



Data availability for the calculation of SDG 4-Education 2030 indicators

Analysis covering Latin America and the Caribbean



United Nations
Educational, Scientific and
Cultural Organization

UNESCO
INSTITUTE
for
STATISTICS

UNESCO

The constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted by 20 countries at the London Conference in November 1945 and entered into effect on 4 November 1946. The Organization currently has 195 Member States and 10 Associate Members.

The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to foster universal respect for justice, the rule of law, and the human rights and fundamental freedoms that are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

To fulfil its mandate, UNESCO performs five principal functions: 1) prospective studies on education, science, culture and communication for tomorrow's world; 2) the advancement, transfer and sharing of knowledge through research, training and teaching activities; 3) standard-setting actions for the preparation and adoption of internal instruments and statutory recommendations; 4) expertise through technical co-operation to Member States for their development policies and projects; and 5) the exchange of specialized information.

UNESCO is headquartered in Paris, France.

UNESCO Institute for Statistics

The UNESCO Institute for Statistics (UIS) is the statistical office of UNESCO and is the UN depository for global statistics in the fields of education, science and technology, culture and communication.

The UIS was established in 1999. It was created to improve UNESCO's statistical programme and to develop and deliver the timely, accurate and policy-relevant statistics needed in today's increasingly complex and rapidly changing social, political and economic environments.

The UIS is based in Montreal, Canada.

Published in 2016 by:

UNESCO Institute for Statistics
P.O. Box 6128, Succursale Centre-Ville
Montreal, Quebec H3C 3J7
Canada

Tel: +1 514-343-6880
Email: uis.publications@unesco.org
<http://www.uis.unesco.org>

© UNESCO-UIS 2016

ISBN 978-92-9189-199-3
Ref: UIS/2016/SDG/TD/11

 **DataLink:** <http://dx.doi.org/10.15220/978-92-9189-199-3-en>

© UNESCO-UIS 2016

This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Report contents

	Page
1. Introduction	5
2. Analysis of the results	6
2.1 Availability: Which indicators are more likely to be calculated? Which ones are unavailable?	6
2.2 Disaggregation: Which disaggregations are the most common? Which indicators have the highest potential for disaggregation?	13
2.3 Frequency: How often are the data collected?	14
2.4 Difficulties: Which indicators have the lowest response rates and greatest “unknown” responses?	16
3. Conclusions and recommendations	19
4. Group results	21
5. Annexes	25
Annex I. Actions implemented	25
Annex II. Coverage of the consultation	27
Annex III. Results for Latin America and the Caribbean	28
Annex IV. Indicators potentially disaggregated, by type of disaggregation	34
Annex V. Targets, concepts and indicators	35
Annex VI. Groups of concepts with figures and indicators	38

1. Introduction

As part of the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action adopted by UN Member States, there is a commitment to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (Sustainable Development Goal (SDG) 4).

Working towards this goal, a group of education indicators was proposed in order to measure progress in countries. The establishment of a Technical Advisory Group (TAG¹) led to the formulation of these thematic indicators, designed to report on the compliance with each SDG 4 target and to also shed light on the progress made by all countries and regions towards inclusive and equitable education, as well as greater opportunities for the entire population.

The selection of indicators to monitor SDG 4 targets of the Education 2030 Agenda was based on previously agreed-upon criteria and designed to fulfil specific requirements. In line with its mandate, the TAG has focused on indicators that are internationally comparable.

The TAG proposed an initial group of 43 thematic indicators based on the availability, relevance and feasibility of data. Within this group, 11 indicators (one for each target, with the exception of Target 2, for which two global indicators were defined) were proposed by the Inter-agency Expert Group on SDG Indicators (IAEG-SDGs, <http://unstats.un.org/sdgs/iaeg-sdgs/>), and agreed upon by the United Nations Statistical Commission (UNSD), to be among the thematic indicators monitoring the SDG 4–Education 2030 agenda.

There is an increasing need for a diagnosis of data availability in Latin American and Caribbean countries for the calculation of the thematic indicators to monitor SDG 4. With this objective, a consultation was done in the countries of the region through a self-administered questionnaire that assessed data availability for the new education agenda and identified the need for support to countries for collecting education data.

This report includes an analysis of the results gathered from this consultation process, as well as the main observations and conclusions drawn from it.

¹ UNESCO (2015). “Thematic Indicators to Monitor the Education 2030 Agenda: Technical Advisory Group Proposal”. Paris: UNESCO.

2. Analysis of the results

The results analysed in this report are drawn from the consultation with countries in Latin America and the Caribbean on the availability of data supporting the SDG 4 indicators, conducted during March and April 2016. A description of the methodology used in the consultation is detailed in Annex I.

29 countries in Latin America and the Caribbean replied to the questionnaire, which sets a response rate of 69%. The countries that participated in the consultation are detailed in Annex II.

The information collected through the questionnaires made it possible to analyse the availability of information related to the calculation of the SDG 4 indicators. What follows is a selection of results that provides a clear picture of the region's current situation in terms of its capacity to calculate the SDG 4 indicators and, therefore, determine strengths and need for support.

The information is presented for the group of countries that responded to the questionnaire; the situations in Latin America and the Caribbean are detailed separately.

The main results are organized into four key areas: availability, disaggregation, update frequency and difficulties. Each of these areas refers to a group of basic questions:

1. Availability: Which indicators are more likely to be calculated? Which ones are unavailable?
2. Disaggregation: Which disaggregations are the most common? Which indicators have the highest potential for disaggregation?
3. Frequency: How often are the data collected?
4. Difficulties: Which indicators have the lowest response rates and greatest "unknown" responses?

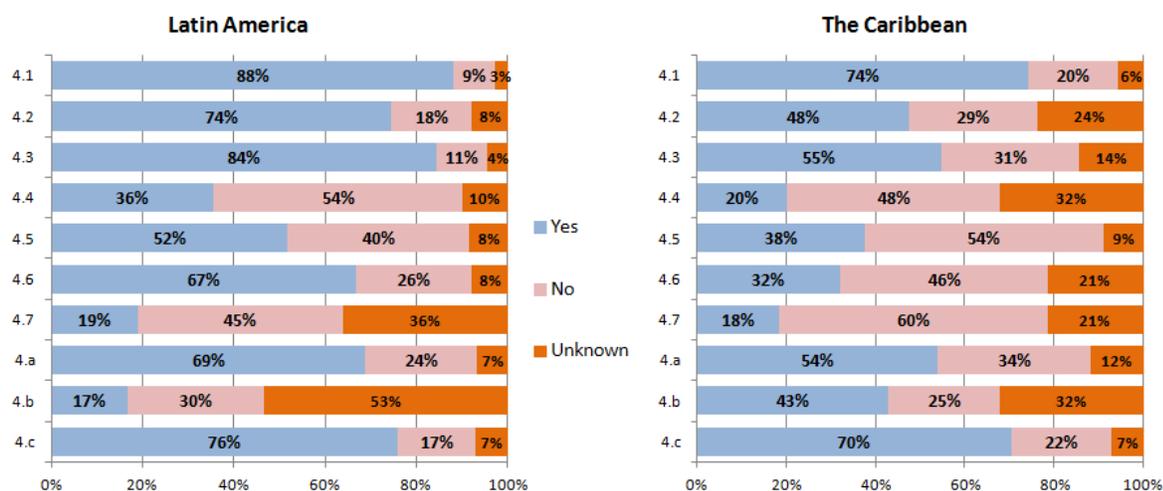
It should be noted that the results are based on responses from the countries and therefore may be prone to error or omission.

1. Availability: Which indicators are more likely to be calculated? Which ones are unavailable?

The SDG 4 indicators require different types of data for their calculation. Certain ones are present in most of the countries in the region because they are derived from the information systems historically developed in the region. Other indicators demand data that are not commonly included in surveys and records currently implemented by the countries. In this case, calculation will require strengthening national information systems and/or developing cross-national surveys that can reach representative coverage in a broad group of countries.

The results are presented in Figure 1, grouped by target²:

Figure 1. Percentage of countries in Latin America and the Caribbean according to the availability of data to calculate SDG 4 indicators, by target.³



In Latin America, there is widespread capacity to monitor Target 4.3 (equitable access to quality technical, vocational and tertiary education), and Target 4.1 (free, equitable and quality primary and secondary education). Countries reported having 84% and 88%, respectively, of the data needed to produce the indicators for these targets.

Furthermore, approximately three out of four countries can also calculate the indicators for Targets 4.2 (access to early childhood development and pre-primary education) and 4.c (supply of qualified teachers).

The most significant limitations are related to the calculation of indicators for Targets 4.7 (access to education promoting sustainable development) and 4.b (access to scholarships). In both cases, the percentage of indicators for which the availability of data is unknown is particularly remarkable. With regard to Target 4.b, most “unknown” responses are concentrated on Indicator 36 (volume of official development assistance (ODA) flows for scholarships).

The small number of Latin American countries providing the data necessary to calculate indicators related to Target 4.4 (youth and adults with technical and vocational skills) is also worth highlighting. In this case, the constraint is clearly located in the lack of data collection related to the learning and skills development in populations above compulsory schooling age.

In the Caribbean, in general there is less data availability but also there is a lack of information on which data are available in these countries. With this combination, it is difficult to analyse the exact data available to monitor SDG 4—Education 2030.

² A list of indicators by target is listed in Annex V.

³ Figures are presented separately for Latin America and the Caribbean. In Annex III they are presented for both groups of countries in the region.

Nonetheless, the Caribbean has attained a good level of data coverage related to Targets 4.1 (free, equitable and quality primary and secondary education) and 4.c (supply of qualified teachers). On average, 70% of countries have the capacity to calculate the related indicators.

On average, between 50% and 60% of countries are able to calculate the indicators for Targets 4.3 (equitable access to quality technical, vocational and tertiary education) and 4.a (availability of inclusive education facilities offering a safe environment).

The availability of information for Target 4.b (access to scholarships) is also noted; while only 43% of the countries are able to calculate the target's indicators, this frequency is, on average, higher than the one observed in Latin America.

