

# OECD and SDG 4 - Education

- All OECD Directorates are reviewing their relevant policy instruments and indicators that could be used for monitoring the UN-led Sustainable Development Goals (SDGs) – ***a universal agenda***.
- The **Education and Skills Directorate** has already mapped its policy instruments and indicators against the 10 targets and 43 *Education 2030 Framework for Action* thematic indicators, including the 10 being considered for global monitoring
- The edition of ***Education at a Glance 2015*** includes an editorial that sets out OECD's intention to internalise the education SDG, its associated 10 targets and the global and thematic indicators and the contribution it will make to global and thematic monitoring

# Thematic Indicators: OECD mapping

## Summary of OECD mapping against the 43 thematic indicators

Target	Number of indicators	Concepts	OECD coverage
4.1	7	Learning	PISA
		Completion	EaG
		Participation	PISA and EaG
		Provision	EaG
4.2	5	Readiness	<i>Early Learning Outcomes</i>
		Participation	EaG
		Provision	EaG
4.3	3	Skills	PIAAC, EaG
4.4	2	Completion	EaG
		Equity	EaG
4.5	Parity indexes		PISA, PIAAC, EaG, TALIS, DAC, CRS
	Distributions		
4.6	3	Policy	
		Skills	PIAAC
		Provision	EaG
4.7	5	Provision	EaG
		Knowledge	PISA, EaG
4.a	5	School environment	EaG, LEEP
4.b	2	Scholarships	DAC, CRS, EaG
4.c	7	Teachers	PISA, EaG, TALIS
<b>TOTAL</b>	<b>43</b>		<b>34</b>

# Education SDG: Conclusions of last INES WG meeting

INES WP members:

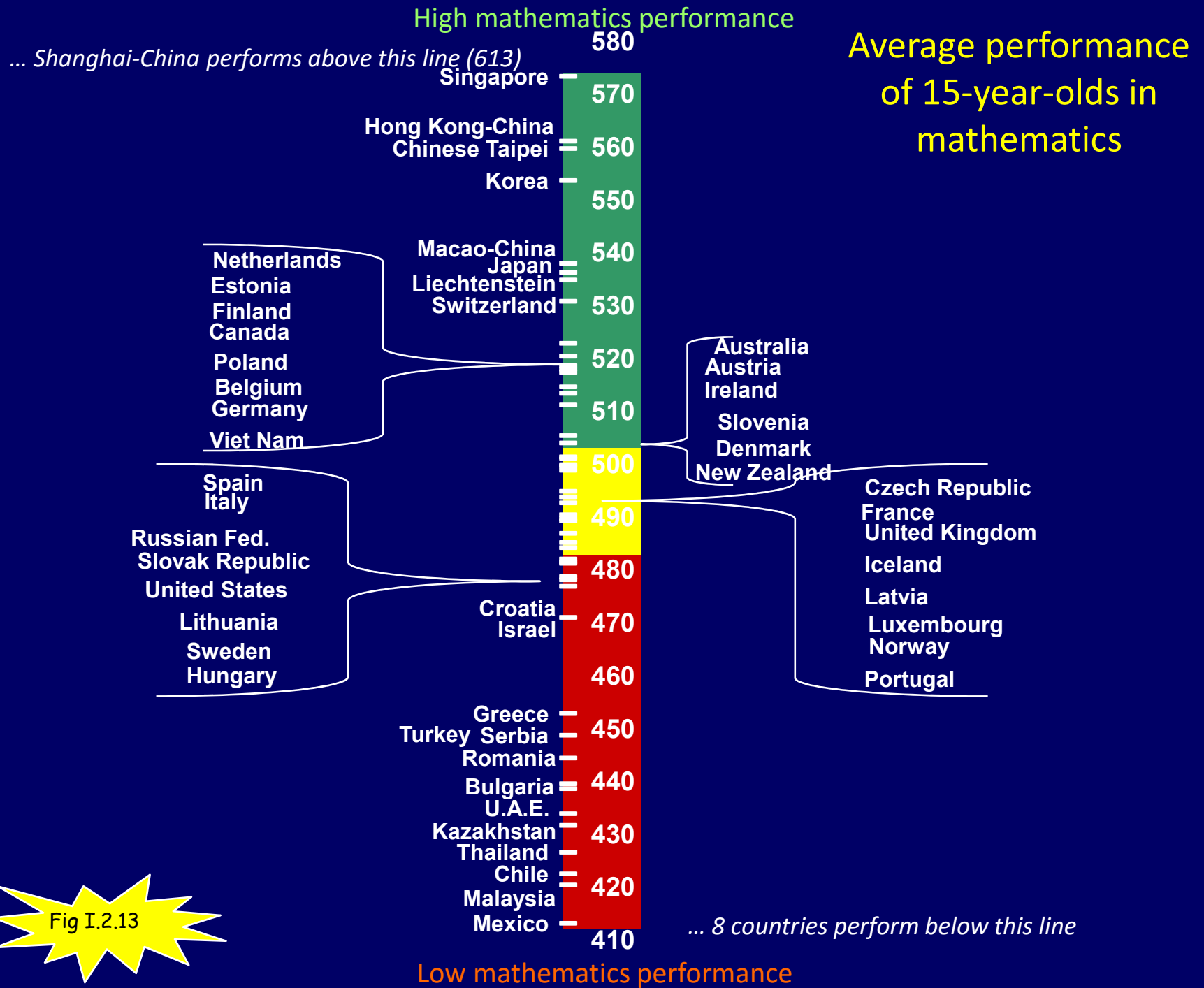
- **Confirmed** their support for the Education SDG with its associated targets and indicators; **Asked** for clarifications and guidance on how the INES WP would contribute to monitor the SDGs plans; **Recommended** to present a progress report on SDGs at next INES meetings.
- **Welcomed** OECD's planned editorial on the Education SDG in the EaG 2015
- **Noted** that 34 of the 43 thematic indicators were already covered or touched upon by existing OECD surveys and instruments
- **Agreed** that the highest priority were the 10 global indicators together with those of the remaining thematic indicators that were most relevant, such as the out-of-school rate.
- **Agreed** that it was not necessary for OECD to collect data on all 43 thematic indicators but **encouraged** OECD to contribute to the definitions of all of these
- **Encouraged** UIS, OECD, Eurostat and others to work together to develop the new indicators

