

THE EDUCATION SUSTAINABLE DEVELOPMENT GOAL

- The 17 Sustainable Development Goals (SDGs) adopted by the 70th General Assembly of the United Nations in 2015, otherwise known as the Global Goals or the 2030 Agenda for Sustainable Development, are a universal call for action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The fourth SDG aims to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. SDG 4 is to be achieved through the accomplishment of ten targets, which together represent the most comprehensive and ambitious agenda for global education ever attempted.
- OECD and partner countries have been successful in their progress towards some of the SDG 4 targets, having partially achieved many of those relating to school infrastructure and access to basic education. However, significant challenges remain for many countries with respect to achieving targets that measure learning outcomes and equity.
- Although OECD countries have achieved gender parity in access to early levels of education, gender gaps appear in adult education and in learning outcomes.

■ Context

Making SDG 4 a reality will transform lives around the globe. Education is so central to the achievement of a sustainable, prosperous and equitable planet that failure to achieve this particular SDG puts at risk the achievement of the 17 SDGs as a whole. It is well recognised that education plays a critical role in eradicating poverty and steering the vision for prosperous and sustainable development. As the next *World Development Report* will make clear, education is also a foundation block for nearly every other SDG: it saves lives, improves health, and fosters shared understanding and values. Achieving SDG 4 will therefore be instrumental in realising the broader aspirations of the SDG agenda, and as a consequence the international community will need to invest substantially in achieving this necessary condition in the global fight against poverty and the achievement of a sustainable planet for all.

The OECD’s education programmes have a key role to play in the achievement of – and measuring progress towards – SDG 4 and its targets, as well as other education-related SDG targets.¹ There is a high level of complementarity between the SDG 4 agenda and the OECD’s education policy tools, instruments, evidence and dialogue platforms. While *Education at a Glance 2015* and *2016* included editorials on the SDGs, this is the first edition to devote a chapter to this universal education agenda.

This chapter of *Education at a Glance 2017* presents a report on each of the ten SDG 4 targets using data on the global and thematic indicators agreed with UNESCO, which oversees the education SDG agenda, in the context of the United Nations-led SDG framework. Global indicators are a small set of globally-comparable indicators that will be used to track progress by all countries towards the targets. Thematic indicators are a larger set of indicators from which countries and organisations can choose in order to complement the global indicators in monitoring each target (see *Note* below). The OECD is working with UNESCO to help build a comprehensive data system for global reporting. This chapter provides an assessment of where OECD and partner countries are on their pathway towards meeting the SDG targets.

■ Note

In the SDG framework, each target has at least one global indicator and a number of related thematic indicators designed to complement the analysis and the measurement of the target. In total, there are 11 global indicators and 32 thematic indicators included in the SDG 4 monitoring framework. A list of all the indicators and their methodologies can be found at <http://SDG4monitoring.uis.unesco.org>.

The tables and figures in this chapter only present a few indicators for each target, selected based on their relevance for OECD and partner countries and on data availability. Some of the SDG 4 indicators correspond to indicators already published in other chapters of *Education at a Glance*. In these cases, data are not repeated in this chapter and reference is made to the corresponding indicator.

Whenever an indicator presented in the tables and figures of this chapter does not correspond to the methodology set out by UNESCO, it is clearly labelled as a proxy. However, even the indicators that follow the same methodology may have slightly different results from those reported by UNESCO because of different sources of data. The OECD is currently working with the UNESCO Institute for Statistics (UIS), the SDG 4 Steering Committee and technical working groups that have been put in place by UNESCO and its partners to oversee the global education agenda to agree on the data sources and formulae used for reporting on the SDG 4 global indicators and on selected thematic indicators for OECD member countries and partner countries.

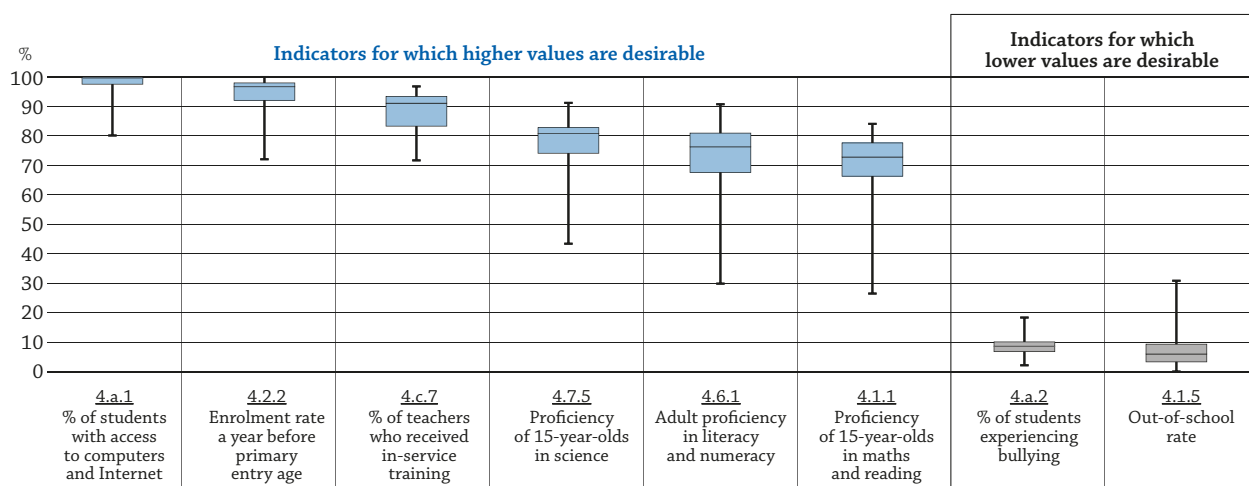
Analysis

Overview of OECD member and partner countries' progress towards the SDG 4 indicators

SDG 4 and its associated targets set an ambitious agenda that emphasises quality learning and equity in education alongside the more traditional indicators of access and participation. In doing so, it challenges every single country in the world to improve its education system and marks a significant departure from previous global education goals and targets, such as the Millennium Development Goals (MDGs) and Education for All (EFA), that were not universal and focused more on access and participation.

OECD countries have generally been successful in guaranteeing adequate infrastructure and near-universal access to basic education. Figure 1 shows that results for indicators such as availability of computers, enrolment rates and out-of-school rates are relatively similar across OECD and partner countries, with most countries close to the desirable values for the target. However, participation in education is not enough to ensure the knowledge, competence, skills and attitudes that are necessary to increase individuals' well-being and the prosperity of modern societies.

