## 11 Global Indicators for SDG 4

As the official data source for SDG 4—Education 2030 indicators, the UNESCO Institute for Statistics (UIS) helps countries to collect data by developing methodologies and applying standards to produce internationally-comparable indicators. For more information, consult: [http://uis.unesco.org](http://uis.unesco.org).

### DATA SOURCES:
- Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and national assessments.
- Administrative data from schools and other providers of education or training.
- Surveys such as the UNICEF Multiple Indicator Cluster Surveys (MICS).
- Estimates produced by the UN Population Division or national statistics agencies.
- Enrolment data reported by Ministries of Education or national statistical offices. In some cases, more data are available from household surveys or censuses.
- Volume of official development assistance flows for scholarships by sector and type of study.
- Volume of official development assistance flows for development aid.
- Administrative data from schools and other providers of education or training.

### Indicators and Concepts:

#### 4.1.1 #Skills #ICT #Proficiency

**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:** Eurostat and national statistical offices.

#### 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 no 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.

**Participation Rate** = \[
\frac{\text{Enrolment ISCED 0 or 1}}{\text{Population [age entry -1]}}
\]

**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 #Nonformaleducation #Training

**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:** Computer-related activities in a given time period.

#### 4.4.1 #Skills #Technology

**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:** There is no 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).

#### 4.5.1 #Equity #Gendergap

**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 #Literacy #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.**

**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 transformative 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.

#### 4.1.3 #LearningEnvironment #Facilities #Infrastructure

**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.

#### 4.2.1 #EarlyChildhood #ChildDevelopment

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

#### 4.3.1 #Formaleducation #Nonformaleducation #Training

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

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