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GOALS

# Sustainable Development Goal 4: Targets, indicators and monitoring

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SDG 4 Data Week

Graduate Institute, Geneva, 11 July 2018



# Overview

## **Part 1: Indicator framework for SDG 4**

- SDG 4 targets
- Global indicator framework
- Thematic indicator framework
- Ongoing development of global and thematic indicators
- Levels of monitoring and data sources
- Reporting of progress towards SDG 4

## **Part 2: UIS activities and resources**

- Role of UIS in SDG 4 monitoring
- New UIS publications and databases
- Other UIS resources



# SDG 4 targets



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# SUSTAINABLE DEVELOPMENT GOALS



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



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# SDG 4 targets

## 4.1 Universal 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

## 4.2 Early childhood development and universal 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

## 4.3 Equal access to 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.

## 4.4 Relevant skills for decent work

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



# SDG 4 targets

## 4.5 Gender equality and inclusion

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

## 4.6 Literacy and numeracy

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

## 4.7 Education for sustainable development and global citizenship

By 2030, ensure that all learners acquire the 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



# SDG 4 targets: means of implementation

## 4.a Learning environments

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.b Scholarships

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 and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

## 4.c Teachers

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



# Global indicator framework



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# Development of global indicator framework

- December 2014: [UN Statistical Commission \(UNSC\)](#) mandated by [UN General Assembly](#) to oversee development of global indicator framework for SDG monitoring
- March 2015: UNSC endorsed the establishment of an **Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs)**
- May 2015: IAEG-SDGs established (<https://unstats.un.org/sdgs/iaeg-sdgs/>)
- Members: 28 regionally-representative UN Member States represented by their National Statistical Offices
- Observers: international and regional organizations and agencies, civil society and NGOs, and academia
- November 2015: IAEG proposal submitted to UNSC
- March 2016: IAEG proposal agreed by UNSC
- March 2017: refined framework agreed by UNSC
- June 2017: adopted by [UN Economic and Social Council \(ECOSOC\)](#)
- July 2017: global indicator framework adopted by [UN General Assembly](#)



# SDG 4 global indicators

## 4.1 Universal primary and secondary education

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

## 4.2 Early childhood development and universal pre-primary education

- Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
- Participation rate in organized learning (one year before the official primary entry age), by sex

## 4.3 Equal access to technical, vocational and tertiary education

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

## 4.4 Relevant skills for decent work

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



# SDG 4 global indicators

## 4.5 Gender equality and inclusion

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

## 4.6 Literacy and numeracy

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

## 4.7 Education for sustainable development and global citizenship

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



# SDG 4 global indicators: means of implementation

## 4.a Learning environments

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 the WASH indicator definitions)

## 4.b Scholarships

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

## 4.c Teachers

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



# Thematic indicator framework



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# Development of thematic indicator framework

**Purpose:** thematic indicators provide more in-depth view of SDG 4 than global indicators

## Development and adoption:

- March 2014: [Technical Advisory Group \(TAG\)](#) established by UNESCO
  - Chaired by UNESCO Institute for Statistics
  - Members: experts from OECD, UNESCO, UNICEF, World Bank, GEMR
- November 2014-January 2015: global consultation on 70 draft indicators
- May 2015: proposal discussed at [World Education Forum](#), Incheon
  - Recommendation: add representatives of Member States to TAG.
  - Extended TAG developed proposal with 43 thematic indicators, including 11 global indicators
- November 2015: Indicators adopted as part of *Education 2030 Framework for Action* by [UNESCO General Conference](#)



# Complementarity of global and thematic indicators

- Thematic indicators provide more comprehensive perspective of SDG 4.
- Global and thematic indicators are documented in [metadata](#) maintained by UIS.



Concept	Global indicators	Thematic indicators
<b>Participation and completion</b>	<ul style="list-style-type: none"> <li>▪ Participation in ECCE</li> <li>▪ Participation of youths and adults</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of primary and secondary education</li> <li>▪ Participation in primary and secondary education</li> </ul>
<b>Policy and provision</b>	<ul style="list-style-type: none"> <li>▪ Policies and provision of global citizenship and education for sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Years of free and compulsory education from pre-primary to secondary education</li> <li>▪ Public policies promoting equity</li> <li>▪ Provision of GCED, HIV and sexuality education and human rights education</li> </ul>
<b>Knowledge, skills, learning and readiness</b>	<ul style="list-style-type: none"> <li>▪ Learning outcomes at primary and secondary education</li> <li>▪ Readiness: school readiness of children under 5</li> <li>▪ Skills: ICT skills, literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Readiness: stimulating home learning environment</li> <li>▪ Skills: digital literacy</li> <li>▪ Knowledge: environmental science and geoscience</li> </ul>
<b>School infrastructure and environment</b>	<ul style="list-style-type: none"> <li>▪ School resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ School environment</li> </ul>
<b>Scholarships</b>	<ul style="list-style-type: none"> <li>▪ Volume of ODA flows</li> </ul>	<ul style="list-style-type: none"> <li>▪ Numbers of scholarships</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>▪ Training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Qualifications</li> <li>▪ Motivation</li> <li>▪ Support</li> </ul>



## 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

Learning	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
Completion	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)
Participation	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)
Provision	4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks

# Refinement of global and thematic indicator frameworks



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# Indicator tiers

- Global indicators are classified into 3 tiers by IAEG-SDGs (<https://unstats.un.org/sdgs/iaeg-sdgs/tier-classification/>)
- **Tier I:** Indicator is **conceptually clear**, has an internationally established methodology and standards are available, and **data are regularly produced** by countries for at least 50 per cent of countries and of the population in every region where the indicator is relevant.
- **Tier II:** Indicator is **conceptually clear**, has an internationally established methodology and standards are available, but **data are not regularly produced** by countries.
- **Tier III:** **No internationally established methodology or standards** are yet available for the indicator, but methodology/standards are being (or will be) developed or tested.