Figure 1. General overview of the SDG indicators



How to read this figure

The box plot indicates the position of the median country among OECD and partner countries with available data (shown by the line within the box) and the first and the third quartiles of the distribution (corresponding to the box boundaries). The caps of the lines above and below the box represent the maximum and minimum values respectively. For example, for Indicator 4.c.7, 91% of teachers fall within in-service training in the median country. The maximum value is 97%, the minimum value is 72% and the middle half of the countries fall within the box boundaries of 83% and 93%.

Note: Refer to Table 1 for the full description of the SDG Indicators presented.

Indicators are ranked in decreasing order of the median value.

Source: OECD (2017), Tables 2 and 3. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Results for indicators related to learning outcomes – such as 15-year-olds’ proficiency in science, mathematics and reading; and adult proficiency in literacy and numeracy – show a much wider distribution across OECD and partner countries. The proportion of 15-year-olds who perform at least at the minimum proficiency level in the OECD Programme for International Student Assessment (PISA) (Level 2) in both mathematics and reading, for example, ranges from 26% to 84%. Learning outcomes also reveal the wide disparity in results across equity dimensions, such as gender (Figure 3) and socio-economic background (Column 3 in Table 1). In some countries, only half as many students from a disadvantaged socio-economic background perform at or above the minimum proficiency level in both mathematics and reading as students from more advantaged backgrounds.

Finally, there is also considerable progress to be made on what are classified as “means of implementation” targets (Targets 4.a, 4.b and 4.c) – those which are meant to guarantee the essential structure and resources needed to achieve all other SDG 4 targets. Among these, OECD and partner countries must work to continuously improve student well-being and the quality of the teaching profession.

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

Target 4.1 aims at quality primary and secondary education leading to effective learning outcomes for all. It must therefore be measured and analysed along two dimensions: participation and learning. Table 2 contains data on three indicators for this target:

- Global indicator 4.1.1: Proportion of children and young people at the end of lower secondary education achieving at least a minimum proficiency level (Level 2 in PISA) in reading and mathematics.
- Thematic indicator 4.1.5: Out-of-school rate.
- Thematic indicator 4.1.7: Number of years of compulsory primary and secondary education guaranteed in legal framework.

The first global indicator measures learning outcomes and the two thematic indicators measure access and participation. Most OECD countries are able to provide universal access to primary and secondary education. Nearly all OECD and partner countries have a legal provision that makes at least 9 years of primary and secondary education compulsory. In 9 countries this figure reaches 12 years. Enrolment rates for 5-14 year-olds (the age group which roughly corresponds to primary and lower secondary education) are close to 100% for all OECD and partner countries (see Indicator C1). However, participation for older age groups, more specifically for those who are theoretically supposed to be in upper secondary education, drops considerably in some countries. In ten OECD and partner countries, 10% or more of young people at ages corresponding to upper secondary education are not in school (see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm for the theoretical age group for upper secondary education in each country).

Moreover, not all schools provide quality learning. The indicator on the proportion of young people achieving a minimum proficiency level uses data from PISA 2015. It considers Level 2 in reading and mathematics to be the minimum level of proficiency required for students to participate fully in the knowledge-based society (see *Definitions* section). In Estonia, Finland and Japan, at least 83% of students attain Level 2 or above in both reading and mathematics, while fewer than 35% of students do so in Brazil, Colombia and Costa Rica.

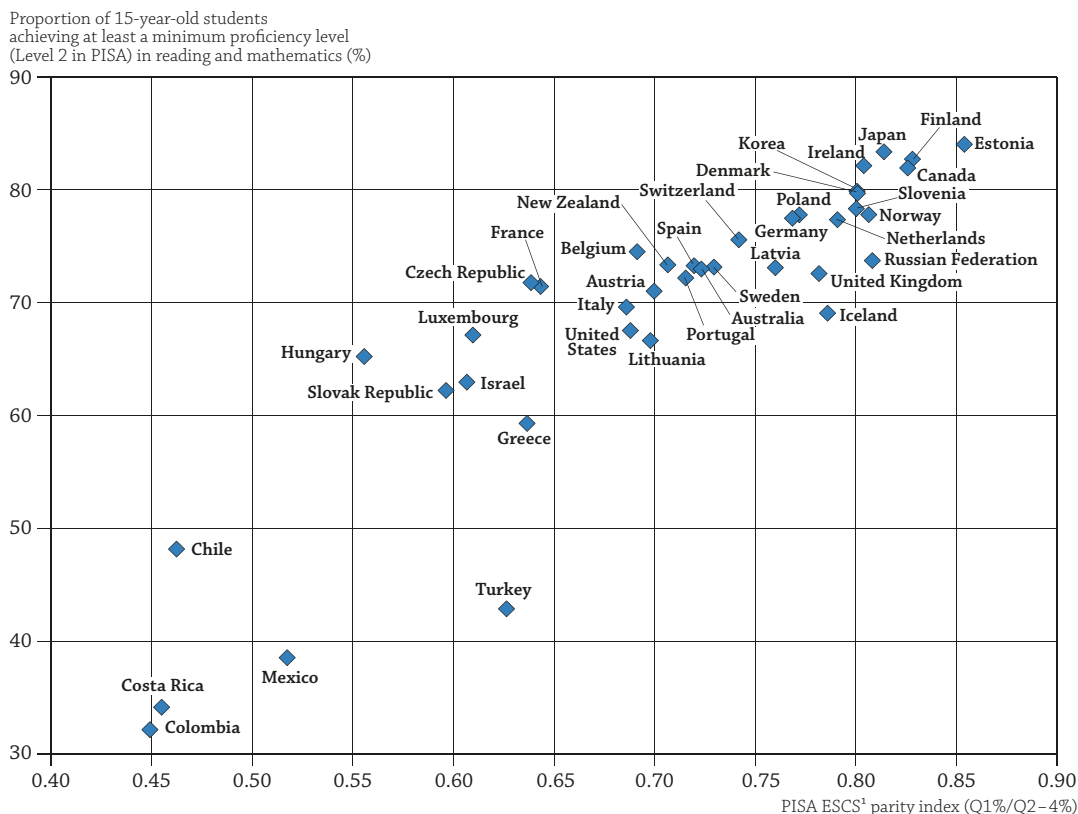
PISA also shows that in many countries, no matter how well the education system performs as a whole, socio-economic status continues to predict students’ performance (OECD, 2016a). However, PISA also consistently shows that high performance and greater equity are not mutually exclusive (Figure 2). Indeed, being able to improve the performance of all students, regardless of background, is necessary for countries to become high-performers and to achieve the SDG 4 targets.

