



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



SUSTAINABLE
DEVELOPMENT
GOALS

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

Silvia Montoya, UIS Director

PISA for Development International Seminar

London, 25 September 2019



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 agencies: **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

Background and rationale



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

Indicator 4.1.1

*4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) **at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex***

Methodology: steps to define the indicator

- The reporting format communicates:
 1. The **percentage of students meeting minimum proficiency standard** for the relevant domains (mathematics and reading) for grades 2/3; and
 2. When different programs can be considered comparable to the percentage reported from another country.
- Required inputs:
 - a. Definition of common content and abilities
 - b. Definition of common procedures that ensure comparability between programs: *what procedures are good enough quality of the data collected?*; and
 - c. Reporting, based on:
 - Definition of the minimum proficiency level (MPL) for each domain and a linking or alignment procedure (or conversion factor) between assessments.

Reporting options for indicator 4.1.1

School-based

Population-based

Grade 2/3



End of primary



End of lower secondary



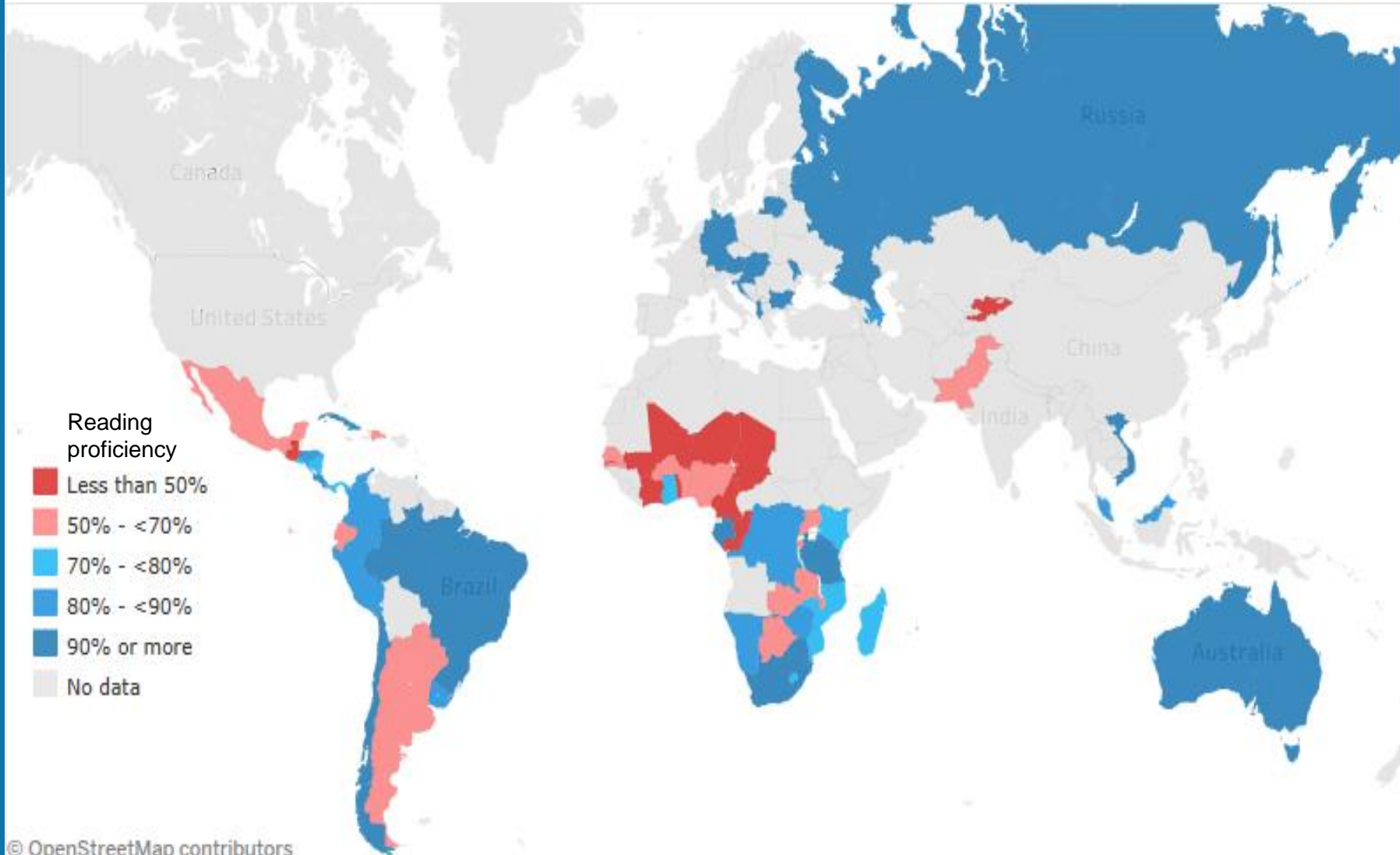
TARGET 4.1 Primary and secondary education