# Indicators requiring further development

## Global tier III indicators

- 4.1.1(a) children in grade 2 or 3 with minimum proficiency in reading and math
- 4.2.1 children under 5 developmentally on track
- 4.5.1 parity indices, depending on underlying indicator
- 4.7.1 mainstreaming of global citizenship education and ed. for sustainable development

## Thematic indicators requiring further development

- 4.2.3 children under 5 experiencing positive and stimulating home learning environments
- 4.4.2 youth/adults with minimum proficiency in digital literacy skills
- 4.4.3 educational attainment rates (to simplify)
- 4.5.2 primary students with first or home language as language of instruction
- 4.5.3 resource allocation to disadvantaged populations
- 4.7.3 implementation of World Programme on Human Rights Education (to be dropped)
- 4.7.4 students with understanding of global citizenship and sustainability
- 4.7.5 students proficient in environmental science and geoscience
- 4.b.2 number of scholarships
- 4.c.5 teacher salary
- 4.c.7 teachers with in-service training



# Refinement of global indicator framework

- Led by UN
- Technical lead: IAEG-SDGs (<https://unstats.un.org/sdgs/iaeg-sdgs/>)
- IAEG-SDGs works with custodian agencies to develop Tier III indicators
- Annual refinement by IAEG-SDGs, with review of tier classification
- Last IAEG meeting: April 2018
- Comprehensive review by UN Statistical Commission in 2020 and 2025
- Indicators may be added or dropped



# Refinement of thematic indicator framework

- Led by [SDG-Education 2030 Steering Committee](#) (hosted by UNESCO)
  - Members: representatives of Member States, convening agencies of World Education Forum 2015, GPE, OECD, regional organizations, civil society, private sector, foundations, youth and student organizations, teacher organizations
- Technical lead: [Technical Cooperation Group on the Indicators for SDG 4 - Education 2030](#) (<http://tcg.uis.unesco.org>)
  - Established in 2016, hosted by UIS
- TCG has three working groups:
  - Indicator development
  - Capacity development
  - Data reporting, validation and dissemination
- Last TCG meeting: January 2018
- Approved methodologies for six indicators: 4.3.1, 4.6.3, 4.7.1, 4.7.2, 4.a.2, 4.a.3.
- Agreed that UNESCO should request reclassification of indicator 4.7.1 by IAEG-SDGs from tier III to II