# Global indicators for education

- 4.1 Reading and mathematics learning outcomes
- 4.2 % of under 5s who are developmentally 'on track'
- 4.3 Participation rate of adults in formal and non-formal education and training (age-groups to be defined)
- 4.4 % of youth/adults with ICT skills
- 4.5 Parity indices (for all indicators that can be disaggregated)
- 4.6 Proficiency of youth/adults in literacy and numeracy
- 4.7 % of 15-year olds proficient in environmental and geoscience
- 4.a % of schools with access to basic services and facilities
- 4.b ODA expenditure on scholarships
- 4.c % of trained teachers

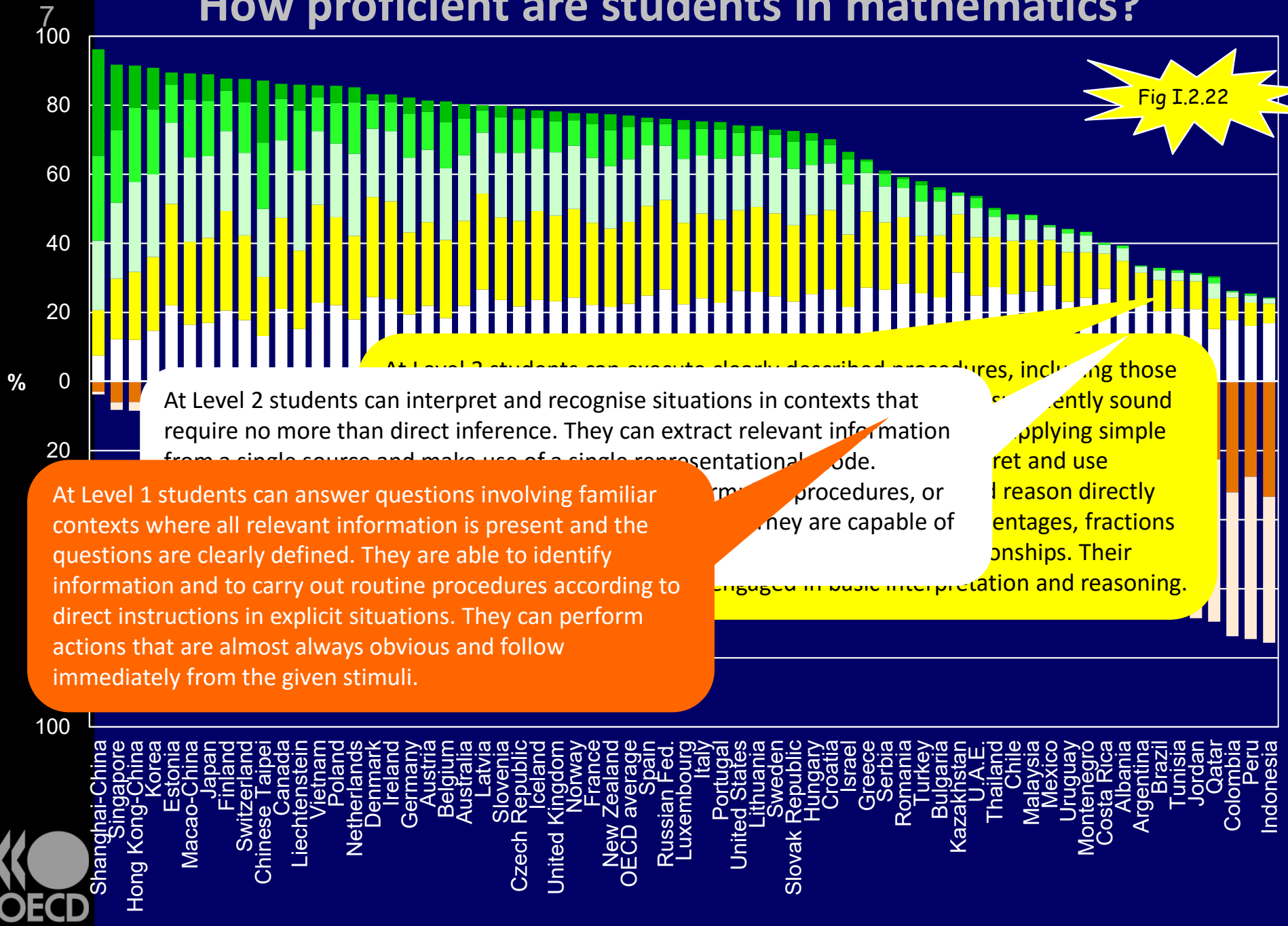
# PISA 2015 in brief

- Every three years, over half a million students...
  - representing 28 million 15-year-olds in 71 countries/economies (PISA 2015)
- ... took an internationally agreed 2-hour test...
  - Focus on students' capacity to extrapolate from what they know and creatively apply their knowledge in novel situations
  - Less emphasis on whether they can reproduce what they were taught
- ... and responded to questions on...
  - their personal background, their schools and their engagement with learning and school
- Parents, principals and system leaders provided data on...
  - support for learning as well as school policies, practices, resources and institutional factors that help explain performance differences .



