



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
INSTITUTE  
FOR  
STATISTICS



TECHNICAL  
COOPERATION  
GROUP



# UIS report on SDG 4 indicators data coverage

August 2019

TCG6/WD/3

## Methodological note on the definition of coverage:

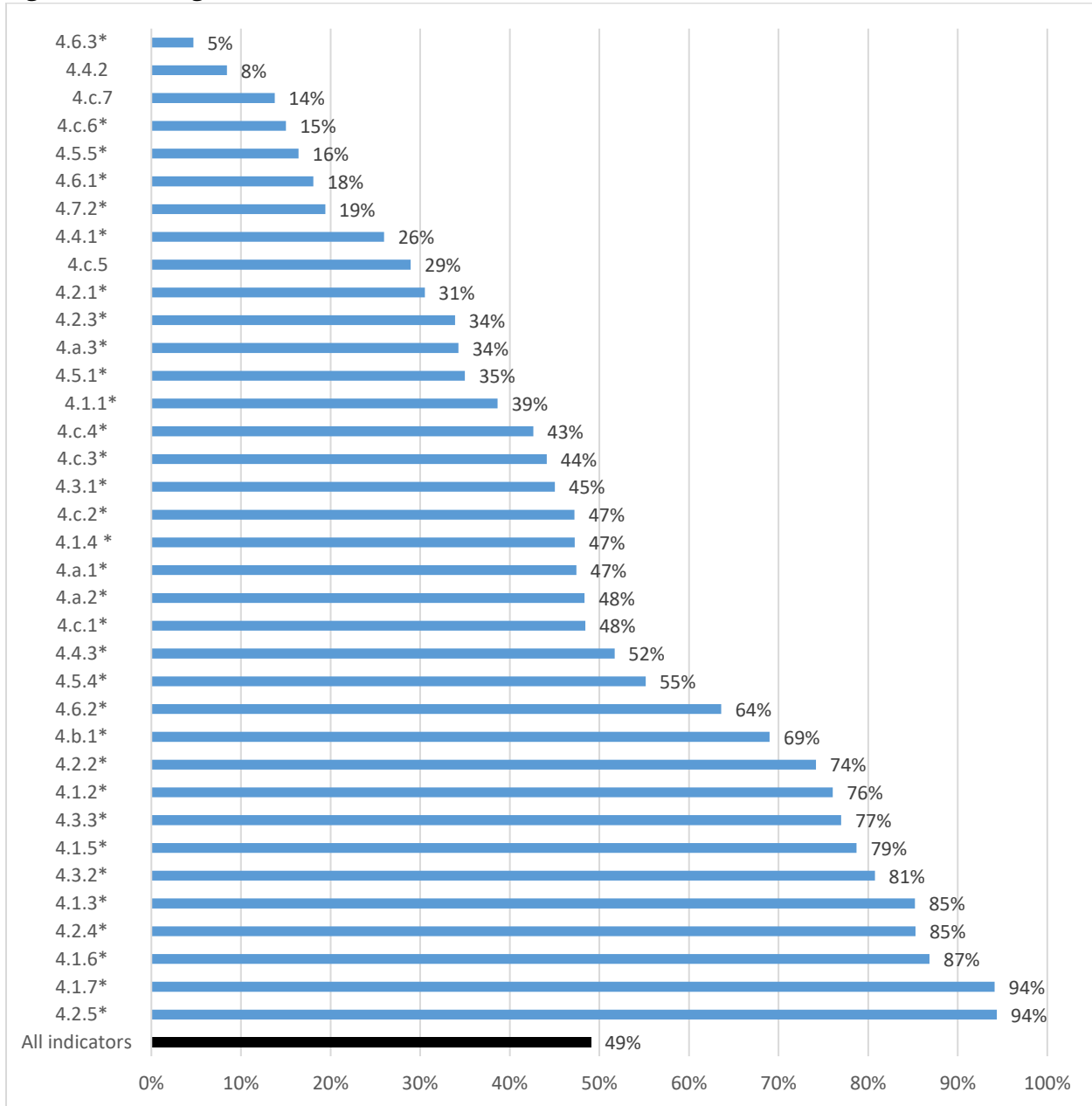
The rate of coverage for each indicator is defined based on the proportion of countries in each region where an indicator has at least one available data point between 2010-2018. If an indicator has several components (e.g. levels of education), the rate of coverage is based on the combined rates for its components<sup>1</sup>. Please note that the coverage for indicators 4.2.3 and 4.3.1 is preliminary as it was assessed based on the most recent available data compiled by the UIS for the September 2019 data release and which are still under review by Member States. The assessment of coverage for the other indicators is based on the latest UIS education data release of February 2019. 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.

