

11 Global Indicators for SDG 4

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TARGETS

4.1.1 #learning #math #reading #proficiency

Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

CONCEPT: Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there is limited comparability of data from different learning assessments.

DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and national assessments.

4.2.1 #EarlyChildhood #ChildDevelopment

Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.

CONCEPT: There is not yet a globally-accepted definition of ‘developmentally on track’, but one possible source, the MICS ECDI, defines ‘on track’ as children aged 3 to 4 years who are developmentally on track in at least three of these four domains: literacy-numeracy, physical, socio-emotional and learning.

DATA SOURCES: Measures to capture children’s early childhood experiences have been used in multiple countries in projects such as the UNICEF Multiple Indicator Cluster Surveys (MICS).

4.2.2 #EarlyChildhood #ECCE

Participation rate in organized learning (one year before the official primary entry age), by sex.

CONCEPT: The official primary entry age is the age at which children are obliged to start primary education according to national legislation or policies.

$$Part.rate = \frac{Enrolment\ ISCED\ 0\ or\ 1\ (prim.\ entry\ age-1)}{Population\ (prim.\ entry\ age-1)}$$

DATA SOURCES: Enrolment data reported by Ministries of Education or national statistical offices and population estimates produced by the UN Population Division or attendance data from household surveys and censuses.

4.3.1 #formaleducation #training #nonformaleducation

Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.

CONCEPT: Methodology related to participation in formal education and training is established throughout most countries (ISCED 2011). However, methodology for measuring participation in non-formal education and training varies substantially across the globe.

DATA SOURCES: At the international level, surveys such as the European AES, PIAAC from OECD and the ILO SWTS.

4.4.1 #skills #technology #ICT

Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.

CONCEPT: The indicator measures ICT skills based on the number of people who report having undertaken certain computer-related activities in a given time period.

DATA SOURCES: A standard methodology was developed by Eurostat and adopted by the International Telecommunications Union (ITU). Both organizations coordinate national surveys to collect this information.

4.5.1 #equity #gendergap #parity

Parity indices (female/male, rural/urban, bottom/top wealth quintiles and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.

CONCEPT: The indices represent the ratio of the indicator value for one group to that of the other. Typically, the likely more disadvantaged group is in the numerator. A value of exactly 1 indicates parity between the two groups.

DATA SOURCES: Same as for underlying indicators.

4.6.1 #proficiency #numeracy #literacy

Proportion 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.

CONCEPT: The fixed level of proficiency is the benchmark of basic knowledge in a domain measured through learning assessments. So far, there are no common standards validated by the international community or countries.

DATA SOURCES: Skills assessment surveys of the adult population (e.g. PIAAC, STEP, LAMP and national literacy and numeracy surveys).

4.7.1 #globalcitizenship #sustainabledevelopment

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessments.

CONCEPT: It seeks to measure the quantity and quality of country inputs, as well as whether the quality of GCED and ESD provision is adequate to fulfil their transformational potential.

DATA SOURCE: UNESCO consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms.

MEANS OF IMPLEMENTATION

4.a.1 #LearningEnvironment #facilities #infrastructure

Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per WASH indicator definitions).

DATA SOURCES: Administrative data from schools and other providers of education or training.

4.b.1 #scholarships #developmentaid

Volume of official development assistance flows for scholarships by sector and type of study.

DATA SOURCES: Administrative data on disbursement of official development assistance from OECD’s Development Assistance Committee.

4.c.1 #teachers #qualification #teachertraining

Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex.

DATA SOURCES: Administrative data from schools and other organized learning centres.