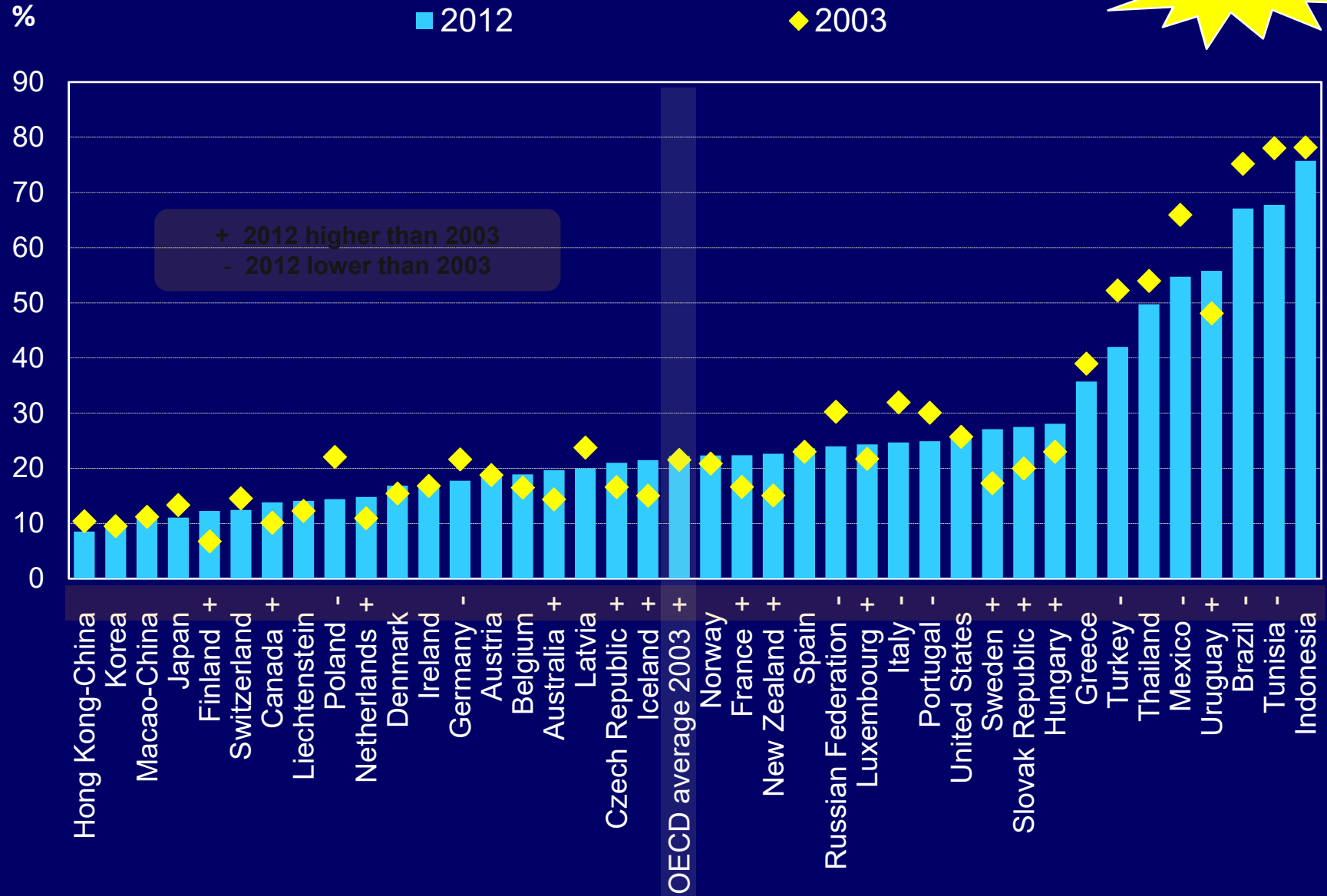
# How proficient are students in mathematics?