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



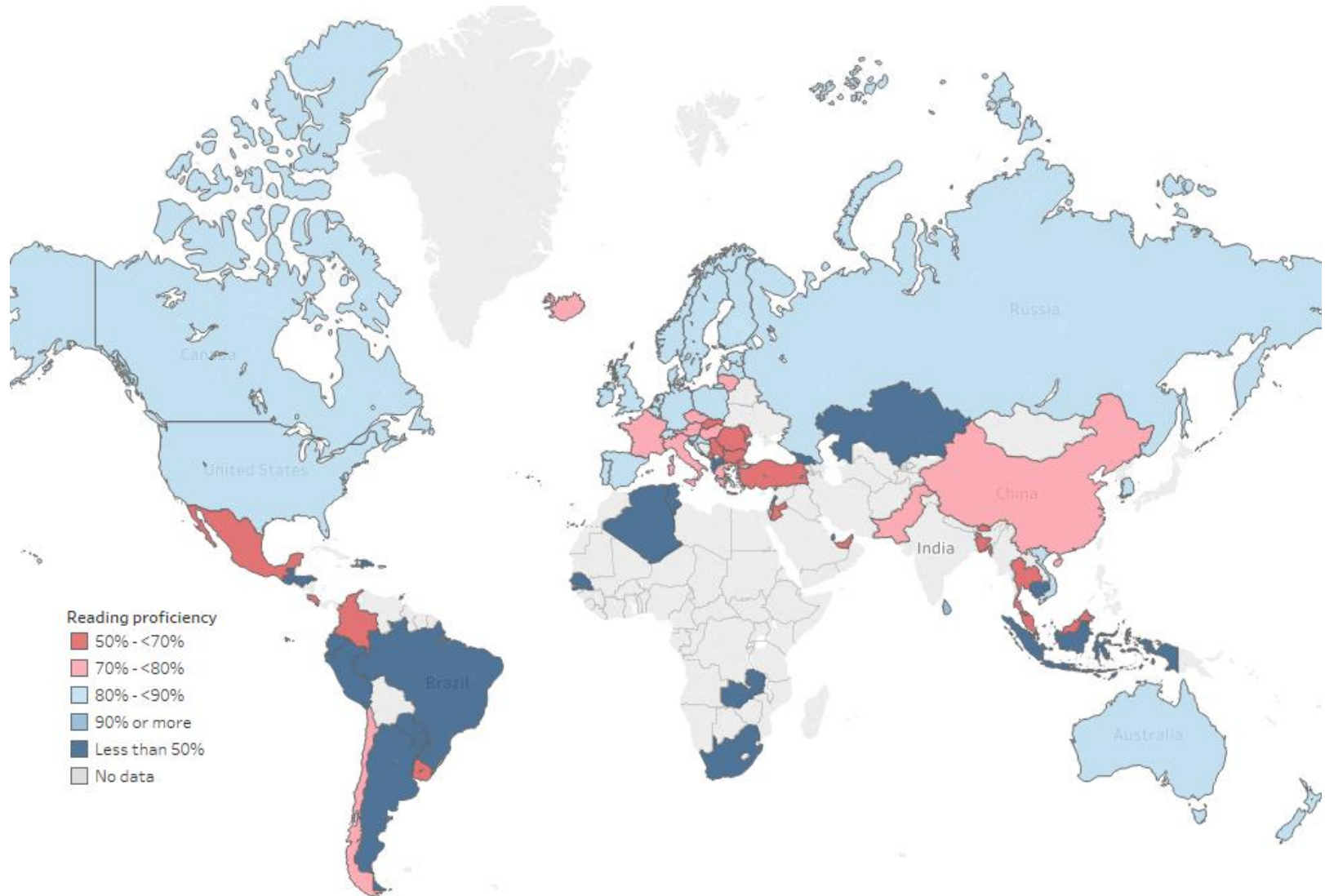
TARGET 4.1 Primary and secondary education