---

<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 February 2019 data release

Figure 1: Coverage rate for SDG 4 indicators



Notes: \* indicators approved by the Technical Cooperation Group (TCG) for reporting in 2019.

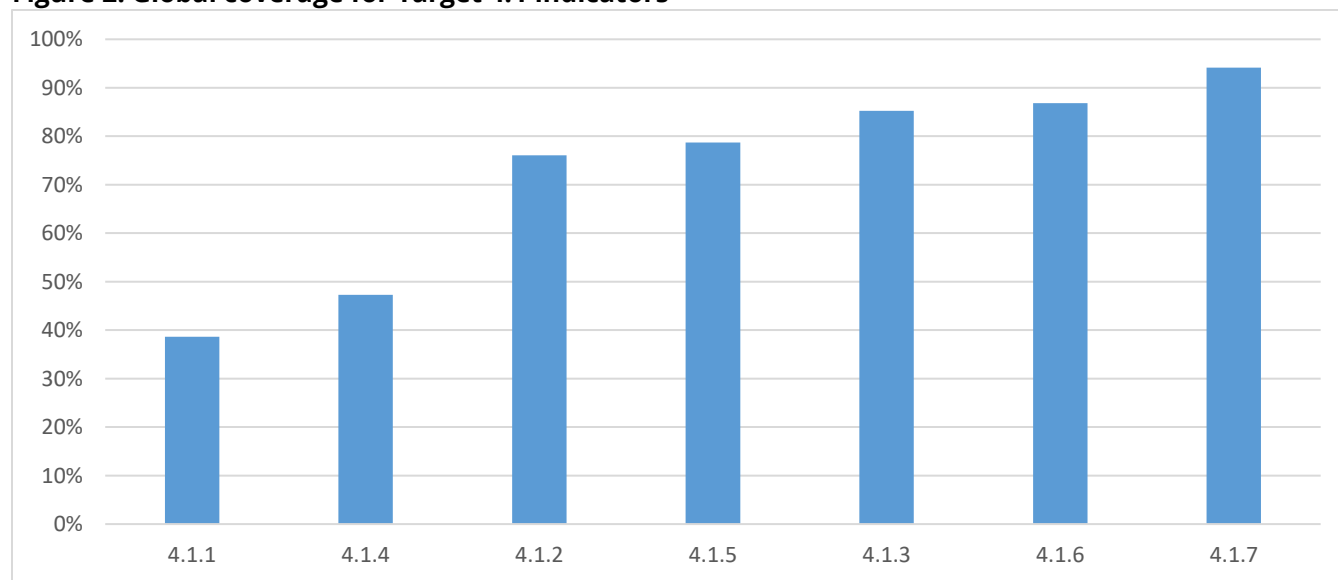
**Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes**

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	38%	62%	93%	69%	83%	82%	96%
Eastern and South-Eastern Asia	39%	69%	94%	44%	81%	78%	100%
Latin America and the Caribbean	49%	88%	76%	64%	74%	95%	95%
Northern America and Europe	44%	65%	77%	16%	81%	75%	93%
Oceania	10%	76%	79%	0%	82%	97%	85%
Sub-Saharan Africa	35%	93%	96%	81%	74%	91%	92%
Western Asia and Northern Africa	37%	57%	90%	38%	83%	92%	100%
<b>World</b>	<b>39%</b>	<b>76%</b>	<b>85%</b>	<b>47%</b>	<b>79%</b>	<b>87%</b>	<b>94%</b>

Source: UIS Database, February 2019 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, SACMECQ, UIS Catalogue of Learning Assessment 2.0), 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 39% and 47% respectively). These two indicators require costly and methodologically complex surveys to be produced. Other indicators have high coverage because they are based on administrative data collected annually by the UIS.