Fig I.2.22



# Percentage of low-performing students in mathematics in 2003 and 2012

Fig I.2.23

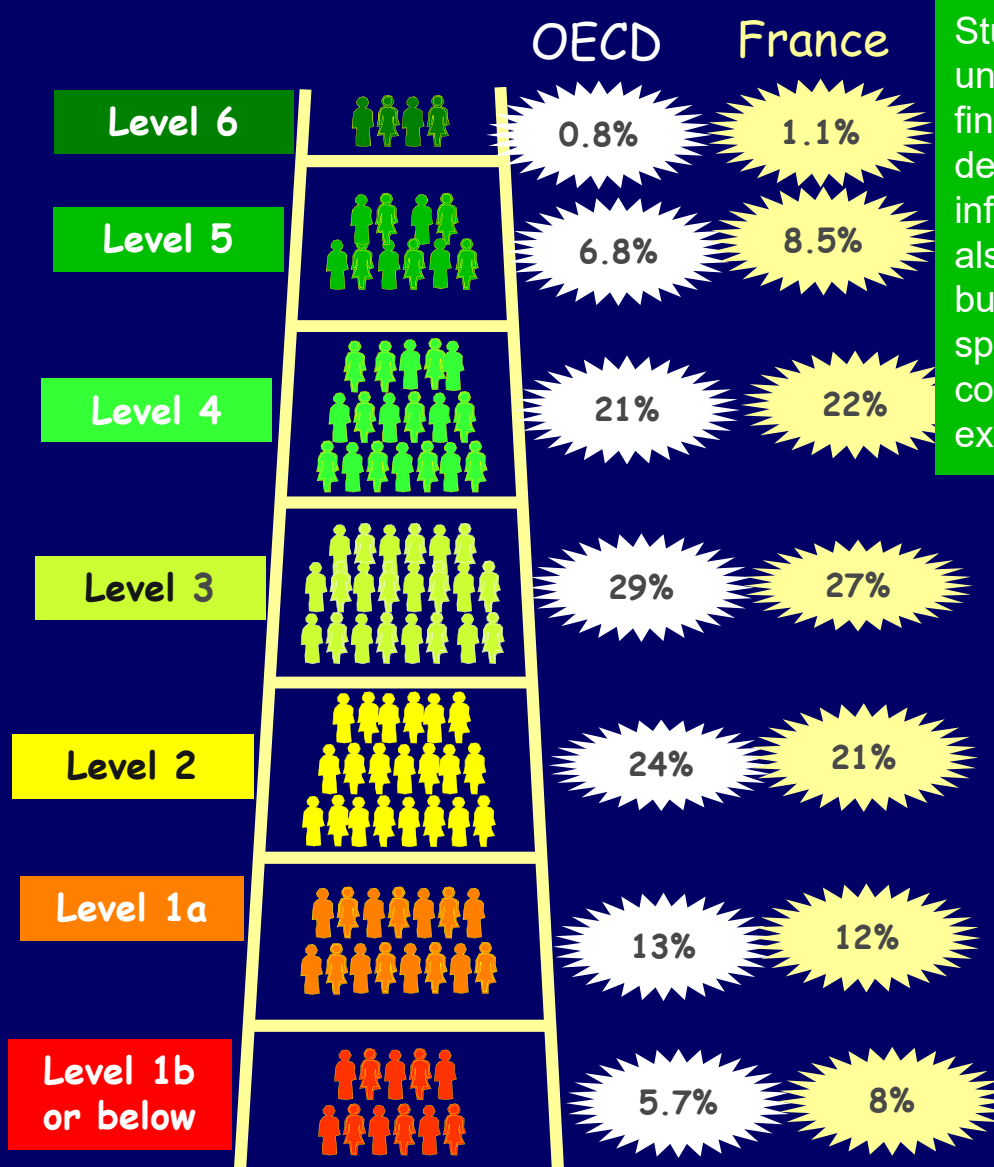




# PISA Proficiency Levels in Reading

PARIS  
7 December 2010

PISA  
OECD Programme for  
International Student Assessment



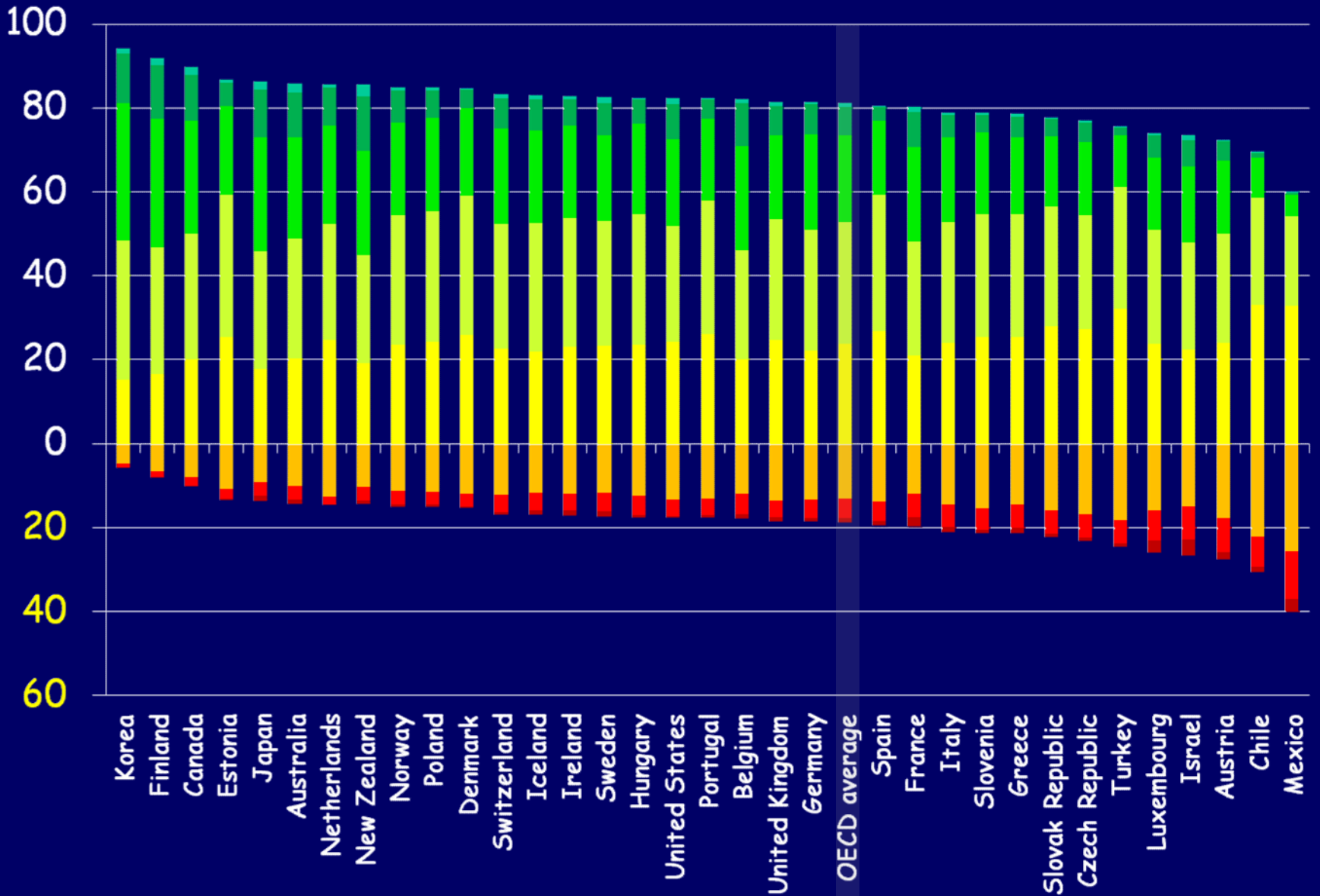
Students at Level 5 can handle texts that are unfamiliar in either form or content. They can find information in such texts, demonstrate detailed understanding, and infer which information is relevant to the task. They are also able to critically evaluate such texts and build hypotheses about them, drawing on specialised knowledge and accommodating concepts that may be contrary to expectations.