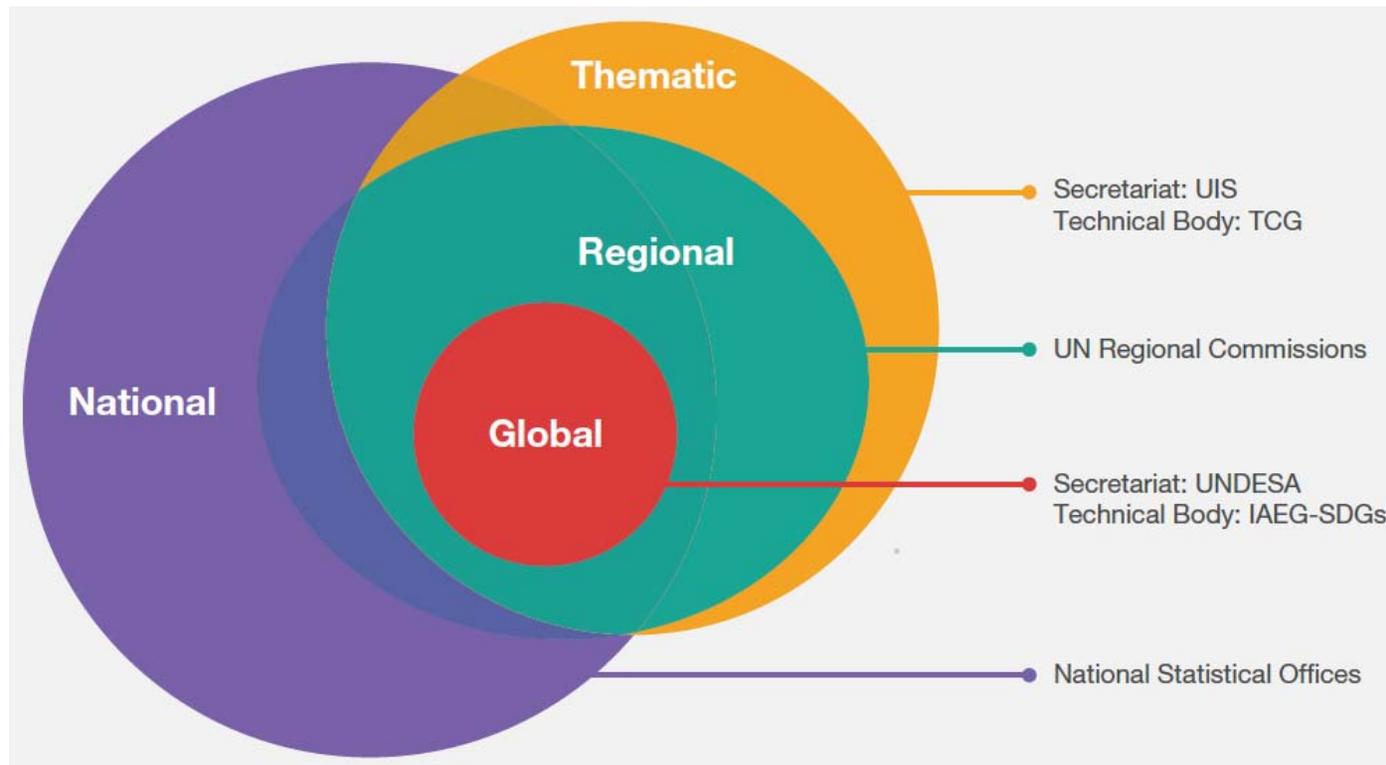


# Levels of monitoring and data sources



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# Levels of SDG monitoring



**Global:** small set of lead indicators.

**Thematic:** more comprehensive sector-specific monitoring.

**Regional:** peer review, regionally relevant issues.

**National:** integration of SDG 4 into national education sector plans.



# Data sources

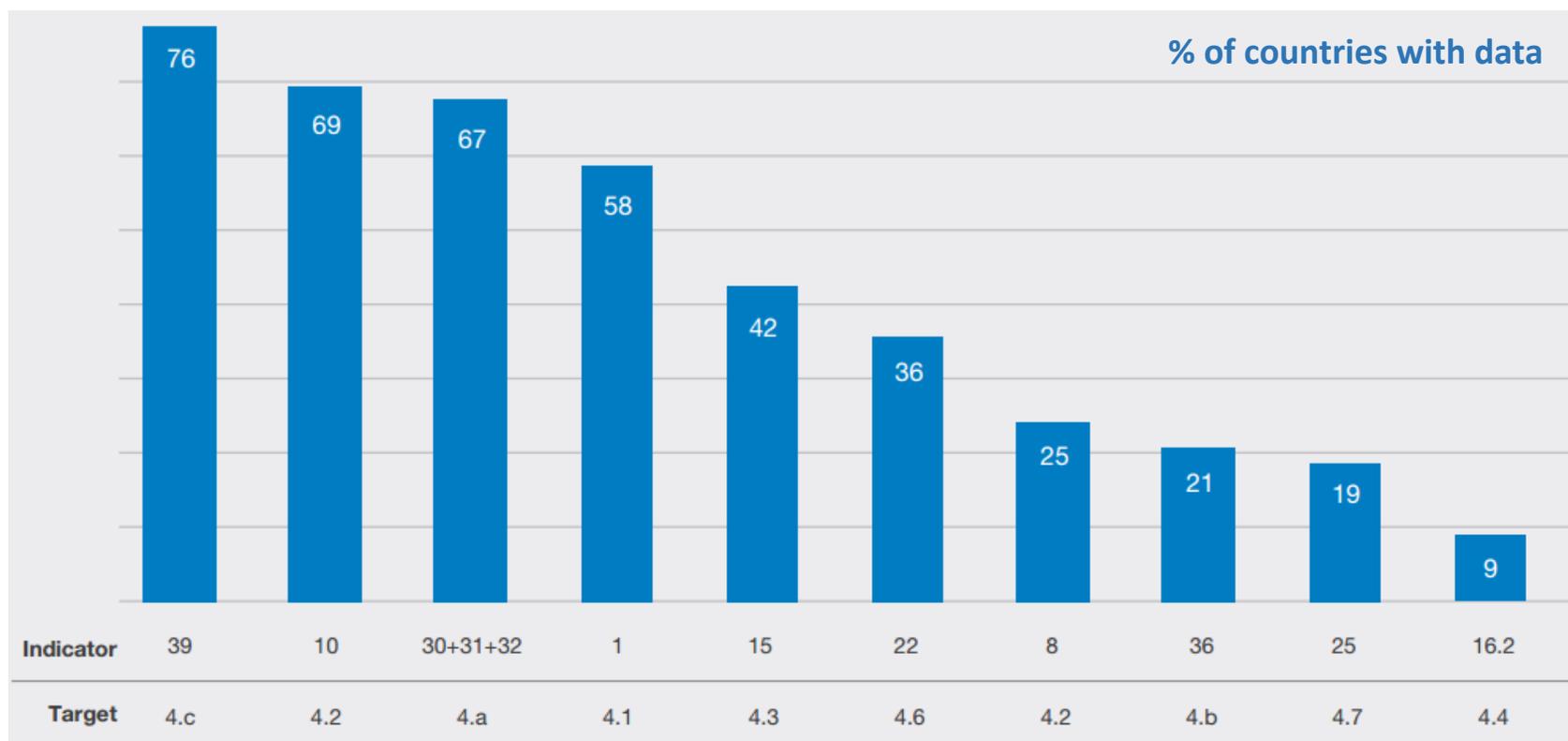
UN resolution 71/313 to adopt global SDG indicator framework (July 2017): *“official statistics and data from national statistical systems constitute the basis needed for the global indicator framework”*.

## Main data sources

- **Administrative data:** school surveys, Education Management Information Systems (EMIS)
- **Household surveys:** international survey programs (e.g. DHS, MICS), national surveys, population censuses → important for disaggregation
- **Learning assessments:** cross-national learning assessments (e.g. PASEC, PIRLS, PISA, SACMEQ, TIMSS)



# Data availability for global SDG indicators



Source: UNESCO Institute for Statistics, 2016



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# Reporting of progress towards SDG 4



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# High-level Political Forum on Sustainable Development (HLPF)

- Central UN platform for follow-up and review of SDGs (<https://sustainabledevelopment.un.org/hlpf>)
- Meets annually under auspices of ECOSOC to review progress
- Meets once every 4 years at UN General Assembly (next 2019)



- In-depth review of specific goals:
  - 2017: Eradicating poverty and promoting prosperity in a changing world  
Goals 1, 2, 3, 5, 9 and 14;
  - 2018: Transformation towards sustainable and resilient societies  
Goals 6, 7, 11, 12 and 15;
  - 2019: Empowering people and ensuring inclusiveness and equality  
Goals 4, 8, 10, 13 and 16;
  - Goal 17 (Partnership for the Goals) is reviewed annually



# Inputs into HLPF

- Meetings of HLPF are informed by:
  - [Voluntary national reviews](#) by countries
  - [Voluntary contributions](#) from other organizations and stakeholders (including SDG-Education 2030 Steering Committee)
  - [Background notes](#) for each goal under review with coordinated input from UN System
  - Annual UN Secretary General's [progress report on SDGs](#)
  - Quadrennial [Global Sustainable Development Report](#)
  - [Regional Meetings](#) on theme under review
  - [Expert Meetings](#) (one per goal under review)



# Voluntary national reviews

- SDG 4 global indicator framework is “voluntary and country-led instrument” (UN resolution, July 2017).
- All Member States are encouraged to carry out “voluntary national reviews” (VNRs) as basis for reviews by HLPF (<https://sustainabledevelopment.un.org/vnrs/>)
  - 2016: 22 national reviews
  - 2017: 43 national reviews
  - 2018: 47 national reviews
  - 2019: 31 national reviews
  - 143 VNRs between 2016 and 2019, including some countries with more than one VNR