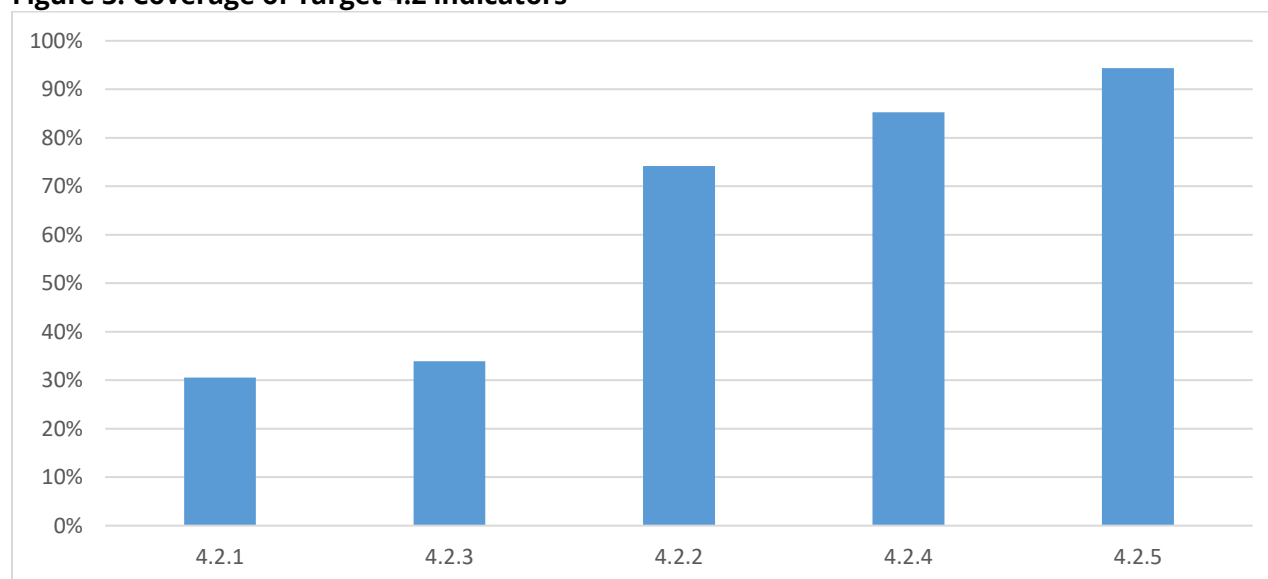
**Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education**

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%	64%	86%	100%
Eastern and South-eastern Asia	28%	72%	50%	81%	100%
Latin America and the Caribbean	40%	76%	37%	80%	95%
Northern America and Europe	14%	82%	15%	84%	93%
Oceania	0%	76%	4%	92%	85%
Sub-Saharan Africa	46%	71%	51%	90%	92%
Western Asia and Northern Africa	33%	71%	36%	85%	100%
<b>World</b>	<b>31%</b>	<b>74%</b>	<b>34%</b>	<b>85%</b>	<b>94%</b>

Source: UIS Database, February 2019 release.

**Note on data sources used:** Data for indicators in blue are based on administrative data annually collected by the UIS. Data for the indicators in green are based on data collected from UNICEF’s Multiple Indicator Cluster Survey, PRIDI and other surveys such as Demographic and Health Survey(DHS).

