Quality education

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

Key to RAG ratings

- **GREEN**: Global or proposed UK target has been met, exceed or close to being met
- **AMBER**: Some progress or aspect of the targets met
- **RED**: Off target, poor progress, not addressed in existing policies

This document contains comments gathered during publication of the initial research. Not all the inputs and comments received are included here. Some chapter leads worked informally, in person or offline with their own networks, colleagues or UKSSD network and partners. In some cases, the chapter lead revisited the research considering comments, if so the amendments are below. In other cases, they took the feedback on board as they finalised their summary chapter.

Prepared by

Supported by
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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable UK policy / legislation</td>
<td>Wales - Well-Being and Future Generations Act 2015</td>
</tr>
<tr>
<td>Comment: Scotland National Performance Framework 2018</td>
<td>Scotland Pupil Equity Fund is allocated directly to schools and targeted at closing the poverty related attainment gap <a href="http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/pupilequityfund">http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/pupilequityfund</a></td>
</tr>
<tr>
<td>Comment: Not sure if this goes here but ‘pupil premium’ is one way of supporting students who are seen to be from a ‘disadvantaged’ group <a href="https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings">https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings</a></td>
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<table>
<thead>
<tr>
<th>National SDG Target</th>
<th>Department for Education (DfE) Geographical Area: England CSV Available No Headline</th>
</tr>
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<tbody>
<tr>
<td>Comment: Wales - National Indicator 7 of the Well-Being and Future Generations Act 2015</td>
<td>Comment: Scotland’s 16 National Outcomes are currently being revised to incorporate the SDGs <a href="http://www.gov.scot/About/Performance/scotPerforms/outcome">http://www.gov.scot/About/Performance/scotPerforms/outcome</a></td>
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<table>
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<tr>
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<tr>
<td>Comment: Scotland National Indicator, ‘Improve level of educational attainment’ <a href="http://www.gov.scot/About/Performance/scotPerforms/indicator">http://www.gov.scot/About/Performance/scotPerforms/indicator</a></td>
<td>attainment will be replaced after current review to incorporate SDGs</td>
</tr>
<tr>
<td>Comment: Add Scottish Government’s National Improvement framework and Improvement plan with indicators on 4 improvement priorities (Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people’s health and wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people ) <a href="http://www.gov.scot/Publications/2017/12/2207">http://www.gov.scot/Publications/2017/12/2207</a></td>
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</tr>
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</table>
## Baseline Performance

### ONS reporting platform headline data:

<table>
<thead>
<tr>
<th>Year</th>
<th>KS1 Reading</th>
<th>KS1 Maths</th>
<th>KS2 Reading</th>
<th>KS2 Maths</th>
<th>KS3 English</th>
<th>KS3 Maths</th>
<th>KS4 English</th>
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<td>70</td>
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</table>

(DfE) 53% of pupils reached the new expected standard and 5% reached a high standard in reading, writing and mathematics
53.8%, 8.6%

2015/16 Wales 2015/16 Boys: 53.7% Girls: 61%

Evidence of Impact of Sustainable Schools, Department for children, schools and families July 2009

Comment: 3 OFSTED Reports on ESD and Sustainable Schools and one Department of Education Report all showed positive impacts (cognitive, social/emotional and behavioural) and schools performed better than national averages (Good or excellent at that time)

Schools and sustainability: A climate for change? May 2008
Taking the first step forward towards ESD June 2009
### Other relevant UK indicator/s


PISA / TIMMS scores (over time) are especially relevant when they are compared with previous national scores and against other EU countries with equally well-developed education systems.

Knowing how many young people leave school and end up unemployed and homeless a useful indicator? education-ni.gov.uk/articles/school-leavers

This is also a question about what we think the purpose of education is. If we think that the purpose of education is employment then indicators will look different to if we think the purpose of education is human wellbeing and flourishing. In which case the ONS wellbeing survey will also be useful [gov.uk/government/collections/national-wellbeing ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/measuringnationalwellbeing/july2016tojune2017](https://www.gov.uk/government/collections/national-wellbeing ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/measuringnationalwellbeing/july2016tojune2017)

Comment: Scotland currently uses the gap in performance in the Programme for International Student Assessment (PISA) between Scotland and the OECD average to indicate improved level of attainment.

### Assessment of current state

**RAG Rating: Amber**

- The education provided is of ‘quality’ for a significant proportion of UK students.
- For that same majority, the learning outcomes are reasonably relevant and effective for today.
- That said, given that the indicator is only concerned with reading and maths, these outcomes must be as effective tomorrow as they are today.
- The challenge for the UK is the ‘all’ in the target where the socially-deprived tail is too long and persistent despite efforts to fix the problem.

In 2016/17, 90% of all primary and 79% of secondary schools in England were judged by Ofsted to be good or outstanding whilst noting the existence of a small but persistent group of underperforming schools including some where this has lasted for 10 years. There continues to be stark discrepancies in funding across schools resulting in an increase in secondary schools in England with financial difficulties which are affecting the curriculum.