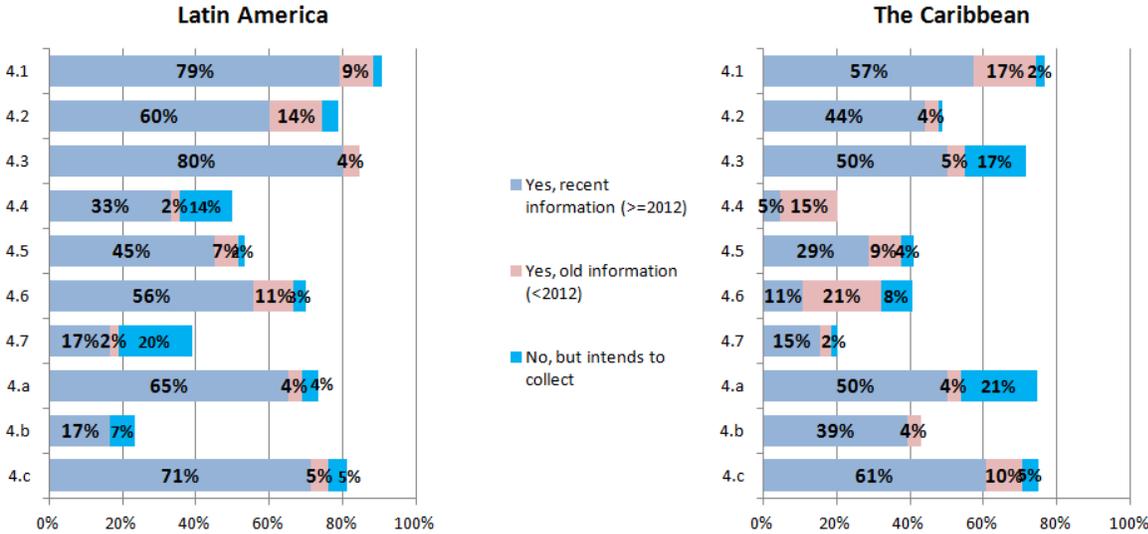
Regarding the overall analysis of data availability, two important dimensions should be considered in order to complete the picture: the frequency of updating data and plans to collect specific data in the coming years.

As far as the first dimension is concerned, outdated data limits the possibility of creating a clear picture of the present. But it is necessary to consider older data. Even though the existence of this information sets a precedent regarding the countries' capacity to produce the required indicators, it may lead to significant biases in the interpretation of the regional situation regarding progress towards the SDGs.

The second dimension refers to indicators not currently collected by the country. In order to establish a regional scenario that will help identify countries' future support needs, which data need to be collected in the future must be considered.

Figure 2 presents the availability of data by target and identifies outdated data and data not currently collected but intended to be in the future. The year 2012 was set as a reference point for measuring updates:

Figure 2. Percentage of countries in Latin America and the Caribbean with updated or outdated data to calculate SDG 4 indicators and those that intend to collect new data, by target



In Latin America, there is a remarkably high level of data updates for most indicators. There are only a few cases with data dating further back than 2012. Indicators under Target 4.2 (access to early childhood development and pre-primary education) have the least data updates, since some indicators are related to the administration date of the Multiple Indicator Cluster Survey (MICS). Indicators under Target 4.6 (youth and adult literacy) also have less updates since they are based on 2010 population censuses, which support Indicator 24 (participation rate of youth/adults in literacy programmes).

One positive sign in the region is the data certain countries foresee collecting in the coming years. These data are concentrated within Targets 4.4, 4.7 and 4.b, which currently have the fewest indicators available in the region. Furthermore, the new data collections will gather more information on the assessment of ICT skills and a higher systematization of information about the education supply linked to the promotion of sustainable development.

The scenario is slightly more complex in the Caribbean: in some countries many indicators are calculated using outdated data. This situation is linked to certain targets, primarily those with low data availability: Targets 4.4, 4.5 and 4.6. For these targets, outdated data mostly refer to information from 2010 population censuses, which indicates a lack of other population data collections (such as household surveys). Target 4.1 also presents high percentages of outdated data.

Some indicators show promise in the coming years, especially those for Targets 4.3 and 4.a. The expected progress in some Caribbean countries includes the capacity to broaden the availability of data on school supply features (Indicators 30 to 32), school surveys linked to detecting school violence (Indicators 33 and 34) and the systematization of information about educational integration of youth and adult populations.

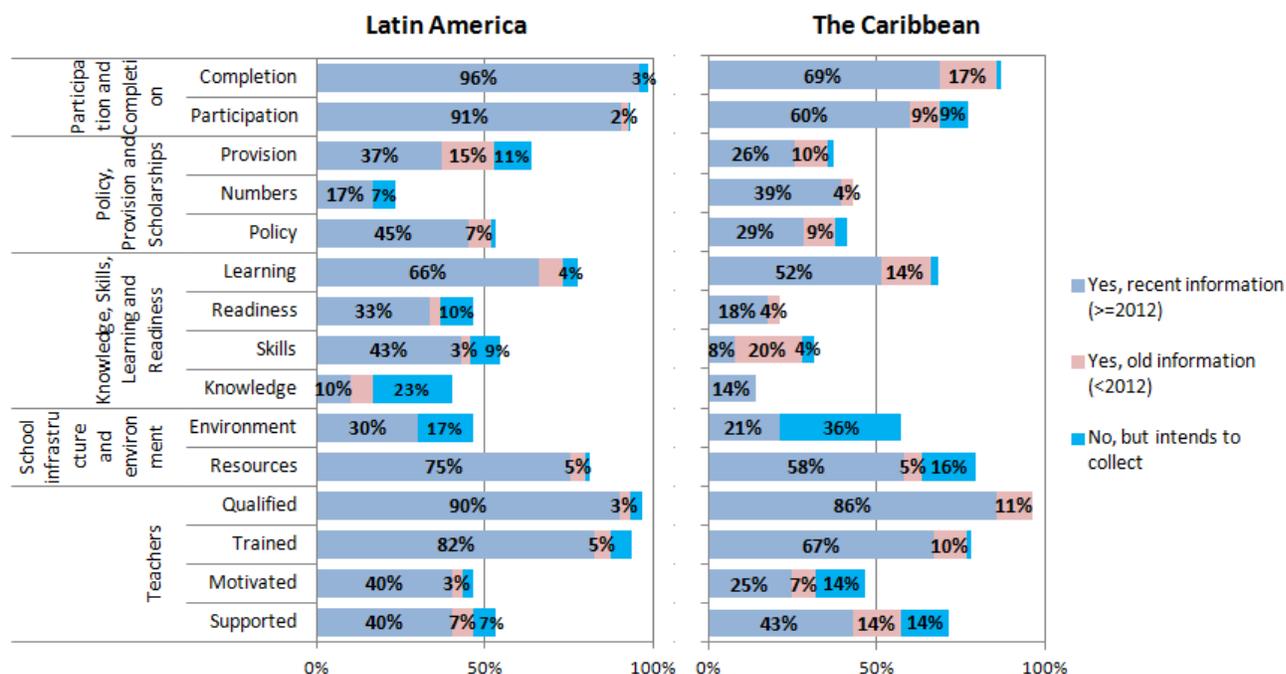
Figure 3 presents the availability of data to calculate indicators according to the concepts included in their design⁴.

It clearly demonstrates a myriad of situations in each context. Some indicators **draw data from current national regulations**, particularly with regard to free and compulsory education levels. This is the case for Indicators 7 and 12; there is also a reference to existing legal frameworks in Indicators 25, 29 and 19. With the exception of the latter, all of these indicators belong to the thematic group of educational supply (Indicator 19 refers to policy).

These cases require a specific interpretation; they are based on data collections with a reference date (administrative records, surveys, censuses, etc), which reflect a precise period or timeframe. By contrast, regulations remain in force until they are derogated, updated or replaced by new ones. For the majority of countries, the question regarding the date of the latest data was interpreted as the year in which the regulation was enacted and came into force. For this reason, such data should not be expected to be updated.

⁴ Annex VI includes the detail of the indicators organized according to the concepts included in their design.

Figure 3. Percentage of countries in Latin America and the Caribbean with updated or outdated data to calculate SDG 4 indicators, by concept



In Latin America, there is widespread data to calculate SDG 4 indicators related to early developments in education information systems, such as participation and completion of educational levels, teacher training and school resources. Data on early developments in standardised learning assessments is also noted.

Approximately 50% of countries reported a second group of thematic indicators which could be calculated in the short or long term based on data availability.

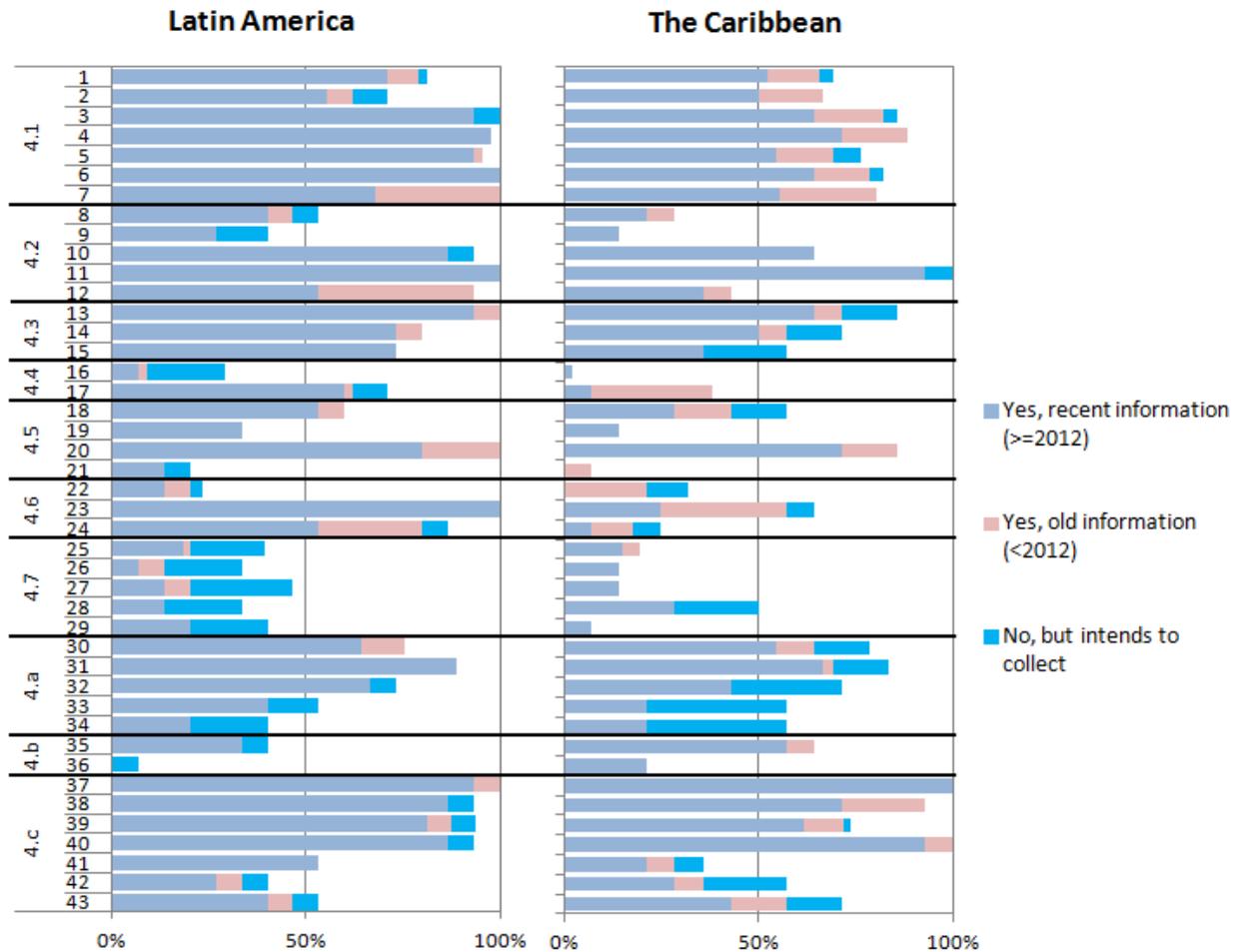
Finally, there are indicators related to rather complex measurements of specific learning linked to sustainable development (Knowledge), as well as those which require systematised information about tertiary education scholarships (Numbers), all of which show a more incipient degree of development.

