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TCG4: UIS database coverage by target and region for the 43 global and thematic indicators

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Methodological note on the definition of coverage: the rate of coverage for each indicator is defined based on the number of countries in each region where an indicator has at least one available data point between 2010-2016. If an indicator has several components (e.g. levels of education), the rate of coverage is based on the combined rates for its components¹. This assessment is based on the latest UIS education data release of June 2017. The regional grouping is based on SDG regions and countries from which the UIS or partners (such as Eurostat and OECD) are collecting data.

¹ We can, of course, restrict the time interval to more recent years but if we do this, some indicators which rely on relatively old data (e.g. **4.6.1**) would have a very low or even a nil coverage rate.

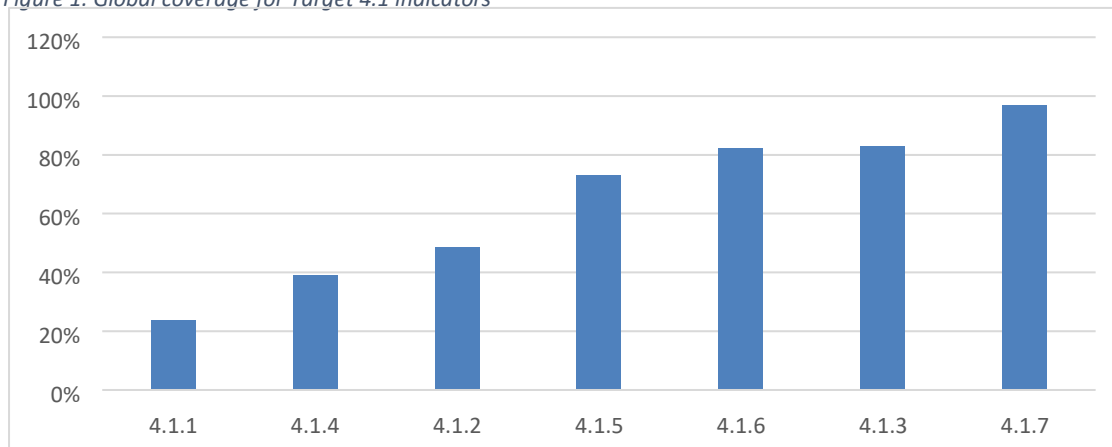
Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Regions	Rate of coverage by Indicator						
	4.1.1	4.1.2	4.1.3	4.1.4	4.1.5	4.1.6	4.1.7
Central and Southern Asia	5%	43%	86%	57%	86%	93%	100%
Eastern and South-Eastern Asia	16%	49%	83%	33%	74%	78%	100%
Latin America and the Caribbean	30%	56%	76%	55%	75%	93%	98%
Northern Africa	17%	42%	83%	67%	56%	75%	100%
Northern America and Europe	31%	55%	76%	10%	73%	68%	93%
Oceania	4%	36%	76%	0%	76%	85%	97%
Sub-Saharan Africa	25%	42%	94%	71%	63%	84%	97%
Western Asia	27%	45%	92%	17%	85%	86%	100%
World	24%	48%	83%	39%	73%	82%	97%

Source: UIS Database, June 2017 release.

Note on data sources used: data for the indicator in red are derived from regional and international learning assessment programmes (PISA, TIMSS/PIRLS, TERCE, PASEC and SACMECQ), data for indicators in blue are based on administrative data annually collected by the UIS, and for the indicator in green is based on household survey data compiled by the UIS.