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(c): proportion of children achieving at least a minimum proficiency level in reading at the end of lower secondary



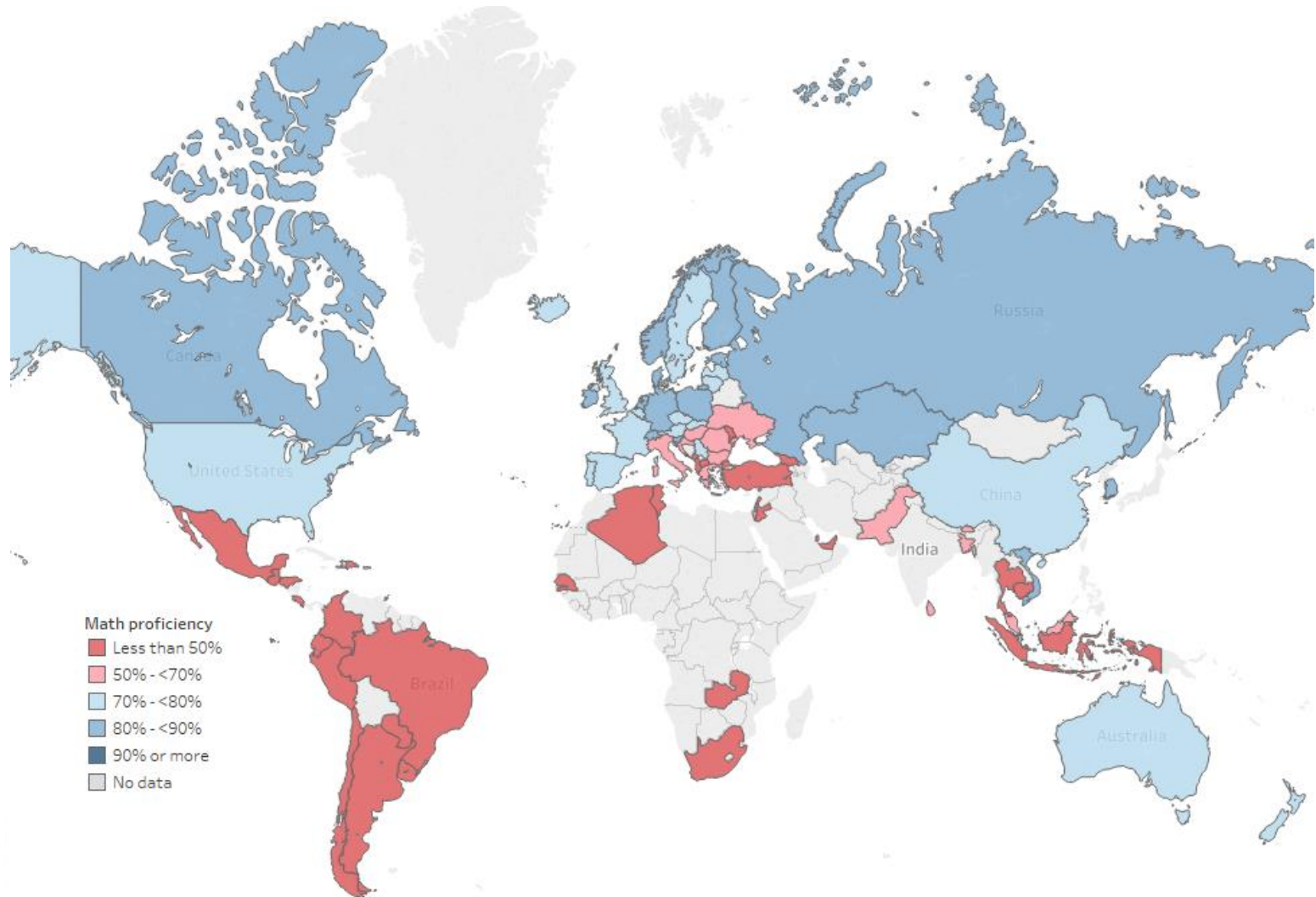
TARGET 4.1 Primary and secondary education