# Global Education Meeting 2018

- Convened by UNESCO, held in Brussels, 3-5 December 2018
- Follow-up to World Education Forum, Incheon, May 2015
- **Purpose:**
  - Review progress towards SDG 4
  - Identify challenges for implementation of 2030 agenda
  - Prepare input on education for 2019 High-Level Political Forum (HLPF)
- **Participants:**
  - Ministers, senior officials
  - Representatives of Member States: 10 countries each from 6 regions
  - SDG 4-Education 2030 convening agencies and affiliated organizations
  - Multilateral and bilateral agencies
  - Regional organizations
  - Civil society organizations
  - Private sector, foundations
  - Youth and student representatives
  - Teacher representatives
  - Academia



# Role of UIS in SDG 4 monitoring



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# Key activities by the UIS

1. Development of methodologies and standards
  2. Collection, analysis and dissemination of internationally comparable data
  3. Capacity building and advocacy in Member States
- } Contribute to global public good



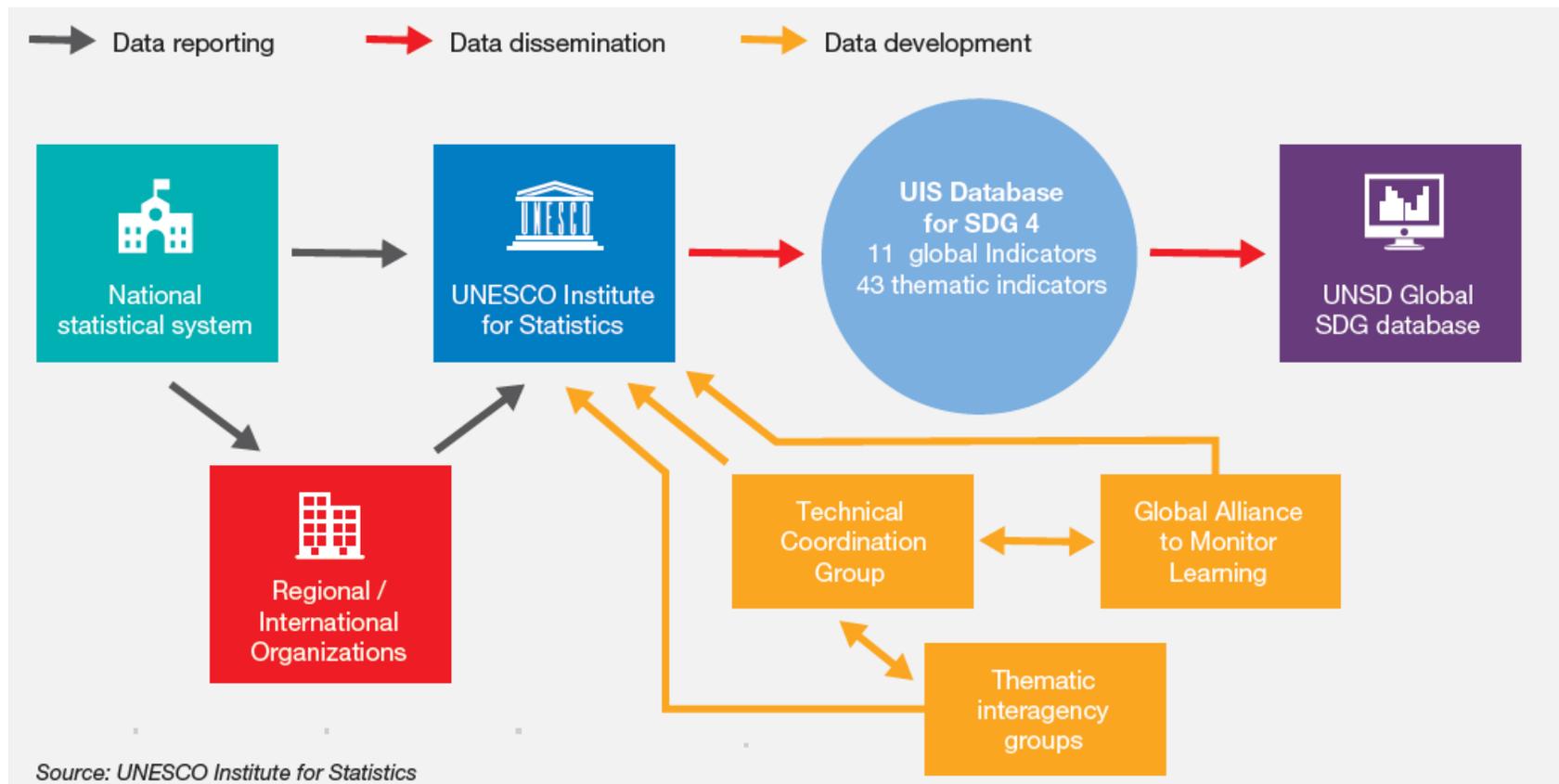
# Methodologies and standards

- UNESCO-UIS is custodian agency for 40 of 43 global and thematic SDG 4 indicators, partner agency for other 3 indicators.
- UIS maintains International Standard Classification of Education (ISCED).
- UIS initiatives for development of SDG 4 indicators:
  - **Technical Cooperation Group on the Indicators for SDG 4 – Education 2030:** overall lead on implementation and indicator development (<http://tcg.uis.unesco.org>)
  - **Global Alliance to Monitor Learning:** indicators related to learning outcomes (<http://gaml.uis.unesco.org>)
  - **Inter-Agency Group on Education Inequality Indicators:** SDG 4 data from household surveys (<http://iag.uis.unesco.org>)



# SDG 4 data flows

Education 2030 Framework for Action: “the UIS will remain the official source of cross-nationally comparable data on education”.