International comparative judgements on the effectiveness of this are mixed. The UK was ranked 15/70 overall in the OECD 2015 PISA tests of science, maths and reading. This was comfortably ahead of France, the USA and Sweden, but uncomfortably behind Singapore, Estonia and Viet Nam. Unlike most of those above it in the tables, the UK has a relatively high level of low achievers across all three areas with boys are over-represented. According to Ofsted, in England there are hundreds of schools that have never achieved adequate inspection reports.

By contrast, in the 2016 PIRLS assessment of reading comprehension (in the 4th grade) Northern Ireland came 6th and England 8th (out of 41 countries), and in 2016 tests of Science achievement (TIMMs), Northern Ireland was (6th) at Grade 4, and England was 10th at both Grade 8 and Grade 4.

There are marked differences in PISA scores across the UK. The scores from England and Northern Ireland are the highest, and are consistent over recent years. Scotland’s PISA scores are falling, and Wales is now below the OECD country average for all three areas. Critical commentators in Wales and Scotland blame recent curriculum reforms for this poor performance, though policy-makers say this is to overly simplify matters. There are no PIRLS or TIMMs scores for Wales and Scotland as their governments spare children the stress of taking the tests.

Concerns about standards have recently been raised in relation to the number of home-schooled children in England, and to the number of unregistered schools that are beyond oversight and regulation. Many of these are faith-based.

Comment: Can there be some account taken of the different types of school – community schools, controlled by the local council and not influenced by business or religious groups
- foundation schools and voluntary schools, which have more freedom to change the way they do things than community schools
- academies, run by a governing body, independent from the local council - they can follow a different curriculum
- grammar schools, run by the council, a foundation body or a trust - they select all or most of their pupils based on academic ability and there is often an exam to get in and that educational attainment could be disaggregated by the school type, sex, locality, religion.

Comment: Scottish attainment challenge is current initiative aimed at closing the poverty-related attainment gap.

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UKSSD — Measuring up Appendix: Sustainable Development Goal 4
Notes Disaggregation

Extensive disaggregation available: gender, local authority, school type etc.

Percentage of children achieving at least a minimum proficiency level in English and Mathematics, 2016:

- English: 74
  - Female, 78, Male, 70
- Mathematics: 73
  - Female, 74, Male, 72

gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2016

gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2016-revised

Note: significant fall since 2015 when the averages were in the 90s.

Coherence Issues & Synergies


What is here is about learning outcomes (which is what the indicators focus on) whereas the target is about more than this as it also focuses on the educational experience [“free, equitable and quality primary and secondary education”]. It seems therefore, that it is needed to draw on school attendance and inspection data. For example,

[i] evidence of children attending illegal schools in England where those in charge pay little need to the demands of the 2002 Education Act; and [ii] the persistence of hundreds of schools that have never, ever managed to achieve decent inspection reports.

Comment: It seems that there is an emphasis on literacy and numeracy in this indicator but good to consider a) ways of achieving numeracy and literacy eg outdoor learning good for this and also b) other outcomes eg self-development, vocational skills, experiential learning.

Local to International Dimensions

UNESCO Globally according to the Digest, less than half (47%) of the data needed to monitor progress towards SDG4 is currently available. Available data paints a grim picture of the quality of education, showing that an estimated 617 million children and adolescents worldwide are unable to achieve minimum proficiency levels in reading and mathematics.

DfID:

Education is a fundamental human right which underpins the improving of lives and the eradication of poverty. Despite this, and the aspirations of Sustainable Development Goal 4 (SDG4) on global educational opportunities, 263 million children and young people remain out of school around the world, and another 330 million are in school but are estimated not to be learning the basics.

1. Some witnesses described this as a ‘crisis’.

2. DFID is recognised as a world leader on many aspects of the promotion of education in developing countries. The Department is currently undertaking a policy refresh in this area, and this Report aims to feed into the consultation process of this to help steer the Department to a more effective implementation of SDG4.

publications.parliament.uk/pa/cm201719/cmselect/cmintdev/367/36703.htm

EU One-fifth of 15-year-olds showed insufficient abilities in reading, maths and science in 2015. This share is higher than in 2012, indicating the EU is not making sufficient progress towards reaching the target in Europe 2020 Strategy. Sustainable development in the European Union - Monitoring Report on Progress Towards the SDGs in European Context 2017 ec.europa.eu/eurostat/data/database
**Trends**

Percentage of children achieving at least a minimum proficiency level in English and Mathematics, 2016 England

*Note: significant fall since 2015 when the averages were in the 90s.*

**Comment:** In KS1, both maths and English has relatively stable percentages of children achieving at least a minimum proficiency level (between 91% and 93%) for the years 2012-2015. However, there has been a rapid decrease with maths falling to 73% and English falling to 74%.

In KS2, maths proficiency steadily increased from 72% in 2000, to 87% in 2015. There was then a decrease to 70% in 2016. English proficiency was more varied with many increases and decreases over time. Between 2015 and 2016 there was a large decrease from 89% to 66%.

In KS3, English proficiency has steadily increased from 64% in 2000 to 74% in 2008 (with a small decrease of 1% between 2005 and 2006). Maths proficiency has also steadily increased between 2000 and 2008 (65% to 77%), with only a small (1%) decrease between 2006 and 2007.