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

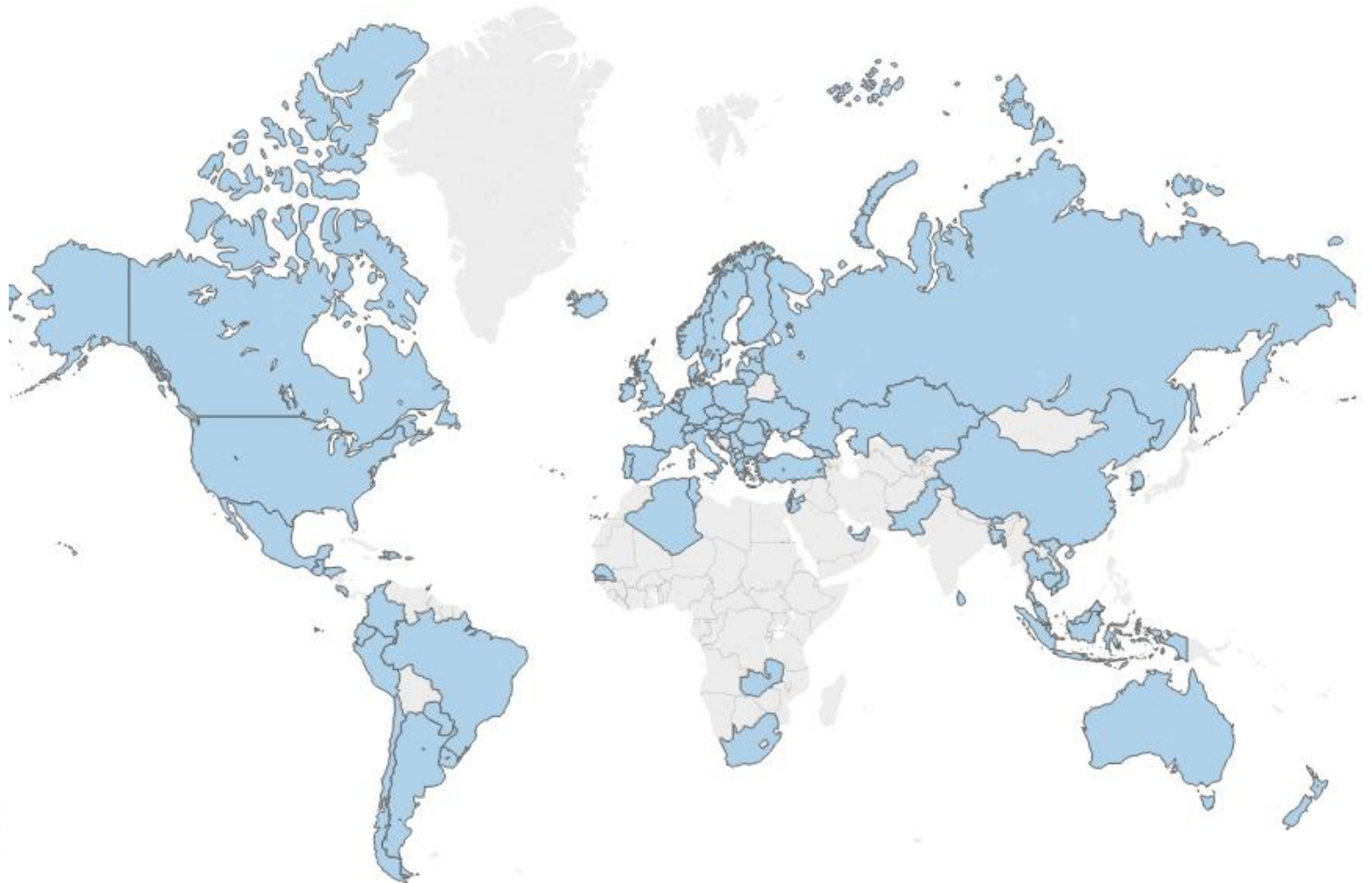
Indicator 4.1.1(c): proportion of children achieving at least a minimum proficiency level in mathematics at the end of lower secondary



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.

