



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
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STATISTICS



SUSTAINABLE
DEVELOPMENT
GOALS

Global review of progress towards SDG 4-Education 2030 targets and commitments

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SDG 4: one goal, ten targets

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030

Targets:

- 4.1 Universal primary and secondary education
 - 4.2 Early childhood development and universal pre-primary education
 - 4.3 Equal access to technical, vocational and tertiary education
 - 4.4 Relevant skills for decent work
 - 4.5 Gender equality and inclusion
 - 4.6 Literacy and numeracy
 - 4.7 Education for sustainable development and global citizenship
 - 4.a Learning environments
 - 4.b Scholarships
 - 4.c Teachers
- } Means of implementation targets

**SDG 4 : one goal, eleven global indicators,
clear monitoring architecture coordinated by UNESCO**

Monitoring framework

11 global indicators

Custodian agency: **UIS** with ITU, OECD and UNICEF
+ 32 thematic indicators

Monitoring framework development Technical Cooperation Group

co-convened by UNESCO Institute for Statistics and UNESCO
Secretariat: UNESCO Institute for Statistics

Reporting framework

SDG Report

Global Education Monitoring Report

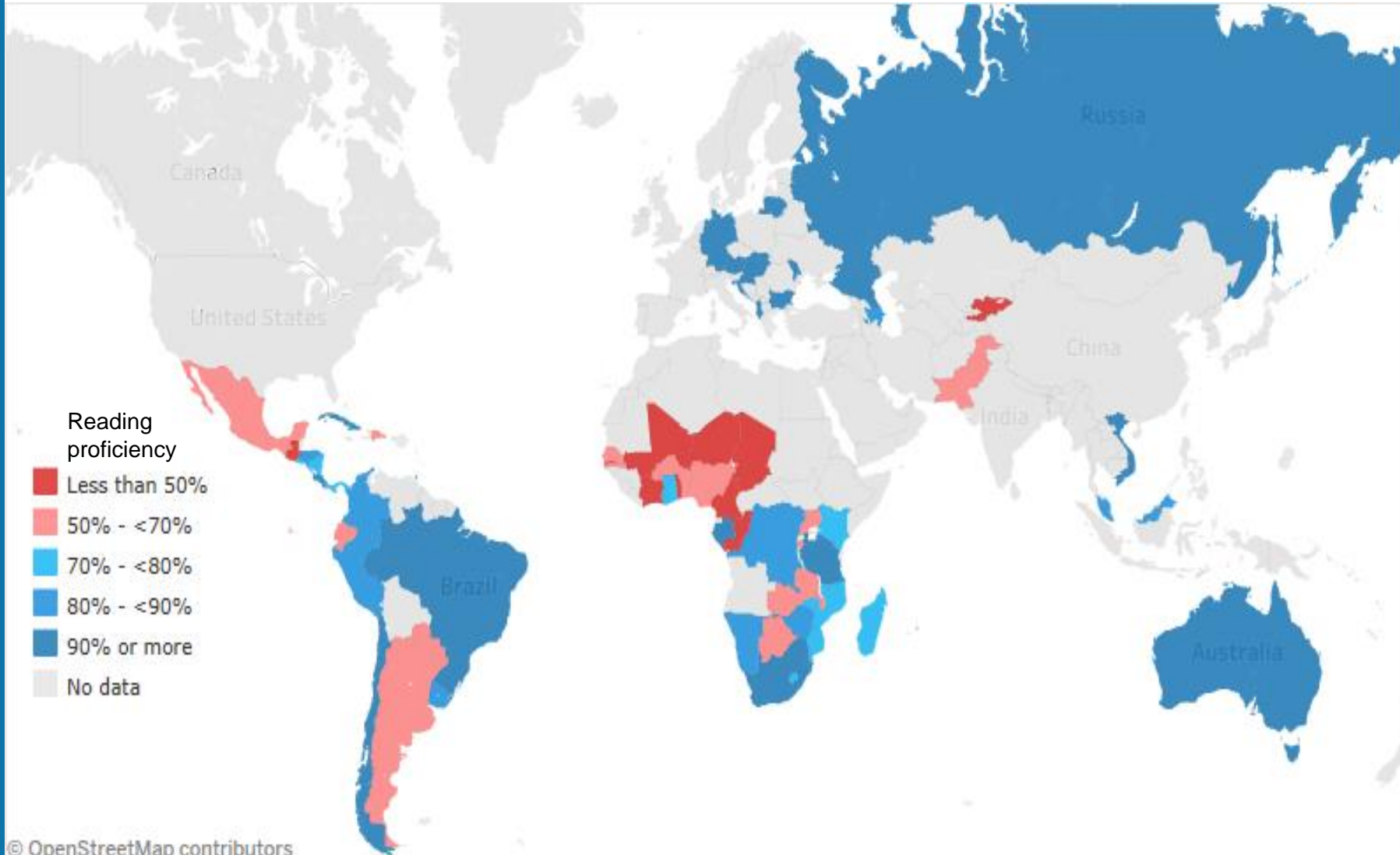
TARGET 4.1 Primary and secondary education