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

The growing body of evidence on the long-lasting benefits of early childhood education and care for children’s development, together with the complementary benefits for parents and society, has prompted many countries to expand their provision of this level of education. Table 2 presents global indicator 4.2.2 on the participation rate in organised learning (one year before the official primary entry age). This shows that OECD and partner countries have been successful in universalising access to education for children one year prior to the official starting age for primary education. As a consequence, nearly all OECD and partner countries have achieved perfect gender parity for this indicator. Many OECD countries have in fact prioritised the provision of education and care services to even younger

children (see Indicator C2 for enrolment rates from ages 2 to 6 and other information on early childhood education). Nevertheless, more data would be needed in order to assess whether all children are receiving learning and care that is of high enough quality to ensure the desired health, learning and psychosocial outcomes (global indicator 4.2.1).

Figure 2. Excellence and equity: Student achievement in PISA 2015 and the socio-economic parity index



How to read this figure

A value closer to 1 on the PISA ESCS parity index (x-axis) indicates greater equity (a value of 1 would mean perfect equity) and a value closer to 100% in the proportion of 15-year-old students achieving at least a minimum proficiency level in reading and mathematics (y-axis) indicates a better performance in the PISA assessment.

1. ESCS refers to the PISA index of economic, social and cultural status (See Volume I of the *PISA 2015 Results* for more information). The parity is calculated as $Q1\%/Q2-4\%$ where Q = quartile of ESCS.

Source: OECD (2017), Table 2. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

Vocational education and training and higher education help shape people’s pathways into the labour market. Unlike targets 4.1 and 4.2, which include both participation and learning outcomes, target 4.3 focuses only on participation. However, it is closely related to targets 4.4 and 4.6, which measure some of the skills that can be acquired through participation in technical, vocational and tertiary levels of education and training. Thematic indicator 4.3.3 on the participation rate in technical-vocational programmes for 15-24 year-olds shows a wide variation in participation across OECD and partner countries, ranging from 4% in Brazil and Colombia to 31% in Slovenia (Table 2). In some countries the large majority of students who participate in technical-vocational programmes do so at younger ages, such as those corresponding to upper secondary education (see Indicator C1 for more information on enrolment in secondary education). Thus, taking into account the extended 15-24 age span in this indicator may underestimate participation rates in these programmes.

Target 4.3 also addresses lifelong learning opportunities as measured by global indicator 4.3.1 on the participation rate of adults (25-64 year-olds) in formal and non-formal education and training in the previous 12 months. By including formal and non-formal education, this indicator captures participation in any type of programme that aims to improve knowledge, skills and competencies from a personal, civic, social or employment-related perspective (UNESCO, 2016). In most OECD and partner countries, at least 20% of 25-64 year-olds have participated in formal or non-formal education and training in the last 12 months. This figure reaches 70% or more in Luxembourg and Sweden.

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

Target 4.4 focuses on the skills required for work as an outcome of education, including technical and vocational skills. Three indicators are associated with this target in the SDG 4 framework:

- Global indicator 4.4.1: Percentage of youth and adults with information and communications technology (ICT) skills;
- Thematic indicator 4.4.2: Percentage of adults who have achieved at least a minimum level of proficiency in digital literacy skills;
- Thematic indicator 4.4.3: Youth and adult educational attainment rates by age group, economic activity status, levels of education and programme orientation (thematic indicator 4.4.3).

Only the third indicator (Indicator 4.4.3) is presented in this edition, in Indicator A1. Although educational attainment rates are not directly linked to the target on skills, they nevertheless shed light on the extent to which countries are successful in increasing the educational attainment of their populations. On average across OECD countries, the share of 25-34 year-olds who had attained tertiary education increased from 26% in 2000 to 43% in 2016 (see Indicator A1).

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

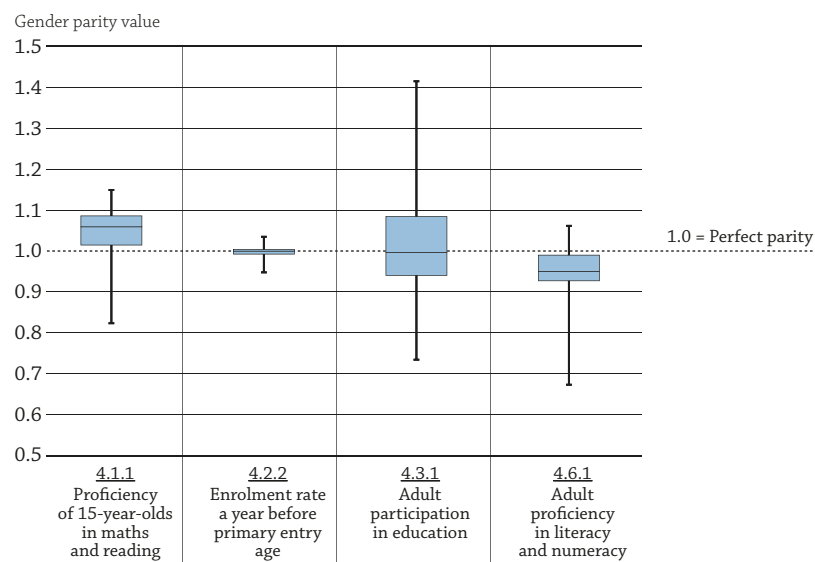
The equity dimension permeates the entire 2030 Agenda for Sustainable Development, and is at the centre of the SDG 4 targets. Target 4.5 and its global indicator 4.1.5 (*Parity indices [female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available] for all education indicators on this list that can be disaggregated*) is cross-cutting in nature, as they should be applied to all education indicators for which data can be disaggregated by income, gender, race, ethnicity, migratory status, disability, geographic location and other relevant characteristics. As this creates challenges for data collection, currently only two equity dimensions are reported in this chapter: gender and socio-economic status for PISA learning outcomes.

Gender gaps in education still persist in OECD and partner countries. Although girls and women tend to generally be the disadvantaged group in society in most countries, the reverse is sometimes true when analysing education data for OECD countries. Although participation at earlier levels of education is similar for boys and girls, gender disparities appear for adult participation and learning outcomes (Figure 3). The gender gap for global indicator 4.3.1, adult participation in formal or non-formal education in the previous 12 months, varies in magnitude and direction across countries. Participation is higher among women in 11 countries and economies and higher among men in 10 countries and economies. The most extreme cases are in Japan and Turkey, where participation for women is about 30% lower than for men, and in Latvia, Lithuania and the Russian Federation, where female participation is 40% higher.