The situation in the Caribbean, however, is considerably more heterogeneous. Indicators related to the measurement of school participation and the completion of education levels, together with indicators related to teacher training, are generally easily produced. This, in spite of a relatively high percentage of outdated data due in large part to the use of censuses as data sources.

With the exception of learning assessments, indicators related to the first group are difficult to obtain in the region, as are those related to policies, resources and scholarships. Notably, the indicators for the learning environment present a promising outlook for development in the coming years.

Figure 4 summarises the availability of data to calculate SDG 4 indicators, presented by indicator. It indicates where in each region available data is most concentrated, as well as plans to collect specific data in the coming years.

Figure 4. Percentage of countries in Latin America and the Caribbean with updated or outdated data to calculate SDG 4 indicators or those that intend to collect new data, by indicator



This summary is presented by thematic indicator and groups those that have been defined as sub-levels in the questionnaire (sub-indicators). In these cases, it is based on the average value of the group of sub-indicators related to each thematic indicator. Overall, the averages represent uniform trends within each indicator. In some cases, however, it is possible to identify major discrepancies between sub-indicators. Because the average does not represent such disparity, Tables 1 and 2 present the differences in detail.

Table 1. Detail of the sub-indicators with major discrepancies for the average calculation of thematic indicators in Latin America

Target	Indicator	Sub-indicator	Availability			
			Yes	No	Don't know	
4.4	17	Youth/adult educational attainment rates	17.1 by age group	13	2	0
			17.2 by economic activity status	10	4	1
			17.3 by programme orientation	5	9	1
4.6	22	Percentage of the population by age group achieving at least a fixed level of proficiency	22.1 in functional literacy	5	9	1
			22.2 in numeracy skills	1	12	2
4.a	30	Percentage of schools providing	30.1 basic drinking water	13	1	1
			30.2 single -sex basic sanitation facilities	11	3	1
			30.3 basic hand-washing facilities	10	4	1

Table 2. Detail of the sub-indicators with major discrepancies for the average calculation of thematic indicators in the Caribbean

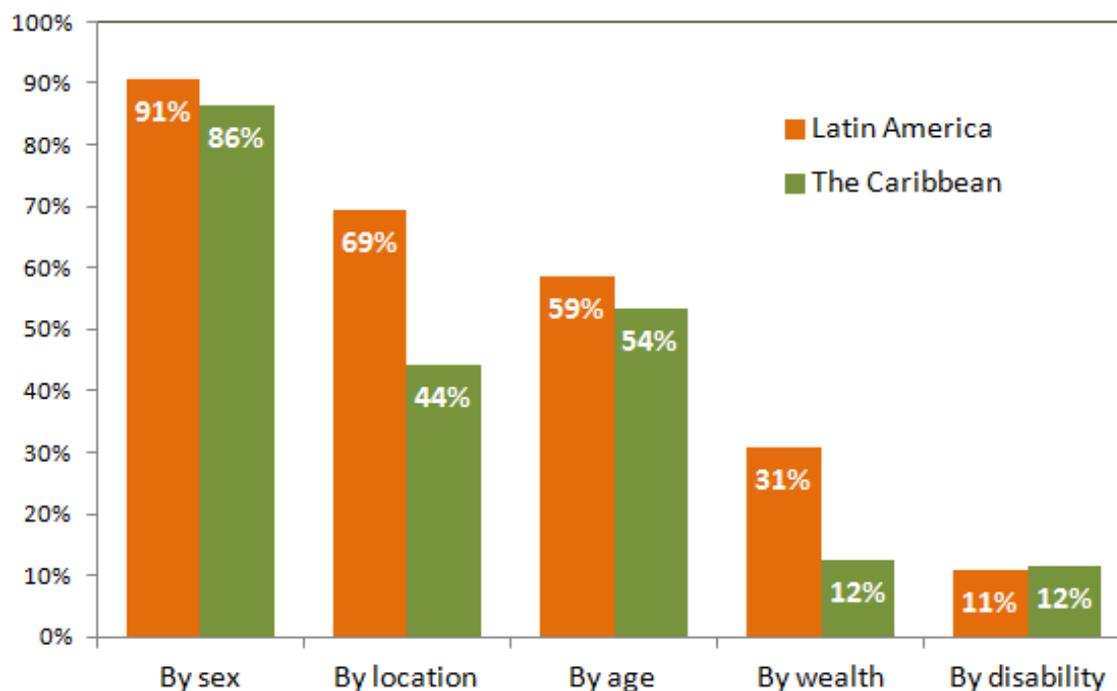
Target	Indicator	Sub-indicator	Availability			
			Yes	No	Don't know	
4.1	1	Percentage of children/youth who achieve minimum proficiency	1.1 in reading in Grade 2/3 of primary education	11	3	0
			1.2 in reading at the end of primary education	10	4	0
			1.3 in reading at the end of lower secondary education	5	7	2
			1.4 in mathematics in Grade 2/3 of primary education	11	3	0
			1.5 in mathematics at the end of primary education	13	1	0
			1.6 in mathematics at the end of lower secondary education	5	8	1
2	Administration of a nationally representative learning assessment	2.1 in grades 2/3 of primary education	10	3	1	
		2.2 at the end of primary education	12	2	0	
		2.3 at the end of lower secondary	6	7	1	

2. Disaggregation: Which disaggregations are the most common? Which indicators have the highest potential for disaggregation?

The questionnaire investigated the availability of disaggregated data for the calculation of SDG 4 indicators in order to identify current inequalities within the population related to factors such as sex, age, location, wealth and disability. The following section highlights the disaggregation potential of these indicators in the region.

It is important to note that not every indicator is potentially disaggregated by the aforementioned variables. In some cases (for example, indicators of education expenditure) cannot be disaggregated by any of these variables. Others, such as the over-age rate, only allow certain disaggregations. These differences are specified in the metadata file that was sent along with the questionnaire to each country, and are detailed in the specifications table in Annex IV.

Figure 5. Percentage of countries in Latin America and the Caribbean with disaggregated data to calculate SDG 4 indicators, by disaggregation variable



Both in Latin America and in the Caribbean, the highest rate of disaggregation is by sex, which suggests a wide availability of gender parity indicators for the SDG 4 targets.

Disaggregation by location, most commonly the difference between urban and rural, is more frequent in Latin American countries than in the Caribbean. This marked difference allows to better understand differences based on location in Latin America.

On average, 40% of countries did not report data disaggregated by age. Overall, the most important limitations are found in Indicator 1 (standardised assessments), Indicators 23 and 24 (participation in education programmes for youth and adult population) and Indicators 4 and 5 (education status of the population). These limitations were reported by countries that use household surveys to gather data on access to the education system.

Finally, little data disaggregated by wealth and disability are available in the region, considering exclusively those indicators that, according to their definitions, could be calculated with these criteria. This underscores the underdevelopment of data collection devices that would enable countries to capture this information.

The indicators that show higher potential for disaggregation in both Latin America and the Caribbean are Indicators 17, 23 and 24 (school access and educational attainment of youth and adult populations); this is likely due to the use of data sources linked to population surveys, such as censuses or household surveys.

In Latin America in particular, indicators drawn from the MICS also suggest ample possibilities for disaggregation. This is the case for Indicators 8 and 9. It is important to highlight, however, that these surveys have a relatively low systematic presence in Latin America and the Caribbean, since national continuous surveys – which, in general, do not include this theme – are given priority.

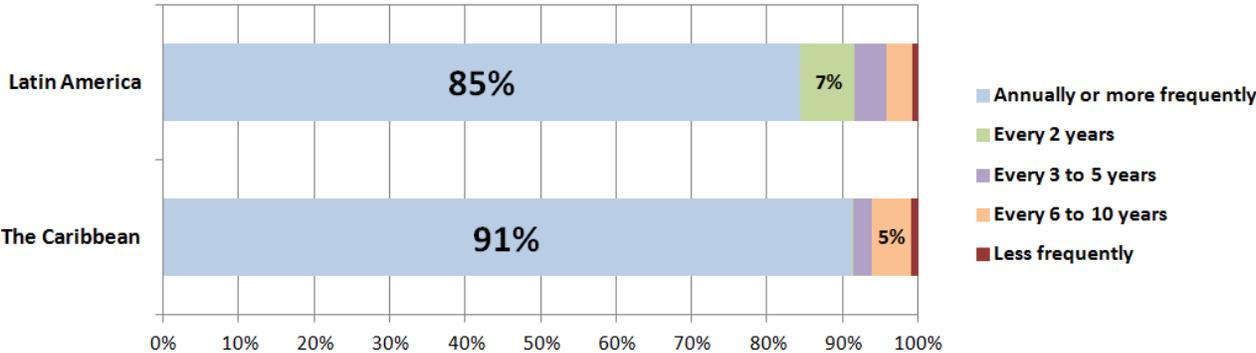
3. Frequency: How often are the data collected?

Countries were asked to indicate the frequency of data collection to produce indicators for monitoring SDG 4. Due to either a lack of knowledge or omission, this question had a low response rate; for both Latin America and the Caribbean, 24% of responses did not specify how often data were collected.

Having explored the sources associated with this data gap, only a partial explanation for the low response rate is possible. In many cases, the lack of response to the frequency question is regarding indicators related to education legislation or those based on the administration of irregular surveys, such as the MICS. However, for other indicators this response rate reflects the limited information that arises from censuses, surveys or education records.

Where data are available, it is possible to profile the frequency of data collection.