Data coverage for indicator 4.1.1



4.1



TARGET 4.1 Primary and secondary education

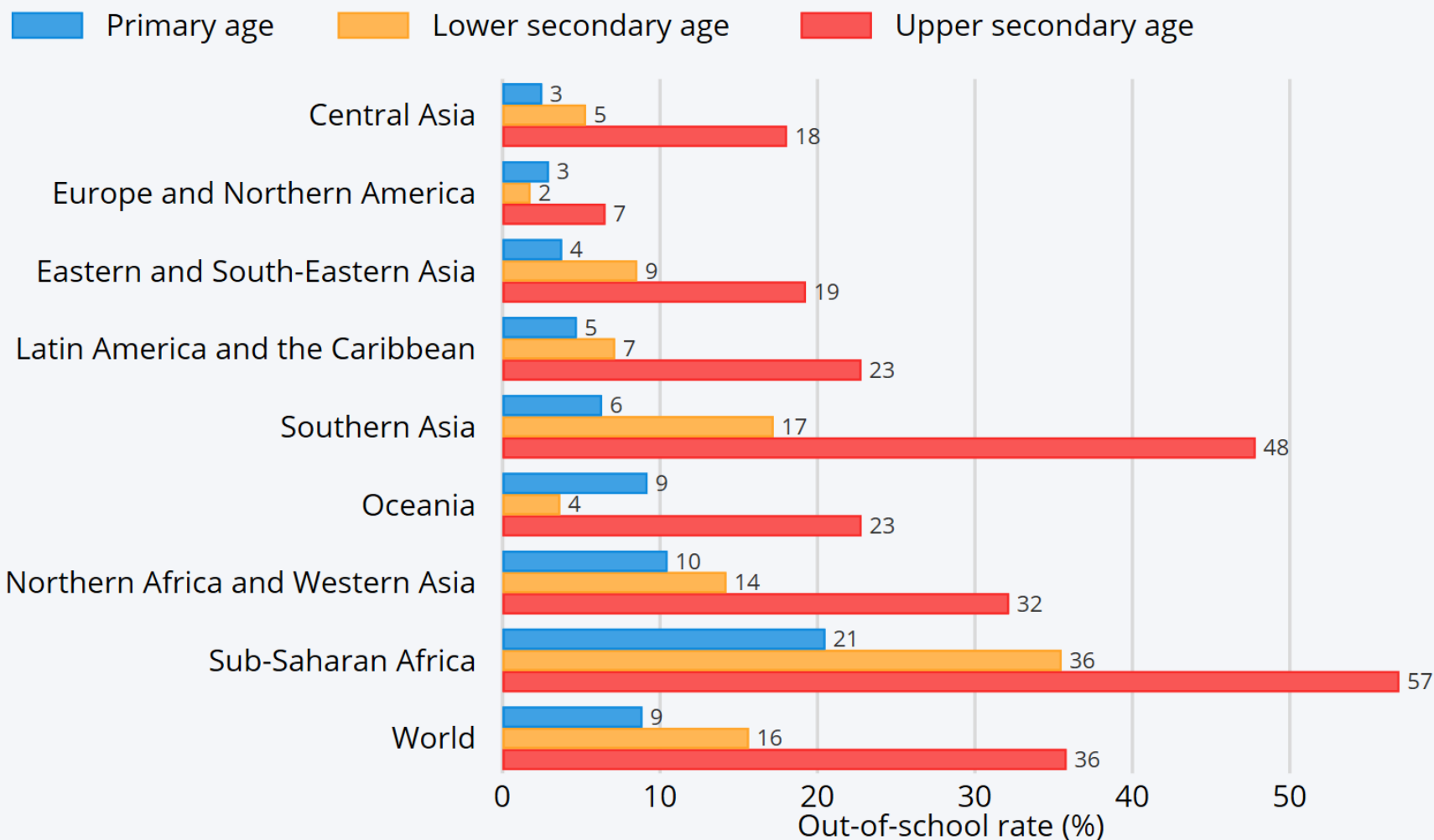
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.