Figure 1. Global coverage for Target 4.1 indicators



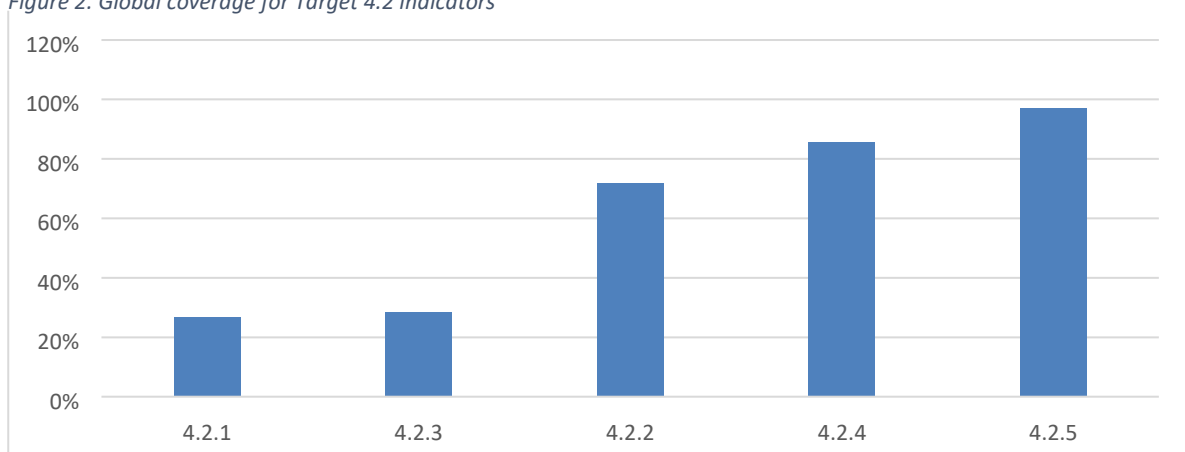
Indicators **4.1.1**, **4.1.2** on learning outcome and **4.1.4** on completion of primary and secondary education are the indicators with the lowest coverage (only 24%-48%). These three indicators require costly and methodologically complex surveys to be produced. Other indicators have high coverage and are based on administrative data collected annually by the UIS.

Target 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

Regions	Rate of coverage by Indicator				
	4.2.1	4.2.2	4.2.3	4.2.4	4.2.5
Central and Southern Asia	36%	57%	50%	86%	100%
Eastern and South-Eastern Asia	28%	72%	28%	83%	100%
Latin America and the Caribbean	33%	79%	33%	83%	98%
Northern Africa	33%	50%	56%	83%	100%
Northern America and Europe	14%	76%	14%	86%	93%
Oceania	0%	71%	0%	86%	97%
Sub-Saharan Africa	38%	67%	38%	89%	97%
Western Asia	33%	78%	33%	87%	100%
World	27%	72%	28%	86%	97%

Source: UIS Database, June 2017 release.

Figure 2. Global coverage for Target 4.2 indicators



Note on data sources used: Data for indicators in blue are based on administrative data annually collected by the UIS and indicator in green is based on household survey data compiled by the UIS. Data for the indicators in green is based on data collected from UNICEF's Multiple Indicator Cluster Survey, PRIDI and other surveys.

Indicators **4.2.1** and **4.2.3** are the ones with the lowest coverage. The other indicators have high coverage and are based on administrative data collected annually by the UIS and have very good coverage.

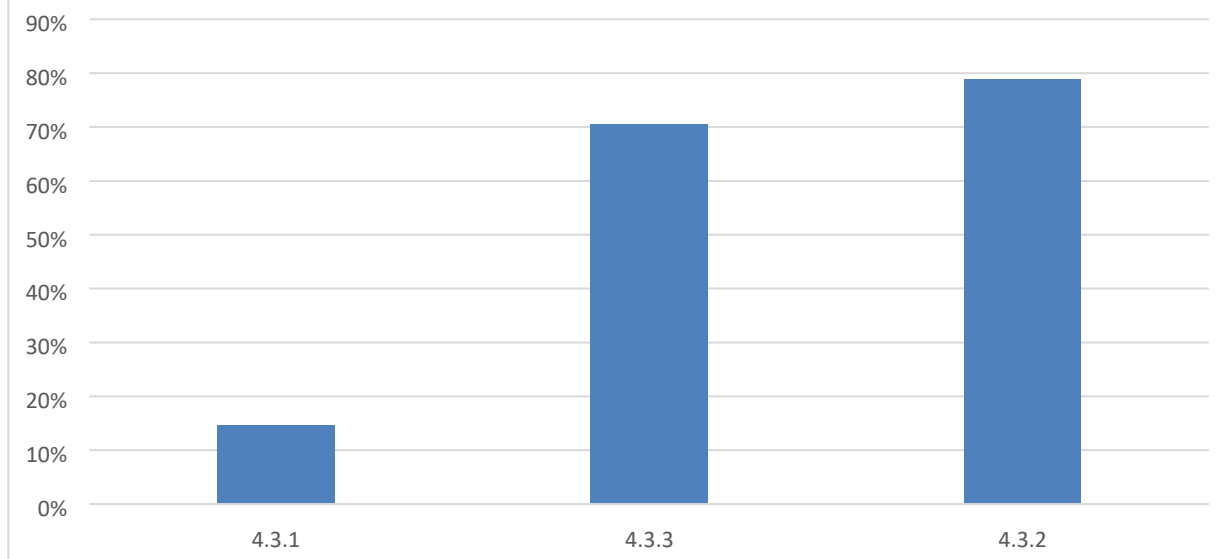
Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

Regions	Rate of coverage by Indicator		
	4.3.1	4.3.2	4.3.3
Central and Southern Asia	0%	100%	79%
Eastern and South-Eastern Asia	0%	94%	78%
Latin America and the Caribbean	0%	67%	86%
Northern Africa	0%	83%	33%
Northern America and Europe	58%	86%	70%
Oceania	0%	35%	82%
Sub-Saharan Africa	0%	83%	50%
Western Asia	11%	83%	78%
World	15%	79%	70%

Source: UIS Database, June 2017 release.