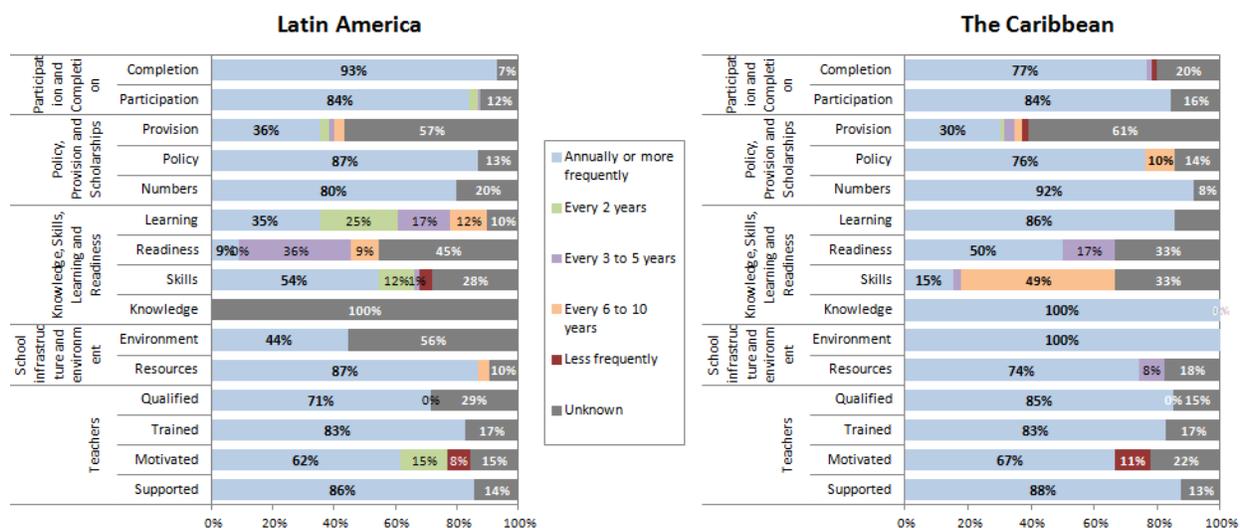
Figure 6. Percentage of countries in Latin America and the Caribbean based on the frequency of data collections to calculate SDG 4 indicators



According to the responses provided, the frequency of data collection is very good: on average, 85% of Latin American countries register new data on an annual basis. This rate increases to 91% in the Caribbean.

It is possible to disaggregate this information for the grouped indicators based on the concepts included in their design and the themes that will require support to improve the frequency of data collection can be identified.

Figure 7. Percentage of countries in Latin America and the Caribbean based on frequency of data collection to calculate SDG 4 indicators, by concept



As observed in Figure 7, frequency is high for most indicators in both Latin America and in the Caribbean. In the majority of cases, low update frequency is due to a lack of information about the regularity of updates.

For the indicators that use current legislation as a data source, the need to analyse the period of the law's validity must be taken into account. Such is the case for Indicators 7, 12, 25, 29 and 19.

In Latin America, it is important to highlight the indicators that measure training and learning, for which lower update frequency is observed. First, low frequency is related to a sporadic administration of the MICS, which makes it possible to account for various indicators related to early childhood. Second, various countries in the region use standardised learning assessment devices which are implemented every two, three, five or more years. For indicators related to the presence of motivated teachers, the update frequency below one year is for the most part related to Indicator 41 (information about teacher salaries).

In the Caribbean, the lowest update frequency is concentrated in Indicators 17, 22 and 23 (skills among youth and adult populations). Calculating attendance and literacy relies primarily on information about the population captured by censuses or sample-based household surveys, followed by the implementation of standardised skills assessments.

5. Difficulties: Which indicators have the lowest response rates and greatest “unknown” responses?

The SDG 4 indicators cover a broad scope of themes and require data from countries in the region that may be unavailable. Gathering this data requires complex strategies that go beyond traditional data collection procedures. Furthermore, the names of some indicators are difficult to understand and require an in-depth reading of the metadata file in order to discern their definition and content.

These factors may have led to some difficulties with the questionnaire, which were expressed in low response rates (missing data) or “unknown” responses on the part of the respondent about the availability of the data.

In the previous figure, both categories have been presented under the label “Unknown” in order to analyse which factors determine the lack of knowledge. The categories describe (i) which indicators have the highest quantity of missing data for the availability question; and (ii) to what extent the absence of information for some indicators is related to uncertainty about data availability.

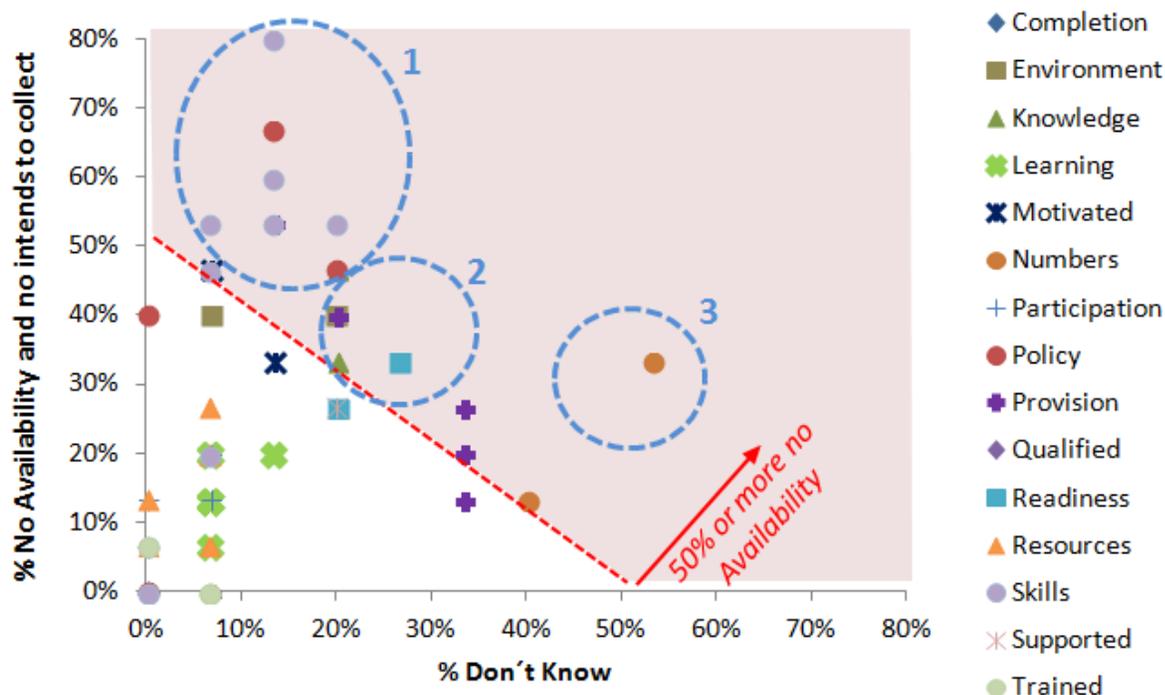
Regarding the first point, it should be noted that countries did respond to the question about availability. This, as indicated in the previous section, was facilitated by the manner in which follow up with countries was carried out. For most indicators, the percentage of missing data was below 5% for all countries. Only for Indicators 24 (participation rate of youth/adults in literacy programmes) and 25 (extent to which themes related to education for sustainable development are mainstreamed in national education policies, curricula, teacher education and student assessment) did the non-response rate reach 6%

Therefore, the restrictions for the calculation of SDG 4 indicators according to the questionnaire responses are based on the unavailability of such data (with no intention of obtaining them in the coming years) or on a lack of knowledge about their existence (*see Figure 8*).

With regard to this point, it is worth considering the extent to which one situation or another applies to the questionnaire responses. The vertical axis in Figure 8 represents the distribution of respondents that reported unavailability of data to calculate the indicator with no intention to obtain it in the future. The horizontal axis represents the share of respondents who do not know about the availability of the data. The concepts for which approximately 50% of countries do not have the data required to calculate them are marked in red.

The concepts included in Area 1 are those for which data are reported to be unavailable with no intention of collecting it in the short term. In general, this situation applies to indicators related to skills, especially Indicators 16 and 22. In Latin America there is no information on the development of basic skills, particularly ICT skills, in youth and adult populations. Clearly, this will be a theme requiring significant support.

Figure 8. Percentage of countries in Latin America that have no data to calculate SDG 4 indicators or do not know about its availability



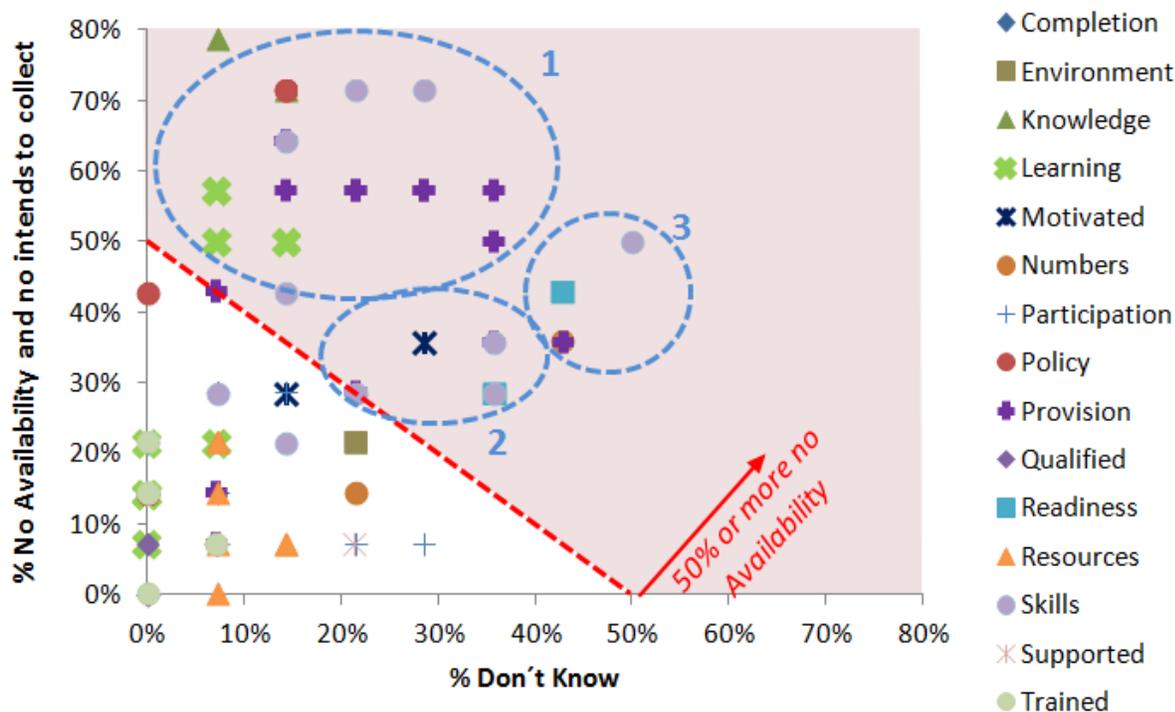
Conversely, the concepts included in Area 3 refer to those indicators that the respondent was uncertain about. In these cases, nearly one-third or more of responses report not knowing if there are data that support the indicator. This is exclusive to Indicator 36 (volume of official development assistance (ODA) flows for scholarships by sector and type of study).

In the case of the Caribbean, the situation is more complex (see Figure 9).

In Area 1 a broad group of indicators can be observed for which countries do not collect data and do not intend in coming years. On average, two out of three countries do not possess the data required for their calculation. In this case indicators related to the provision of resources and skills are the most prominent.

As observed in Latin America, a lack of information about skills development (literacy, numeracy or ICT) in youth and adult populations is also a significant factor in the Caribbean. In this case there is once again a lack of information for Indicator 25 (education for sustainable development in policies, curricula, teacher education and student assessment).