Students at Level 1a are capable of locating pieces of explicitly stated information that are rather prominent in the text, recognising a main idea in a text about a familiar topic, and recognising the connection between information in such a text and their everyday experience.

# How proficient are students in reading?

PARIS  
7 December 2010

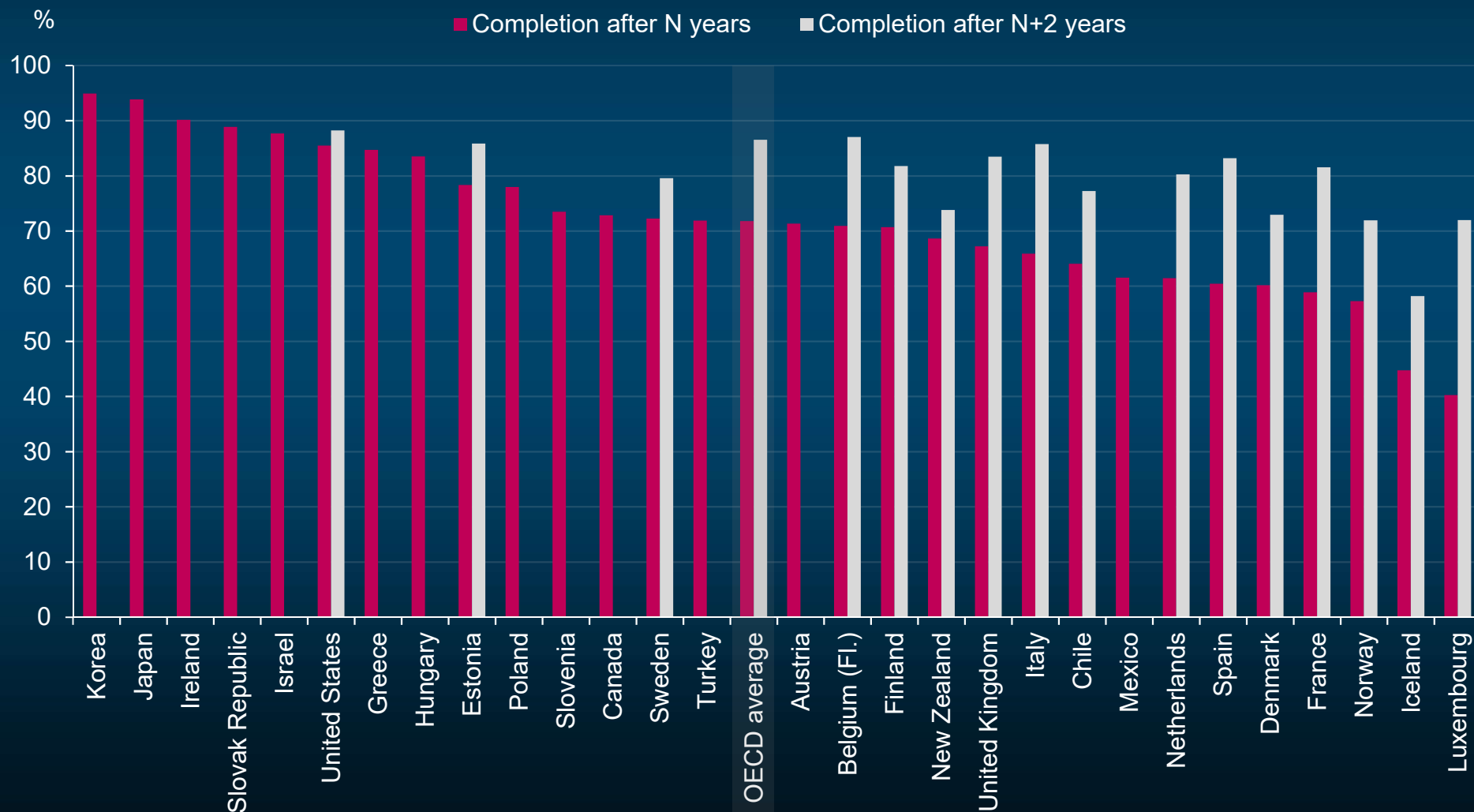
PISA  
OECD Programme for  
International Student Assessment