# Capacity building and advocacy

- [Capacity Development for Education \(CapED\)](#) program by UNESCO
- UIS training of national statisticians in regional workshops
- Mapping of data sources and evaluation of data gaps
- Assessment of data quality
- Promotion of best practices for data collection, analysis and use
- Promote use of high-quality statistics for education policy making
- Advocacy for resource mobilization

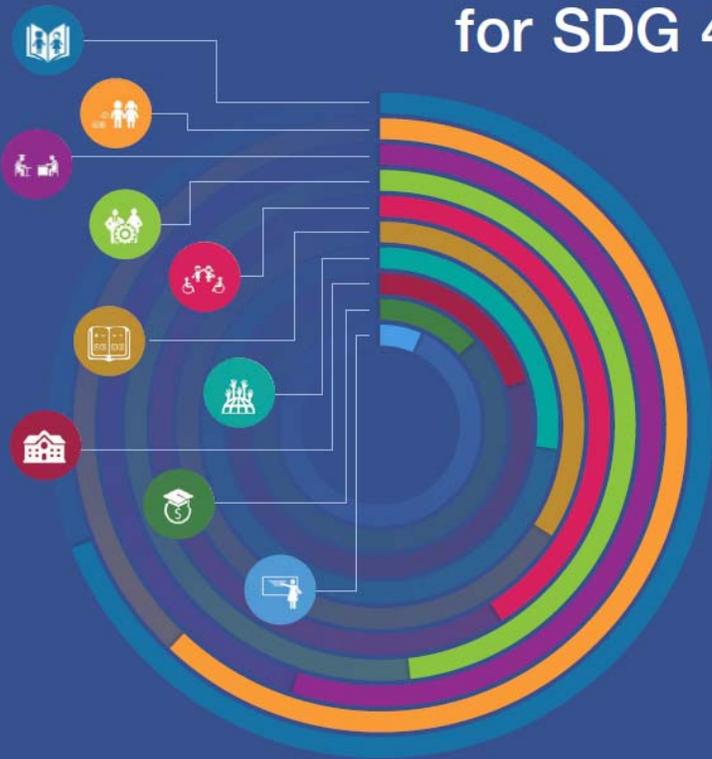


# New UIS publications and databases



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# Quick Guide to Education Indicators for SDG 4



## Contents

- What is SDG 4?
- What tools exist to measure progress towards SDG 4?
- What is the UIS role in SDG 4 monitoring?
- How are SDG 4 indicators developed and calculated?
- Targets and indicators of SDG 4

## Indicator pages

- Indicator name
- Concept
- Definition
- Calculation method
- Interpretation
- Data sources
- Methodological challenges





4.5



TARGETS



## TARGET 4.5 Equal access to all levels of education and training for the vulnerable

*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.*

### Indicator 4.5.1

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

Equity is one of the most prominent features of the new international agenda. This term broadly refers to different concepts related to fairness and compensatory actions that recognise disadvantage. The parity index is the key indicator that will be used for global monitoring across all disaggregated indicators. As a result, equity-related indicators account for the largest share of the data needed to monitor SDG 4 as a whole.



#### DEFINITION

Parity indices require data for specific groups of interest. They represent the ratio of the indicator value for one group to the value for another group. Typically, the group more likely to be disadvantaged is in the numerator. A parity index of exactly 1 means that the indicator values of the two groups are identical, while by convention, values between 0.97 and 1.03 are interpreted to reflect parity between the two groups.



#### CALCULATION METHOD

The indicator value of the likely more disadvantaged group is divided by the indicator value of the other sub-population of interest.



#### INTERPRETATION

The further from 1 the parity index lies, the greater the disparity between the two groups of interest.

Table 4.5.1. Indicator 4.1.1b in Country A, by sex

	Female	Male
Number of students in last year of primary education at or above the minimum proficiency level	25	15
Total number of students in last year of primary education	50	50
Indicator 4.1.1b	50%	30%

The gender parity index (GPI) represents the ratio of the indicator value for girls to the value for boys. Therefore, the GPI for Country A's Indicator 4.1.1b results from the division of the female value (50%) by the male value (30%), which is equal to 1.67. A value between 0.97 and 1.03 would reflect gender parity, while values below 0.97 show an advantage for boys and values above 1.03 reflect an advantage for girls.



#### DATA SOURCES

The sources for parity indices are the very indicators calculated for each of the other targets. However, not all data used by the global and thematic indicators allow the types of disaggregation required for the calculation of the parity indices.



#### METHODOLOGICAL CHALLENGES

Efforts to produce data and indicators to monitor equity in education should not come at the expense of data quality, nor should they be disregarded because of vulnerable situations or scarce resources. To date, Member States have yet to fully integrate equity as part of their regular national monitoring of education, although the new impetus given by the SDGs triggers the need to develop a shared and agreed-upon strategy. This approach will require building consensus on the definition of equity, common metrics and standards, and coordination mechanisms to reduce transaction costs.

#### Inter-Agency Group on Education Inequality Indicators (IAG-EII)

In response to the call for a greater focus on equity in the SDGs, the UIS, UNICEF and the World Bank have created the Inter-Agency Group on Education Inequality Indicators (IAG-EII). It aims to promote and coordinate the use of household survey data for monitoring at the national, regional and global levels. Better coordination will help ensure standardised reporting to complement information available through administrative data, typically collected by school systems.

The IAG draws partly on the experience of the UIS/UNICEF Global Initiative on Out-of-School Children (OOSCI), which aimed to strengthen the evidence base for national education policymaking by combining data from multiple sources and identifying the characteristics of children and adolescents excluded from education.



4.5



TARGETS







4.2



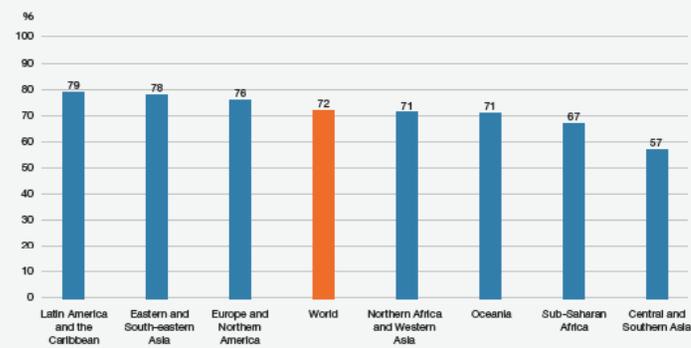
TARGETS

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# SDG Global Indicator 4.2.2

Indicator 4.2.2. Participation rate in organized learning (one year before the official primary entry age), by sex

Figure 3. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2017.  
The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>  
The indicator is also available based on household survey data. For data tables, please visit the UIS database: <http://data.uis.unesco.org>  
Source: UIS Database, February 2018 release.