In KS4, English proficiency has stayed around 99%, but decreased slightly in 2016 to 98.4%. Maths proficiency has stayed around 98.3% between 2009 and 2012. There was a decrease to 94.8% in 2013 and then a steady increase to 97.6% in 2016. ONS

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**Action needed**
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

**Indicators**

<table>
<thead>
<tr>
<th>4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex</td>
</tr>
</tbody>
</table>

**Applicable UK policy / legislation**

**National SDG Target**

<table>
<thead>
<tr>
<th>4.2.1</th>
<th>4.2.2 Department for Education (DfE) Geographical Area: England CSV Available No Headline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wales National Indicator 7 of the Well-Being and Future Generations Act 2015</td>
<td></td>
</tr>
<tr>
<td>Scotland National Performance Framework 2018</td>
<td></td>
</tr>
</tbody>
</table>

**Comment:** Scotland’s 16 National Outcomes are currently being revised to incorporate the SDGs

http://www.gov.scot/About/Performance/scotPerforms/outcome

**UK commensurable indicator**

ONS has data for both 4.2.1 and 4.2.2.

4.2.1: we have data for England, for 2013-2017. There are breakdowns for sex, region and local authority, and learning categories. Actual indicator collected: Pupils achieving at least expected level in early learning goals. Data source: Early years foundation stage profile results: 2016 to 2017

4.2.2: we have data for England, for 2011-2017. There are breakdowns for age and region. Actual indicator collected: Percentage of 3 and 4-year olds participating in early years education. Data source: Education provision: children under 5 years of age


Wales Foundations Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination. (Personal, social, cultural, language, communication, maths)

DfE Close the word gap in the early years

**Baseline Performance**

(DfE) “At a national level, 66.3 per cent of children achieved a good level of development” (is this English data?)

4.2.2 As of 2014, 97%


Percentage of 3 and 4 year olds participating in early years education

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
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</thead>
<tbody>
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<td>94</td>
</tr>
<tr>
<td>2012</td>
<td>95</td>
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<tr>
<td>2013</td>
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<td>2016</td>
<td>95</td>
</tr>
<tr>
<td>2017</td>
<td>95</td>
</tr>
</tbody>
</table>


**Comment:** 4.2.1 ONS reporting platform has the following headline data (percentage):

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>48.9</td>
<td>57.6</td>
<td>40.6</td>
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<td>2014</td>
<td>58</td>
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<td>2015</td>
<td>64.1</td>
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<td>56</td>
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<tr>
<td>2016</td>
<td>67.3</td>
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<td>59.7</td>
</tr>
<tr>
<td>2017</td>
<td>69</td>
<td>76.5</td>
<td>61.8</td>
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</tbody>
</table>

Comment: The term ‘early learning and childcare’ was introduced in the Children and Young People (Scotland) Act 2014. The Act replaced the previous entitlement of up to 475 hours per year of free sessions of pre-school education for 3-5-year olds, with a more flexible offer of up to 600 hours ELC per year for 3-5year olds and certain eligible 2year olds. Parents may also purchase additional hours of ELC for children who have an entitlement, and those who are not yet entitled to free hours.
Other relevant UK indicator/s

In England: Measures of uptake of free 15 hours entitlement? EY providers Ofsted reports (number of providers underperforming or percentages of providers with good or outstanding).

Comment: In Scotland 'Increase the proportion of pre-school centres receiving positive inspection reports' is a national indicator which goes beyond participation to quality http://www.gov.scot/About/Performance/scotPerforms/indicator/pre-schools

Comment: In Scotland outdoor learning indicators and care inspectorate values would be relevant here. Outdoor learning tends to be associated with quality learning. Might also consider aspects such as status and salary of nursery staff here tend to be unemployed teenagers perhaps starting at college but in eg Scandinavia tend to be well qualified and well paid individuals who are committed and are respected for that career choice.

Assessment of current state

RAG Rating: Amber

I don’t know about international standards here but many UK children do have access to ‘quality’ provision at this stage.

But too many do not and the ones that don’t are the ones who most need it.

Again, the challenge for the UK is the ‘all’ in the target where the socially-deprived tail is long and persistent despite efforts to fix the problem.

In its 2016/17 annual report, Ofsted said that the quality of early years providers in England had continued to improve, with 94% of providers judged to be good or outstanding. There are consistently good participation rates (around 95% from 2012 – 2017) across the UK, resulting from a determined policy push.

Whilst at a national level in England, 66% of children achieved a good level of pre-primary development, there is a long tail of unreadiness. It is here where the outcomes of a continuing very variable family support structure become very clear. In England, the DfE has an ambition to improving the quality of early years provision. It has a focus on early language and literacy, including ensuring more disadvantaged children are able to experience a language-rich early environment (closing the word gap), and ensuring that all eligible parents can access 30 hours of free childcare per week.

In England, there is a lack of policy coherence between early year’s goals and the national curriculum. In a 2017 report on the reception curriculum in England, Ofsted say that there should be more emphasis on reading, writing and basic numbers in the reception year of education, including more priority given to listening to imaginative and stimulating stories, with maths given more priority in early year’s teaching. It also questioned about whether the early years foundation stage (EYFS) is appropriately designed to prepare pupils for Year 1, noting that in schools that achieved consistently high outcomes for children, it was clear that they were, by necessity, departing from the EYFS because the standards in the guidance were too low, particularly for mathematics.