# Most students complete upper secondary education in the standard time allotted, but some need more time

Chart A2.4

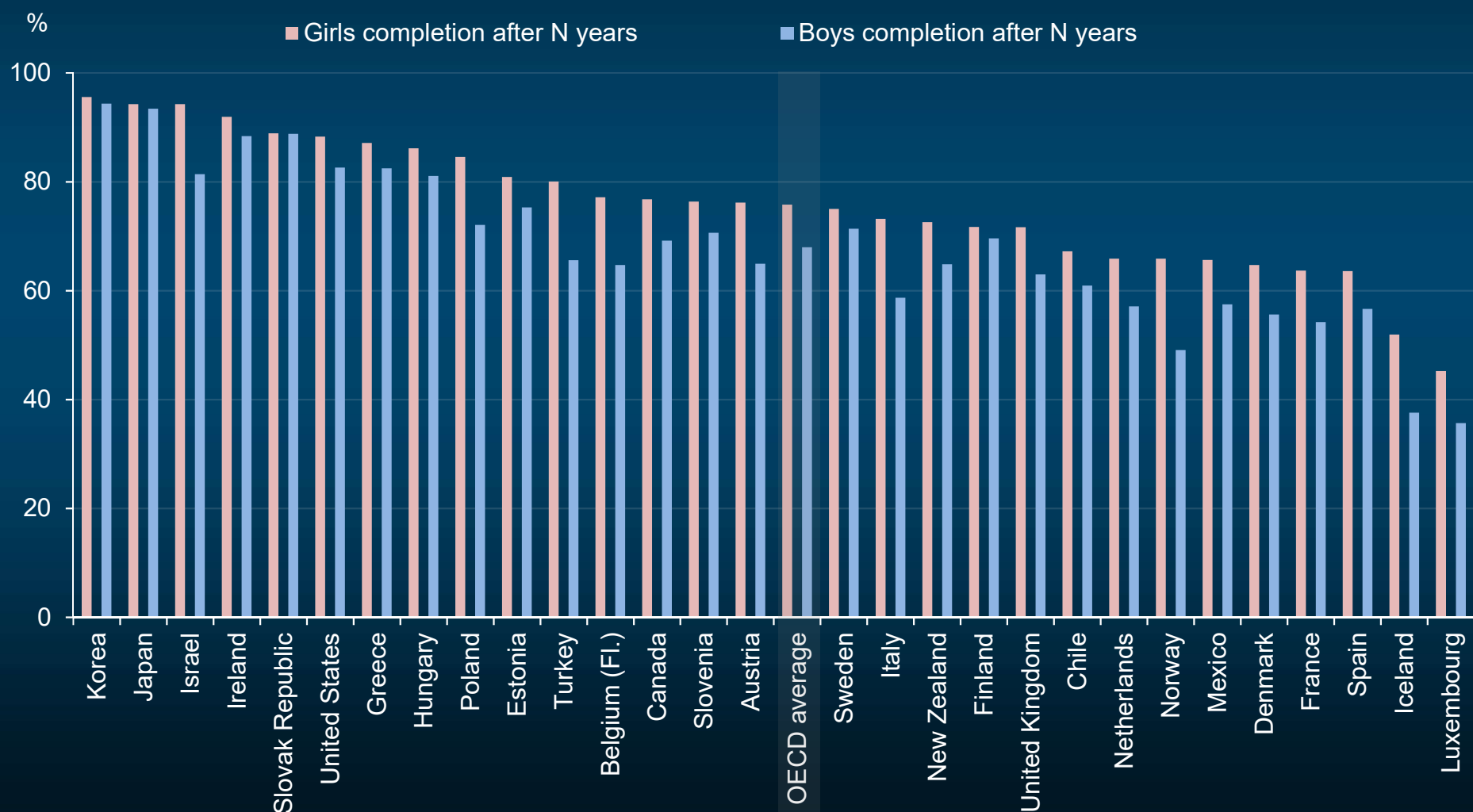
Successful completion of upper secondary programmes (N: theoretical duration of the programmes)



# Girls are more likely than boys to complete their upper secondary education in the standard time allotted

Chart A2.5

Successful completion of upper secondary programmes, by gender (N: theoretical duration of the programmes)



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# Survey of Adult Skills in brief



166 thousand adults...

Representing 724 million 16-65 year-olds in 24 countries/economies

Took an internationally agreed assessment...



in literacy, numeracy and problem solving in technology-rich environments.



Also surveyed were generic skills such as collaborating with others and organising one's time, and how adults use their skills



# Survey of Adult Skills Skills assessed

## “Key information-processing skills”

### Literacy

#### The ability to...

**Understand, evaluate, use and engage with written texts.**

#### In order to..

Achieve one’s goals, and to develop one’s knowledge and potential.

Literacy encompasses a range of skills from..

The decoding of written words and sentences

The comprehension, interpretation and evaluation of complex texts.

### Numeracy

#### The ability to...

**Access, use, interpret and communicate mathematical information and ideas**

#### In order to..

Engage in and manage the mathematical demands of a range of situations in adults.

Numeracy involves

Managing a situation or solving a problem in a real context, by responding to mathematical content/information/ideas represented in multiple ways.