Note on data sources used: data for indicators in blue are based on administrative data annually collected by the UIS. For indicator **4.3.1** the data source used at the global level is based on a household Adult Education Survey conducted by Eurostat or PIAAC survey-which the UIS will explore using in its future data releases.

Figure 3. Global coverage for Target 4.3 indicators



The indicators **4.3.2** and **4.3.3** are based on administrative data collected annually by the UIS which explains the relatively high coverage. Indicator **4.3.1** is based on a household survey data conducted by Eurostat for the EU countries (the survey is called Adult Education Survey – AES) and PIAAC data for non-European OECD countries.

Target 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

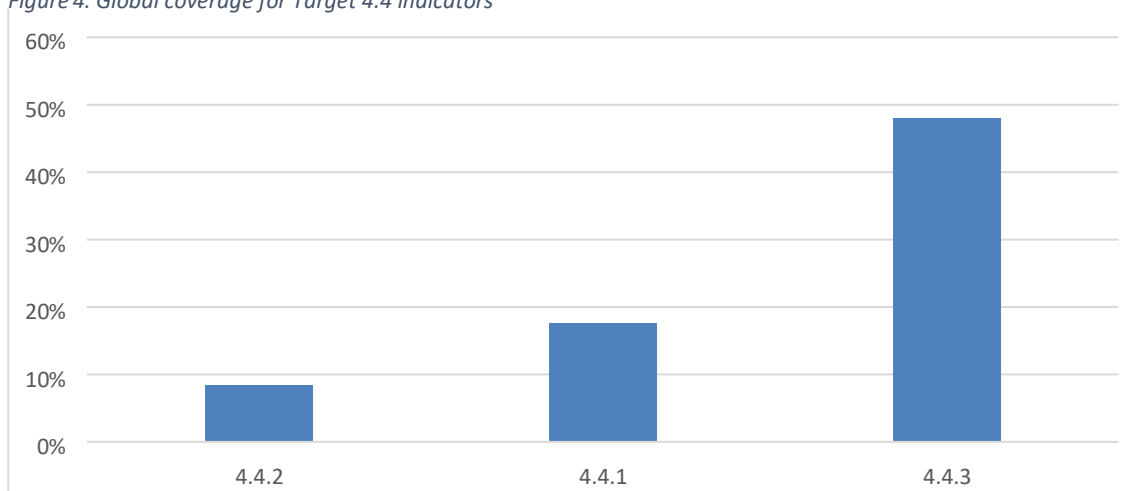
Regions	Rate of coverage by Indicator		
	4.4.1	4.4.2	4.4.3
Central and Southern Asia	10%	0%	37%
Eastern and South-Eastern Asia	4%	17%	46%
Latin America and the Caribbean	2%	2%	50%
Northern Africa	22%	0%	8%
Northern America and Europe	63%	24%	69%
Oceania	0%	6%	25%
Sub-Saharan Africa	0%	0%	34%
Western Asia	11%	6%	69%
World	18%	8%	48%

Source: UIS Database, June 2017 release.

Note on data sources used: Data for indicator **4.4.1** are based on a household survey conducted by Eurostat and by ITU. Indicator 4.4.3 is based on national household survey data that countries are using to report annually data to UIS.

The coverage of indicator **4.4.1** on the proportion of youth and adults with information and communications technology (ICT) skills, by type of skill is low; around 20%. Data for this indicator are mainly available for EU countries from a household survey conducted by Eurostat. Data for very few other countries are derived from a survey conducted by International Telecommunication Union (ITU). Coverage for indicator **4.4.2** is very low (only 8%) and data are derived from the International Computer and Information Literacy Study (ICILS) of International Association for the Evaluation of Educational Achievement (IEA). Data for indicator **4.4.3** on educational attainment are derived from UIS annual data collection.