The proportion of 15-year-old girls achieving at least the minimum level of proficiency in mathematics and reading (global indicator 4.1.1) is also greater than for boys in nearly all OECD countries. These results are consistent with other education indicators that display gender gaps in favour of girls, such as completion rate in upper secondary education and participation and completion in tertiary education. However, proficiency in literacy and numeracy among the adult population is higher for men in over three-quarters of OECD and partner countries with available data (Table 3).

Table 2 also shows the socio-economic parity index for indicator 4.1.1 (proficiency of 15-year-olds in reading and mathematics) using the PISA index of economic, social and cultural status (ESCS) (see *Definitions* section). These results show that socio-economic background still affects student performance in every OECD and partner country. The gap in results by socio-economic status is narrowest in Canada, Estonia and Finland – three countries that have achieved high levels of both performance and equity (Figure 2).

Figure 3. Gender parity in education as measured by four global indicators
Parity calculated as the indicator value for women divided by the indicator value for men



How to read this figure

The box plot indicates the position of the median country among OECD and partner countries with available data (shown by the line within the box) and the first and the third quartiles of the distribution (corresponding to the box boundaries). The caps of the lines above and below the box represent the maximum and minimum values respectively. For example, for Indicator 4.1.1, the gender parity value for the median country is 1.06, the maximum value is 1.15, the minimum value is 0.82 and the middle half of the countries fall within the box boundaries of 1.01 and 1.08. The dotted line at 1.0 indicates perfect parity (indicator values are the same for men and women). Values above 1 indicate that the indicator value for girls/women is higher than that for boys/men and values below 1 indicate that the opposite is true.

Note: Refer to Table 1 for the full description of the SDG Indicators presented.

Indicators are ranked in decreasing order of the median value.

Source: OECD (2017), Tables 2 and 3. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

This target focuses on literacy and numeracy, which are considered the most important foundation skills for individuals and the labour market. Global indicator 4.6.1 measures the percentage of adults (25-64 year-olds) achieving at least a fixed level of proficiency in functional literacy and numeracy skills. One of the main challenges in reporting on this indicator is to define a globally relevant “fixed level of proficiency”. The proxy indicator presented in Table 3 uses the score of 226 in both literacy and numeracy skills in the OECD Programme for International Assessment of Adult Competencies (Survey of Adult Skills [PIAAC]). This corresponds to Level 2 in the survey, which reports results on a scale from “below Level 1” (below 176 points) to “Level 5” (376 points or more).

Individuals scoring at or above 226 points in literacy can successfully process or integrate two or more pieces of information based on criteria; compare and contrast or reason about information requested in the question; and navigate within digital texts to access and identify information from various parts of a document. In numeracy, individuals scoring at or above 226 can identify and act on mathematical information and ideas embedded in a range of common contexts where the mathematics content is fairly explicit or visual, with relatively few distractors. Tasks tend to require the application of two or more steps or processes involving calculation with whole numbers and common decimals, percentages and fractions; simple measurement and spatial representation; estimation; and interpretation of relatively simple data and statistics in texts, tables and graphs (OECD, 2016b).

In most OECD countries and economies with available data, at least 70% of 25-64 year-olds scored at or above 226 in both literacy and numeracy. However, this is one of the indicators with the greatest variation across countries. Over 90% of the adult population in Japan achieved this score, compared to less than 40% in Chile and Turkey.

Target 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

Target 4.7 links education with several other Sustainable Development Goals related to social and humanistic aspects of the global agenda. It is one of the most ambitious targets for data collection and consequently the most challenging to measure on a global scale.

Data are not available for any of the global or thematic indicators associated with this target, but Table 3 presents a proxy indicator – percentage of 15-year-old students scoring at or above Level 2 in science in PISA 2015 – which reflects at least one part of the target: the extent to which learners acquire the scientific skills needed to promote sustainable development. At least 50% of students participating in PISA 2015 score at or above Level 2 in science in most of the OECD and partner countries. The highest proportions of students achieving Level 2 in science are in Estonia (91%), Japan (90%), Canada and Finland (both 89%).

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

Target 4.a aims at guaranteeing that schools have the necessary resources for effective learning, which encompasses everything from the physical infrastructure of the buildings to the ability to keep children safe. Two proxy indicators are presented in Table 3, one which measures physical resources, and one which measures student well-being.

All schools in most OECD and partner countries have electricity, basic drinking water and sanitation facilities. Results for the proxy indicator “Percentage of 15-year-old students with access to a computer connected to the Internet available to students for educational purposes” show that, with few exceptions, students in OECD countries also have access to computers and Internet at school. This indicator, however, does not provide information on how often computers are used or made available to students or on how well technology is integrated into learning practices. The PISA report *Students, Computers and Learning* has more information on students’ use of ICT devices (OECD, 2015).

Progress is still needed to improve student well-being. The proxy indicator “Percentage of frequently bullied 15 year-old students” uses PISA 2015 data to show that in some countries an alarming share of students, over 15% in some cases, report being frequently bullied in school (OECD, 2017).

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

Target 4.b was set by the international community to substantially increase international equity in education by focusing on scholarships. The set of indicators associated with target 4.b aims to measure both the number of scholarships and the amount of money allocated to students from developing countries by countries that are members of or report to the OECD Development Assistance Committee (DAC).

Global indicator 4.b.1 looks at the volume of official development assistance (ODA)² flows allocated to developing country nationals for scholarships in donor countries’ educational institutions.

In 2015, the 29 countries presented in Table 3 extended a total of USD 954 million in scholarships in donor countries to students from developing countries. The amount allocated by each of these countries depends on their specific development co-operation policies, but ranged from zero (13 countries allocated less than USD 5 million in aid for scholarships) to USD 262 million (Australia) in 2015. Five countries provided 72% of the total aid for scholarships for OECD and partner countries: Australia, France, Germany, Korea and the United Kingdom.

Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international co-operation for teacher training in developing countries, especially least developed countries and small island developing states

Raising the standing and quality of the teaching profession is essential for attracting the best people for teaching and for retaining qualified and well-performing teachers – all necessary steps for improving the education system

as a whole. At least three important factors influence the attractiveness and quality of the teaching profession: working conditions, salaries, and professional development. One indicator is presented for each of these factors.