**Figure 3. Coverage of 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.

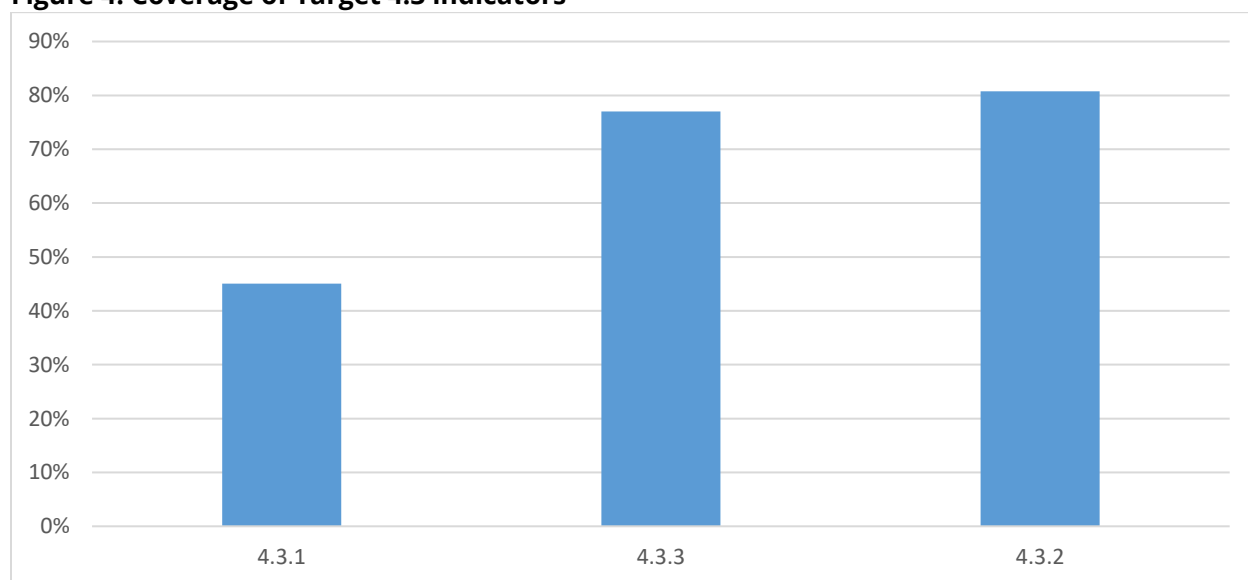
**Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university**

Regions	Rate of coverage by Indicator		
	4.3.1	4.3.2	4.3.3
Central and Southern Asia	14%	100%	79%
Eastern and South-Eastern Asia	61%	94%	78%
Latin America and the Caribbean	35%	64%	86%
Northern America and Europe	76%	88%	80%
Oceania	32%	41%	88%
Sub-Saharan Africa	33%	88%	63%
Western Asia and Northern Africa	41%	88%	75%
<b>World</b>	<b>45%</b>	<b>81%</b>	<b>77%</b>

Source: UIS Database, February 2019 release.

**Note on data sources used:** 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), PIAAC data for non-European OECD countries data from Labor Force Surveys provided by International Labor Organization (ILO) to the UIS in 2019.

**Figure 4. Coverage of Target 4.3 indicators**



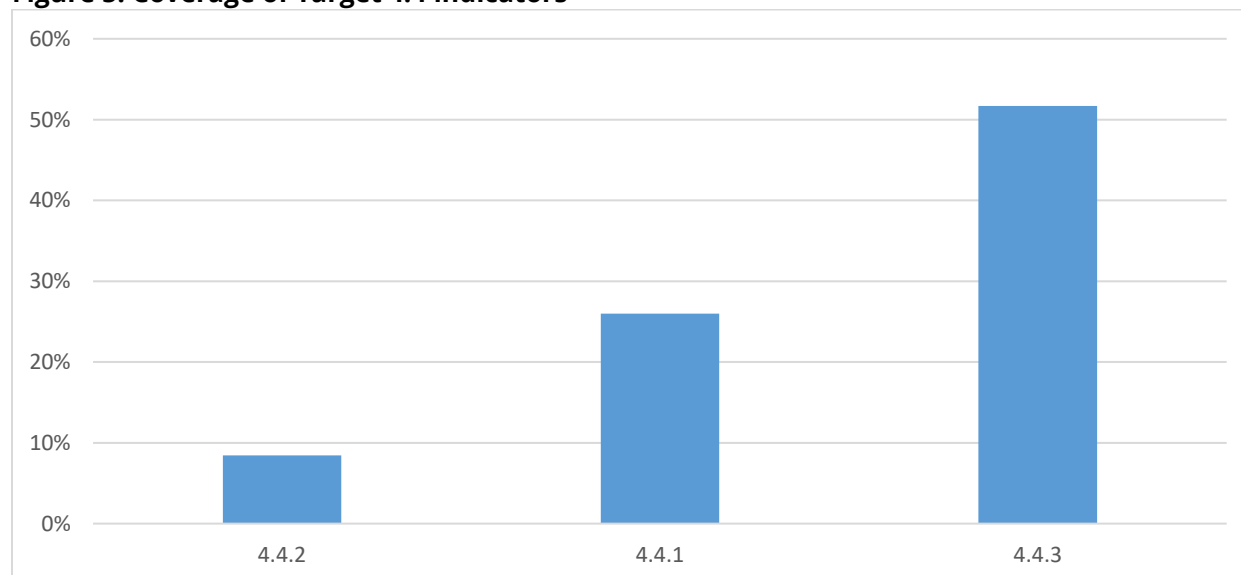
**Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship**

