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Institute for Statistics



SDG indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex

Training seminar on indicators of the fourth goal of sustainable development for Arab countries

9-11 May 2022





Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



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

SDG Indicator 4.2.2

Participation rate in organized learning (one year before the official primary entry age), by sex

- **Indicator definition:** Percentage of children aged one year before the official primary entry age, who participate in one or more organized learning programme, including programmes which offer a combination of education and care. Participants in early childhood education and in primary education are both included.
- **Purpose:** The indicator measures children's exposure to organized learning activities when they are aged one year before the official starting age of primary school.

SDG Indicator 4.2.2

- **An organized learning programme** is one which consists of a coherent set or sequence of educational activities designed with the intention of achieving pre-determined learning outcomes or the accomplishment of a specific set of educational tasks. Early childhood and primary education programmes are examples of organized learning programmes
- **Early childhood education** Early childhood education is typically designed with a holistic approach to support children's early cognitive, physical, social and emotional development and to introduce young children to organized instruction outside the family context
- **The official primary entry age** is the age at which children are expected to start primary education according to national legislation or policies

SDG Indicator 4.2.2

- **Required data:**

- Number of children participating in organized learning activities by age;
- Population estimates by single year of age (if using administrative data); and
- Data on the official entry age to primary education.

- **Sources of data:**

- Administrative records data from schools and other organized learning centers or from household surveys on enrollment by age in early and primary education programmes;
- Population censuses and surveys for population estimates by single year of age (in the case of using administrative data on enrollment);
- Administrative data from the Ministries of Education on the official entry age to primary education.

SDG Indicator 4.2.2

Enrolment in early childhood or primary education (ISCED levels 0 and 1) aged one year below the official entry age a to primary education

Population aged one year below the official entry age a to primary education x 100

- **Disaggregation of the indicator:**
 - Administrative records data: by gender;
 - Household surveys: by gender, place of residence, income, etc., according to availability.

SDG Indicator 4.2.2

- **Quality Assurance:** The indicator should be based on enrolment by single year of age in early learning programmes in all types of education institutions, including public, private and all other institutions that provide organized educational programmes. The UIS maintains the global database used to produce this indicator.
- In addition to children who are one year old before entering primary education and participating in early learning programs, the indicator includes children of the same age group who are in primary education.
- Being a net indicator, its value should not exceed 100%.
- **Indicator Interpretation:** A high value of the indicator, at or near 100%, indicates that all or most children are participating in organized learning immediately before the official entrance age to primary education. A low value of the indicator indicates low or delayed participation in organized learning programmes.

SDG Indicator 4.2.2

- **Indicator limitation:**

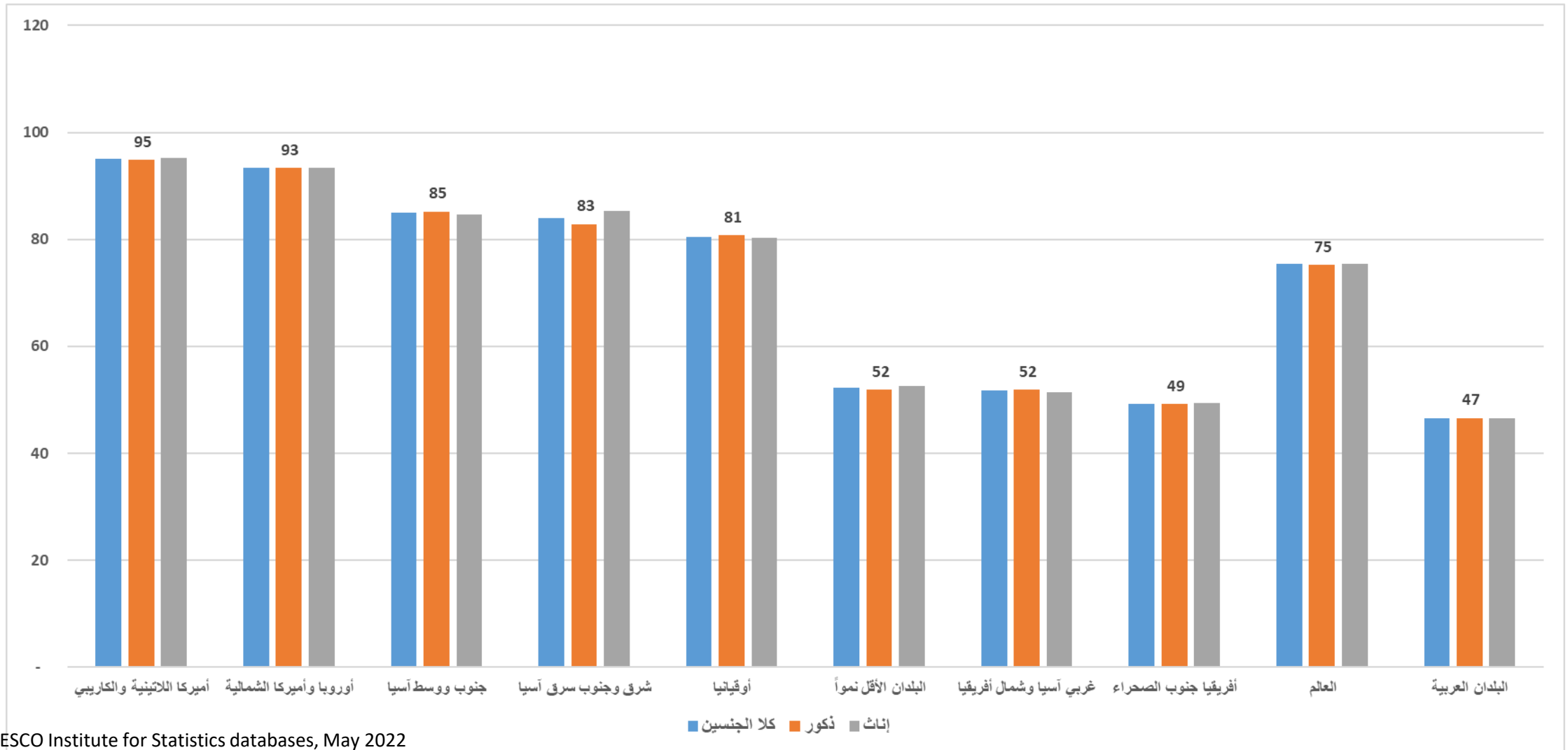
1. The indicator measures the percentage of children who are exposed to organized learning but not the intensity or quality of the programme
2. More work is needed to ensure that the definition of learning programmes is consistent across various surveys and defined in a manner that is easily understood by survey respondents.
3. Complementary information collected on the amount of time children spend in learning programmes are needed