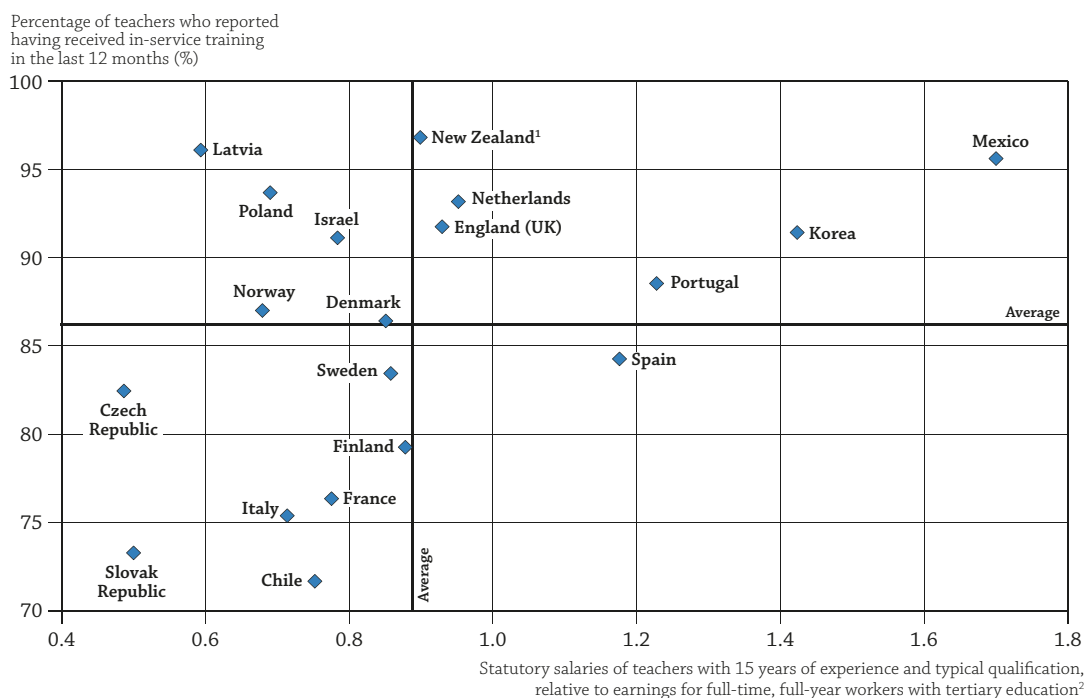
Although it is not directly indicative of teachers’ working conditions, the student-teacher ratio, along with other indicators such as class size and teaching time, can reflect teachers’ workload. Across OECD countries the average student-teacher ratio – a proxy indicator for thematic indicator 4.c.4 (pupil-qualified teacher ratio) – is 15 in primary, 13 in secondary and 16 in tertiary education (see indicator D2).

Across OECD countries, teachers from pre-primary to upper secondary earn less than other tertiary-educated workers on average. Results for the proxy indicator “Statutory salaries of teachers with 15 years of experience and typical qualification, relative to earnings for full-time, full-year workers with tertiary education” (see Indicator D3) show that statutory salaries for pre-primary and primary teachers are only about 85% of the salaries of non-teacher tertiary-educated workers. The figure increases to 91% for lower secondary teachers and to 96% for teachers in upper secondary general programmes.

SDG 4 thematic indicator 4.c.7 (percentage of teachers who received in-service training in the last 12 months) uses data from the OECD Teaching and Learning International Survey (TALIS) 2013 to measure the extent to which teachers participate in professional development through in-service training. In all OECD and partner countries, at least 70% of teachers had received training in the previous 12 months, with the highest rates in Australia and New Zealand, at 97% (Table 3).

Figure 4 shows countries’ relative position on two factors that may impact the attractiveness of the teaching profession: relative teacher salaries and participation in professional development. Countries in the top-right quadrant of the figure have above-average relative salaries and an above-average percentage of teachers who received in-service training in the previous year, suggesting more attractive teaching conditions along these two dimensions. However, more information would be needed in order to understand how in-service education can better serve the needs of teachers, and in turn how teacher engagement can affect student performance.

Figure 4. Teaching profession: Relative salaries and in-service training in lower secondary education



1. Data on percentage of teachers who reported having received in-service training in the last 12 months refer to year 2014 instead of 2013.
 2. Data on statutory salaries refer to teachers in public institutions only.

Source: OECD (2017), Table 3 and Table D3.2b (available on line) in Indicator D3. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Definitions

Level 2 in PISA (baseline proficiency level)

Mathematics: students can use basic algorithms, formulae, procedures or conventions to solve problems involving whole numbers – e.g. to compute the approximate price of an object in a different currency or to compare the total distance across two alternative routes. They can interpret and recognise situations in contexts that require no more than direct inference, extract relevant information from a single source and make use of a single representational mode. Students at this level are capable of making literal interpretations of the results.

Reading: students begin to demonstrate the reading skills that will enable them to participate effectively and productively in life. Some tasks at Level 2 require the student to retrieve one or more pieces of information that may have to be inferred and may have to meet several conditions. Others require recognising the main idea in a text, understanding relationships, or interpreting meaning within a limited part of the text when the information is not prominent and the student must make low-level inferences.

Science: students can draw on their knowledge of basic science content and procedures to identify an appropriate explanation, interpret data, and identify the question being addressed in a simple experiment.

PISA index of economic, social and cultural status (ESCS) was created on the basis of the following variables: the International Socio-Economic Index of Occupational Status (ISEI); the highest level of education of the student's parents, converted into years of schooling; the PISA index of family wealth; the PISA index of home educational resources; and the PISA index of possessions related to "classical" culture in the family home. See Volume I of the *PISA 2015 Results* (OECD, 2016c) for more information.

Technical and vocational education and training is a comprehensive term commonly used by the UNESCO Institute for Statistics to refer to education, training and skills development in a wide range of occupational fields, production, services and livelihoods.

Methodology

For *Education at a Glance 2017*, the gender parity index has been calculated for indicators 4.1.1, 4.2.2, 4.3.1 and 4.6.1. Parity is always calculated as the indicator value for women divided by the indicator value for men. The ESCS parity for indicator 4.1.1 refers to the PISA index of economic, social and cultural status (ESCS) (see above) and is calculated as $Q1\%/Q2 - 4\%$, where Q = a quartile of ESCS.