Notes Disaggregation

4.2.1 Definition: Good level of development Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy; and mathematics. (this could be narrowed if required)

Extensive disaggregation available
**Coherence Issues & Synergies**

Wales

The Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and Key Stage 1 (from 5 to 7-year-olds) of the National Curriculum to create one phase of education for children aged between three and seven. 2012 was the first year in which the Foundation Phase fully replaced Key Stage 1. All learners in their final year of Foundation Phase must be assessed through teacher assessments. The general expectation is that the majority of 7-year olds will attain outcome 5 in each area of learning.

**Comment:** 4.2.1

Whilst “At a national level, 66.3 per cent of children achieved a good level of development” (are these English data?), this figure hides a broad spectrum of readiness and a long tail of unreadiness. Is there data to show this?

Scotland’s attainment challenge has a focus on early years and literacy, numeracy and health and wellbeing in specific areas of deprivation Scotland. govsct/Topics/Education/Schools/Raisingeducationalattainment

**Local to International Dimensions**

EU The share of children participating in early childhood education and care has grown continuously since 2001 and had almost met the target of 95% in 2015. Sustainable development in the European Union - Monitoring Report on Progress Towards the SDGs in European Context 2017 ec.europa.eu/eurostat/data/database

**Comment:** 4.2.1: ONS reporting platform shows an overall increase in the percentage of pupils achieving at least expected level in early learning goals, from 48.9% in 2013 to 69% in 2017. This is also the case for males and females.

4.2.2: ONS reporting platform shows the percentage of 3 and 4-year olds participating in early years education has stayed roughly the same at 94% in 2011, and 95

**Trends**

Comment: 4.2.1: ONS reporting platform shows an overall increase in the percentage of pupils achieving at least expected level in early learning goals, from 48.9% in 2013 to 69% in 2017. This is also the case for males and females.

4.2.2: ONS reporting platform shows the percentage of 3 and 4-year olds participating in early years education has stayed roughly the same at 94% in 2011, and 95

**Action Needed**

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

| Indicator | 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex |

| Applicable UK policy / legislation | DfE Secondary accountability measures |

Guide for maintained secondary schools, academies and free schools

January 2018 Percentage of pupils staying in education or going into employment after key stage 4 (pupil destinations)

The headline pupil destination measure shows the percentage of pupils continuing to a sustained education, employment or training destination in the year after completing key stage 4 study (after year 11)

**National SDG Target**

Comment: Scotland’s 16 National Outcomes are currently being revised to incorporate the SDGs

gov.scot/About/Performance/scotPerforms/outcome

**UK commensurable indicator**

International Labour Organisation data available, broken down by sex. This is for young adults (15-29).

Men: data.worldbank.org/indicator/SL.UEM.NEET.MA.ZS?locations=GB

Women: data.worldbank.org/indicator/SL.UEM.NEET.FE.ZS?locations=GB

World data is more limited, but a number of countries provide data for comparison here: http://data.worldbank.org/indicator/SL.UEM.NEET.MA.ZS

Comment: ONS reporting platform has data for the UK from 2002 to 2016, and is broken down by sex. Data source: Young people not in education, employment or training (NEET)

Comment: Scotland national indicator

‘Increase the proportion of young people in learning, training or work

Indicator Measure

Proportion of 16-19-year olds participating in education, training or employment over the whole year (1st April–31st March) govsct/About/Performance/scotPerforms/indicator/youngpeople
Baseline Performance

Young men in education, employment or training: 89.3% in 2014, compared with 95.8% in 2004.
Young women in education, employment or training: 86.9% in 2014, compared with 93.3% in 2004.

Percentage of youth (aged 16 to 24 years) in education, employment, or training UK

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<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>86.8</td>
</tr>
<tr>
<td>2003</td>
<td>86.9</td>
</tr>
<tr>
<td>2004</td>
<td>87</td>
</tr>
<tr>
<td>2005</td>
<td>86.3</td>
</tr>
<tr>
<td>2006</td>
<td>85.8</td>
</tr>
<tr>
<td>2007</td>
<td>86.2</td>
</tr>
<tr>
<td>2008</td>
<td>86.1</td>
</tr>
<tr>
<td>2009</td>
<td>84.7</td>
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<tr>
<td>2010</td>
<td>84.7</td>
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<tr>
<td>2011</td>
<td>83.9</td>
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<tr>
<td>2012</td>
<td>84.4</td>
</tr>
<tr>
<td>2013</td>
<td>85.2</td>
</tr>
<tr>
<td>2014</td>
<td>86.7</td>
</tr>
<tr>
<td>2015</td>
<td>87.7</td>
</tr>
<tr>
<td>2016</td>
<td>88.2</td>
</tr>
</tbody>
</table>

Source: (ONS)

Percentage of youth in education, employment or training, 2016:

- Male: 88.2
- Female: 87.8

ons.gov.uk/employmentandlabourmarket/peopleinwork/unemployment/datasets/
youngpeoplenotineducationemploymentortrainingneettable1

Provides more recent figures (2016 compared to 2014)

Other relevant UK indicator/s

gov.uk/government/uploads/system/uploads/attachment_data/file/657821/SFR64_2017_Text.pdf - has data on numbers of university and APs etc. Dr E. Lee

gov.scot/About/Performance/scotPerforms/indicator/youngpeople

Comment: ONS reporting platform shows different figures. Males: 88% in 2014 compared to 89.3% in 2004. Females: 85.3% in 2014, compared to 84.6% in 2004.