Figure 9. Percentage of countries in the Caribbean that have no data to calculate SDG 4 indicators or do not know about its availability



There are four indicators in the Caribbean with a high number of responses that report a lack of knowledge about the data required for their calculation (Area 3). There is no clear relationship between these indicators, thus they make up a very heterogeneous group. They include Indicator 36 (volume of official development assistance (ODA) flows for scholarships), Indicator 24.1 (participation of youth in literacy programs), Indicator 9 (proportion of children experiencing positive learning environments) and Indicator 16.2 (percentage of adults developing ICT skills).

The indicators that combine a lack of information with a lack of knowledge (Area 2) relate for the most part to the same concepts analysed in Area 1.

3. Conclusions and recommendations

An analysis of the consultation results provides a first diagnosis of how prepared Latin American and Caribbean countries are to provide the data necessary for tracking the international education agenda that has been established for 2030.

This study will allow stakeholders to identify and plan future actions, which include strengthening and supporting national education information systems, as well as drafting a feasible strategy for implementing the thematic indicator framework in education.

The main conclusions are the following:

- Countries in the region express ample development in their information support systems held in administrative records, which had its start in the 1990s and has been strengthened over the last 20 years. This enables **regular data collection for indicators with high update frequency related to school supply and teacher availability**.
- The availability of population statistics, primarily through population censuses and sample-based household surveys, provides data on **participation in and completion of formal education levels**. In this case, **lower availability and update frequency in Caribbean countries** stands out, which is related to the underdevelopment of continuous household surveys.
- Another area of growing importance is evidenced by the presence of standardized **learning assessments**, which are mainly focused on students of compulsory education levels. For the group of indicators that draw on such devices, data are updated every two to four years in many countries.

The same cannot be said about **skills assessments for youth and adult populations** (related to literacy, numeracy or digital competencies), which have seen scarce development in the region. This is one of the areas for which more support will be needed.

- A similar situation can be observed in the availability of statistics measuring the concept of primary school “readiness” among younger children. This is explained by the lack of implementation, at a national level, of a methodology similar to UNICEF’s MICS. The challenge lies in each country’s capacity to design mechanisms that will efficiently generate the data required to calculate these indicators.
- It was possible to identify certain indicators - despite their current unavailability - for which many countries are currently working on **obtaining data in coming years**. This highlights the expected progress by Caribbean countries in registering data on school facilities and incidences of school violence. Regarding the latter, Latin American countries show more progress in their records.
- The target that reflects a **less encouraging tracking prospect** is Target 4.7 (ensure that all learners acquire the knowledge and skills needed to promote sustainable development). Clearly, it is necessary to first promote the inclusion of sustainable development in education agendas and then proceed with the design of objective

monitoring devices that can address a theme posing particular challenges with regard to measurement.

- The lower levels of availability for producing qualitative indicators related to tracking concepts, such as provision for compulsory and free education, equity policies and scholarships, should be interpreted in light of the probable disconnect between technical teams in the countries in charge of producing statistics on these themes. Consequently, if reliable and systematic collection of these data is expected, it is crucial to develop international conceptual frameworks and to establish the adequate communication channels with countries.
- One final observation that merits vigilance is the **low availability of data with potential disaggregation** by wealth and by disability. Producing indicators related to socioeconomic status still appears to remain exclusively within the area of population data collection; there has been little progress in producing indicators based on other data sources. In the case of populations with disabilities, the greatest lack of data can be found in standardised assessments. Latin American and Caribbean countries have yet to successfully implement standardized learning assessments using inclusive strategies that enable data collection on populations with disabilities.

4. Group results

Table 3. Percentage of countries in Latin America with data to calculate SDG 4 indicators, by disaggregation availability

Group	Concept	Indicator	Availability						Disaggregation (only for Availability = yes)				
			Yes, recent information (>2012)	Yes, old information (<2012)	No, but intend to collect	No, and do not intend to collect	Don't know	Missing	By age	By sex	By location	By wealth	By disability
Participation and Completion	Completion	3	93%	0%	7%	0%	0%	0%	na	100%	na	na	na
		4	98%	0%	0%	2%	0%	0%	45%	86%	57%	23%	na
	Participation	5	93%	2%	0%	4%	0%	0%	63%	93%	60%	30%	na
		6	100%	0%	0%	0%	0%	0%	na	80%	63%	23%	na
		10	87%	0%	7%	7%	0%	0%	92%	100%	92%	23%	na
		11	100%	0%	0%	0%	0%	0%	na	100%	67%	20%	na
		13	93%	7%	0%	0%	0%	0%	na	100%	40%	20%	na
		14	73%	7%	0%	13%	7%	0%	83%	92%	58%	17%	na
15	73%	0%	0%	20%	7%	0%	91%	100%	91%	9%	na		
Policy, Provision and Scholarships	Provision	7	68%	32%	0%	0%	0%	0%	na	na	na	na	na
		12	53%	40%	0%	7%	0%	0%	na	na	na	na	na
		24	53%	27%	7%	0%	3%	10%	58%	96%	63%	33%	na
		25	18%	2%	19%	16%	33%	12%	na	na	na	na	na
		28	13%	0%	20%	53%	13%	0%	na	na	50%	na	na
		29	20%	0%	20%	40%	20%	0%	na	na	na	na	na
	Policy	18	53%	7%	0%	40%	0%	0%	na	100%	100%	22%	na
		19	33%	0%	0%	47%	20%	0%	na	20%	40%	20%	40%
		20	80%	20%	0%	0%	0%	0%	na	na	na	na	na
		21	13%	0%	7%	67%	13%	0%	na	na	na	na	na
	Numbers	35	33%	0%	7%	13%	40%	7%	na	80%	na	na	na
		36	0%	0%	7%	33%	53%	7%	na	na	na	na	na

Table 3. Percentage of countries in Latin America with data to calculate SDG 4 indicators, by disaggregation availability

Group	Concept	Indicator	Availability						Disaggregation (only for Availability = yes)				
			Yes, recent information (>2012)	Yes, old information (<2012)	No, but intend to collect	No, and do not intend to collect	Don't know	Missing	By age	By sex	By location	By wealth	By disability
Knowledge, Skills, Learning and Readiness	Knowledge	26	7%	7%	20%	47%	20%	0%	0%	50%	100%	0%	na
		27	13%	7%	27%	33%	20%	0%	33%	67%	100%	67%	na
	Learning	1	71%	8%	2%	12%	7%	0%	34%	86%	77%	27%	8%
		2	56%	7%	9%	20%	9%	0%	na	na	na	na	na
	Readiness	8	40%	7%	7%	27%	20%	0%	86%	86%	86%	57%	na
		9	27%	0%	13%	33%	27%	0%	100%	100%	75%	75%	na
	Skills	16	7%	2%	20%	56%	16%	0%	50%	50%	75%	25%	na
		17	60%	2%	9%	24%	4%	0%	100%	100%	89%	64%	na
		22	13%	7%	3%	67%	10%	0%	50%	83%	100%	33%	na
		23	100%	0%	0%	0%	0%	0%	60%	100%	67%	47%	na
School infrastructure and environment	Environment	33	40%	0%	13%	40%	7%	0%	33%	33%	na	na	17%
		34	20%	0%	20%	40%	20%	0%	na	na	33%	na	na
	Resources	30	64%	11%	0%	18%	7%	0%	na	na	na	na	na
		31	89%	0%	0%	9%	2%	0%	na	na	na	na	na
		32	67%	0%	7%	20%	7%	0%	na	na	na	na	na
Teachers	Motivated	41	53%	0%	0%	33%	13%	0%	na	na	na	na	na
		42	27%	7%	7%	47%	7%	7%	na	80%	na	na	na
	Qualified	37	93%	7%	0%	0%	0%	0%	na	80%	60%	na	na
		38	87%	0%	7%	7%	0%	0%	na	na	na	na	na
	Supported	43	40%	7%	7%	27%	20%	0%	na	43%	na	na	na
	Trained	39	80%	7%	7%	0%	7%	0%	na	75%	67%	na	na
		40	87%	0%	7%	7%	0%	0%	na	na	na	na	na

Table 4. Percentage of countries in the Caribbean with data to calculate SDG 4 indicators, by disaggregation availability

Group	Concept	Indicator	Availability						Disaggregation (only for Availability = yes)				
			Yes, recent information (>2012)	Yes, old information (<2012)	No, but intend to collect	No, and do not intend to collect	Don't Know	Missing	By age	By sex	By location	By wealth	By disability
Participation and Completion	Completion	3	64%	18%	4%	11%	4%	0%	na	100%	na	na	na
		4	71%	17%	0%	2%	2%	7%	30%	84%	27%	0%	na
	Participation	5	55%	14%	7%	17%	7%	0%	55%	90%	24%	0%	na
		6	64%	14%	4%	18%	0%	0%	na	100%	45%	0%	na
		10	64%	0%	0%	7%	29%	0%	89%	78%	22%	11%	na
		11	93%	0%	7%	0%	0%	0%	na	92%	23%	8%	na
		13	64%	7%	14%	7%	7%	0%	na	90%	10%	0%	na
		14	50%	7%	14%	7%	21%	0%	63%	88%	63%	0%	na
15	36%	0%	21%	29%	14%	0%	40%	80%	40%	0%	na		
Policy, Provision and Scholarships	Provision	7	55%	25%	0%	11%	7%	2%	na	na	na	na	na
		12	36%	7%	0%	43%	7%	7%	na	na	na	na	na
		24	7%	11%	7%	36%	39%	0%	60%	100%	40%	40%	na
		25	15%	4%	0%	58%	22%	0%	na	na	na	na	na
		28	29%	0%	21%	29%	21%	0%	na	na	100%	na	na
		29	7%	0%	0%	57%	36%	0%	na	na	na	na	na
	Policy	18	29%	14%	14%	43%	0%	0%	na	67%	67%	17%	na
		19	14%	0%	0%	71%	14%	0%	na	50%	50%	50%	50%
		20	71%	14%	0%	14%	0%	0%	na	na	na	na	na
		21	0%	7%	0%	71%	14%	7%	na	na	na	na	na
	Numbers	35	57%	7%	0%	14%	21%	0%	na	89%	na	na	na
		36	21%	0%	0%	36%	43%	0%	na	na	na	na	na

Table 4. Percentage of countries in the Caribbean with data to calculate SDG 4 indicators, by disaggregation availability