### Technology Rich Problem Solving

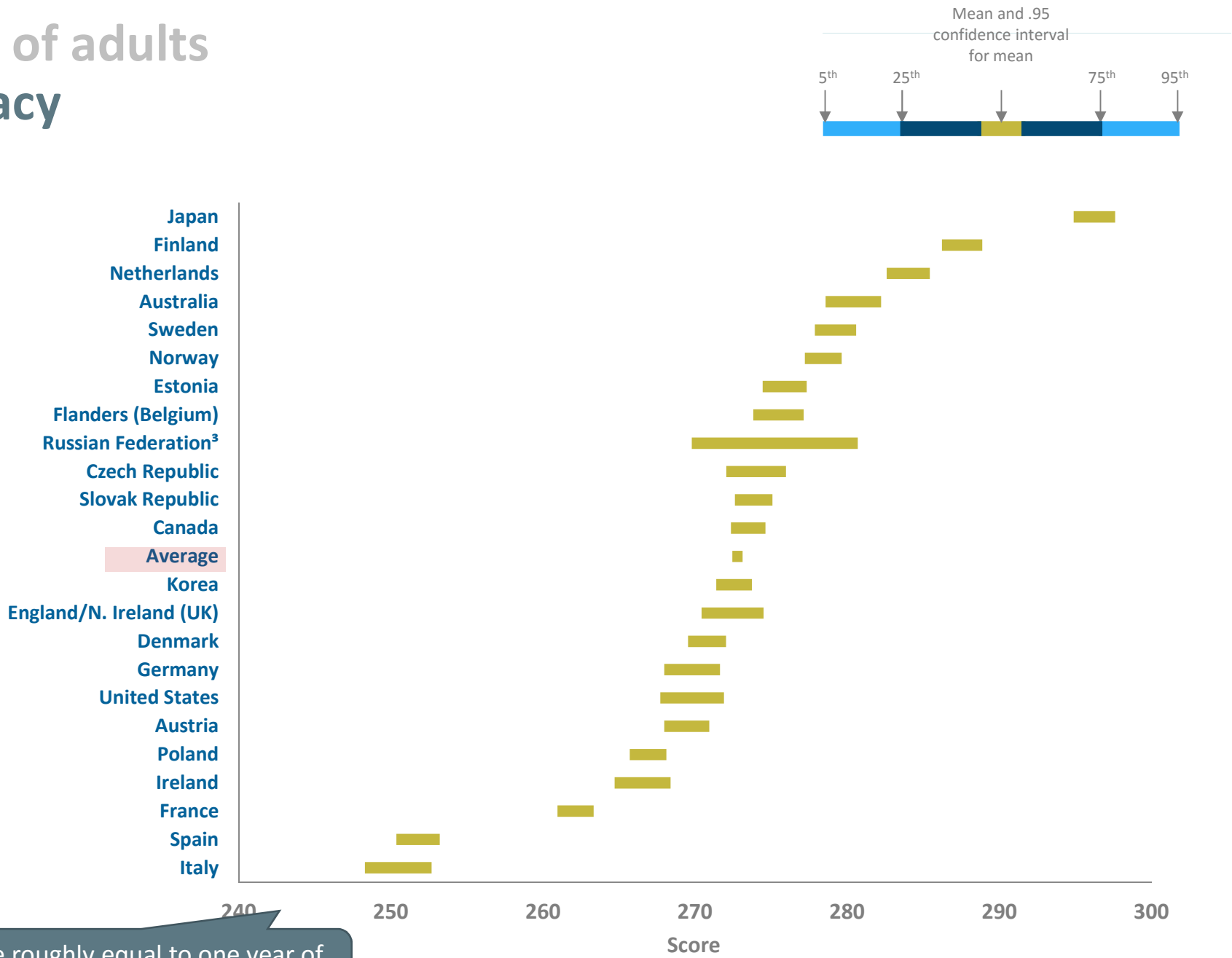
#### The ability to...

**Use digital technology communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks.**

#### The assessment focuses on the abilities to...

Solve problems for personal, work and civic purposes by setting up appropriate goals and plans, and accessing and making use of information through computers and computer networks.