Comment: Scotland Gender: across the equalities groups, the participation rate for 16-19 year old females is 91.6%, in comparison to 90.5% for males. The percentage of both females and males participating has increased between 2016 and 2017 annual participation measures. The participation rate remains higher for females than males although the gap between the two has narrowed from 1.3 percentage points in 2016 to 1.1 in 2017.

Comment: Wales


Comment: Scotland national indicator
UKSSD — Measuring up Appendix: Sustainable Development Goal 4

Assessment of current state

RAG Rating: Amber

The UK has a large share of good universities and a large number of young people enrol and graduate. We are good at this

- There are more female students in HE than male.
- The drop-out rate is low by international standards and employers rate the quality of graduates.
- There is not, however, equal access as HE provision has to be rationed in parts of the UK because tuition is fully tax-payer funded.

One outcome of this is that the proportion of students from socially-deprived backgrounds going to HE varies considerably. That said, there is still room for improvement on this measure in all parts of the UK.

The closure of some forms of FE provision, notably in agriculture and the land-based industries in many counties of England, is a major issue. Some of these focused on the rural environment and conservation along with much of the provision relevant to the UK’s future food security. The development of training focused on the so-called green economy is still in its infancy and received scant coverage in the recent Sainsbury Report on technical education reform 11, in spite of projections by various agencies that provision is growing (> 5% per year) faster than many other sectors of the economy. Growing numbers of mergers in the further education sector has made access for many students difficult which could impede progress on the implementation of the recommendations of the follow-up to the Sainsbury report.

UCAS note clear differences between the four parts of the UK in terms of the application rates of young people from educationally disadvantaged areas. 12 These were, Northern Ireland 24%, England 23%, Wales 20% and Scotland 17%. UCAS also notes differences in application rates between young men and women remain high. In England, women are 36% more likely than men to apply to university, and in Northern Ireland, they are 40% more likely to apply. In Wales, women are 48% more likely to apply, and in Scotland, women are 56% more likely to apply. The social group that is least likely to participate in HE (and to do relatively poorly at school) remains white working-class boys.13

Comment: In Scotland free education. do we want to just look at number of students here or also initiatives to widen access eg school support systems etc? In Scotland there are data on source of students by Scottish Index of Multiple Deprivation. I think the situation is more complex than suggested in section below. I do agree that the change from polytechnics to universities has left UK as a whole with less vocational training and also less respect for trades etc.

Comment: Reflection on quality education at university difficult; on the one hand we are known for critical thinking and excellent institutions but the push towards commodification of education and marketisation of universities along with audit culture pressures is creating strain in the system. Some data are available eg league tables and NUS survey data and leaver destination surveys, also recently some universities participated in Teaching Excellent Framework (in England and a few voluntarily in Scotland). However, these systems skew activities in ways that are not always helpful so view with caution. Need throughout to combine quant data with in depth reflective analysis.

Comment: ONS says that the percentage of youth (16 to 24) in education, employment, or training across the UK was 88% in 2016 (much as it was in 2004 before falling to a low of 84% in 2011).14


Notes Disaggregation

Coherence Issues & Synergies

“affordable” and “quality” are key issues for UK training. EU report on “youth guarantee” within 4 regions of the UK – report is critical

Further investigation required on HE, FE affordability

In terms of participation rates in HE of young people from the most socially disadvantaged communities, there would seem to be significant differences between England and Scotland (I cannot speak of Wales / Northern Ireland). There is a higher rate of participation in England, and this has been growing in recent years, whereas it seems to have been falling in Scotland. Commentators say that this is partly because of bursaries available in England where HE is available to all who have the requisite qualifications, and partly because access to HE is rationed in Scotland because it is tax-payer funded. I think that such differences need to be acknowledged (because access is not equal), even if possible reasons are not dwelt on.

Local to International

EU the tertiary educational attainment rate of 30 to 34 year olds has increased by 15.5 percentage points since 2002 and is on track to reach the target of 40 %. But the gender gap has widened considerably, with men falling further and further behind. Sustainable development in the European Union- Monitoring Report on Progress Towards the SDGs in European Context 2017 http://ec.europa.eu/eurostat/data/database
### Trends

**Unemployment by age**

The unemployment rate for people aged 18-24 was 10.3% in January-March 2018, down from 10.6% a year ago. 407,000 18-24 year olds were unemployed, while 1.71 million were economically inactive. 3.53 million were in work. 124,000 16-17 year olds were unemployed, while 937,000 were economically inactive and 336,000 were in work.

The unemployment rate for 16-17 year olds was estimated at around 27%. The rate is higher than it was in the 1990s and early 2000s, despite there being a lower number of 16-17 year olds unemployed. This is explained by more 16-17 year olds staying in full-time education.

http://researchbriefings.files.parliament.uk/documents/SN05871/SN05871.pdf

Comment: ONS reporting platform shows an overall increase in the percentage of males and females (and both) in education, employment or training. Overall, before 2008 there were fluctuating percentages of people in education, employment or training. There was a slight decline between 2008 and 2011, from 96.1% to 83.9%. Since 2011, there has been a steady increase to 88.2%.

