	28%	85%	100%
Latin America and the Caribbean	40%	76%	33%	80%	95%
Northern Africa	33%	50%	56%	83%	100%
Northern America and Europe	14%	82%	14%	86%	92%
Oceania	0%	76%	0%	92%	82%
Sub-Saharan Africa	46%	69%	38%	90%	92%
Western Asia	33%	78%	33%	85%	100%
<b>World</b>	31%	74%	28%	86%	94%

**Source:** UIS Database, September 2018 release.

**Note on data sources used:** Data for indicators in blue are based on administrative data annually collected by the. Data for the indicators in green are based on data collected from UNICEF's Multiple Indicator Cluster Survey, PRIDI and other surveys.

Figure 3. Global coverage for Target 4.2 indicators



Indicators **4.2.1** and **4.2.3** are the ones with the lowest coverage. The other indicators have high coverage and are based on administrative data collected annually by the UIS and have very good coverage.

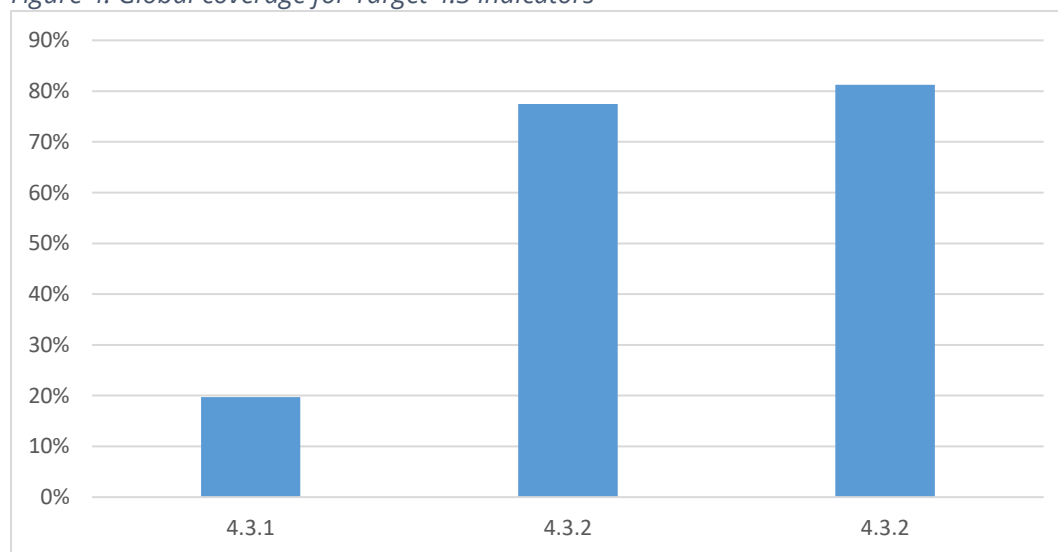
### Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

Regions	Rate of coverage by Indicator		
	4.3.1	4.3.2	4.3.3
Central and Southern Asia	0%	100%	79%
Eastern and South-Eastern Asia	11%	100%	83%
Latin America and the Caribbean	2%	64%	86%
Northern Africa	0%	83%	33%
Northern America and Europe	68%	88%	80%
Oceania	12%	41%	88%
Sub-Saharan Africa	0%	88%	60%
Western Asia	17%	89%	94%
<b>World</b>	<b>20%</b>	<b>81%</b>	<b>77%</b>

Source: UIS Database, September 2018 release.

**Note on data sources used:** data for indicators in blue are based on administrative data annually collected by the UIS. For indicator **4.3.1** the data source used at the global level are based on a household Adult Education Survey (AES) conducted by Eurostat and PIAAC survey conducted by OECD.

Figure 4. Global coverage for Target 4.3 indicators



The indicators **4.3.2** and **4.3.3** are based on administrative data collected annually by the UIS which explains the high coverage. Indicator **4.3.1** is based on a household survey data conducted by Eurostat for the EU countries (the survey is called Adult Education Survey – AES) and PIAAC data for non-European OECD countries.

