Global SDG 4 indicators: Data for Europe and North America

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Europe and North America Education 2030 consultation
Strasbourg, 24 October 2018
SDG 4 targets and indicators

- 10 targets
- 11 global indicators
- 32 thematic indicators

Quick Guide to Education Indicators for SDG 4

- Indicator name
- Concept
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- Interpretation
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- Methodological challenges

Global SDG 4 indicators: Data for Europe and North America
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.

**Indicator 4.1.1 (c) - Proportion of young people achieving at least a minimum proficiency level in reading and mathematics at the end of lower secondary education (tier II)**

- **Reading:** 70%-90% minimum proficiency in 30 of 39 countries in Europe and Northern America with data

- **Mathematics:** 70%-90% minimum proficiency in 32 of 41 countries in Europe and Northern America with data
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 4.2.1 - Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being (tier III)

- 9 countries in Europe and Northern America have data: at least 80% of children under 5 are developmentally on track.
**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 (tier I)**

- Europe and Northern America: 95%
- World: 70%

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*Adjusted net enrolment rate, one year before the official primary entry age*

- Europe and Northern America
- Eastern and South-Eastern Asia
- Latin America and the Caribbean
- Oceania
- Northern Africa and Western Asia
- Central Asia
- Sub-Saharan Africa

![Adjusted net enrolment rate graph](chart.png)
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 (tier II)

- Europe and Northern America: only region with good coverage
- Participation rate in Europe and North America ranges from <10% to >60%
- 19 out of 34 countries in Europe and Northern America have participation rates over 40%
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 (tier II)

Best ICT skill:
In 80% of Europe and Northern America countries with data, more than 50% of youth/adults have copied or moved a file or a folder.

Worst ICT skill:
In all countries with data less than 20% of youth/adults have written a computer programme using a programming language.

In 88% of countries in Europe and Northern America with data, less than 50% of youth/adults have created electronic presentations.
TARGET 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.

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 (tier I/II/III)

Out-of-school rate, adjusted gender parity index

World: more girls out of school

Europe and North America: more boys out of school
TARGET 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.

Indicator 4.6.1 – Proportion of a population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex (tier II)

- Europe and Northern America: only region with good coverage.
- Europe and Northern America: 70% or more of population 15+ achieve minimum proficiency in functional literacy and numeracy.
- Few other countries have data.
TARGET 4.7 Education for sustainable development

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.

Indicator 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 (tier III)

Methodology

Methodology approved by TCG in 2018.
Request for tier reclassification from tier III to tier II will be reviewed at IAEG-SDGs meeting in November 2018.

Data source

UNESCO consultation on implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (every four years).
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.1 – Proportion of schools with access to: (a) electricity; (b) the 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) (tier II)
TARGET 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.

Indicator 4.b.1 – Volume of official development assistance flows for scholarships by sector and type of study (constant US$) (tier I)
TARGET 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.

Indicator 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 (tier II)

- Very limited data on teacher training for Europe and Northern America region, no regional average
- Sub-Saharan Africa is the region with the lowest percentage of trained teachers in all education levels and the percentage is decreasing over time. In 2017, 50% or less than 50% of teachers in pre-primary and secondary education are trained.
Summary

Data availability

• Data coverage across the 11 global indicator varies
• Reasons: no standard methodology, insufficient data collection

Progress towards SDG 4

• Europe and North America perform better than other regions
• Room for improvement in all regions