### Action Needed

Comment: Need to ensure that monitoring and evaluation includes quantitative as well as qualitative approaches; measure meaningful aspects NOT salaries of graduates

### 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

#### Indicator

4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

**Applicable UK policy / legislation**

Comment: Resources to add to UK indicator for target 4.4.1 Proportion of youth and adults with information and communications technology skills. Basic digital skills framework.

The Tech Partnership has figures for women in tech, future trends, and number of people without basic digital skills. The Get Digital Heatmap shows the likelihood of digital exclusion across the UK at Local Authority level. It was developed with the Local Government Association and the London School of Economics and Political Science (LSE), in association with Lloyds Banking Group. Public libraries provide a second chance for people to gain digital skills, upskill and to participate in lifelong learning. Innovative Maker Spaces in some public libraries and the British Library’s Enterprise hub network act as incubators for SMEs and start-ups. Between 2013 and 2015 the network has helped create 1,692 businesses and 4,178 jobs creating £38 million GVA (Gross Value Added), a payback of £4.50 for every £1 spent. For those who have left formal education this is the space in which to learn and develop digital skills. The FabLab initiative Exeter library, Devon is helping to create an environment within which these skills will grow. There was a 330% increase in coding clubs held in public libraries between Mar – December 2016 (SCL, 2017).

**National SDG Target**

Comment: Scotland’s 16 National Outcomes are currently being revised to incorporate the SDGs

http://www.gov.scot/About/Performance/scotPerforms/outcome

### UK commensurable indicator

Some government statistics are available here, but most focus on use rather than skills: http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/dcp171778_404497.pdf

Eurostat records internet skills for young people

Comment: ONS has data for this indicator for Great Britain, for the years 2015 and 2017. There are breakdowns for sex, disability, age group and type of skill. The data source is: Internet access - households and individuals and the actual indicator reported is: Percentage of population who have exercised information communication technology (ICT) skills in the previous 12 months

Comment: Scotland national outcome ‘Increase the proportion of young people in learning, training or work’

indicator: Measure proportion of 16–19 year olds participating in education, training or employment over the whole year (1st April–31st March) http://www.gov.scot/About/Performance/scotPerforms/indicator/youngpeople
Baseline Performance

Have to show increase so this needs a baseline measure and a follow up. Perhaps there is a need for a survey for school leavers?

Comment:

ONS reporting platform shows the following headline data

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copying or moving a file or folder</td>
<td>62</td>
</tr>
<tr>
<td>Using word processing software</td>
<td>60</td>
</tr>
<tr>
<td>Creating presentations or documents containing/integrating pictures, tables or charts</td>
<td>47</td>
</tr>
<tr>
<td>Using software to edit photos, video or audio files</td>
<td>46</td>
</tr>
<tr>
<td>Using spreadsheet software</td>
<td>45</td>
</tr>
<tr>
<td>Writing computer code using a programming language</td>
<td>9</td>
</tr>
</tbody>
</table>

Other relevant UK indicator/s

Types of skills and use of them is difficult to measure, depending on how the skill is defined etc. A government report used data from a 2012 survey of adult skills. See the full report here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/246534/bis-13-1221-international-survey-of-adult-skills-2012.pdf

The Royal Geographical Society has issued a detailed analysis of the ‘digital divide’ in Britain. See https://21stcenturychallenges.org/what-is-the-digital-divide/

DfE Creating high quality technical education options to improve the choice for young people at age 16

Comment: Wales


Comment: Scotland Skills for Scotland Strategy http://www.gov.scot/Topics/Education/skills-strategy/overview
RAG Rating: Red – amended during review

The further education and skills sector provides education, training and apprenticeships for a significant number of learners aged 16 and above – around 3.3 million in England, for example where a significant change has been the introduction of yet another revision to certification.

This sector is, like Cinderella, still waiting for its prince to pitch up with a decent offer. It has long suffered from a status problem which has not been resolved by the many attempts (the latest is T levels) to reform its multifarious and ineffable qualification sets. Despite this, the 2016 ONS labour force data provided information on those whose educational attainment matched their employment needs. In late 2015, this was 69%, a figure that has been roughly consistent since 2002. By contrast, 15% were under-educated, and 16% over-educated. For the 16 to 24 age-range these proportions were 77 / 10 / 13, and for 56 to 64 year-olds, they were 67 / 21 / 11. There are marked differences when country of birth is taken into account with those born abroad being more likely to be over-qualified for the jobs they do. Gender differences are small.

This kind of match/mismatch analysis only presents a snapshot of the current economy, rather than the emerging one where information skills of all kinds will be vital. Here, internet use is one indication of preparedness. According to the ONS (2017) 89% of adults (90% men; 88% women) now use the internet, with 73% of adults doing this ‘on the go’ with 93% buying online in the last 12 months. 99% of those between 16 and 34 years were internet users in contrast with 41% of adults aged 75 years and over (although internet use among women over 75 has trebled since 2011). 22% of disabled adults had never used the internet in 2017, down 25% in 2016. Northern Ireland remains the region with the lowest recent use (84%).