Even when the indicators presented in this chapter follow the same methodology as the one used by the UNESCO Institute for Statistics (UIS), there may be differences in results due to differences in data sources. More specifically, the OECD uses population data collected through the UOE questionnaires, whereas UIS uses the UN Population Division data. Current dialogue between the OECD and UIS on data sources aims to reach a common approach between the two organisations.

Please find more information on data sources and the specific methodology for each indicator presented in this chapter in Annex 3 (www.oecd.org/education/education-at-a-glance-19991487.htm).

Sources

Indicator	Source
4.1.1	OECD, PISA 2015 Database
4.1.5	UOE 2016 data collection
4.1.7	UIS database
4.2.2	UOE 2016 data collection
4.3.1	Two different data sources: PIAAC (2012, 2015) and Adult Education Survey (2011)
4.3.3	UOE 2016 data collection
4.4.3	Indicator A1 in <i>Education at a Glance 2017</i>
4.5.1	The source for the parity index is the same as the source for the indicator
4.6.1	PIAAC Database (2012, 2015)
4.7.5	OECD, PISA 2015, Table I.2.1a (Volume I)
4.a.1	OECD, PISA 2015 Database
4.a.2	OECD, PISA 2015, Table III.8.1 (Volume III)
4.b.1	OECD Development Assistance Committee
4.c.4	Indicator D2 of <i>Education at a Glance 2017</i>
4.c.5	Indicator D3 of <i>Education at a Glance 2017</i>
4.c.7	TALIS 2013

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

The sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in the Russian Federation but rather the population of the Russian Federation excluding the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills*, Second Edition (OECD, 2016b).

Notes

1. Education targets are included in seven other SDGs: 1) ending poverty; 3) health; 5) gender equality; 8) decent work; 12) responsible consumption; 13) climate change; and 16) peace, justice, strong institutions.
2. I.e. concessional financial flows from OECD Development Assistance Committee (DAC) and other countries' public sources; for further information see DAC Converged Statistical Reporting Directives ([www.oecd.org/dac/financing-sustainable-development/development-finance-standards/DCDDAC\(2016\)3FINAL.pdf](http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/DCDDAC(2016)3FINAL.pdf)).

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Table 1. List of SDG indicators presented in this chapter

SDG 4 targets	Indicators	Data available in
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	4.1.1. Proportion of children and young people at the end of lower secondary education achieving at least a minimum proficiency level (level 2 in PISA) in reading and mathematics (2015)	Table 2
	4.1.5. Out-of-school rate (upper secondary education) (2015)	Table 2
	4.1.7. Number of years of compulsory primary and secondary education guaranteed in legal frameworks (2015)	Table 2
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	4.2.2. Participation rate in organised learning (one year before the official primary entry age) (2015)	Table 2
4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	4.3.1. Participation rate of adults (25-64 year-olds) in formal and non-formal education and training in the previous 12 months. Survey of Adult Skills (PIAAC) (2012, 2015)/Adult education survey (2011)	Table 2
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.	4.4.3. Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation (2016)	Indicator A1
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	4.5.1. Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	Table 2 (Columns 2, 3, 7, 9) and Table 3 (Column 2)
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Proxy for 4.6.1: Percentage of adults (25-64 year-olds) achieving at least a score of 226 in both literacy and numeracy skills (2012, 2015)	Table 3
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 non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development	Proxy for 4.7.5: Percentage of 15-year-old students scoring at or above Level 2 in science in PISA 2015	Table 3
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	Proxy for 4.a.1: Percentage of 15-year-old students with access to a computer connected to the Internet available to students for educational purposes¹ (2015)	Table 3
	Proxy for 4.a.2: Percentage of 15 year-old students frequently bullied ² (2015)	Table 3
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	4.b.1. Volume of official development assistance flows for scholarships in donor countries (USD millions, current prices, 2015)	Table 3
4.c By 2030, substantially increase the supply of qualified teachers, including through international co-operation for teacher training in developing countries, especially least developed countries and small island developing states	Proxy for 4.c.4: Student to teacher ratio by education level (2015)	Indicator D2
	Proxy for 4.c.5: Statutory salaries of teachers with 15 years of experience and typical qualification, relative to earnings for full-time, full-year workers with tertiary education (2015)	Indicator D3
	4.c.7. Percentage of teachers who received in-service training in the last 12 months (2013)	Table 3

Note: Global indicators are in blue. Indicators labelled “proxy” provide similar information to the official indicator, but do not follow the exact methodology set out by the Unesco Institute for Statistics (UIS).

1. Results based on school principals' reports.

2. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 of the Volume III of PISA 2015 for information on the index of exposure to bullying.