4.1



Indicator 4.1.5: out-of-school rate



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

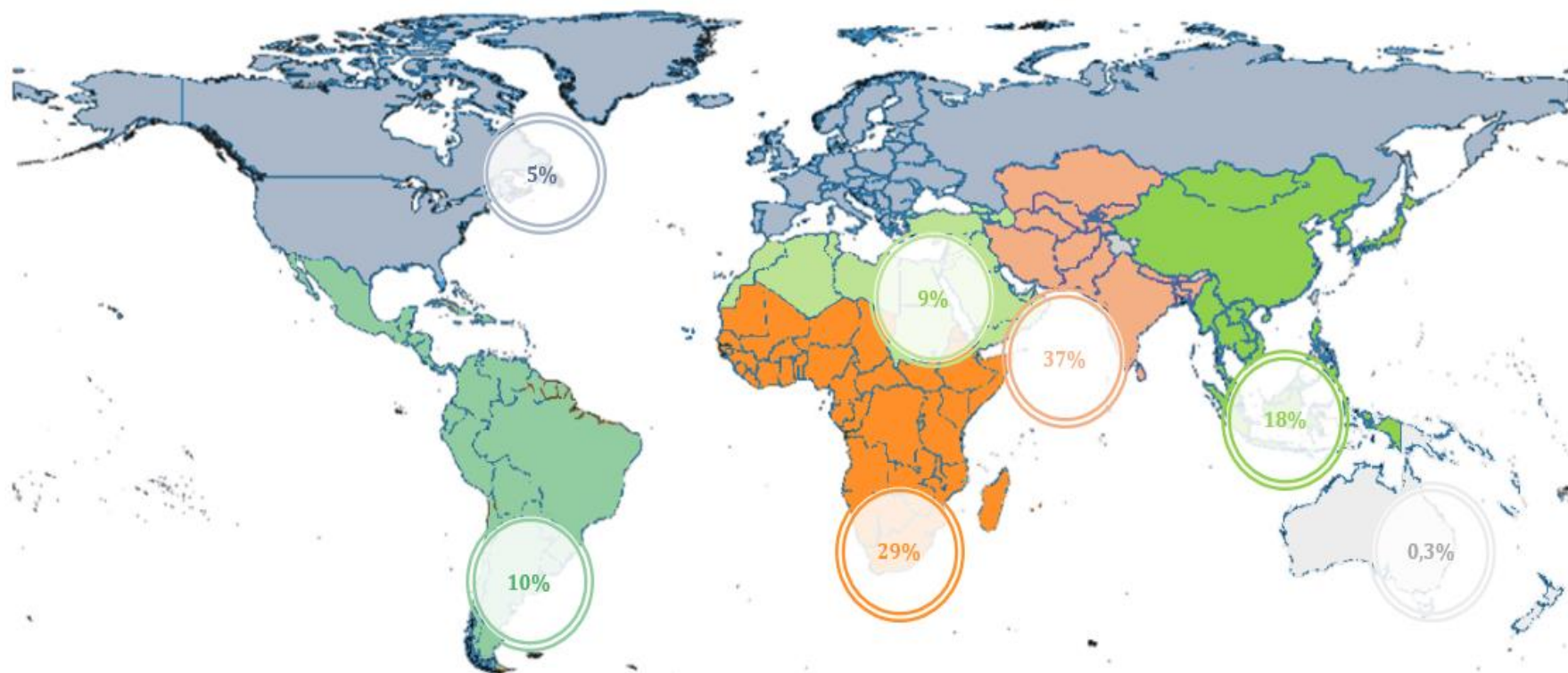
Source: UNESCO Institute for Statistics database.

Out-of-School Children Initiative

Lower-secondary age adolescents not achieving minimum proficiency level in reading

250M

And where are those adolescents?



Out-of-school Children: adjustment to indicator 4.1.1

- Adjustments in the expression of the indicator are proposed to reflect all the population and the target.

Assumption: children not in school would not have reached the MPL

Indicator 4.1.1 lower primary = $S \times (1 - \text{out of school rate})$

- However, not all out-of-school children will permanently be out-of-school and not all kids currently in school will complete the levels.
- To better understand school exposure, children and youth are divided:

Completers	Non completers
In school and complete respective level of education	In school but will drop out before reaching last grade
Start school late and expected to complete last grade	Will start school late and will drop out in the future
	Were in school and dropped out
	Were never in school and will never enter school

Out-of-school Children: adjustment to indicator 4.1.1

- Adjustment proposed: use the rate of completion by level
 - For indicators 4.1.1b and 4.1.1c, use the proficiency among students enrolled and adjust it by the non-completion rate

Indicator 4.1.1 at the end of level = $S \times$ (completion rate of level i)

Indicator 4.1.1	Indicator 4.1.1 adjusted
Early grades	4.1.1a = $S \times (1 - \text{out of school rate})$
End of primary	4.1.1b = $S \times \text{completion rate}$
End of lower secondary	4.1.1c = $S \times \text{completion rate}$

Challenges for progress towards SDG 4.1

Limited data availability

- In many countries and regions

Data needed for children not in school levels

- More important in some countries/regions than in others

Slow progress towards targets

- Limited resources in countries (education finance, schools, teachers, materials)
- Poverty, conflict, exclusion have low quality of education

Funding is needed

- For countries to implement learning assessment



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



Silvia Montoya

Director, UNESCO Institute for Statistics

s.montoya@unesco.org

<http://uis.unesco.org>

Learn more <http://uis.unesco.org/>



@UNESCOstat