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	19%	2%	51%
Northern America and Europe	53%	24%	70%
Oceania	0%	6%	26%
Sub-Saharan Africa	4%	0%	37%
Western Asia and Northern Africa	47%	4%	59%
<b>World</b>	<b>26%</b>	<b>8%</b>	<b>52%</b>

Source: UIS Database, February 2019 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 26%. 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** –which is not yet approved for monitoring by the TCG– 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. Coverage of 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	33%	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 America and Europe	43%	0%	0%	73%	56%
Oceania	23%	0%	0%	25%	12%
Sub-Saharan Africa	31%	0%	0%	57%	0%
Western Asia and Northern Africa	37%	0%	0%	43%	8%
<b>World</b>	<b>35%</b>	<b>0%</b>	<b>0%</b>	<b>55%</b>	<b>16%</b>

**Source:** UIS Database, February 2019 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 countries. 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** and the two indicators are not yet approved for monitoring by the TCG.



**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	7%	93%	0%
Eastern and South-Eastern Asia	19%	72%	0%
Latin America and the Caribbean	8%	63%	24%
Northern America and Europe	44%	42%	0%
Oceania	12%	35%	0%
Sub-Saharan Africa	3%	83%	0%
Western Asia and Northern Africa	21%	67%	0%
<b>World</b>	<b>18%</b>	<b>64%</b>	<b>5%</b>

Source: UIS Database, February 2019 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 2.0); and STEP survey (conducted by the World Bank). The coverage of indicator **4.6.1** is 18%.

Data for indicator **4.6.2** on youth and adult literacy rates are derived from the 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%	18%	0%	0%	0%
Northern America and Europe	0%	13%	0%	0%	0%
Oceania	0%	22%	0%	0%	0%
Sub-Saharan Africa	0%	28%	0%	0%	0%
Western Asia and Northern Africa	0%	18%	0%	0%	0%
<b>World</b>	<b>0%</b>	<b>19%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

**Source:** UIS Database, February 2019 release.

Data for indicator **4.7.2** are derived from UIS annual data collection.

No data are currently available in the UIS database for indicators **4.7.1**, **4.7.3**, **4.7.4** or **4.7.5** but the Institute is working with partners to develop methodologies and collect data for these indicators.

### 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	45%	61%	39%
Latin America and the Caribbean	53%	43%	14%
Northern America and Europe	47%	70%	16%
Oceania	32%	65%	6%
Sub-Saharan Africa	47%	19%	54%
Western Asia and Northern Africa	50%	54%	75%
<b>World</b>	<b>47%</b>	<b>48%</b>	<b>34%</b>

Source: UIS Database, February 2019 release.

**Note on data sources used:** 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 and provided to the UIS. 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	100%	0%
Latin America and the Caribbean	100%	0%
Northern America and Europe	100%	0%
Oceania	100%	0%
Sub-Saharan Africa	100%	0%
Western Asia and Northern Africa	100%	0%
<b>World</b>	<b>100%</b>	<b>0%</b>

**Source:** OECD, Creditor Reporting System (CRS) database, 2019.

**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 assumed to be 100% for all regions as presented in the table above. However, 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.

Indicator **4.b.2** is still under methodological development and has no data available in the UIS database.