SDG Indicator 4.2.2

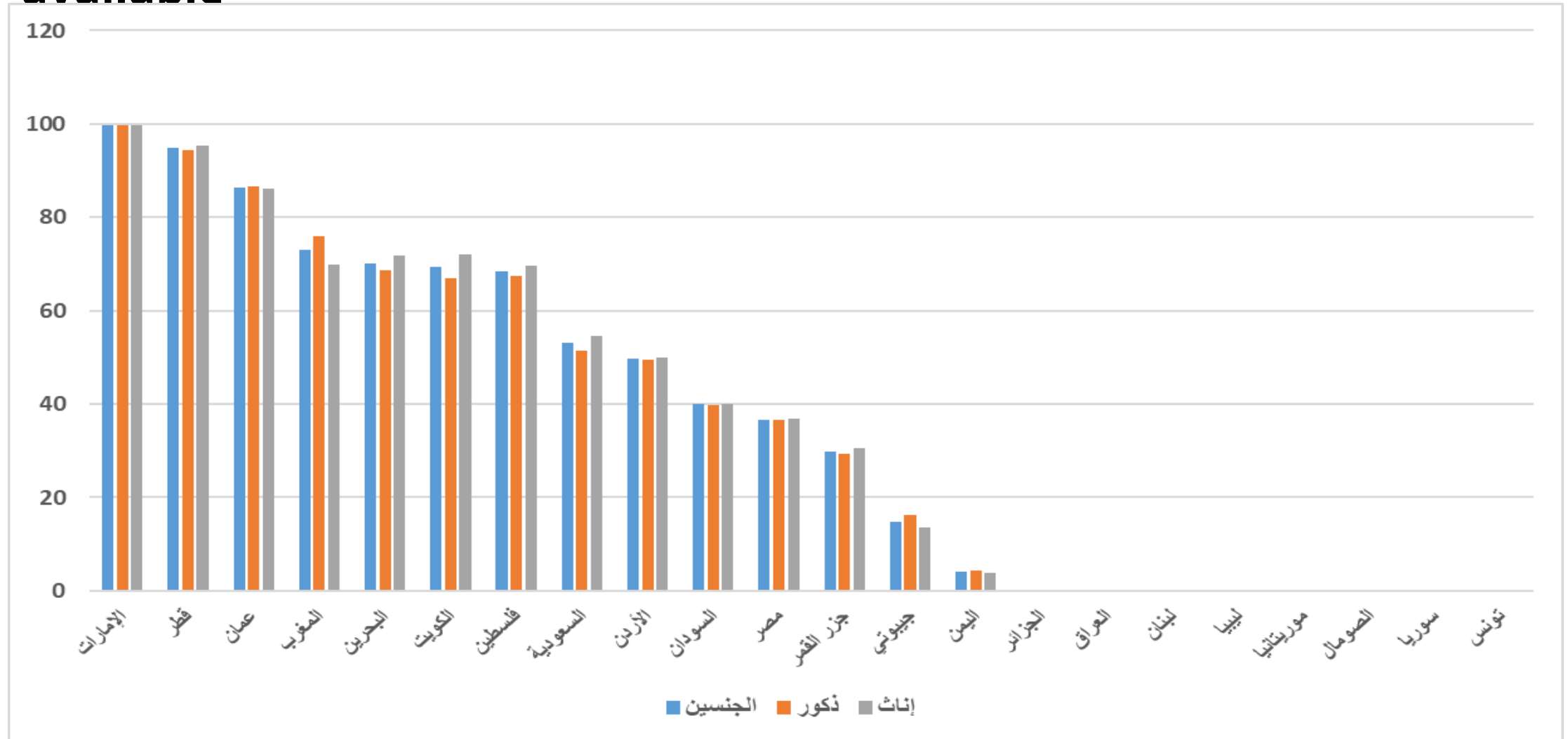
International data collection:

- The UNESCO Institute for Statistics collects the required data for this indicator through its Survey of Formal Education using:
 - Students and Teachers (ISCED 0-4) questionnaire (questionnaire A): distribution of students by level of education, age and sex (Table 3);
 - National Education Systems Questionnaire (ISCED): details of educational programs, including the official entry age to the programme/level.
- Population estimates from the United Nations Population Division are used to calculate the indicator.
- UIS processes data in an interactive manner with national authorities and technical focal points to verify the availability and validity of data with professionals in member countries and to calculate indicators.
- Databases are published during the month of September annually and are updated during the month of March

Participation rate in organized learning (one year before the official primary entry age), by region. 2020



Participation rate in organized learning (one year before the official primary entry age) in Arab countries by sex. 2021 or latest year available



Thank you

 @UNESCOstat

For more information about the indicator's metadata:
<http://uis.unesco.org/>

<https://trg.uis.unesco.org/methodological-toolkit/metadata/>