



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



SUSTAINABLE
DEVELOPMENT
GOALS

How PISA helps to monitor SDG 4 targets and commitments

Silvia Montoya, UIS Director

PISA-D International Technical Workshop

Virtual Meeting, December 3rd 2020



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

Indicator 1. a. 2: *Proportion of total government spending on essential services (education, health and social protection)*

SDG 4 : one goal, eleven global indicators, clear monitoring architecture coordinated by UNESCO

Monitoring framework

12 global indicators in SDG4, 1 Global Indicator in SDG1
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

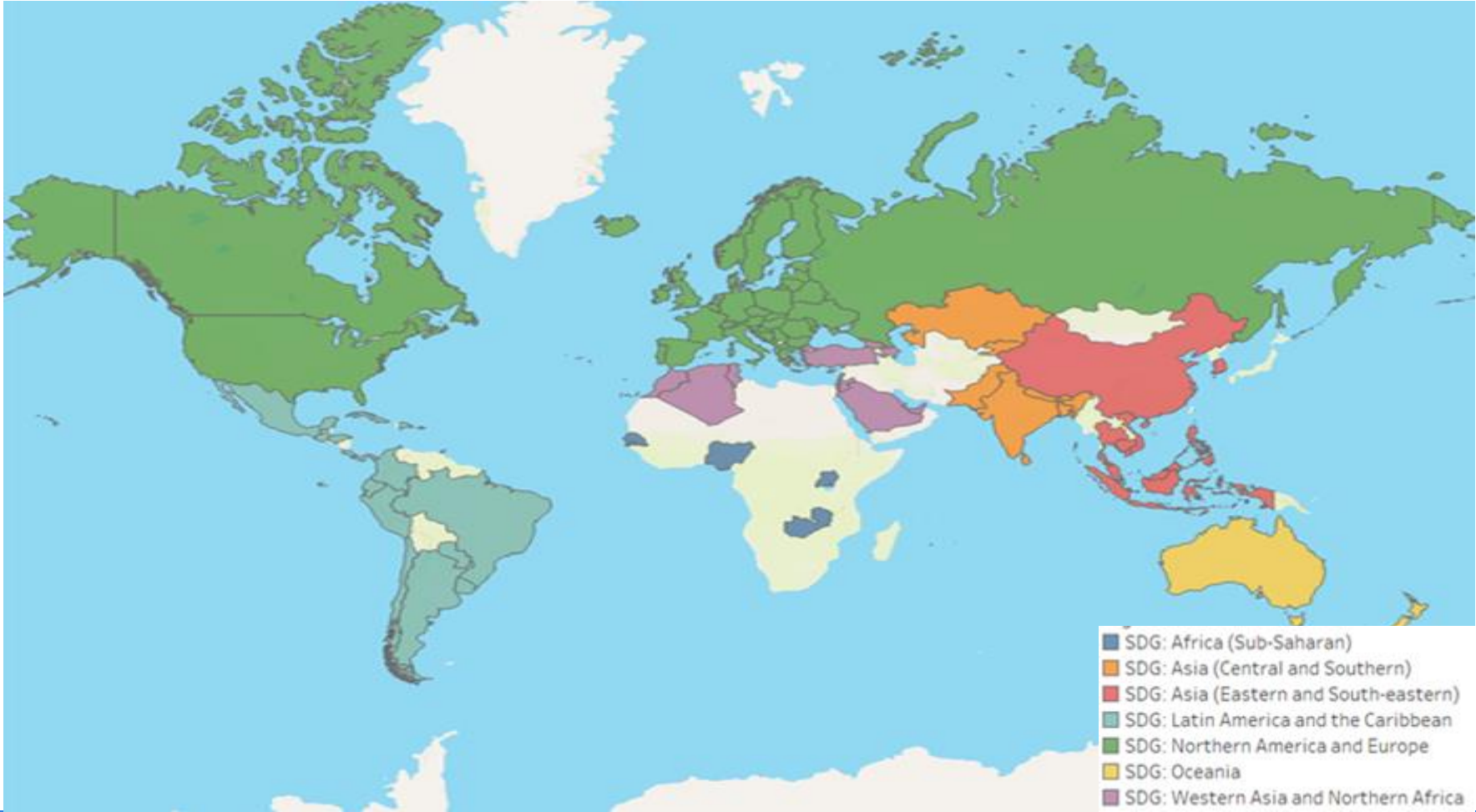
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.



