

U N	목 표	4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
	세 부 목 표	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 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

I. Global indicator

〈Type 2〉

Indicator	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
Definition	<p>Percentage of children and young people achieving at least a minimum proficiency level (MPL) in (i) reading and (ii) mathematics during primary education (Grade 2 or 3), at the end of primary education, and at the end of lower secondary education, by sex. For the MPL measurements, there are six Levels, and proficiency Level 2 is considered to meet the MPL.</p> <p>The MPL for reading means the abilities to comprehend, use, evaluate, and contemplate texts and engage in various text reading activities to accomplish the learner's objectives, develop knowledge and potential, and be involved in society.</p> <p>The MPL for mathematics means the abilities to use mathematical reasoning, mathematical concepts, procedures, facts, and tools to describe, explain, and predict individuals' manifestation of abilities to formulate, use, and interpret mathematics in various contexts.</p>

II. Data description

[Data] Proportion of children and young people achieving an MPL in reading and mathematics

Calculation method	$\frac{\text{Number of children and young people achieving an MPL in respective domains}}{\text{Number of children and young people in all proficiency levels in respective domains}} \times 100$ <p>: Segregated by domain (reading and mathematics) and sex</p>
Unit	Percentage(%)
Data sources	The UNESCO Institute for Statistics (UIS) is responsible for estimation using the Program for International Student Assessment (PISA) data. In Korea, proficiency levels of those who completed grades 2 or 3 are measured using the Trends in International Mathematics and Science Study (TIMSS), an international assessment of grade 4 students in mathematics and science; proficiency levels at the end of lower secondary education are measured through the PISA.
Calendar	<p>■ Time serieses(Data for Korea standard): 2000-2018(PISA), 2011-2015(TMISS)</p> <p>■ Data release(Data for Korea standard): 3 years(PISA), 4 years(TMISS)</p>
Data compilers	UIS(UNESCO Institute of Statistics)
Global indicator link	<p>■ Metadata: https://unstats.un.org/sdgs/metadata/files/Metadata-04-01-01a.pdf https://unstats.un.org/sdgs/metadata/files/Metadata-04-01-01bc.pdf</p> <p>■ Data: https://unstats.un.org/sdgs/indicators/database/</p>