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



4.1

Indicator 4.1.1(b): proportion of children achieving at least a minimum proficiency level in reading at the end of primary education



HOW DOES IT FEEL TO READ POORLY?



HOW DOES IT FEEL TO LACK A BASIC SENSE OF NUMBERS?



TARGET 4.1 Primary and secondary education

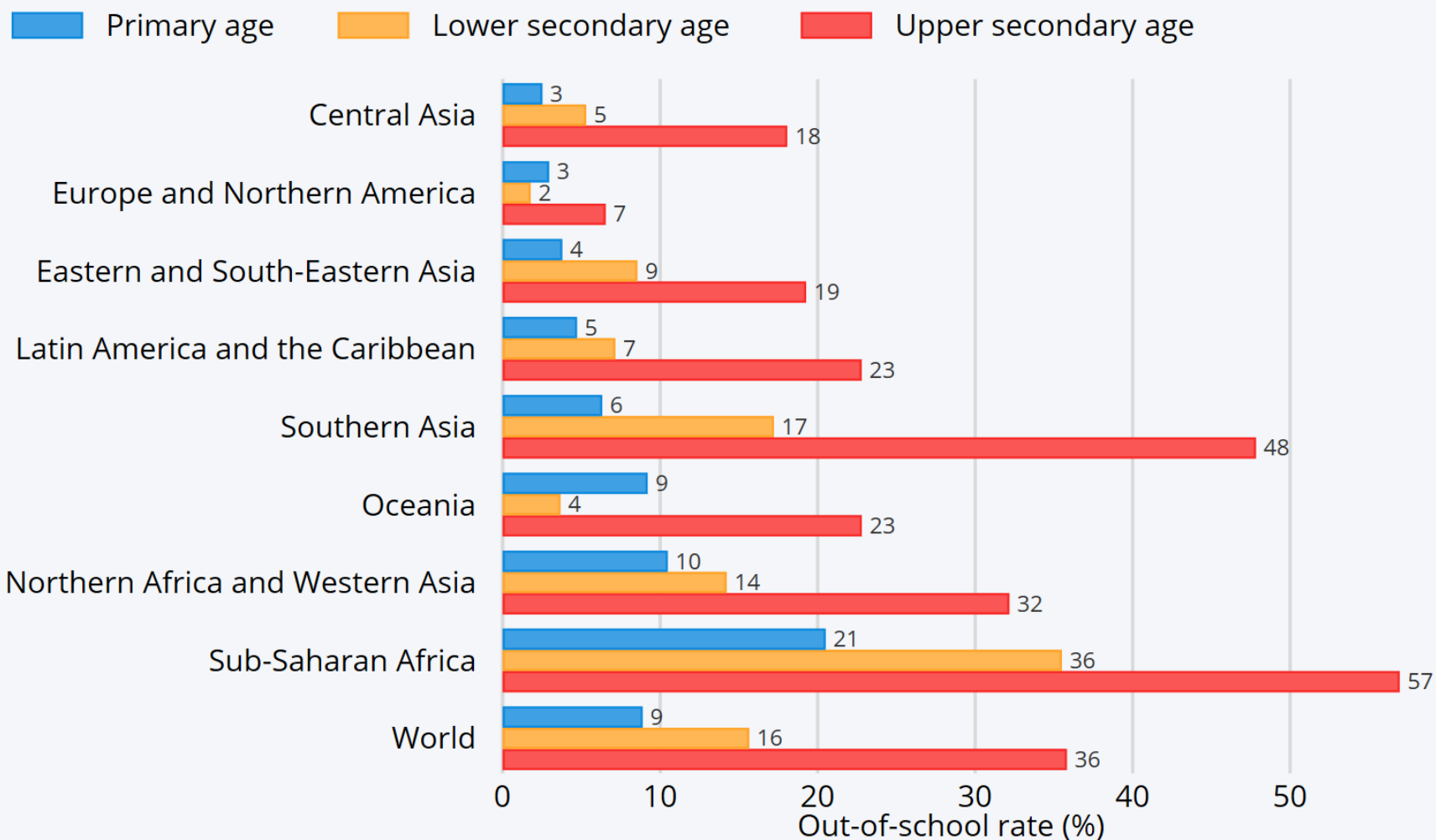
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.