4.1



Coverage Indicator 4.1.1.c – End of lower secondary



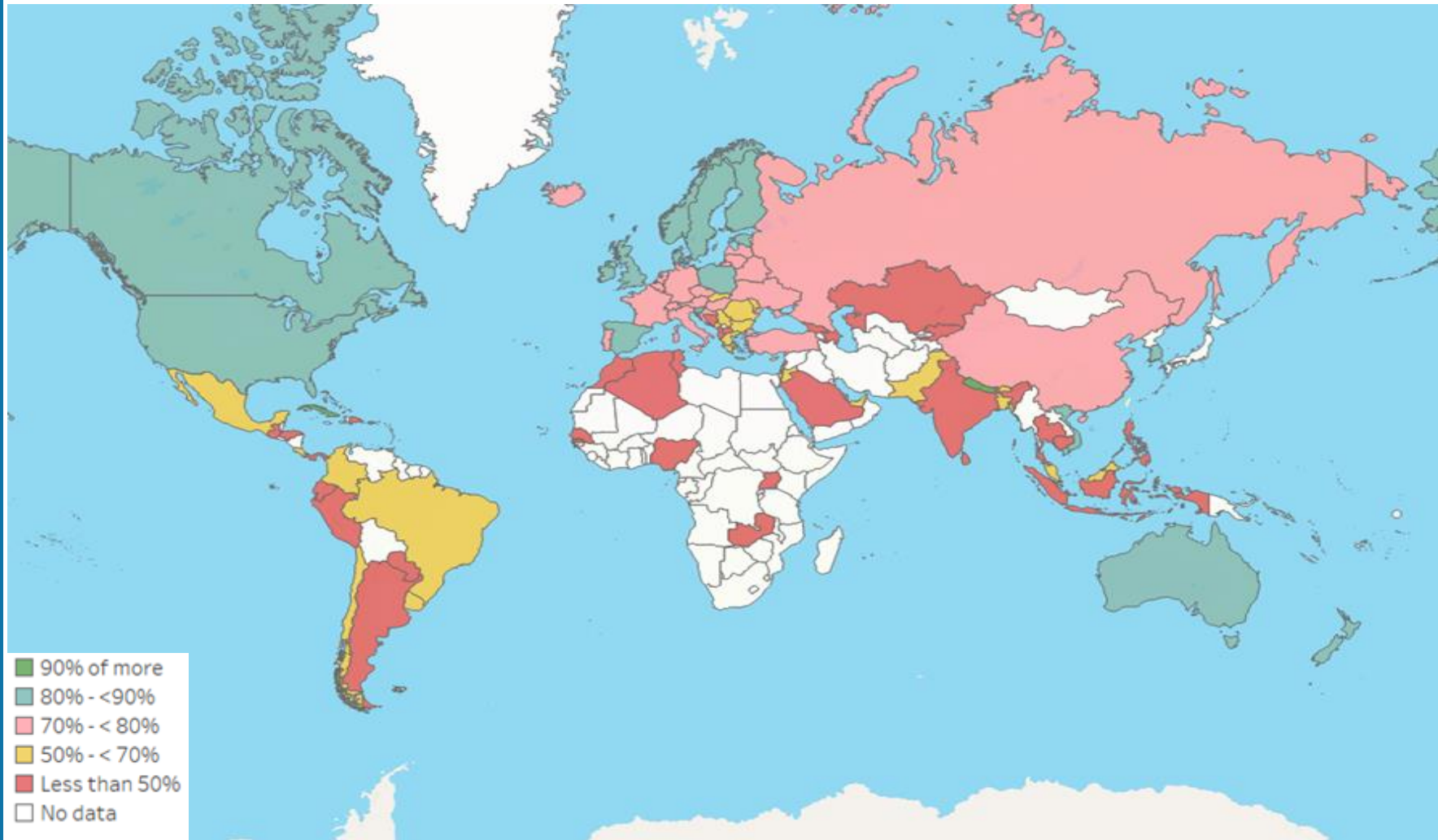
TARGET 4.1 Primary and secondary education

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 reading at the end of lower secondary