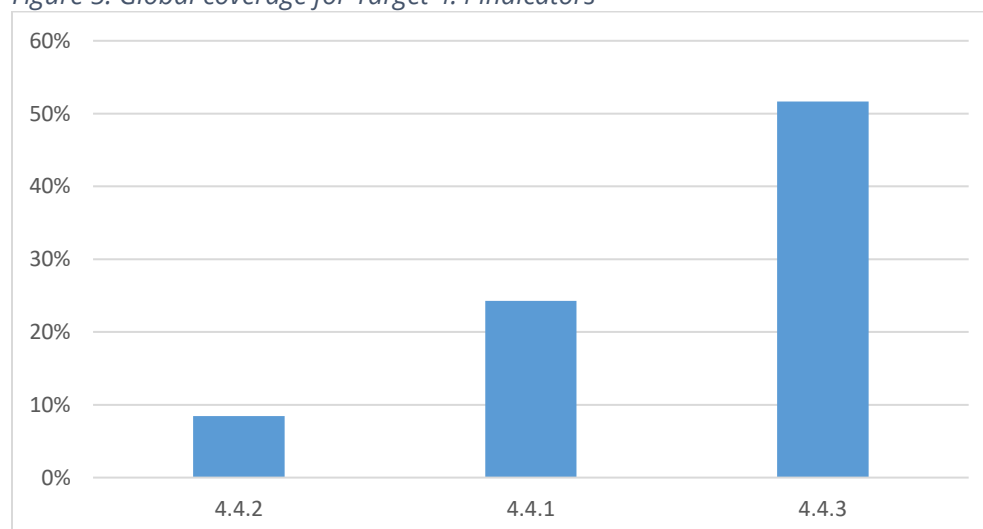
## Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Regions	Rate of coverage by Indicator		
	4.4.1	4.4.2	4.4.3
Central and Southern Asia	21%	0%	54%
Eastern and South-Eastern Asia	26%	17%	53%
Latin America and the Caribbean	13%	2%	51%
Northern Africa	50%	0%	10%
Northern America and Europe	53%	24%	70%
Oceania	0%	6%	26%
Sub-Saharan Africa	4%	0%	37%
Western Asia	40%	6%	75%
<b>World</b>	<b>24%</b>	<b>8%</b>	<b>52%</b>

**Source:** UIS Database, September e 2018 release.

**Note on data sources used:** Data for indicator **4.4.1** are based on a household survey conducted by Eurostat, by ITU and national data for few countries collected through UIS Catalogue of Learning Assessment. Indicator 4.4.3 is based on national survey or census data that countries are using to report annually data to UIS. The coverage of indicator **4.4.1** on the proportion of youth and adults with information and communications technology (ICT) skills, by type of skill is low; around 24%. Data for this indicator are mainly available for EU countries from a household survey conducted by Eurostat. Data for very few other countries are derived from a survey conducted by International Telecommunication Union (ITU). Coverage for indicator **4.4.2** is very low (only 8%) and data are derived from the International Computer and Information Literacy Study (ICILS) of International Association for the Evaluation of Educational Achievement (IEA). Data for indicator **4.4.3** on educational attainment are derived from UIS annual data collection.

Figure 5. Global coverage for Target 4.4 indicators





**Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations**

Regions	Rate of coverage by Indicator				
	4.5.1	4.5.2	4.5.3	4.5.4	4.5.5
Central and Southern Asia	31%	0%	0%	58%	7%
Eastern and South-Eastern Asia	34%	0%	0%	54%	11%
Latin America and the Caribbean	34%	0%	0%	51%	0%
Northern Africa	27%	0%	0%	30%	0%
Northern America and Europe	43%	0%	0%	72%	56%
Oceania	23%	0%	0%	25%	12%
Sub-Saharan Africa	31%	0%	0%	58%	0%
Western Asia	40%	0%	0%	49%	11%
<b>World</b>	<b>35%</b>	<b>0%</b>	<b>0%</b>	<b>55%</b>	<b>16%</b>

**Source:** UIS Database, September 2018 release.

**Note 1:** coverage indicator **4.5.1** has been assessed for parity indices related to gender, location (Rural/Urban) , immigration and Socio-Economic Status.

**Note on data sources used:** Indicator **4.5.4** is derived from UIS annual data collection and some external sources on household expenditure on education. Data for indicator **4.5.5** are compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co- operation and Development (OECD).

Indicator **4.5.4** on *Education expenditure per student by level of education and source of funding* is currently globally available for around 55% of country. The UIS is actively working to improve the coverage of this indicator-especially for the component related to private expenditure on education where UIS is developing a strategy to derive the data from existing household surveys.

No data are currently available for indicators **4.5.2** or indicator **4.5.3**.



### Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Regions	Rate of coverage by Indicator		
	4.6.1	4.6.2	4.6.3
Central and Southern Asia	4%	93%	0%
Eastern and South-Eastern Asia	14%	67%	0%
Latin America and the Caribbean	2%	61%	24%
Northern Africa	0%	50%	0%
Northern America and Europe	44%	40%	0%
Oceania	12%	35%	0%
Sub-Saharan Africa	2%	83%	0%
Western Asia	22%	61%	0%
<b>World</b>	15%	61%	5%

Source: UIS Database, September 2018 release.

**Note on data sources used:** Data for indicator **4.6.1** are based on PIAAC (conducted OECD) and national data collected through UIS Catalogue of Learning Assessment (CLA); and STEP survey (conducted by the World Bank).

The coverage of indicator **4.6.1** on *Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex* is 15%. Data for this indicator are mainly available for OECD countries from PIAAC survey in addition to some national data collected through the UIS Catalogue of Learning Outcome .

Data for indicator **4.6.2** on youth and adult literacy rates are derived from UIS annual data collection. The coverage for indicator **4.6.3** is based on data derived from a regional data collection that the UIS conducted for one survey in 2011 in Latin America and the Caribbean.



**Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development**

Regions	Rate of coverage by Indicator				
	4.7.1	4.7.2	4.7.3	4.7.4	4.7.5
Central and Southern Asia	0%	26%	0%	0%	0%
Eastern and South-Eastern Asia	0%	11%	0%	0%	0%
Latin America and the Caribbean	0%	16%	0%	0%	0%
Northern Africa	0%	33%	0%	0%	0%
Northern America and Europe	0%	13%	0%	0%	0%
Oceania	0%	29%	0%	0%	0%
Sub-Saharan Africa	0%	27%	0%	0%	0%
Western Asia	0%	7%	0%	0%	0%
<b>World</b>	<b>0%</b>	19%	<b>0%</b>	<b>0%</b>	<b>0%</b>

**Source:** UIS Database, September 2018 release.

Data for indicator **4.7.1** are available and derived from a survey conducted by UNESCO in 2016 in the context of reports from Member States on the implementation of the 1974 Recommendation but will be published by UIS only in February 2019 when the current consultation with Member States on the data is completed. Data for indicator **4.7.2** are derived from UIS annual data collection. No data are currently available for indicator **4.7.3**. For indicator **4.7.4**, the UIS has in its database some proxy data based on International Civic and Citizenship Education Study (ICCS) of International Association for the Evaluation of Educational Achievement (IEA). But these data refer to 2009 which is too old to be considered in this coverage assessment. For indicator **7.5.5**, UIS has in its database data from PISA 2006 but these data are too old to be considered in the coverage study.

### Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Regions	Rate of coverage by Indicator		
	4.a.1	4.a.2	4.a.3
Central and Southern Asia	50%	43%	50%
Eastern and South-Eastern Asia	44%	61%	39%
Latin America and the Caribbean	49%	43%	14%
Northern Africa	39%	50%	67%
Northern America and Europe	47%	70%	16%
Oceania	37%	65%	6%
Sub-Saharan Africa	44%	19%	54%
Western Asia	42%	56%	78%
<b>World</b>	45%	48%	34%

**Source:** UIS Database September 2018 release.

**Note on data sources used:** Data are based on administrative data annually collected by UIS. Some of the components were collected only in the Africa Region but will be extended from 2017 to most of the other regions.

The data for indicator **4.a.1** are based on annual UIS survey on school resources as well as data collected by OECD for its member states in 2017. Data for indicator **4.a.2** are based on Global School-based Student Health Survey (GSHS) and on The Health Behaviour in School-aged Children (HBSC). Data for indicator **4.a.3** are based on data collected by the Global Coalition to Protect Education from Attack (GCPEA) for the report Education under Attack 2018



**Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries**

Regions	Rate of coverage by Indicator	
	4.b.1	4.b.2
Central and Southern Asia	100%	0%
Eastern and South-Eastern Asia	67%	0%
Latin America and the Caribbean	81%	0%
Northern Africa	100%	0%
Northern America and Europe	18%	0%
Oceania	88%	0%
Sub-Saharan Africa	100%	0%
Western Asia	50%	0%
<b>World</b>	<b>69%</b>	<b>0%</b>

**Source:** OECD, Creditor Reporting System (CRS) database, 2018.

**Note on data sources used:** Data are compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD).

The coverage of the indicator should ideally be assessed from two perspectives: coverage of donor's countries and coverage for recipient countries. Based on the latest data compiled by the DAC of OECD and assuming all recipient countries are covered by this database, the rate of coverage for recipients countries is high for all regions as presented in the table above. The rate of coverage above should be interpreted with great caution because data on important non-OECD donors might not be covered by the CRS database. And this is why UIS will be looking to other complementary data sources such as International Aid Transparency Initiative (IATI) to improve data coverage for this indicator.