Figure 4. Global coverage for Target 4.4 indicators



Target 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

Regions	Rate of coverage by Indicator				
	4.5.1	4.5.2	4.5.3	4.5.4	4.5.5
Central and Southern Asia	28%	0%	0%	53%	
Eastern and South-Eastern Asia	29%	0%	0%	53%	
Latin America and the Caribbean	33%	0%	0%	47%	
Northern Africa	28%	0%	0%	15%	
Northern America and Europe	27%	0%	0%	69%	
Oceania	18%	0%	0%	19%	
Sub-Saharan Africa	35%	0%	0%	54%	
Western Asia	27%	0%	0%	47%	
World	30%	0%	0%	51%	

Source: UIS Database, June 2017 release.

Note 1: coverage indicator **4.5.1** has been assessed for parity indices related to gender, location (Rural/Urban) and Socio-Economic Status.

Note on data sources used: Indicator **4.5.4** is derived from UIS annual data collection and some external sources on household expenditure on education. Data for indicator **4.5.5** are compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD) and rate of coverage cannot be currently assessed because the indicator is currently presented in UIS database by recipient country while it should be presented by donor country.

Indicator **4.5.4** on *Education expenditure per student by level of education and source of funding* is currently globally available for around 50% of country. The UIS is actively working to improve the coverage of this indicator-especially for the component related to private expenditure on education where UIS is developing a strategy to derive the data from existing household surveys.

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

Regions	Rate of coverage by Indicator		
	4.6.1	4.6.2	4.6.3
Central and Southern Asia	4%	79%	0%
Eastern and South-Eastern Asia	17%	67%	0%
Latin America and the Caribbean	2%	52%	24%
Northern Africa	0%	50%	0%
Northern America and Europe	38%	40%	0%
Oceania	6%	24%	0%
Sub-Saharan Africa	1%	77%	0%
Western Asia	11%	72%	0%
World	13%	57%	5%

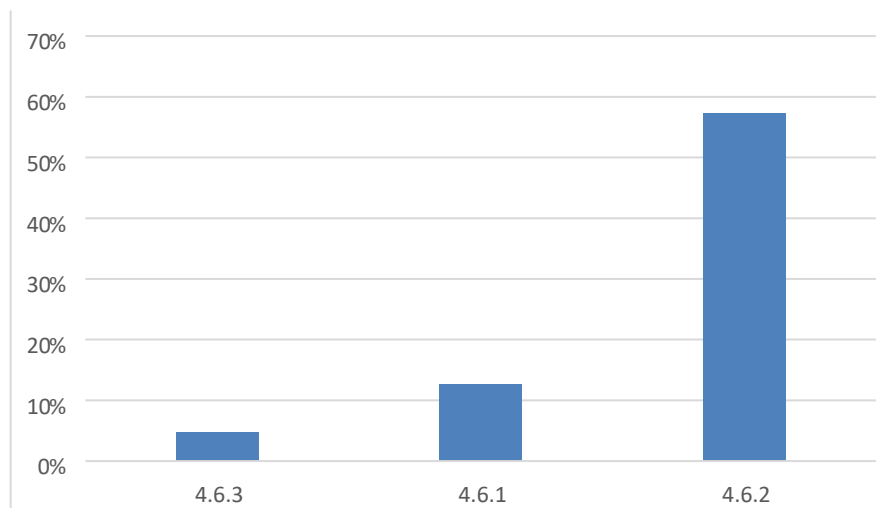
Source: UIS Database, June 2017 release.

Note on data sources used: Data for indicator **4.6.1** are based on PIAAC (conducted OECD) and STEP (conducted by the World Bank).

The coverage of indicator **4.6.1** on *Percentage 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* is 13%. Data for this indicator are mainly available for OECD countries from PIAAC survey. Data for very few other countries are derived from a STEP survey conducted by The World Bank.

Data for indicator **4.6.2** on youth and adult literacy rates are derived from UIS annual data collection. The coverage for indicator **4.6.3** is based on placeholder data derived from a regional data collection that the UIS conducted for one survey in 2011 in Latin America and the Caribbean.

Figure 5. Global coverage for Target 4.6 indicators



Target 4.7: By 2030, ensure all learners acquire 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 nonviolence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

Regions	Rate of coverage by Indicator				
	4.7.1	4.7.2	4.7.3	4.7.4	4.7.5
Central and Southern Asia	0%	0%	0%	0%	0%
Eastern and South-Eastern Asia	0%	0%	0%	0%	0%
Latin America and the Caribbean	0%	0%	0%	0%	0%
Northern Africa	0%	0%	0%	0%	0%
Northern America and Europe	0%	0%	0%	0%	0%
Oceania	0%	0%	0%	0%	0%
Sub-Saharan Africa	0%	0%	0%	0%	0%
Western Asia	0%	0%	0%	0%	0%
World	0%	0%	0%	0%	0%

Source: UIS Database, June 2017 release.