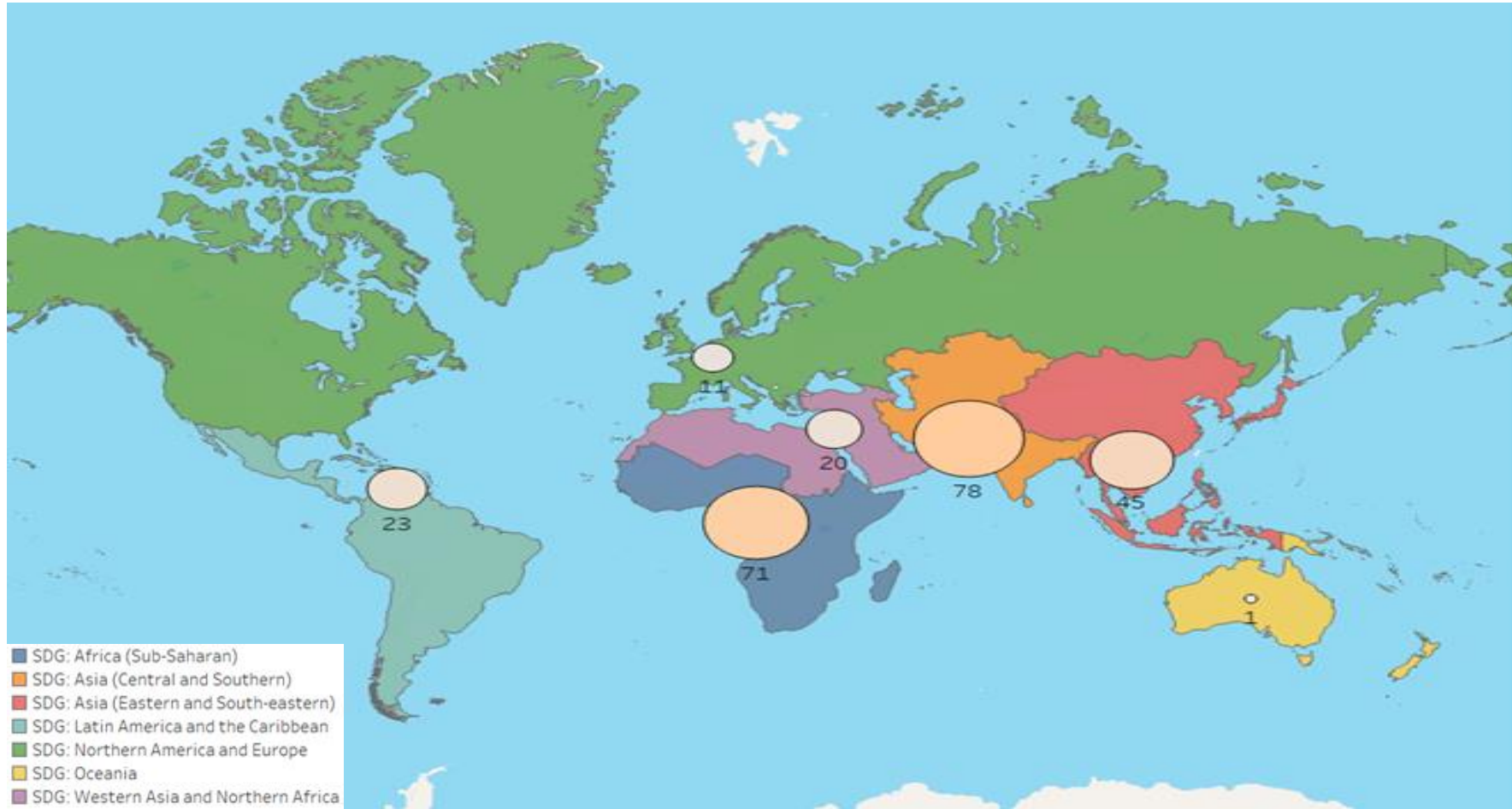
TARGET 4.1 Primary and secondary education

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

Number of children not learning to read at end of lower secondary (millions)



- SDG: Africa (Sub-Saharan)
- SDG: Asia (Central and Southern)
- SDG: Asia (Eastern and South-eastern)
- SDG: Latin America and the Caribbean
- SDG: Northern America and Europe
- SDG: Oceania
- SDG: Western Asia and Northern Africa