Group	Concept		Availability						Disaggregation (only for Availability = yes)				
			Yes, recent information (>2012)	Yes, old information (<2012)	No, but intend to collect	No, and do not intend to collect	Don't know	Missing	By age	By sex	By location	By wealth	By disability
Knowledge, Skills, Learning and Readiness	Knowledge	26	14%	0%	0%	71%	14%	0%	50%	50%	50%	0%	na
		27	14%	0%	0%	79%	7%	0%	100%	50%	100%	0%	na
	Learning	1	52%	13%	4%	27%	4%	0%	49%	76%	60%	11%	11%
		2	50%	17%	0%	29%	5%	0%	na	na	na	na	na
	Readiness	8	21%	7%	0%	29%	36%	7%	100%	100%	50%	25%	na
		9	14%	0%	0%	43%	43%	0%	100%	100%	0%	50%	na
	Skills	16	2%	0%	0%	64%	33%	0%	100%	100%	100%	0%	na
		17	7%	31%	0%	31%	31%	0%	69%	69%	63%	56%	na
		22	0%	21%	11%	54%	14%	0%	100%	100%	67%	67%	na
		23	25%	32%	7%	25%	11%	0%	38%	88%	31%	25%	na
School infrastructure and environment	Environment	33	21%	0%	36%	21%	21%	0%	67%	67%	na	na	0%
		34	21%	0%	36%	21%	21%	0%	na	na	33%	na	na
	Resources	30	55%	10%	14%	14%	7%	0%	na	na	na	na	na
		31	67%	2%	14%	5%	12%	0%	na	na	na	na	na
		32	43%	0%	29%	21%	7%	0%	na	na	na	na	na
Teachers	Motivated	41	21%	7%	7%	36%	29%	0%	na	na	na	na	na
		42	29%	7%	21%	29%	14%	0%	na	60%	na	na	na
	Qualified	37	100%	0%	0%	0%	0%	0%	na	100%	57%	na	na
		38	71%	21%	0%	7%	0%	0%	na	na	na	na	na
	Supported	43	43%	14%	14%	7%	21%	0%	na	63%	na	na	na
	Trained	39	70%	13%	2%	14%	2%	0%	na	80%	46%	na	na
		40	93%	7%	0%	0%	0%	0%	na	na	na	na	na

5. Annexes

Annex I. Actions implemented

The data analysed in this report was drawn from a consultation process with Latin American and Caribbean countries through a standard questionnaire about the availability of data to produce SDG 4 indicators.

The questionnaire, in Excel format, included a set of questions for each indicator about availability, update frequency, latest year available, potential disaggregation, data source and public access. Whenever data were unavailable, the country was required to state if it intended to collect it in the coming years.

The questionnaire was sent along with a metadata file, which included all the definitions and orientations for each one of the questionnaire indicators.

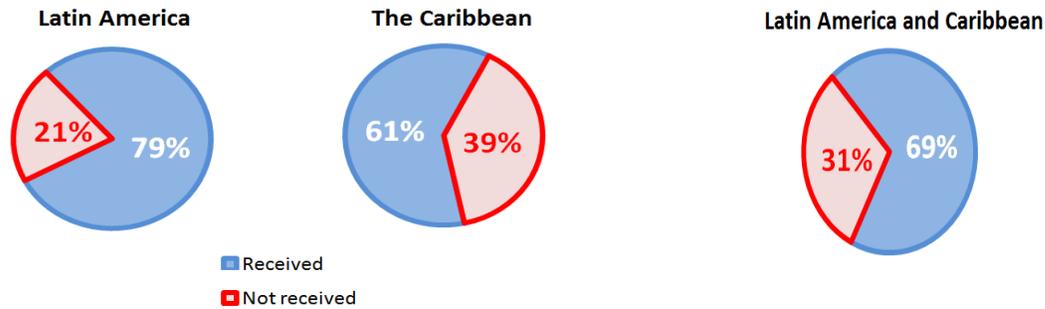
The consultation process was carried out over the following phases:

- 1) Preparation of the questionnaire: Based on the format received by the UIS, a general revision of content and functionality was carried out for both the English and Spanish versions.
- 2) Pre-completion of the questionnaire: A personalized questionnaire was created for each country, which included responses for indicators available online through the UIS Data Centre.
- 3) Initial mailing: On March 10th, a first contact was made with the head of the education statistics office for each country, together with an explanation serving as reference. This first contact was made by the Regional Adviser for Latin America and the Caribbean. The mailing was also directed to the Permanent Delegations to UNESCO for the countries concerned.
- 4) Second mailing for country support: On March 17th a second contact was made by the consultant in charge of follow up, requesting confirmation of receipt and initiating contact for solving queries.
- 5) Exchanges with countries: After the first two mailings, countries began to send their confirmations of receipt, queries, extension requests and partial deliveries. The consultant in charge proceeded with the necessary follow up communication.
- 6) Questionnaire reception and review: As countries began to send their completed questionnaires, the content was reviewed using the following criteria. Feedback was sent to countries specifying which indicators presented any of the following situations:
 - a. No response about availability (Q1)
 - b. No response about last year available (Q2) or frequency of collection (Q3) whenever data was available (Q1=Yes)

- c. No response about disaggregation (Q4 to Q8) whenever data was available (Q1=Yes)
 - d. No response to questions about data source and official publication of the information (Q09, Q10, Q11) whenever data was available (Q1=Yes)
 - e. No response to Q12 about future plans to collect data whenever information was not available (Q1=No)
 - f. No response to Q13 about consultation references whenever there was a lack of knowledge about data availability (Q1=don't know).
 - g. No response to Q09, Q10, Q11 regarding data sources and official publication of the information.
- 7) Third mailing and extension: On March 29th a third mailing was sent with a reminder about the deadline for delivery and the extension of an extra week to complete the questionnaire. This mailing used a personalized approach based on previous contacts with each country.
- 8) Closing of the consultation and final data review: On April 14th the last copy of the country questionnaire was received. From that date, a response matrix was created and the questionnaire revision and consistency checks were completed in order to start data processing.

Annex II. Coverage of the consultation

Figure 10. Percentage of countries in Latin America and the Caribbean by completed questionnaire and list of countries that did not send the questionnaire, by region



Received	
Latin America	The Caribbean
Brazil	Anguilla
Chile	Antigua and Barbuda
Colombia	Aruba
Costa Rica	Barbados
Cuba	Belize
Dominican Republic	Bermuda
Ecuador	Curaçao
El Salvador	Dominica
Guatemala	Jamaica
Honduras	Puerto Rico
Mexico	Saint Lucia
Paraguay	St. Vincent and the G.
Peru	Suriname
Uruguay	Turks & Caicos Islands
Venezuela (Bolivarian Republic of)	

Not received	
Latin America	The Caribbean
Argentina	Bahamas
Bolivia (Plurinational State of)	British Virgin Islands
Nicaragua	Cayman Islands
Panama	Grenada
	Guyana
	Haiti
	Montserrat
	Saint Kitts and Nevis
	Trinidad and Tobago

Annex III. Results for Latin America and the Caribbean

This section presents the consolidated results for the entire region of Latin America and the Caribbean.

Figure 11. Percentage of countries in Latin America and the Caribbean by availability of data to calculate SDG 4 indicators, by target

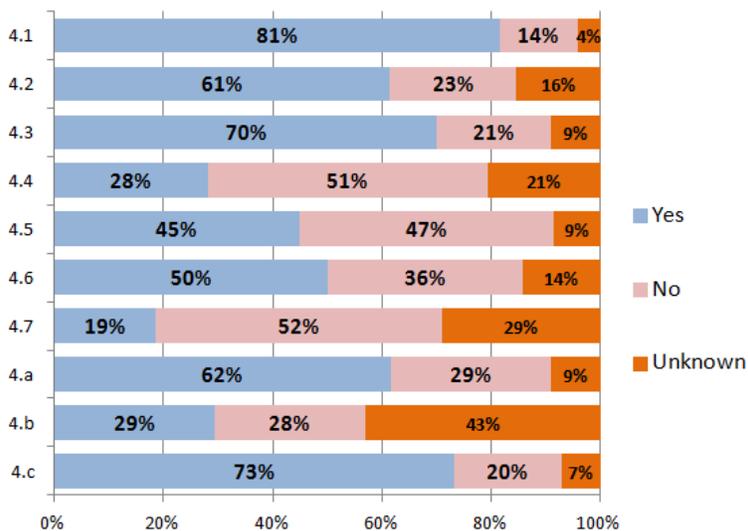


Figure 12. Percentage of countries in Latin America and the Caribbean with updated or outdated data to calculate SDG 4 indicators, and that intend to collect new data, by target

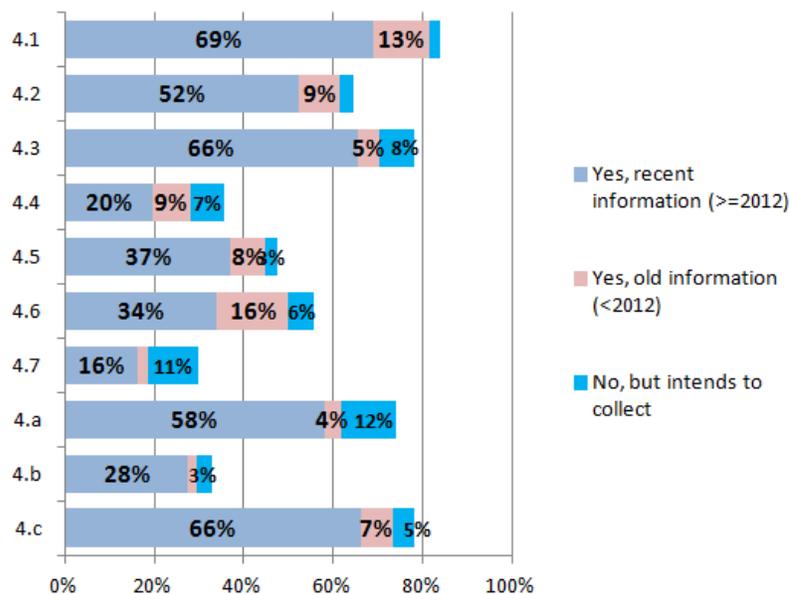


Figure 13. Percentage of countries in Latin America and the Caribbean with updated or outdated data to calculate SDG 4 indicators or those that intend to collect new data, by concept

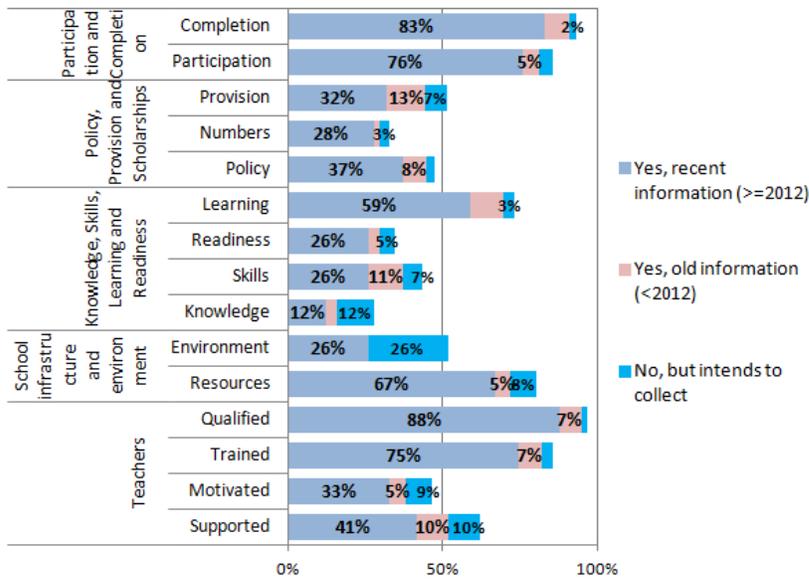


Figure 14. Percentage of countries in Latin America and the Caribbean with updated or outdated data to calculate SDG 4 indicators or those that intend to collect new data, by indicator