Data for indicator **4.7.1** will be derived by the UIS in the coming months from a survey conducted by UNESCO in 2016 in the context of reports from Member States on the implementation of the 1974 Recommendation. There are currently no identified data source for indicators **4.7.2** and **4.7.3**. For indicator **4.7.4**, the UIS has in its database some proxy data based on International Civic and Citizenship Education Study (ICCS) of International Association for the Evaluation of Educational Achievement (IEA). But these data refer to 2009 which is too old to be considered in this coverage assessment. For indicator **4.7.5**, UIS has in its database data from PISA 2006 but these data are too old to be considered in the coverage study.

Target 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

Regions	Rate of coverage by Indicator		
	4.a.1	4.a.2	4.a.3
Central and Southern Asia	20%	14%	0%
Eastern and South-Eastern Asia	29%	44%	0%
Latin America and the Caribbean	30%	33%	0%
Northern Africa	36%	50%	0%
Northern America and Europe	0%	0%	0%
Oceania	1%	65%	0%
Sub-Saharan Africa	37%	15%	0%
Western Asia	24%	33%	0%
World	21%	24%	0%

Source: UIS Database, June 2017 release.

Note on data sources used: Data are based on administrative data annually collected by UIS. Some of the components were collected only in the Africa Region but will be extended from 2017 to most of the other regions.

The coverage of indicator **4.a.1** is currently very low because the available data are essentially derived from an annual UIS survey on school resources with limited coverage. But the UIS is extending these survey to almost all regions from 2017 which is expected to substantially increase the coverage of the indicator in the coming years. Data for indicator **4.a.2** are based on national surveys conducted under the World Health Organization (WHO).

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

Regions	Rate of coverage by Indicator	
	4.b.1	4.b.2
Central and Southern Asia	100%	0%
Eastern and South-Eastern Asia	67%	0%
Latin America and the Caribbean	81%	0%
Northern Africa	100%	0%
Northern America and Europe	18%	0%
Oceania	88%	0%
Sub-Saharan Africa	100%	0%
Western Asia	61%	0%
World	70%	0%

Source: OECD, Creditor Reporting System (CRS) database, 2017.

Note on data sources used: Data are compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD).

The coverage of the indicator should ideally be assessed from two perspectives: coverage of donor's countries and coverage for recipient countries. Based on the latest data compiled by the DAC of OECD and assuming all recipient countries are covered by this database, the rate of coverage for recipients countries is high for all regions as presented in the table above. But from the donor perspective, data for 20% of OECD countries (or 7 countries) are not included for the most recent year (2015) which impacts the amount for each recipient country and the rate of coverage. Moreover, the rate of coverage above should be interpreted with great caution because data on important non-OECD donors might not be covered by the CRS database. And this is why UIS will be looking to other complementary data sources such as International Aid Transparency Initiative (IATI) to improve data coverage for this indicator.

Target 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

Regions	Rate of coverage by Indicator						
	4.c.1	4.c.2	4.c.3	4.c.4	4.c.5	4.c.6	4.c.7
Central and Southern Asia	51%	51%	48%	49%	0%	0%	0%
Eastern and South-Eastern Asia	44%	44%	44%	42%	0%	0%	0%
Latin America and the Caribbean	61%	61%	41%	39%	0%	0%	0%
Northern Africa	47%	40%	36%	30%	0%	11%	0%
Northern America and Europe	14%	11%	13%	12%	0%	0%	0%
Oceania	42%	45%	43%	40%	0%	0%	0%
Sub-Saharan Africa	59%	60%	49%	53%	0%	24%	0%
Western Asia	48%	43%	40%	37%	0%	0%	0%
World	44%	44%	37%	36%	0%	6%	0%

Source: UIS Database, June 2017 release.

Note on data sources used: Data for indicators 4.c.1, 4.c.2, 4.c.3, 4.c.4 and 4.c.6 are based on administrative data annually collected by UIS.

Indicators on Teachers have low coverage especially indicator **4.c.5, 4.c.6 and 4.c.7** for which coverage is either nil (**4.c.5** and **4.c.7**) or 6% only for **4.c.6**. The coverage for the other indicators is between 36-44%. Data on teachers are crucial for analyzing factors that influence quality of learning and this is why the UIS is considering teachers data as one of its priorities for coming years.

Figure 6. Global coverage for Target 4.c indicators