TARGET 4.1 Primary and secondary education

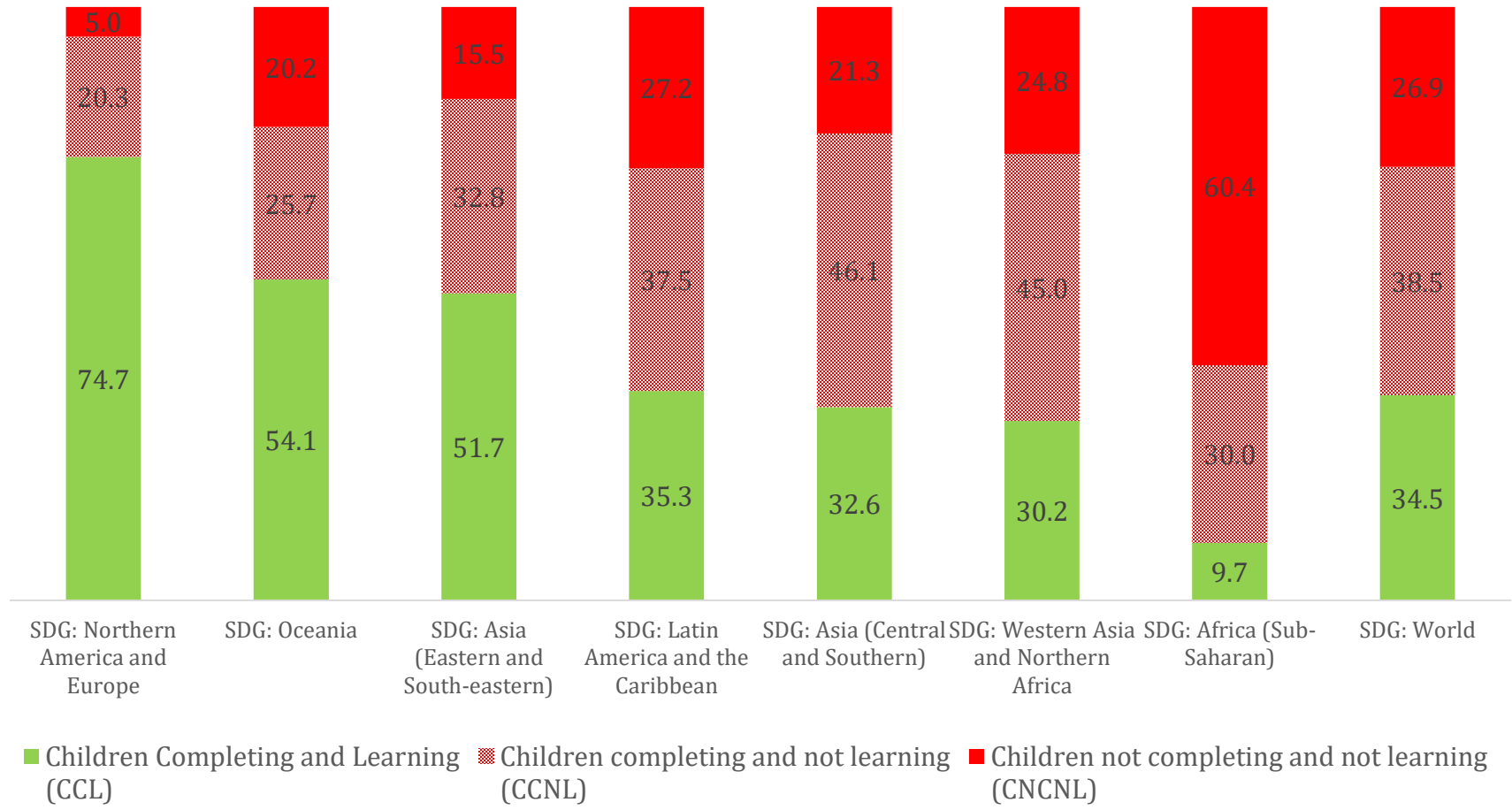
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.



4.1



School age population by status of learning and completion – End of lower secondary education



TARGETS



title

Learning Assessments could also contribute to monitor and track SDG 4

1. Indicator **4.5.2** Percentage of students in primary education who have their first or home language as language of instruction
 - The indicator is under refinement so as report for both primary and secondary level taking advantage of PISA among other sources
2. Indicator **4.a.2** Percentage of students experiencing bullying in the last 12 months
 - The indicator is under refinement so as report for both primary and secondary level taking advantage of PISA among other sources
3. Indicator **4.c.7** Percentage of teachers who received in-service training in the last 12 months
4. Indicator **4.a.1** Proportion of school offering basic services, by type of service



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



SUSTAINABLE
DEVELOPMENT
GOALS

Silvia Montoya

Director, UNESCO Institute for Statistics

s.montoya@unesco.org

<http://uis.unesco.org>

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



@UNESCOstat