Table 2. Targets 4.1, 4.2, 4.3 and related 4.5.1 Indicators

	Target 4.1								Target 4.2			Target 4.3			
	Indicator 4.1.1						Indicator 4.1.5	Indicator 4.1.7	Indicator 4.2.2			Indicator 4.3.1 ²			Indicator 4.3.3
	Total	Related 4.5.1 Indicators				Total			Related 4.5.1 Indicator	Total	Related 4.5.1 Indicator				
		Gender parity index (F/M)	PISA ESCS parity index ¹		Gender parity index (F/M)						Gender parity index (F/M)				
	% (S.E.)	Index (S.E.)	Index (S.E.)	Index (S.E.)	%	Years	%	Index	% (S.E.)	Index (S.E.)	%				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)						
OECD Countries															
Australia	73	(0.61)	1.1	(0.02)	0.7	(0.02)	0	10	90	1.0	55	(0.69)	1.0	(0.02)	23
Austria	71	(1.19)	1.0	(0.03)	0.7	(0.02)	7	9	97	1.0	48	<i>m</i>	1.0	<i>m</i>	29
Belgium	75	(0.97)	1.0	(0.02)	0.7	(0.02)	2	12	98	1.0	38	<i>m</i>	1.0	<i>m</i>	24
Canada	82	(0.76)	1.0	(0.01)	0.8	(0.01)	12	10	96	1.0	58	(0.57)	1.0	(0.02)	<i>m</i>
Chile	48	(1.27)	0.9	(0.03)	0.5	(0.03)	5	12	94	1.0	47	(1.87)	0.8	(0.03)	18
Czech Republic	72	(1.19)	1.1	(0.03)	0.6	(0.03)	4	9	91	1.0	37	<i>m</i>	1.0	<i>m</i>	25
Denmark	80	(0.99)	1.0	(0.02)	0.8	(0.02)	9	10	99	1.0	59	<i>m</i>	1.1	<i>m</i>	15
Estonia	84	(0.79)	1.1	(0.02)	0.9	(0.02)	6	9	92	1.0	50	<i>m</i>	1.2	<i>m</i>	13
Finland	83	(0.87)	1.1	(0.02)	0.8	(0.02)	4	10	98	1.0	56	<i>m</i>	1.3	<i>m</i>	23
France	71	(0.90)	1.1	(0.03)	0.6	(0.02)	<i>m</i>	10	100	1.0	51	<i>m</i>	1.0	<i>m</i>	19
Germany	78	(1.06)	1.0	(0.02)	0.8	(0.02)	9	12	98	1.0	50	<i>m</i>	0.9	<i>m</i>	21
Greece	59	(1.82)	1.1	(0.04)	0.6	(0.03)	6	9	96	0.9	12	<i>m</i>	1.3	<i>m</i>	12
Hungary	65	(1.21)	1.1	(0.03)	0.6	(0.03)	10	7	91	1.0	41	<i>m</i>	0.9	<i>m</i>	15
Iceland	69	(0.98)	1.1	(0.03)	0.8	(0.04)	15	10	98	1.0	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	11
Ireland	82	(0.89)	1.0	(0.02)	0.8	(0.02)	0	10	89	1.0	24	<i>m</i>	1.0	<i>m</i>	9
Israel	63	(1.45)	1.1	(0.04)	0.6	(0.03)	5	12	97	1.0	53	(0.74)	1.0	(0.03)	15
Italy	70	(1.18)	1.0	(0.03)	0.7	(0.03)	7	12	97	1.0	36	<i>m</i>	0.9	<i>m</i>	22
Japan	83	(1.05)	1.0	(0.02)	0.8	(0.02)	3	9	97	<i>m</i>	42	(0.77)	0.7	(0.02)	<i>m</i>
Korea	80	(1.14)	1.1	(0.03)	0.8	(0.02)	3	9	93	1.0	50	(0.84)	0.8	(0.02)	15
Latvia	73	(1.04)	1.1	(0.02)	0.8	(0.02)	5	9	97	1.0	32	<i>m</i>	1.4	<i>m</i>	16
Luxembourg	67	(0.55)	1.0	(0.02)	0.6	(0.02)	16	10	99	1.0	70	<i>m</i>	1.0	<i>m</i>	23
Mexico	39	(1.26)	1.0	(0.04)	0.5	(0.04)	31	12	100	1.0	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	12
Netherlands	77	(1.10)	1.1	(0.02)	0.8	(0.03)	1	11	99	1.0	59	<i>m</i>	0.9	<i>m</i>	22
New Zealand	73	(1.12)	1.1	(0.03)	0.7	(0.03)	5	10	94	1.0	67	(0.81)	1.0	(0.02)	<i>m</i>
Norway	78	(0.88)	1.1	(0.02)	0.8	(0.02)	8	10	98	1.0	60	<i>m</i>	1.0	<i>m</i>	18
Poland	78	(1.01)	1.0	(0.02)	0.8	(0.02)	4	9	95	1.0	24	<i>m</i>	1.1	<i>m</i>	20
Portugal	72	(1.04)	1.0	(0.02)	0.7	(0.02)	1	9	97	1.0	44	<i>m</i>	1.0	<i>m</i>	18
Slovak Republic	62	(1.18)	1.1	(0.03)	0.6	(0.03)	9	10	81	1.0	42	<i>m</i>	1.0	<i>m</i>	23
Slovenia	78	(0.63)	1.1	(0.02)	0.8	(0.02)	2	9	92	1.0	36	<i>m</i>	1.1	<i>m</i>	31
Spain	73	(1.02)	1.0	(0.02)	0.7	(0.02)	6	10	98	1.0	38	<i>m</i>	0.9	<i>m</i>	14
Sweden	73	(1.34)	1.1	(0.02)	0.7	(0.02)	2	9	98	1.0	72	<i>m</i>	1.1	<i>m</i>	13
Switzerland	76	(1.13)	1.1	(0.02)	0.7	(0.02)	6	9	98	1.0	66	<i>m</i>	1.0	<i>m</i>	25
Turkey	43	(2.19)	1.1	(0.06)	0.6	(0.05)	14	12	72	1.0	18	<i>m</i>	0.7	<i>m</i>	25
United Kingdom	73	(1.00)	1.0	(0.02)	0.8	(0.02)	0	11	100	1.0	36	<i>m</i>	1.1	<i>m</i>	18
United States	68	(1.47)	1.0	(0.03)	0.7	(0.03)	6	12	91	1.0	59	(1.05)	1.0	(0.03)	<i>m</i>
Economies															
Flemish Com. (Belgium)	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	48	(0.81)	1.0	(0.04)	<i>m</i>
England (UK)	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	56	(0.89)	0.9	(0.03)	<i>m</i>
Northern Ireland (UK)	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	48	(0.95)	1.0	(0.04)	<i>m</i>
Partners															
Brazil	26	(1.10)	0.9	(0.03)	0.4	(0.03)	16	12	93	1.0	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	4
Colombia	32	(1.12)	0.9	(0.04)	0.4	(0.04)	22	9	95	1.0	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	4
Costa Rica	34	(1.43)	0.8	(0.04)	0.5	(0.04)	14	9	91	1.0	<i>m</i>	<i>m</i>	<i>m</i>	<i>m</i>	8
Lithuania	67	(1.16)	1.1	(0.02)	0.7	(0.02)	4	9	98	1.0	29	<i>m</i>	1.4	<i>m</i>	9
Russian Federation*	74	(1.45)	1.1	(0.02)	0.8	(0.03)	8	11	89	1.0	19	(1.51)	1.4	(0.13)	15

Note: Global indicators are in blue. Indicators 4.1.5, 4.2.2 and 4.3.3 are calculated using UOE population data, so results may slightly differ from UIS calculations, which use the UN Population Division data. Refer to Table 1 for the full description of the SDG indicators presented.

1. ESCS refers to the PISA index of economic, social and cultural status (See Volume I of the *PISA 2015 Results* for more information). The parity is calculated as Q1%/Q2 - 4% where Q = quartile of ESCS.

2. Data from the Adult Education Survey are reported in italics and data from the Survey of Adult Skills (PIAAC) are not italicised.