4.1



Indicator 4.1.5: out-of-school rate



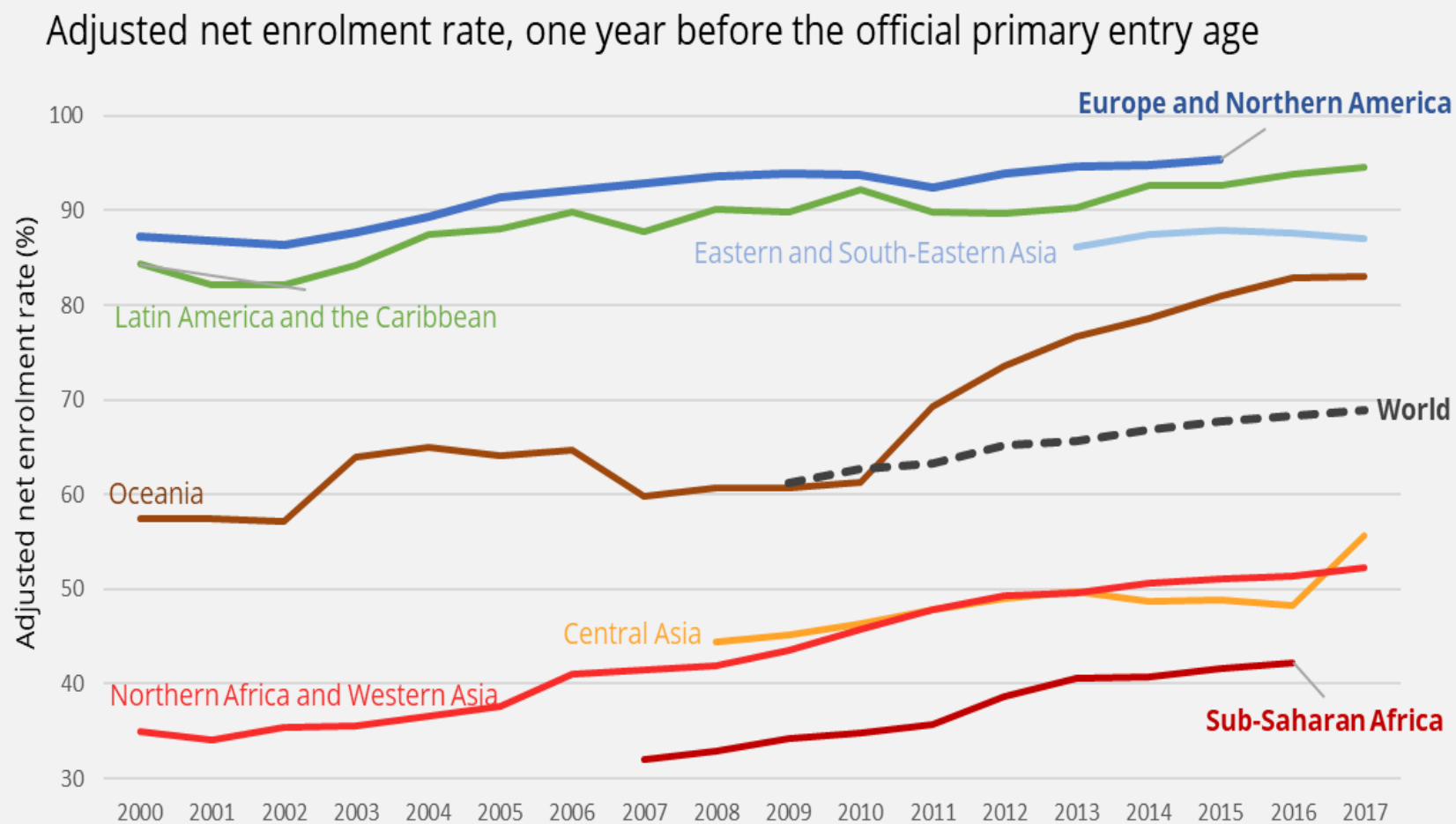
Notes: Regions are sorted by the primary out-of-school rate.