UNESCO Institute for Statistics | SDG 4 Data Book: Global Education Indicators 2018

Table 8. SDG Indicator 4.2.2

Participation rate in organized learning one year before the official primary entry age, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
<b>Central and Southern Asia</b>								
Bangladesh	35	60	..	..	..	..	..	..
Iran (Islamic Republic of)	..	..	..	96	98	47	..	..
Kazakhstan	..	99	99	99	99	95	90	73
Kyrgyzstan	54	58	65	66	68	69	72	..
Maldives	..	..	..	..	..	93	98	..
Nepal	..	78	87	78	83	80	84	86
Tajikistan	8	10	11	10	10	11	14	13
Uzbekistan	34	33	33	33	30	31	30	37
<b>Eastern and South-Eastern Asia</b>								
Brunei Darussalam	99	99	100	98	100	98	90	..
Cambodia	37	..	43	..	..	..	..	..
China, Hong Kong SAR	..	..	100	100	100	99	100	..
China, Macao SAR	88	95	99	99	98	92	92	..
Indonesia	..	..	..	100	99	..	96	..
Japan	96	92	90	93	93	91	..	..
Lao People's Democratic Republic	..	38	43	48	53	55	61	..
Malaysia	86	..	95	93	96	99	86	..
Mongolia	98	97	99	..	..	93	91	..
Philippines	..	..	..	..	..	85	..	..
Republic of Korea	..	..	..	98	94	91	..	..
Thailand	99	100	..	..	100	98	..	..
Timor-Leste	..	..	..	48	50	59	57	..
Viet Nam	90	93	91	..	97	99	90	..
<b>Europe and Northern America</b>								
Albania	74	79	86	..	..	89	..	..
Belarus	93	93	97	99	99	98	99	..
Belgium	100	100	100	100	100	99	..	..
Bermuda	..	53	61	..	..	..	..	..
Bulgaria	94	95	93	92	93	93	95	..
Croatia	90	94	98	95	95	97	95	..
Denmark	99	99	100	99	98	96	98	..
Estonia	91	92	92	92	94	93	..	..
Finland	100	99	99	100	98	98	99	..
France	100	100	100	100	100	100	..	..
Greece	91	94	94	90	92	94	..	..
Hungary	94	93	95	..	..	94	91	..
Iceland	..	96	97	94	98	100	..	..
Ireland	..	..	96	96	94	91	..	..
Italy	100	99	99	99	99	98	..	..
Latvia	98	92	94	95	98	100	..	..
Liechtenstein	96	99	98	..	100	98	100	..
Lithuania	99	100	100	95	95	100	100	..
Luxembourg	95	95	98	98	99	99	..	..
Malta	..	100	99	99	100	97	98	..

UNESCO Institute for Statistics | SDG 4 Data Book: Global Education Indicators 2018



4.2



TARGETS

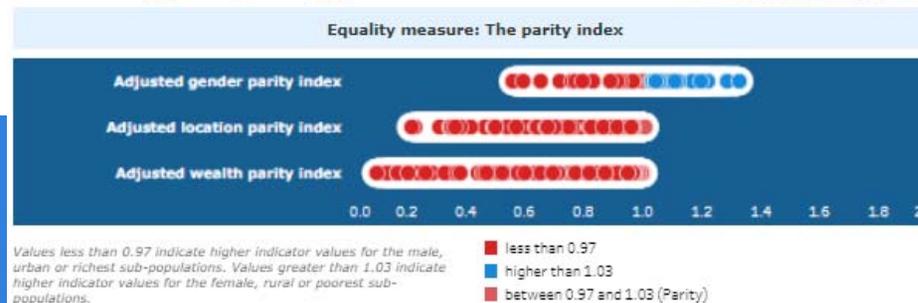
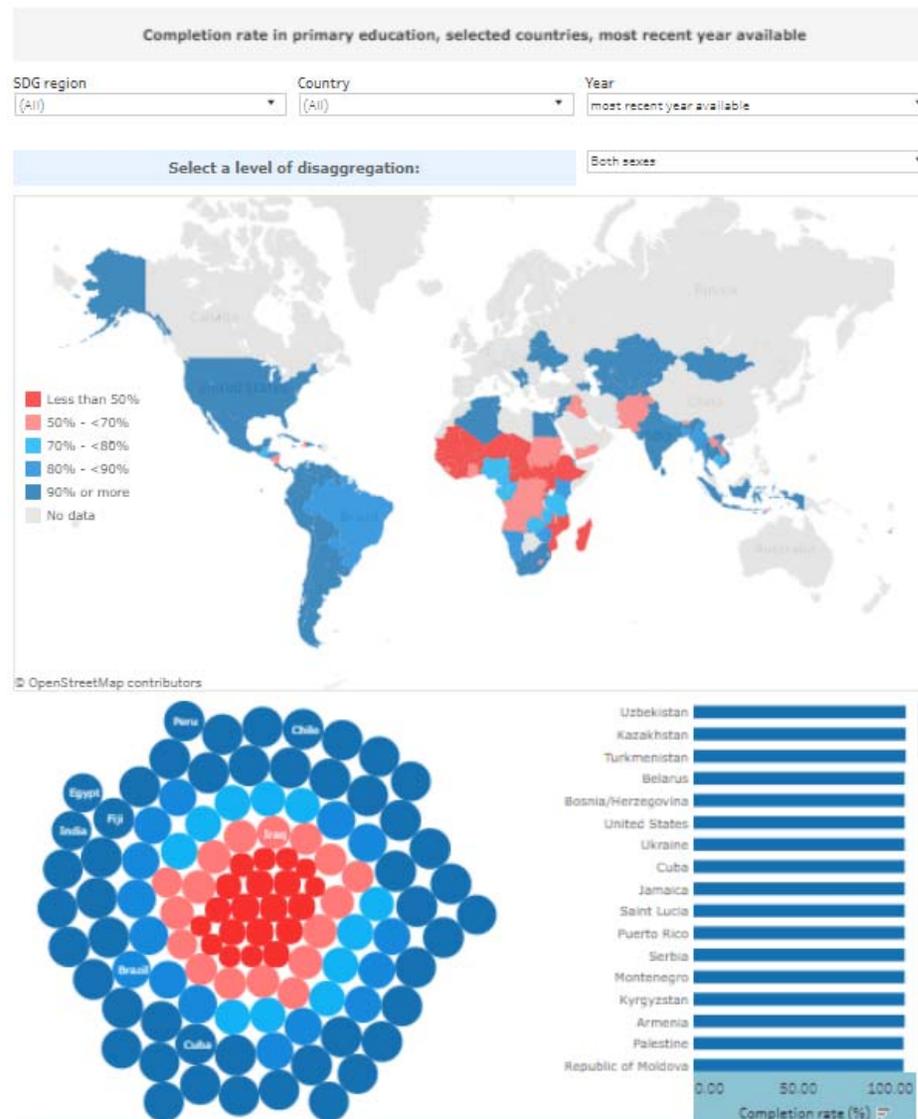
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# SDG 4 Data Explorer