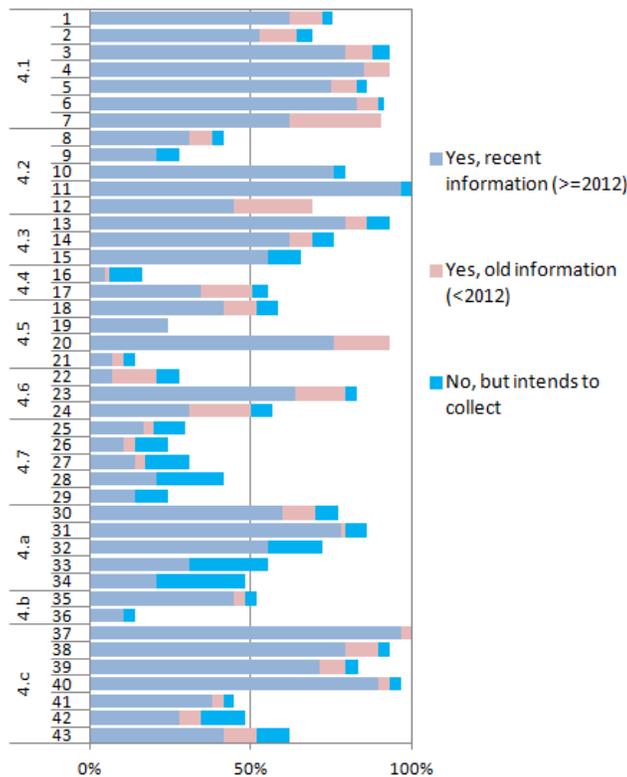


Figure 15. Percentage of countries in Latin America and the Caribbean with disaggregated data to calculate SDG 4 indicators, by disaggregation variable

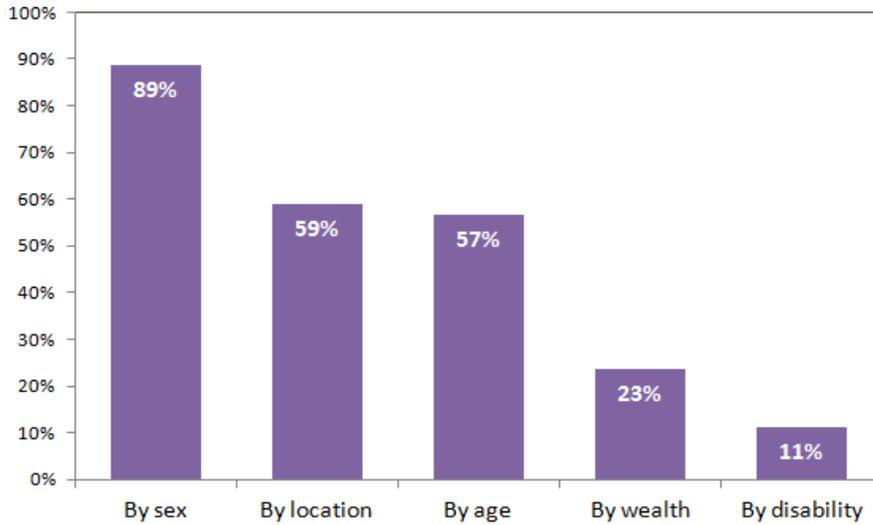


Figure 16. Percentage of countries in Latin America and the Caribbean based on frequency of data collection to calculate SDG 4 indicators

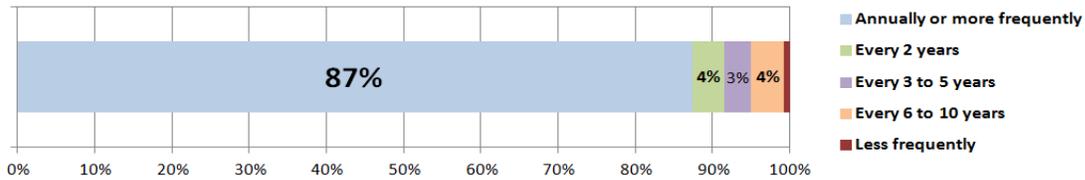


Figure 17. Percentage of countries in Latin America and the Caribbean based on frequency of data collection to calculate SDG 4 indicators, by concept

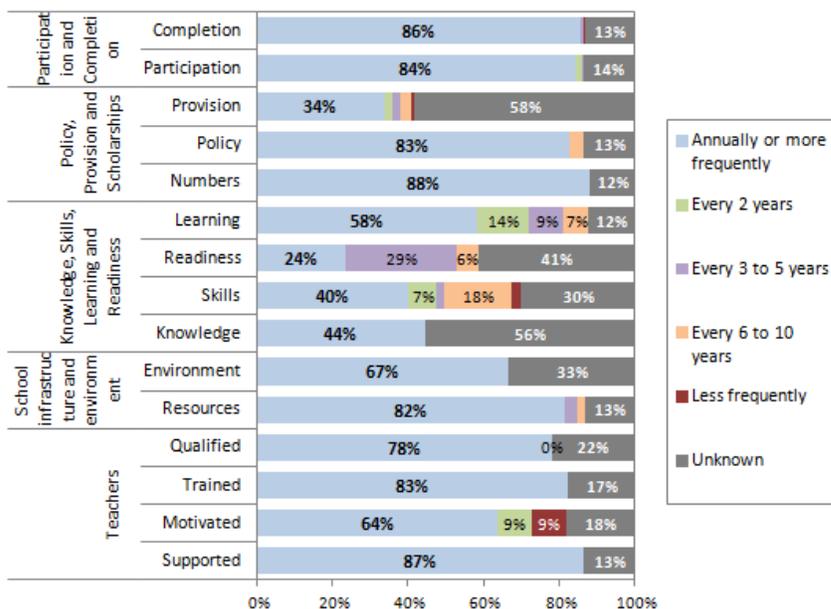


Figure 18. Percentage of countries in Latin America and the Caribbean that have no data to calculate SDG 4 indicators, or do not know about its availability

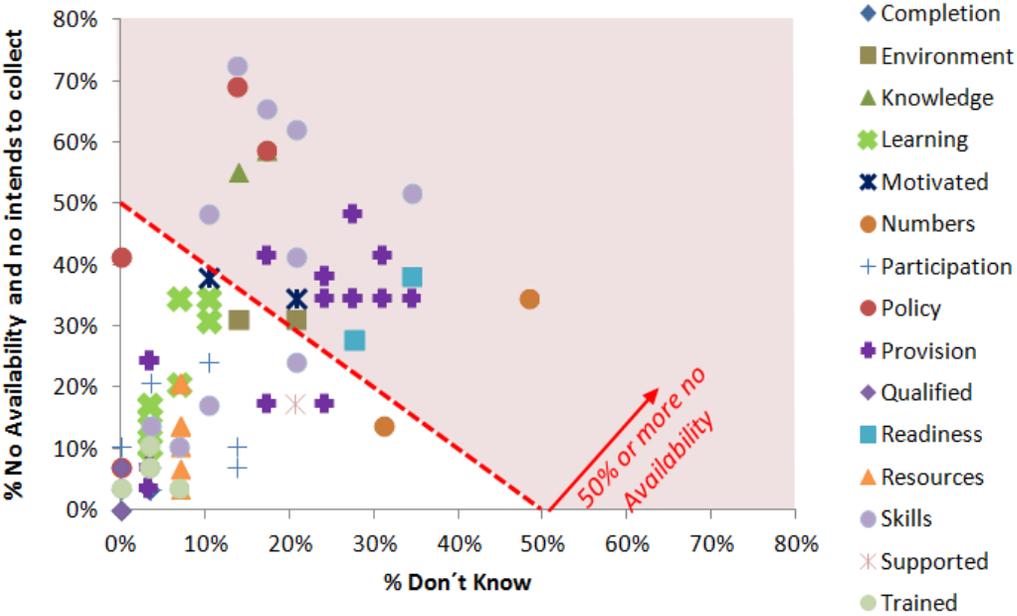


Table 5. Percentage of countries in Latin America and the Caribbean with data to calculate SDG 4 indicators, by availability of disaggregation

Group	Concept	Indicator	Availability						Disaggregation (only for Availability = yes)				
			Yes, recent information (>2012)	Yes, old information (<2012)	No, but intend to collect	No, and do not intend to collect	Don't know	Missing	By age	By sex	By location	By wealth	By disability
Participation and Completion	Completion	3	79%	9%	5%	5%	2%	0%	na	100%	na	na	na
		4	85%	8%	0%	2%	1%	3%	38%	85%	43%	12%	na
	Participation	5	75%	8%	3%	10%	3%	0%	60%	92%	46%	18%	na
		6	83%	7%	2%	9%	0%	0%	na	88%	56%	13%	na
		10	76%	0%	3%	7%	14%	0%	91%	91%	64%	18%	na
		11	97%	0%	3%	0%	0%	0%	na	96%	46%	14%	na
		13	79%	7%	7%	3%	3%	0%	na	96%	28%	12%	na
		14	62%	7%	7%	10%	14%	0%	75%	90%	60%	10%	na
15	55%	0%	10%	24%	10%	0%	75%	94%	75%	6%	na		
Policy, Provision and Scholarships	Provision	7	62%	29%	0%	5%	3%	1%	na	na	na	na	na
		12	45%	24%	0%	24%	3%	3%	na	na	na	na	na
		24	31%	19%	7%	17%	21%	5%	59%	97%	59%	34%	na
		25	17%	3%	10%	36%	28%	6%	na	na	na	na	na
		28	21%	0%	21%	41%	17%	0%	na	na	83%	na	na
		29	14%	0%	10%	48%	28%	0%	na	na	na	na	na
	Policy	18	41%	10%	7%	41%	0%	0%	na	87%	87%	20%	na
		19	24%	0%	0%	59%	17%	0%	na	29%	43%	29%	43%
		20	76%	17%	0%	7%	0%	0%	na	na	na	na	na
		21	7%	3%	3%	69%	14%	3%	na	na	na	na	na
	Numbers	35	45%	3%	3%	14%	31%	3%	na	86%	na	na	na
		36	10%	0%	3%	34%	48%	3%	na	na	na	na	na