Source: UNESCO Institute for Statistics database.

TARGET 4.2 Early childhood development and pre-primary education

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.

Indicator 4.2.2: participation rate in organized learning, one year before the official primary entry age



4.2



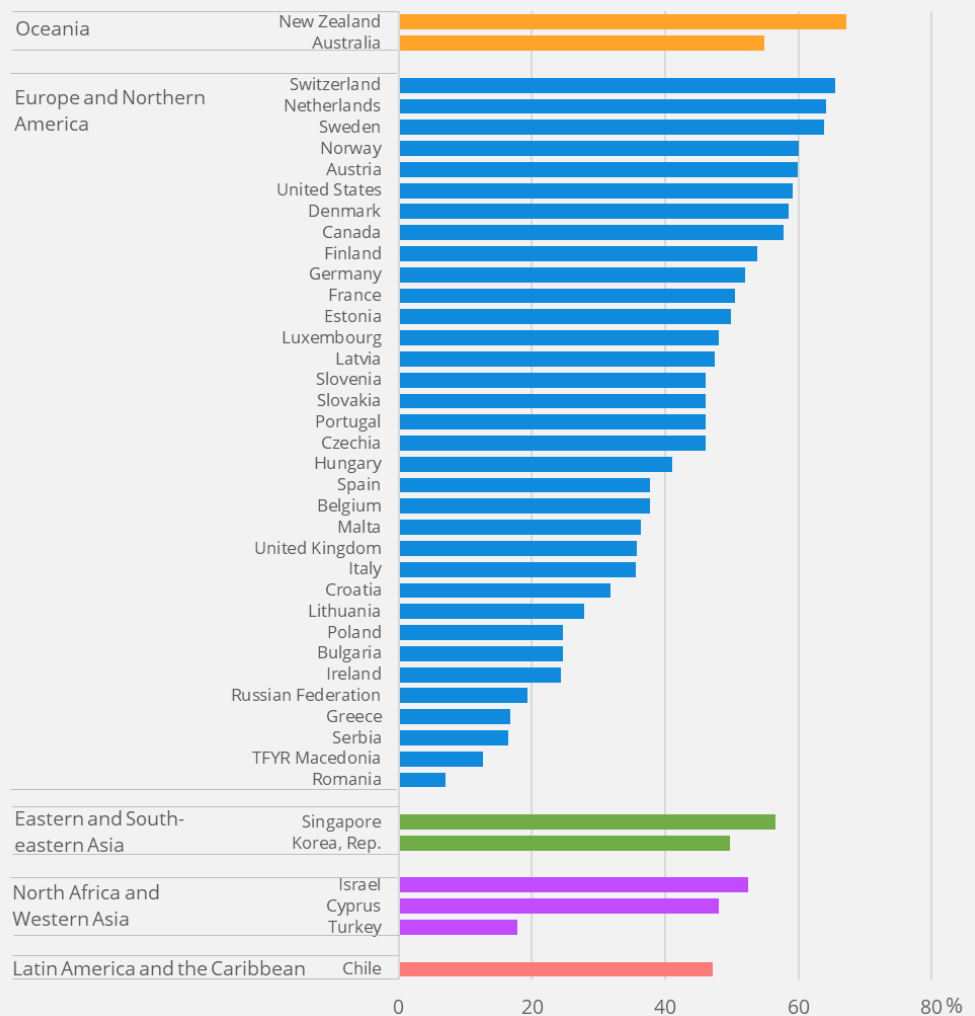
TARGETS

TARGET 4.3 Technical, vocational and tertiary education

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

Indicator 4.3.1: participation rate of youth and adults in formal and non-formal education and training in the previous 12 months