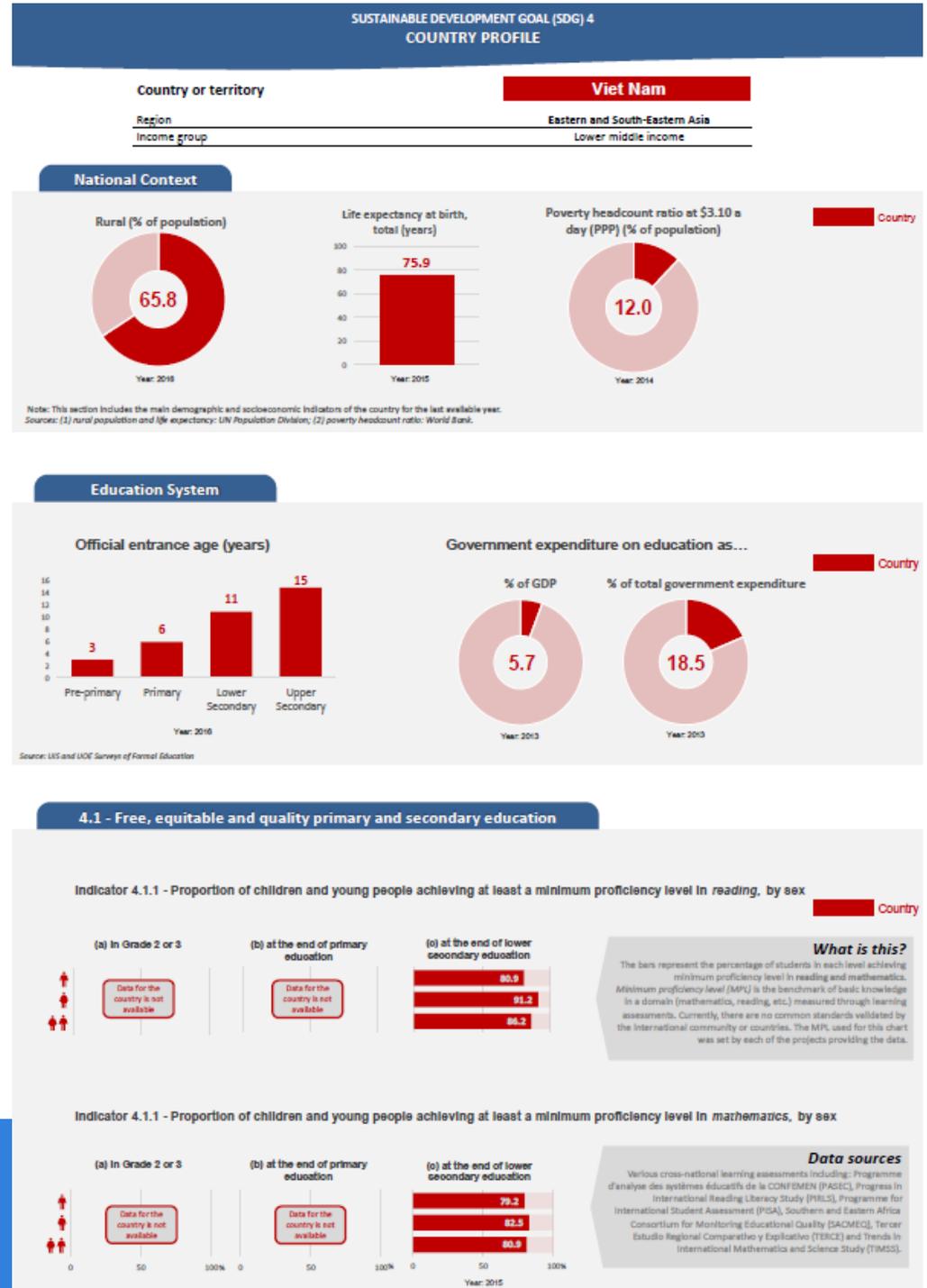
- <http://on.unesco.org/SDG4viz>
- National data for global and thematic SDG 4 indicators
- Time series
- Measures of equality



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# SDG 4 country profiles

- <http://sdg4monitoring.uis.unesco.org/countryhub>
- National data for global SDG 4 indicators
- Time series



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SDG 4

SDG 4

Sustainable Development Goal 4

Sustainable Development Goal 4 (full dataset)