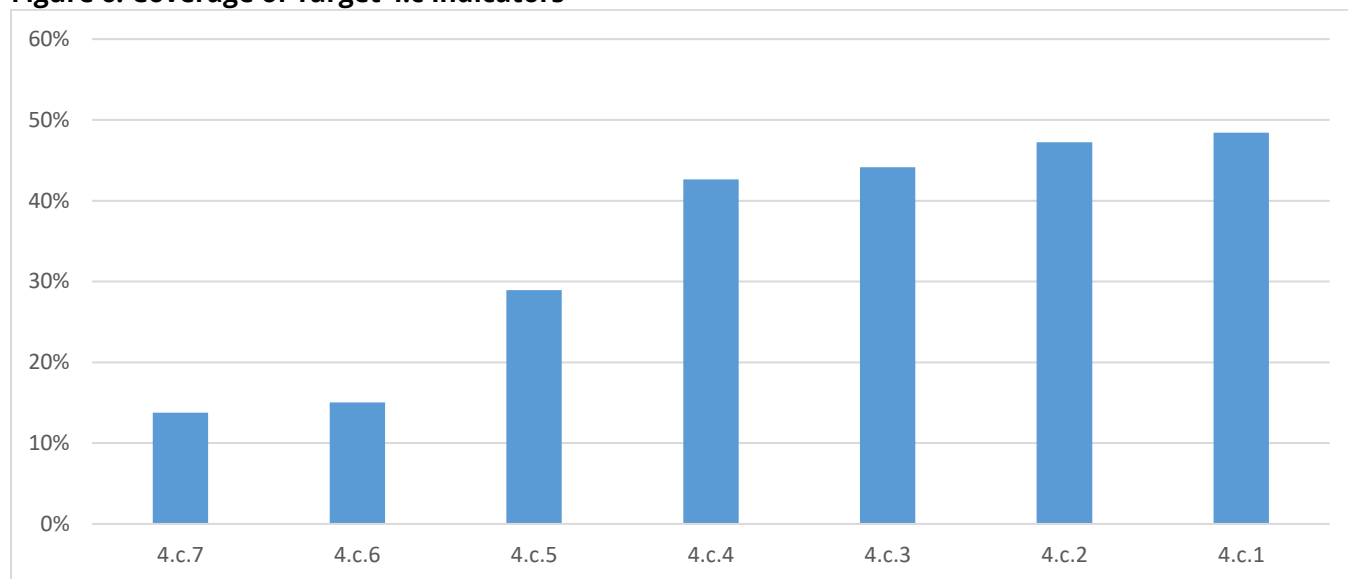
**Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States**

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	57%	60%	52%	54%	55%	36%	24%
Eastern and South-Eastern Asia	50%	50%	65%	64%	33%	33%	9%
Latin America and the Caribbean	63%	63%	46%	44%	41%	13%	12%
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%	58%	43%	19%	20%
Western Asia and Northern Africa	51%	46%	53%	48%	21%	13%	17%
<b>World</b>	<b>48%</b>	<b>47%</b>	<b>44%</b>	<b>43%</b>	<b>29%</b>	<b>15%</b>	<b>14%</b>

Source: UIS Database, February 2019 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. Coverage of 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 14%-29%. 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.

## Annex: list of SDG 4 global and thematic indicators

Target	Indicator
Target 4.1: By 2030, ensure all girls and boys complete free, equitable and quality primary and secondary education leading to relevant	4.1.1 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
	4.1.2 Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education
	4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)
	4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)
	4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)
	4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)
	4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks
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	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
	4.2.3 Percentage of children under 5 years experiencing positive and stimulating home environments
	4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) and early childhood educational development
	4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks
Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
	4.3.2 Gross enrolment ratio for tertiary education
	4.3.3 Participation rate in technical-vocational programmes (15to 24-year-olds)
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	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
	4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
	4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation
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	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile 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
	4.5.2 Percentage of students in primary education whose first or home language is the language of instruction
	4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations
	4.5.4 Education expenditure per student by level of education and source of funding
	4.5.5 Percentage of total aid to education allocated to least developed countries

Target	Indicator
Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 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
	4.6.2 Youth/adult literacy rate
	4.6.3 Participation rate of illiterate youth/adults in literacy programmes
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	4.7.1 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 assessment
	4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education
	4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)
	4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability
	4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience
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	4.a.1 Proportion of schools with access to: electricity; Internet; computers; adapted infrastructure and materials for students with disabilities; basic drinking water; single-sex basic sanitation facilities; and basic handwashing facilities (as per the WASH indicator definitions)
	4.a.2 Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse
	4.a.3 Number of attacks on students, personnel and institutions
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	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study
	4.b.2 Number of higher education scholarships awarded by beneficiary country
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	4.c.1 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
	4.c.2 Pupil-trained teacher ratio by education level
	4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution
	4.c.4 Pupil-qualified teacher ratio by education level
	4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification
	4.c.6 Teacher attrition rate by education level
	4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training