Participation rate of youth and adults in formal and non-formal education and training



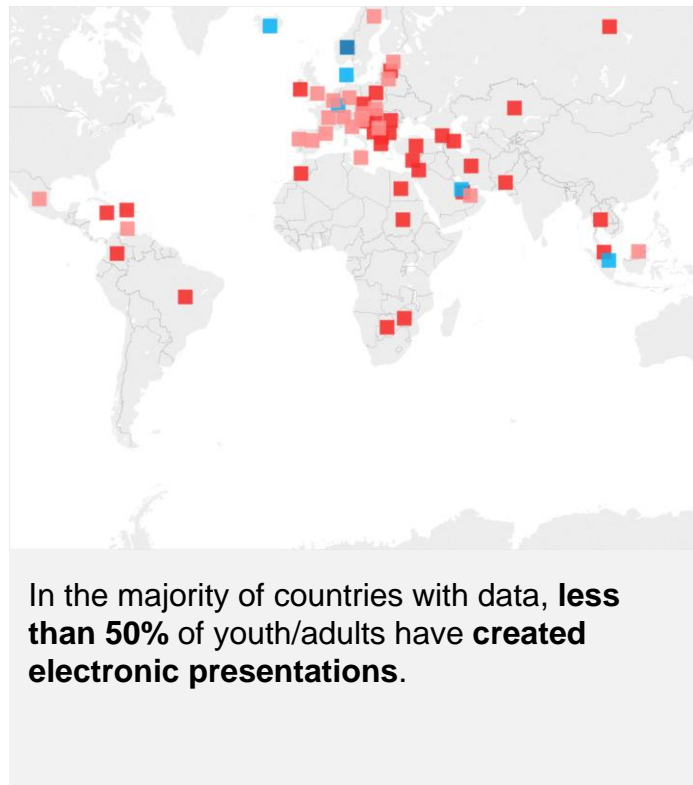
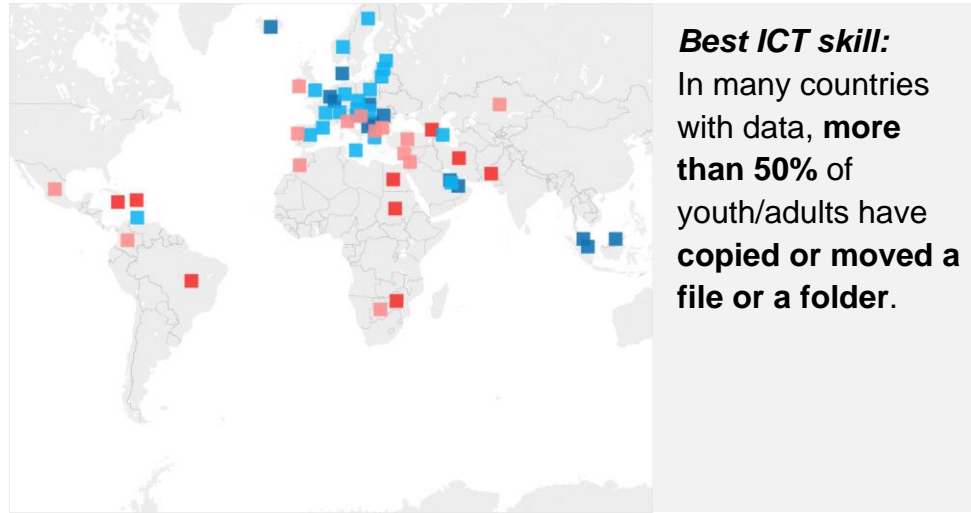
Europe and Northern America: only region with good coverage

Participation rates range from <10% to >60%

TARGET 4.4 Skills for employment

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.