* For Columns 8 and 9, see note on data for the Russian Federation in the *Source* section.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm). Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


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Table 3. Targets 4.6, 4.7, 4.a, 4.b, 4.c and related 4.5.1 Indicator

	Target 4.6				Target 4.7		Target 4.a			Target 4.b	Target 4.c	
	Proxy for Indicator 4.6.1				Proxy for Indicator 4.7.5	Proxy for Indicator 4.a.1	Proxy for Indicator 4.a.2	Indicator 4.b.1	Indicator 4.c.7			
	Total	Related 4.5.1 Indicator										
		Gender parity index (F/M)										
% (S.E.)	Index (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	USD millions	% (S.E.)						
(1)	(2)	(3)	(4)	(5)	(6)	(7)						
OECD Countries												
Australia	77 (0.73)	0.9 (0.02)	82 (0.56)	99 (0.51)	15 (0.41)	262	97 (0.5)					
Austria	80 (0.74)	1.0 (0.02)	79 (0.96)	100 (0.00)	8 (0.46)	9	m					
Belgium	m	m	80 (0.90)	98 (1.08)	7 (0.33)	33	m					
Canada	74 (0.53)	0.9 (0.01)	89 (0.53)	100 (0.06)	13 (0.43)	15	m					
Chile	30 (2.46)	0.7 (0.05)	65 (1.18)	97 (1.40)	8 (0.45)	m	72 (1.8)					
Czech Republic	82 (1.04)	1.0 (0.02)	79 (1.00)	100 c	12 (0.50)	5	82 (1.0)					
Denmark	80 (0.63)	1.0 (0.02)	84 (0.83)	97 (1.42)	6 (0.27)	6	86 (1.1)					
Estonia	81 (0.65)	1.0 (0.02)	91 (0.65)	99 (0.57)	10 (0.47)	1	93 (0.5)					
Finland	84 (0.62)	1.0 (0.02)	89 (0.69)	99 (0.55)	10 (0.44)	0	79 (1.0)					
France	66 (0.66)	1.0 (0.02)	78 (0.86)	100 (0.41)	7 (0.35)	164	76 (0.9)					
Germany	76 (0.88)	0.9 (0.02)	83 (0.95)	97 (1.33)	6 (0.43)	92	m					
Greece	64 (1.29)	1.0 (0.04)	67 (1.88)	100 c	7 (0.54)	2	m					
Hungary	m	m	74 (1.04)	99 (0.57)	9 (0.50)	0	m					
Iceland	m	m	75 (0.87)	100 c	5 (0.36)	m	91 (0.8)					
Ireland	71 (1.04)	0.9 (0.02)	85 (0.96)	100 c	7 (0.41)	3	m					
Israel	62 (0.82)	0.9 (0.03)	69 (1.36)	87 (2.76)	m	m	91 (0.6)					
Italy	61 (1.24)	0.9 (0.03)	77 (1.02)	99 (1.08)	m	m	8					
Japan	91 (0.57)	1.0 (0.01)	90 (0.70)	98 (0.99)	5 (0.33)	44	83 (0.8)					
Korea	77 (0.64)	0.9 (0.02)	86 (0.91)	100 c	2 (0.20)	67	91 (0.6)					
Latvia	m	m	83 (0.75)	100 c	18 (0.58)	m	96 (0.6)					
Luxembourg	m	m	74 (0.71)	100 c	8 (0.38)	0	m					
Mexico	m	m	52 (1.29)	81 (2.27)	10 (0.39)	m	96 (0.4)					
Netherlands	83 (0.63)	0.9 (0.01)	81 (0.97)	100 c	3 (0.37)	33	93 (0.6)					
New Zealand ¹	79 (0.77)	0.9 (0.02)	83 (0.90)	100 c	18 (0.62)	40	97 (0.4)					
Norway	83 (0.72)	1.0 (0.02)	81 (0.81)	100 c	10 (0.45)	3	87 (0.9)					
Poland	71 (0.84)	1.0 (0.03)	84 (0.85)	100 c	11 (0.45)	8	94 (0.7)					
Portugal	m	m	83 (0.92)	94 (1.58)	6 (0.31)	5	89 (0.7)					
Slovak Republic	83 (0.69)	1.0 (0.02)	69 (1.10)	100 c	11 (0.54)	1	73 (1.0)					
Slovenia	66 (0.88)	1.0 (0.02)	85 (0.50)	100 c	7 (0.38)	1	m					
Spain	63 (0.81)	0.9 (0.02)	82 (0.80)	100 c	6 (0.35)	3	84 (1.0)					
Sweden	82 (0.81)	1.0 (0.02)	78 (1.15)	100 (0.08)	8 (0.42)	37	83 (1.0)					
Switzerland	m	m	82 (1.06)	100 (0.17)	7 (0.48)	7	m					
Turkey	39 (1.27)	0.7 (0.05)	56 (2.10)	80 (3.18)	9 (0.51)	m	m					
United Kingdom	m	m	83 (0.80)	100 c	14 (0.55)	107	m					
United States ²	69 (0.89)	0.9 (0.02)	80 (1.07)	100 c	10 (0.49)	m	95 (0.8)					
Economies												
Flemish Com. (Belgium)	81 (0.73)	0.9 (0.02)	m	m	m	m	88 (0.9)					
England (UK)	74 (1.13)	0.9 (0.02)	m	m	m	m	92 (0.7)					
Northern Ireland (UK)	71 (1.53)	0.9 (0.03)	m	m	m	m	m					
Partners												
Brazil	m	m	43 (1.08)	91 (1.61)	9 (0.30)	m	92 (0.5)					
Colombia	m	m	51 (1.32)	89 (2.66)	8 (0.36)	m	m					
Costa Rica	m	m	54 (1.23)	84 (2.64)	11 (0.49)	m	m					
Lithuania	76 (0.97)	1.0 (0.02)	75 (1.07)	100 c	10 (0.42)	1	m					
Russian Federation ^{1*}	81 (2.00)	1.1 (0.03)	82 (1.12)	99 (0.97)	9 (0.71)	m	95 (0.8)					


Note: Global indicators are in blue. Indicators labelled “proxy” provide similar information to the proposed indicator, but do not follow the exact methodology set out by the Unesco Institute for Statistics (UIS). Refer to Table 1 for the full description of the SDG indicators presented.

1. Data for Column 7 (Indicator 4.c.7) refer to year 2014 instead of 2013.

2. Data from the United States in Column 7, Indicator 4.c.7, should be interpreted carefully since they did not meet international participation rates for TALIS 2013. To maintain a minimum level of reliability, the TALIS technical standards, which the United States was not able to meet, require that at least 75% of schools (after replacement) and at least 75% of teachers within the selected schools participate in the survey.

* For Columns 1 and 2, see note on data for the Russian Federation in the *Source* section.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm). Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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