Group	Concept	Indicator	Availability						Disaggregation (only for Availability = yes)				
			Yes, recent information (>2012)	Yes, old information (<2012)	No, but intend to collect	No, and do not intend to collect	Don't know	Missing	By age	By sex	By location	By wealth	By disability
Knowledge, Skills, Learning and Readiness	Knowledge	26	10%	3%	10%	59%	17%	0%	25%	50%	75%	0%	na
		27	14%	3%	14%	55%	14%	0%	60%	60%	100%	40%	na
	Learning	1	62%	10%	3%	20%	5%	0%	40%	82%	70%	20%	10%
		2	53%	11%	5%	24%	7%	0%	na	na	na	na	na
	Readiness	8	31%	7%	3%	28%	28%	3%	91%	91%	73%	45%	na
		9	21%	0%	7%	38%	34%	0%	100%	100%	50%	67%	na
	Skills	16	5%	1%	10%	60%	24%	0%	60%	60%	80%	20%	na
		17	34%	16%	5%	28%	17%	0%	89%	89%	80%	61%	na
		22	7%	14%	7%	60%	12%	0%	75%	92%	83%	50%	na
		23	64%	16%	3%	12%	5%	0%	52%	96%	54%	39%	na
School infrastructure and environment	Environment	33	31%	0%	24%	31%	14%	0%	44%	44%	na	na	11%
		34	21%	0%	28%	31%	21%	0%	na	na	33%	na	na
	Resources	30	60%	10%	7%	16%	7%	0%	na	na	na	na	na
		31	78%	1%	7%	7%	7%	0%	na	na	na	na	na
		32	55%	0%	17%	21%	7%	0%	na	na	na	na	na
Teachers	Motivated	41	38%	3%	3%	34%	21%	0%	na	na	na	na	na
		42	28%	7%	14%	38%	10%	3%	na	70%	na	na	na
	Qualified	37	97%	3%	0%	0%	0%	0%	na	90%	59%	na	na
		38	79%	10%	3%	7%	0%	0%	na	na	na	na	na
	Supported	43	41%	10%	10%	17%	21%	0%	na	53%	na	na	na
	Trained	39	75%	9%	4%	7%	4%	0%	na	78%	57%	na	na
		40	90%	3%	3%	3%	0%	0%	na	na	na	na	na

Annex IV. Indicators potentially disaggregated, by type of disaggregation

Table 6. Availability of disaggregation expected for each SDG 4 indicator

Indicador	By age	By sex	By location	By wealth	By disability
1	Yes	Yes	Yes	Yes	Yes
2	No	No	No	No	No
3	No	Yes	No	No	No
4	Yes	Yes	Yes	Yes	No
5	Yes	Yes	Yes	Yes	No
6	No	Yes	Yes	Yes	No
7	No	No	No	No	No
8	Yes	Yes	Yes	Yes	No
9	Yes	Yes	Yes	Yes	No
10	Yes	Yes	Yes	Yes	No
11	No	Yes	Yes	Yes	No
12	No	No	No	No	No
13	No	Yes	Yes	Yes	No
14	Yes	Yes	Yes	Yes	No
15	Yes	Yes	Yes	Yes	No
16	Yes	Yes	Yes	Yes	No
17	Yes	Yes	Yes	Yes	No
18	No	Yes	Yes	Yes	No
19	No	Yes	Yes	Yes	Yes
20	No	No	No	No	No
21	No	No	No	No	No
22	Yes	Yes	Yes	Yes	No
23	Yes	Yes	Yes	Yes	No
24	Yes	Yes	Yes	Yes	No
25	No	No	No	No	No
26	Yes	Yes	Yes	Yes	No
27	Yes	Yes	Yes	Yes	No
28	No	No	Yes	No	No
29	No	No	No	No	No
30	No	No	No	No	No
31	No	No	No	No	No
32	No	No	No	No	No
33	Yes	Yes	No	No	Yes
34	No	No	Yes	No	No
35	No	Yes	No	No	No
36	No	No	No	No	No
37	No	Yes	Yes	No	No
38	No	No	No	No	No
39	No	Yes	Yes	No	No
40	No	No	No	No	No
41	No	No	No	No	No
42	No	Yes	No	No	No
43	No	Yes	No	No	No

Annex V. Targets, concepts and indicators

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 Learning	<ol style="list-style-type: none"> 1. Percentage of children/young people (i) in Grade 2 or 3; (ii) at the end of primary education; and (iii) at the end of lower secondary education achieving at least a minimum proficiency level in (a) reading and (b) mathematics 2. Administration of a nationally-representative learning assessment (i) in Grade 2 or 3 (ii) at the end of primary education and (iii) at the end of lower secondary education
4.1. Completion	<ol style="list-style-type: none"> 3. Gross intake ratio to the last grade (primary, lower secondary) 4. Completion rate (primary, lower secondary, upper secondary)
4.1. Participation	<ol style="list-style-type: none"> 5. Out-of-school rate (primary, lower secondary, upper secondary) 6. Percentage of children over-age for grade (primary, lower secondary)
4.7. Provision	<ol style="list-style-type: none"> 7. Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks

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 Readiness	<ol style="list-style-type: none"> 8. Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being 9. Percentage of children under 5 years of age experiencing positive and stimulating home learning environments
4.2. Participation	<ol style="list-style-type: none"> 10. Participation rate in organized learning (one year before the official primary entry age) 11. Gross pre-primary enrolment ratio
4.2. Provision	<ol style="list-style-type: none"> 12. Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks

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

4.3. Participation	<ol style="list-style-type: none"> 13. Gross enrolment ratio for tertiary education 14. Participation rate in technical-vocational education programmes (15- to 24-years old) 15. Participation rate of youth and adults in formal and non-formal education and training in the last 12 months
--------------------	---

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. Skills	<ol style="list-style-type: none"> 16.1 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills 16.2 % of youth/adults with information and communications technology (ICT) skills by type of skill 17. Youth/adult educational attainment rates by age group, economic activity status and programme orientation
-------------	--

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 Policy	<p>18. Percentage of students in primary education whose first or home language is the language of instruction</p> <p>19. Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations</p> <p>20. Education expenditure per student by level of education and source of funding</p> <p>21. Percentage of total aid to education allocated to low income countries</p>
------------	--

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

4.6. Skills	<p>22. Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills</p> <p>23. Youth/adult literacy rate</p>
4.6. Provision	24. Participation rate of youth/adults in literacy programmes

4.7 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

4.7. Provision	25. Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment
4.7. Knowledge	<p>26. Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability</p> <p>27. Percentage of 15-year old students showing proficiency in knowledge of environmental science and geoscience</p>
4.7. Provision	<p>28. Percentage of schools that provide life skills-based HIV and sexuality education</p> <p>29. Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)</p>

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. Resources	<p>30. % of schools with access to (i) basic drinking water; (ii) single-sex basic sanitation facilities; and (iii) basic handwashing facilities (as per the Water, Sanitation and Hygiene for All (WASH) indicator definitions)</p> <p>31. % of schools with access to (i) electricity; (ii) Internet for pedagogical purposes; (iii) computers for pedagogical purposes</p> <p>32. % of schools with access to adapted infrastructure and materials for students with disabilities</p>
4.a. Environment	<p>33. Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse</p> <p>34. Number of attacks on students, personnel and institutions</p>

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

4.b. Numbers	<p>35. <i>Number of higher education scholarships awarded by beneficiary country</i> 36. <i>Volume of official development assistance flows for scholarships by sector and type of study</i></p>
--------------	---

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. Qualified	<p>37. <i>Percentage of teachers qualified according to national standards by education level and type of institution</i> 38. <i>Pupil/qualified teacher ratio by education level</i></p>
4.c. Trained	<p>39. <i>Percentage of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country</i> 40. <i>Pupil/trained teacher ratio by education level</i></p>
4.c. Motivated	<p>41. <i>Average teacher salary relative to other professions requiring a comparable level of education qualification</i> 42. <i>Teacher attrition rate by education level</i></p>
4.c. Supported	<p>43. <i>Percentage of teachers who received in-service training in the last 12 months by type of training</i></p>

Annex VI. Groups of concepts with figures and indicators

Group	Target concept	Indicators	
Participation and Completion	4.1. Completion	3. Gross intake ratio to the last grade (primary, lower secondary) 4. Completion rate (primary, lower secondary, upper secondary)	
	4.1. Participation	5. Out-of-school rate (primary, lower secondary, upper secondary) 6. Percentage of children over-age for grade (primary, lower secondary)	
	4.2. Participation	10. Participation rate in organized learning (one year before the official primary entry age) 11. Gross pre-primary enrolment ratio	
	4.3. Participation	13. Gross enrolment ratio for tertiary education 14. Participation rate in technical-vocational education programmes (15- to 24-years old) 15. Participation rate of youth and adults in formal and non-formal education and training in the last 12 months	
Policy, Provision and Scholarships	4.1. Provision	7. Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks	
	4.2. Provision	12. Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks	
	4.5 Policy	18. Percentage of students in primary education whose first or home language is the language of instruction 19. Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations 20. Education expenditure per student by level of education and source of funding 21. Percentage of total aid to education allocated to low income countries	
		4.6. Provision	24. Participation rate of youth/adults in literacy programmes
		4.7. Provision	25. Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment 28. Percentage of schools that provide life skills-based HIV and sexuality education 29. Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)
	4.b. Numbers	35. Number of higher education scholarships awarded by beneficiary country 36. Volume of official development assistance flows for scholarships by sector and type of study	

Knowledge, Skills, Learning and Readiness	4.1 Learning	<p>1. Percentage of children/young people (i) in grades 2/3; (ii) at the end of primary; and (iii) at the end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics</p> <p>2. Administration of a nationally representative learning assessment (i) in grades 2/3 (ii) at the end of primary and (iii) at the end of lower secondary</p>
	4.2 Readiness	<p>8. Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being</p> <p>9. Percentage of children under 5 years of age experiencing positive and stimulating home learning environments</p>
	4.4. Skills	<p>16.1 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills</p> <p>16.2 % of youth/adults with information and communications technology (ICT) skills by type of skill</p> <p>17. Youth/adult educational attainment rates by age group, economic activity status and programme orientation</p>
	4.6. Skills	<p>22. Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills</p> <p>23. Youth/adult literacy rate</p>
	4.7. Knowledge	<p>26. Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability</p> <p>27. Percentage of 15-year old students showing proficiency in knowledge of environmental science and geoscience</p>
School infrastructure and environment	4.a. Resources	<p>30. % of schools with access to (i) basic drinking water; (ii) single-sex basic sanitation facilities; and (iii) basic handwashing facilities (as per the Water, Sanitation and Hygiene for All (WASH) indicator definitions)</p> <p>31. % of schools with access to (i) electricity; (ii) Internet for pedagogical purposes; (iii) computers for pedagogical purposes</p> <p>32. % of schools with access to adapted infrastructure and materials for students with disabilities</p>
	4.a. Environment	<p>33. Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse</p> <p>34. Number of attacks on students, personnel and institutions</p>
Teachers	4.c. Qualified	<p>37. Percentage of teachers qualified according to national standards by education level and type of institution</p> <p>38. Pupil/qualified teacher ratio by education level</p>
	4.c. Trained	<p>39. Percentage of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country</p> <p>40. Pupil/trained teacher ratio by education level</p>

4.c. Motivated

- 41. Average teacher salary relative to other professions requiring a comparable level of education qualification*
- 42. Teacher attrition rate by education level*

4.c. Supported

- 43. Percentage of teachers who received in-service training in the last 12 months by type of training*