Indicator 4.4.1: proportion of youth/adults with information and communications technology (ICT) skills, by type of skill



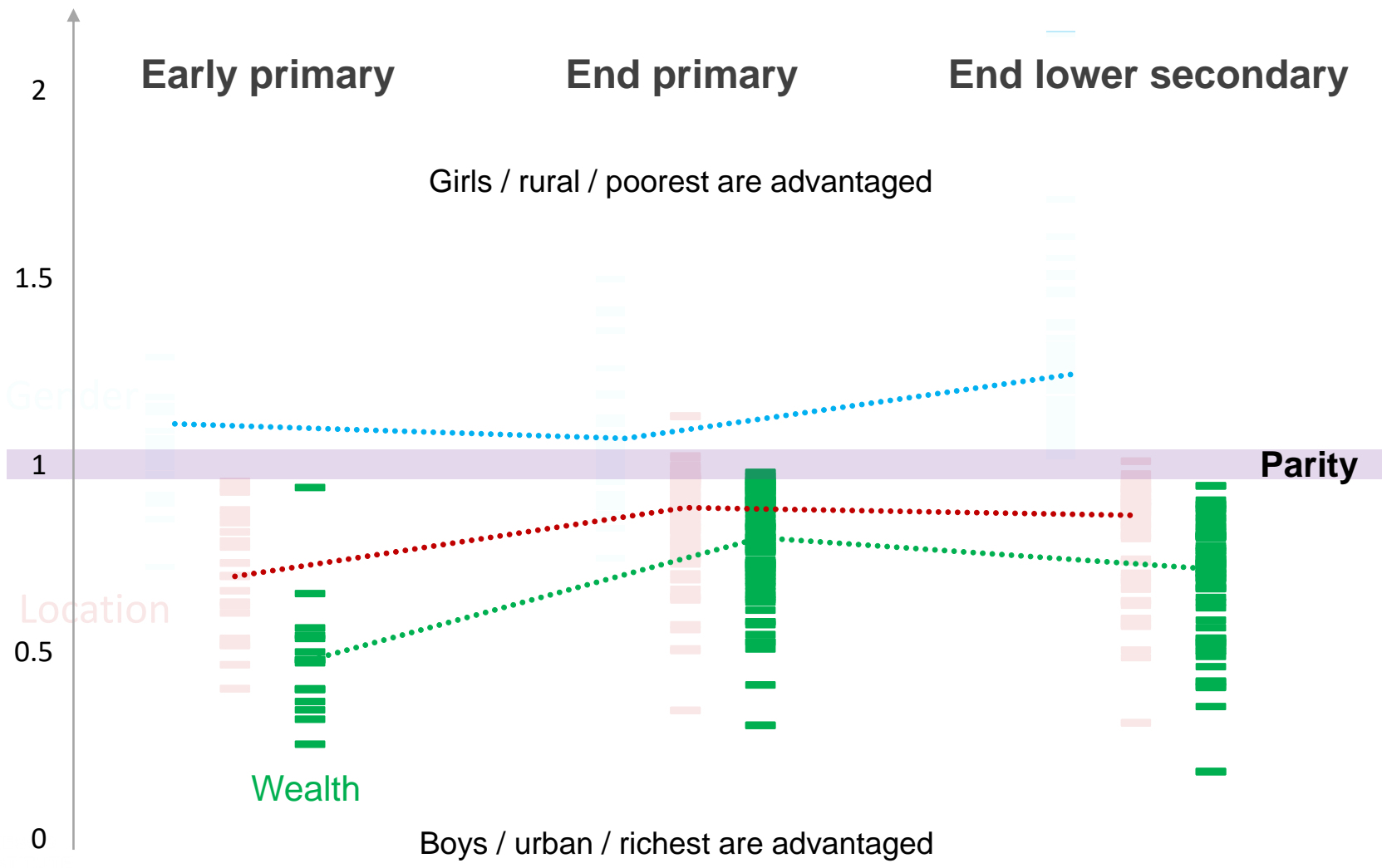
TARGET 4.5 Gender equality and inclusion

By 2030, eliminate gender disparities in education and ensure equal access to all levels ... including persons with disabilities, indigenous peoples and children in vulnerable situations