Computing education in many of the UK schools is going through a marked shift with the introduction of new computer science courses and exams. For example, in England’s national curriculum, pupils at key stage 4 should be taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns
- Figures from the Office of Qualifications and Examinations regulator (Ofqual) show a modest rise in students taking the new, more rigorous, computer science GCSE. A concern is that too few girls are taking these courses. In 2016 they made up just 20% of entrant’s whilst the figure for the previous ICT had been around 40%.

To improve the quality and range of apprenticeships available to learners across England, the government introduced a number of reforms including an apprenticeship levy, employer-led standards and degree-level apprenticeships. More than 460,000 apprentices started on an apprenticeship in 2016/17 but initial inspection reports (on 189 providers with 187,000 apprentices).
| Coherence Issues & Synergies | Comment: The indicator [4.4.1] is absurdly narrow. I think it would be helpful to disaggregate data relating to youth and adults. Given that the target is about employment / jobs / entrepreneurship (as opposed to, say, shopping / leisure / social media) a focus on youth would seem important. Comment: Review of Targets for the SDG. The Science Perspective. ICSU PAGE 29. Linkages with other SDGs. https://www.icsu.org/publications/review-of-targets-for-the-sustainable-development-goals-the-science-perspective-2015 |
| Local to International Dimensions | EU Despite recent increases, the employment rate of recent graduates aged 20 to 34 with at least upper secondary education remains far from the ET 2020 benchmark. Gender differences have increased again in recent years. Sustainable development in the European Union-Monitoring Report on Progress Towards the SDGs in European Context 2017 ec.europa.eu/eurostat/data/database |
| Trends | Comment: ONS reporting platform shows an increase in all skills between 2015 and 2017. |
| Action Needed | |
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.

### Indicator

| 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 |

### Applicable UK policy / legislation

<table>
<thead>
<tr>
<th>National SDG Target</th>
<th>Comment: Scotland’s 16 National Outcomes are currently being revised to incorporate the SDGs <a href="http://www.gov.scot/About/Performance/scotPerforms/outcome">http://www.gov.scot/About/Performance/scotPerforms/outcome</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>UK commensurable indicator</td>
<td>Data on gender, other gaps – as the basis for parity indices – available for the measures above via DfE <a href="https://www.equalityhumanrights.com/en/britain-fairer/britain-fairer-report/supporting-evidence/education-domain">Is Britain Fairer (education domain) breaks down a range of relevant statistics by gender, class, ethnicity, disability, traveller</a> ONS has some rural/urban data in <a href="https://www.smf.co.uk/publications/educational-inequalities-in-england-and-wales/">Rural and urban areas: comparing lives using rural/urban classifications, p46</a> Further investigation on ONS Labour force survey on early leaving by disadvantage might be relevant.</td>
</tr>
<tr>
<td>Baseline Performance</td>
<td>Comment: ONS is currently exploring data sources for this indicator. The Social Market Foundation find regional inequalities, evident from the end of primary school, even after controlling for other factors. This is a more powerful predictor than it was previously. They continue to find income inequality in education, and this is as large as it was in the 1980s.</td>
</tr>
<tr>
<td>Other relevant UK indicator/s</td>
<td>Comment: There may be relevant Athena Swan data - many universities going through this now The Social Market Foundation has published a report on educational inequalities in England and Wales. Available here: <a href="http://www.smf.co.uk/publications/educational-inequalities-in-england-and-wales/">http://www.smf.co.uk/publications/educational-inequalities-in-england-and-wales/</a></td>
</tr>
</tbody>
</table>
Assessment of current state

RAG Rating: Amber

This target is “multidimensional”

- “Eliminate” sets a high standard.
- The biggest gender disparity has to be working-class ‘white’ boys, doing poorly all through the system.
- As to the vulnerable, this is at least an issue we take seriously.

There remain many intractable (unresolved) disparity issues of gender, disabilities and ethnicity in terms of participation, access and outcomes in schools and further and higher education in the UK. Statistics from Higher Education Statistics Agency (HESA) 19 address many of the issues for HE and the recent follow up to Sainsbury report 20 focuses on some of the issues in FE.

Females outnumber males in most of the HE provision in the UK, apart from engineering and technology; the largest gender disparity is for non-science disciplines where females significantly outnumber males. Part-time numbers of HE students are currently falling, some of which is attributed to raised tuition fees on the participation of mature students.

In FE there is still a relatively low take up overall of relevant vocational courses which has led the Sainsbury report to stress the underlying skills deficit in the UK along with the long known but critical lack of employer engagement and investment in technical education and training.

In 2016, the Social Market Foundation 21 published a report on educational inequalities in England and Wales. This showed educational performance varying significantly across different ethnic minority groups, and that white students have fallen from over-performers to under-performers on average over the three decades. It also found clear regional variation at GCSE even when factors such as ethnicity and income are controlled for, and the performance gap between the richest and the poorest has remained persistently large (for those gaining 5 A* to C grades including English and Maths) since the mid-1980s.