# Skills of adults Literacy

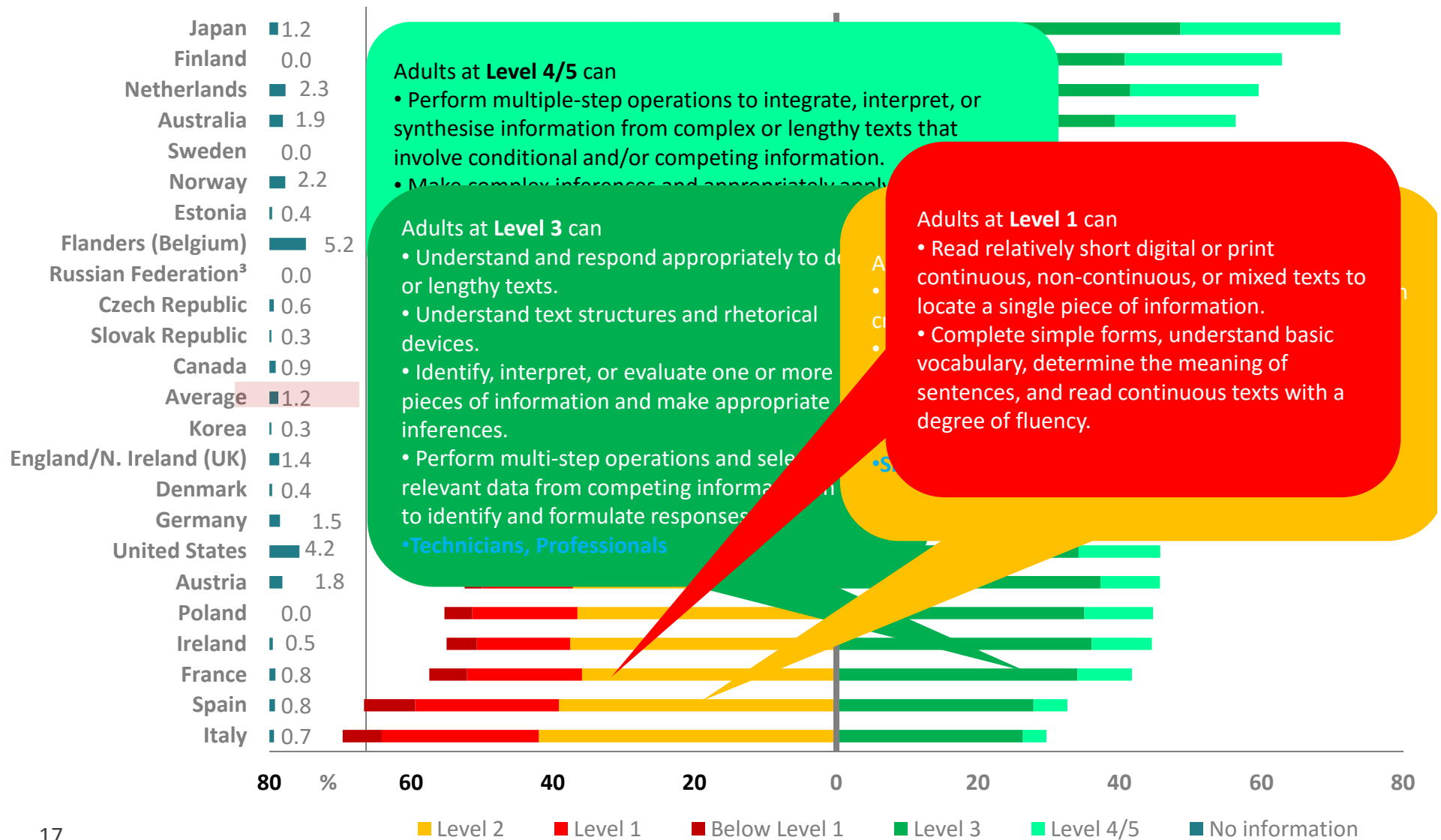


7 points are roughly equal to one year of education

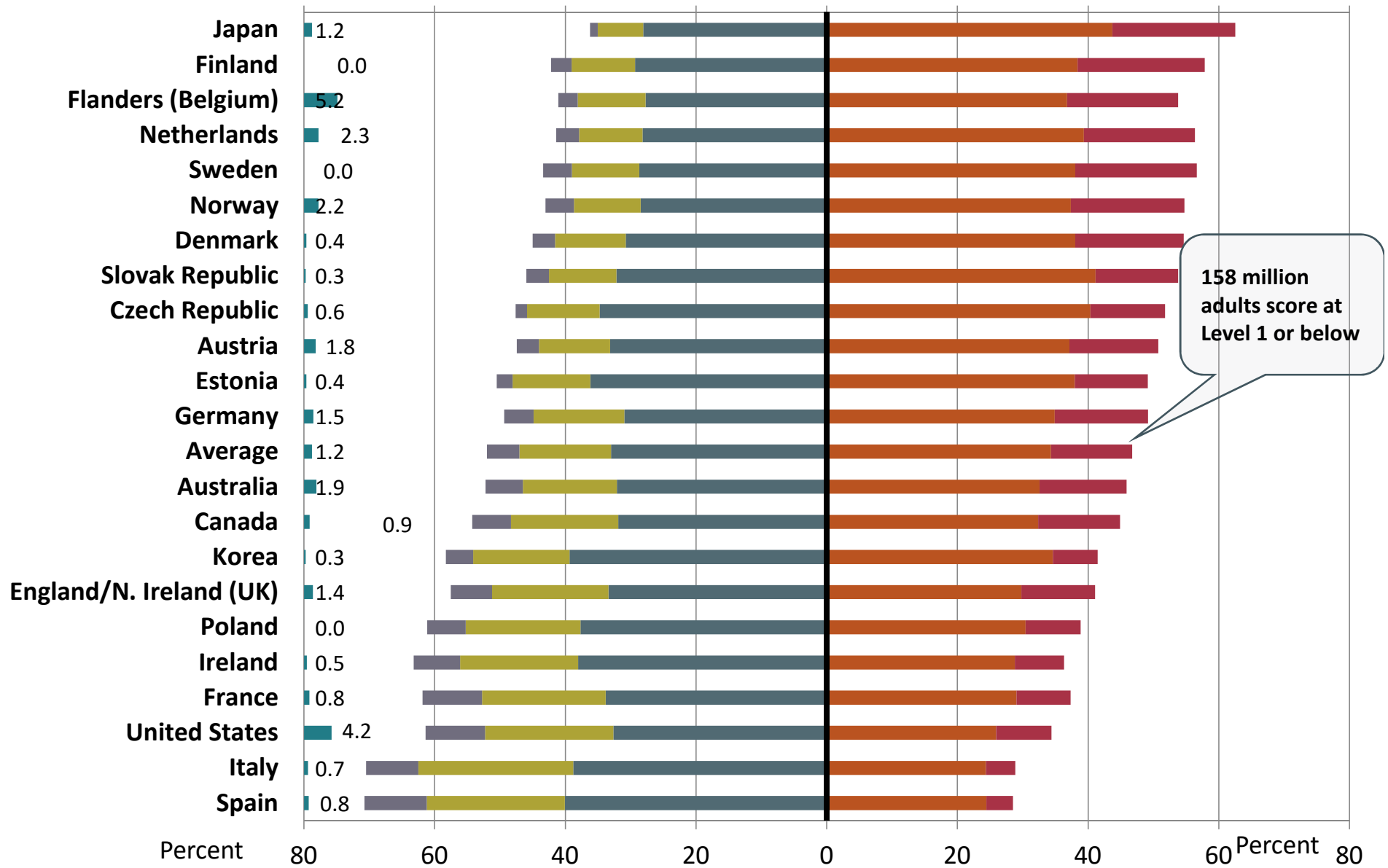


# What adults can do

## Literacy



# Numeracy proficiency among adults



158 million adults score at Level 1 or below

Level 2   Level 1   Below Level 1   Level 3   Level 4/5   No information





# How proficiency varies by socio-demographic characteristics

## Proficiency affected by:

- Age
- Migration status
- Socio-economic background
- Level of education