4.5

TARGETS

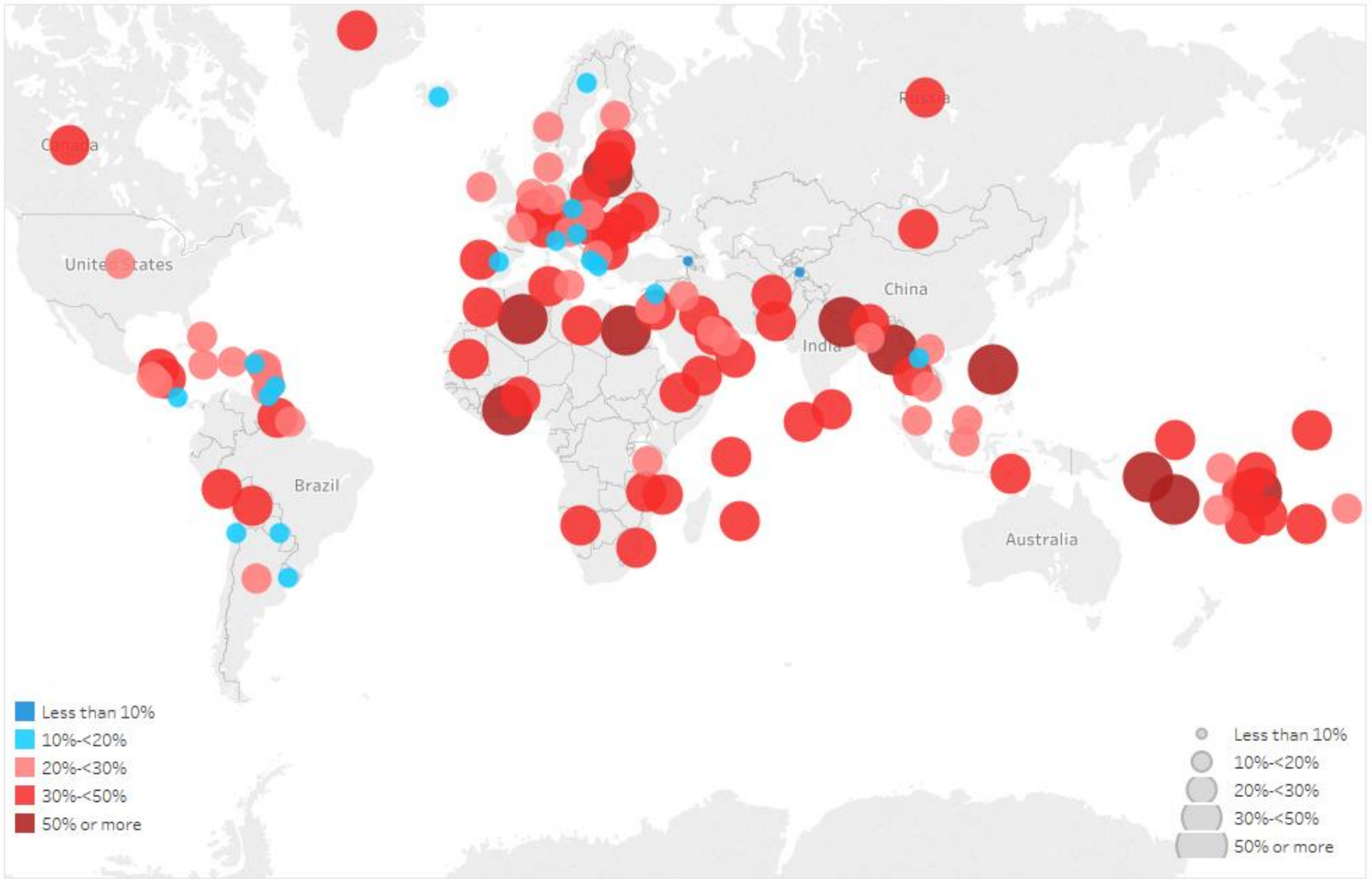
Indicator 4.5.1: parity index for indicator 4.1.1 – reading in basic education



TARGET 4.a School environment

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

Indicator 4.a.2: percentage of students who experienced bullying during the past 12 months