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

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

4.1.4 Completion rate

4.1.5 Out-of-school rate

4.1.5 Out-of-school rate by school age and sex (administrative data)

4.1.5 Out-of-school rate, primary school age by sex and location (household survey data)

4.1.5 Out-of-school rate, primary school age by sex and wealth quintile (household survey data)

4.1.5 Out-of-school rate, primary school age by sex, location and wealth quintile (household survey data)

4.1.5 Out-of-school rate, lower secondary school age by sex and location (household survey data)

## Sustainable Development Goal 4 : 4.1.5 Out-of-school rate by school age and sex (administrative data)

Customise Export Draw chart

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Indicator	Out-of-school rate for children of primary school age, both sexes (%)											
Time	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Country												
Afghanistan	..	..	..	..	..	..	..	..	..	..	..	..
Albania	..	..	12.85	14.29	13.73	12.81	9.53	5.63	3.84	4.40	4.34	..
Algeria	4.32	4.12	2.78	1.03	1.11	0.95	0.89	..	..	0.73	0.77	..
Andorra	..	..	..	..	..	..	..	..	..	..	..	..
Angola	..	..	25.11	25.85	(+) 24.72	22.55	..	..	..	..	..	..
Anguilla	..	..	..	..	..	..	..	..	..	..	..	..
Antigua and Barbuda	..	(*) 15.64	15.08	15.83	18.63	(*) 20.51	22.08	..	22.44	18.53	..	..
Argentina	0.53	0.42	0.56	0.56	0.93	0.86	0.81	0.64	0.33	0.27	..	..
Armenia	7.78	2.92	..	..	..	..	..	..	(*) 7.19	(*) 7.67	..	..
Aruba	(*) 1.34	1.08	0.90	3.98	1.08	..	..	..	(*) 0.71	..	..	..
Australia	(*) 4.19	(*) 3.42	(*) 3.30	(*) 3.18	(*) 2.89	(*) 2.23	(*) 2.34	(*) 2.51	(*) 2.85	2.88	3.22	..
Austria	..	..	..	..	..	..	..	..	..	..	..	..
Azerbaijan	(*) 16.23	(*) 16.54	(*) 16.01	(*) 14.48	(*) 15.27	(*) 12.73	(*) 10.71	(*) 6.33	(*) 5.19	(*) 5.74	(*) 5.03	..
Bahamas	2.87	1.34	1.39	3.81	2.20	..	..	..	..	..	11.63	..
Bahrain	8.11	..	..	..	..	8.10	7.26	6.26	4.28	2.00	2.10	..
Bangladesh	(*) 4.36	..	(+) 7.42	(+) 6.50	(*) 5.07	..	..	..	..	..	..	..
Barbados	7.92	5.19	(+) 3.19	(+) 6.16	(+) 4.92	(+) 6.38	..	..	8.51	7.47	7.02	..

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Legend:

+ National Estimation

a Category not applicable

n Magnitude nil or negligible

↑ UIS Estimation

Data extracted on 08 Jul 2018 14:35 UTC (GMT) from UIS.Stat

Information

ROFST\_1\_cp..

Source

Data source(s) used

School register, school survey or census for enrolment; population census or estimates.

Data Characteristics

Other data characteristics

To measure the size of the population of official primary school age who never attended primary education or dropped out, to identify the target population for policies and interventions aimed at achieving universal primary education.

Variables collected

Population of official primary school age, and number of pupils of primary school age enrolled in primary or secondary school.

Concepts & Classifications

Aggregation & consolidation

By sex.

Key statistical concept

Number of children of official primary school age who are not enrolled in primary or secondary school, expressed as a percentage of the population of official primary school age. Children enrolled in pre-primary education are excluded and considered out of school.

Transformations

Subtract the number of primary school-age pupils enrolled in primary or secondary school from the total population of official primary school age, divide the difference by the population of primary school age, and multiply by 100. Alternatively, subtract the adjusted net enrolment rate in primary education from 100.

Other Aspects

Quality comments

The enrolment count should cover primary and secondary education and all types of schools and



# UIS products related to SDG 4

- SDG 4 website: <http://uis.unesco.org/en/topic/sustainable-development-goal-4>
- Metadata for global and thematic indicators: <http://uis.unesco.org/sites/default/files/documents/sdg4-metadata-global-thematic-indicators.pdf>
- Handbook on Measurement of Equity in Education: <http://uis.unesco.org/sites/default/files/documents/handbook-measuring-equity-education-2018-en.pdf>
- SDG 4 Data Digest 2016 - Laying the Foundation to Measure Sustainable Development Goal 4: <http://uis.unesco.org/sites/default/files/documents/laying-the-foundation-to-measure-sdg4-sustainable-development-data-digest-2016-en.pdf>
- SDG 4 Data Digest 2017 - The Quality Factor: Strengthening National Data to Monitor Sustainable Development Goal 4: <http://uis.unesco.org/sites/default/files/documents/quality-factor-strengthening-national-data-2017-en.pdf>
- Technical Cooperation Group (TCG): <http://tcg.uis.unesco.org>
- Global Alliance to Monitor Learning (GAML): <http://uis.openplus.ca/gaml/>
- Inter-Agency Group on Education Inequality Indicators (IAG-EII): <http://iag.uis.unesco.org>



# UIS products related to SDG 4

- Information papers and fact sheets:
  - Education and disability: <http://uis.unesco.org/sites/default/files/documents/ip49-education-disability-2018-en.pdf>
  - Out-of-school children: <http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf>
  - Children not learning: <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>
  - Literacy: <http://uis.unesco.org/sites/default/files/documents/fs45-literacy-rates-continue-rise-generation-to-next-en-2017.pdf>
- Data visualizations:
  - Out-of-school children: <http://tellmaps.com/uis/oosc/>
  - Gender inequality in education: <https://tellmaps.com/uis/gender/>
  - Teacher supply in Asia: <http://uis.unesco.org/misc/uis/teachers.html>
- Blogs: <http://uis.unesco.org/en/blog>
- Global Education Monitoring Report (with UIS data): <https://en.unesco.org/gem-report/>





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SUSTAINABLE  
DEVELOPMENT  
GOALS

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