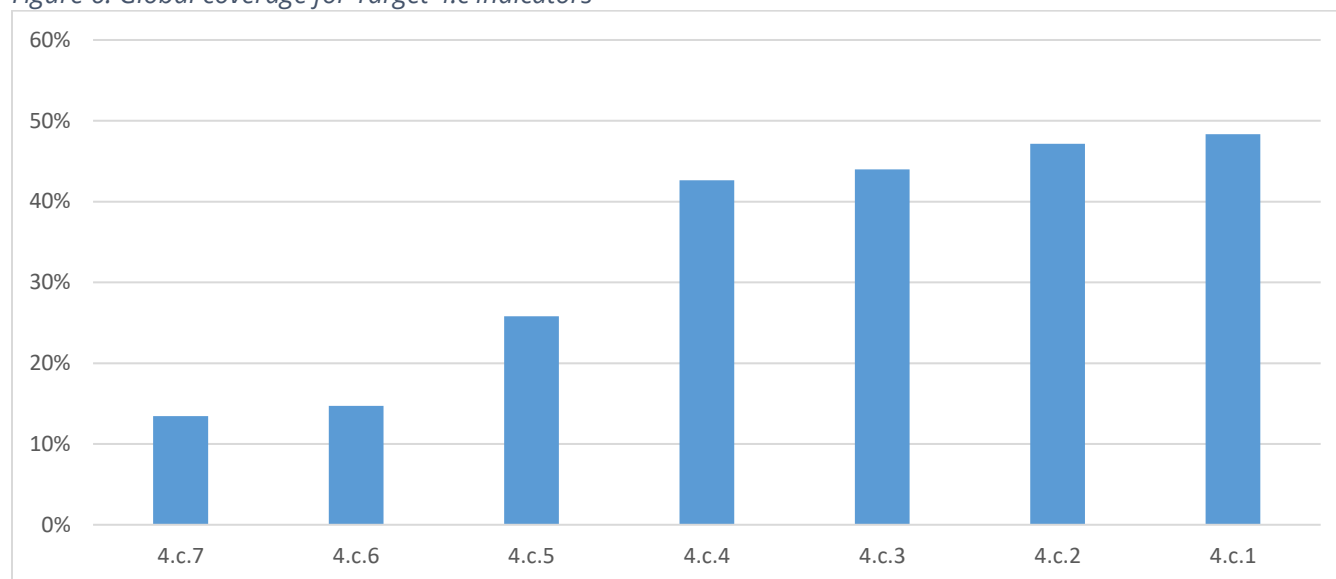
**Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States**

Regions	Rate of coverage by Indicator						
	4.c.1	4.c.2	4.c.3	4.c.4	4.c.5	4.c.6	4.c.7
Central and Southern Asia	56%	59%	52%	54%	48%	33%	26%
Eastern and South-Eastern Asia	50%	50%	65%	64%	33%	33%	9%
Latin America and the Caribbean	63%	63%	46%	44%	34%	13%	12%
Northern Africa	50%	47%	47%	47%	33%	11%	11%
Northern America and Europe	17%	14%	16%	14%	6%	5%	6%
Oceania	49%	48%	44%	38%	12%	6%	16%
Sub-Saharan Africa	63%	64%	57%	57%	38%	18%	18%
Western Asia	51%	46%	54%	51%	17%	13%	19%
<b>World</b>	<b>48%</b>	<b>47%</b>	<b>44%</b>	<b>43%</b>	<b>26%</b>	<b>15%</b>	<b>13%</b>

**Source:** UIS Database, September 2018 release.

**Note on data sources used:** Data for indicators all indicators of this target are based on administrative data annually collected by UIS.

Figure 6. Global coverage for Target 4.c indicators



Indicators on Teachers have low coverage especially indicator **4.c.5**, **4.c.6** and **4.c.7** for which coverage is in the range 13%-26%. Data on teachers are crucial for analyzing factors that influence quality of learning and this is why the UIS is considering teachers data as one of its priorities for coming years.