4.a

MEANS OF IMPLEMENTATION

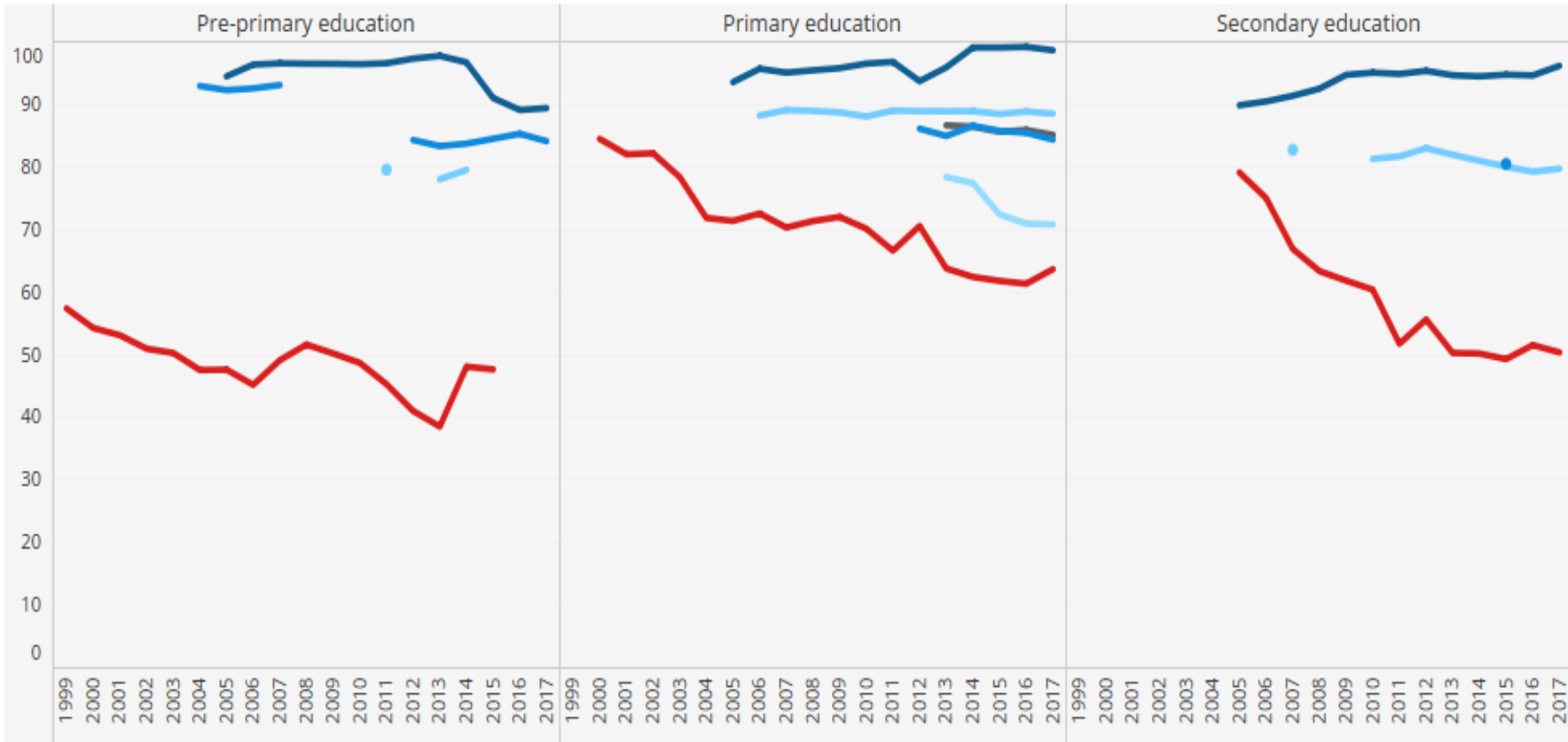
TARGET 4.c Teachers

By 2030, substantially increase the supply of qualified teachers ... especially least developed countries and small island developing States.



Indicator 4.c.1: Proportion of qualified and trained teachers

- Central Asia
- Southern Asia
- Eastern and South-eastern Asia (no regional figure)
- Northern Africa and Western Asia
- Sub-Saharan Africa
- Europe and Northern America (no regional figure)
- Latin America and the Caribbean
- World
- Oceania (no regional figure)



Challenges for progress towards SDG 4

Ongoing methodological development

- For some indicators methodology was only finalized recently
- Some indicators require further methodological development (around 15)
- Global indicator framework will be reviewed in 2019-2020

Limited data availability

- In many countries and regions
- For various sources of information
- Lack of integration between data sources such as in other sectors (e.g. health)

Slow progress towards targets

- Limited resources in countries (education finance, schools, teachers, materials)
- Poverty, conflict, exclusion have low quality of education
- Lack of good data for policy guidance

Funding is needed

- For countries to implement indicator framework
- For global agencies and regional organizations for indicator development and monitoring and country support



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