Notes

Disaggregation

Coherence Issues & Synergies

Local to International

Dimensions

Trends

Comment: Is it about gender disparity (the plight of white working-class boys in England, for example) or vulnerability? And who is ‘indigenous’ in the UK these days. I think we should resist the notion that disability necessarily means vulnerability... Inequalities (as exemplified by the word gap, for example), begin in the womb and get reinforced well before schools hove in view. Surely, it’s not just income inequality that matters, significant though this is. All the above was a way of suggesting that social mobility (and the lack of it) might be a useful lens here.

Action

Needed
**UKSSD — Measuring up Appendix: Sustainable Development Goal 4**

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>4.6.1 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</th>
</tr>
</thead>
</table>

**Applicable UK policy / legislation**

<table>
<thead>
<tr>
<th>National SDG Target</th>
<th>Comment: Scotland’s 16 National Outcomes are currently being revised to incorporate the SDGs <a href="http://www.gov.scot/About/Performance/scotPerforms/outcome">http://www.gov.scot/About/Performance/scotPerforms/outcome</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Performance</td>
<td>Comment: ONS have data for this indicator on our reporting platform for England. Data sources are: GCSE and equivalent results: 2016 to 2017 (provisional) and Revised GCSE and equivalent results in England: 2015 to 2016. The actual indicator reported on is: Percentage of population at the end of Key Stage 4 achieving a pass grade at GCSE level in English and Mathematics. For maths, there are data from 2007-2016, for English there are data from 2007-2016, and for English and maths there are data for 2015.</td>
</tr>
<tr>
<td></td>
<td>From the BIS report. “A survey carried out by the Organisation for Economic Co-operation and Development (the OECD) in October 2013—based on interviews with 166,000 people in 24 countries—found that England and Northern Ireland was ranked 22nd for literacy and 21st for numeracy.”</td>
</tr>
</tbody>
</table>
| | Expected years of schooling (Years)  
(http://hdr.undp.org/en/content/expected-years-schooling-males-years)  
PISA Score (0 - 600)  
| Other relevant UK indicator/s | Comment: In 2016, for maths at KS4 there were 70.4% of people with a pass grade. For English in 2016 there were 69.6% with a pass grade. For English and maths in 2015 there were 61.1% with a pass grade.  
For maths, there is an overall increase in percentage of people with a pass grade, from 59.3% in 2007 to 70.4% in 2016. There was a decrease from 72.8% to 68% from 2012 to 2013. Before 2012 and since 2013 there has been a steady increase in percentage of people with a pass grade.  
For English, there has been a small overall increase in the percentage of people with a pass grade, from 64.6 in 2007 to 69.6% in 2016. However, this has not been a steady increase. Between 2010 and 2011 there was a decrease from 72.3% to 69.3%. In recent years there has also been a decline, with 74.8% of people achieving a pass grade in 2014 which reduced to 69.6% in 2016.  
Comment: 5 million adults in England are functionally illiterate with literacy levels below those expected of an 11 year old. Libraries promote and sustain literacy and help in the acquisition of higher literacies, information, digital health and financial literacy. |
| | World Data Bank compares across countries, but UK data not available. Literacy rate here: http://data.worldbank.org/indicator/SE.ADT.LITR.ZS  
The OECD report compares the UK with other OECD countries on a range of measures. See https://www.oecd.org/unitedkingdom/United%20Kingdom-EAG2014-Country-Note.pdf |
Assessment of current state

RAG Rating: Green

- OECD data would suggest that the UK is good at this.
- NB, not all parts of the UK now take all the relevant international tests (eg PIRLS).

Years: 16.2 PISA: 502.3 PISA Score (0 - 600)


England is the only country in the developed world where the generation approaching retirement is more literate and numerate than the youngest adults, with adults aged 55 to 65 in England performing better than 16 to 24-year olds at foundation levels of literacy and numeracy”

“Out of 24 developed countries, England’s 16-65 year olds ranked 11th in literacy and 17th in numeracy, with 16-24 year olds ranked 22nd and 21st respectively”

“England was ranked 22nd for literacy and 21st for numeracy out of 24 Countries”

“Adults in full-time employment are most likely to have the highest levels of literacy and numeracy. For literacy, unemployed people and students in England scored lower than the OECD average, and for numeracy, most groups generally performed lower than the OECD average”

“24% of adults scored at or below Level 1 in numeracy compared with an average of 19% across all OECD countries”

Percentage of population at end of Key Stage 4 achieving at least a pass grade in English and Mathematics, 2015:

English: 69.6
Female, 62.4, Male, 61.3

(Note, I assume there is an error in these figures as evidently this does not add up)

Maths: 70.4
Female, 70.7, Male, 70.1

2015 Percentage (%) with English and Maths proficiency 61.1

Source: Department for Education (DfE)

Note: These figures pertain only to England.


Comment: A 2013 OECD survey of Adult Skills reported that England was the only country in the developed world where those aged 55 to 65 performed better than 16 to 24 year old’s at functional levels of literacy and numeracy. Unsurprisingly, it found that adults in full-time employment were most likely to have the highest levels. In a 2016 update, England came 11th and Northern Ireland 16th (out of 35) for ‘proficiency in literacy’. Commenting on the 2013 data, OECD wrote: “These results confirm the vicious cycle in which low-skilled workers risk being trapped in a situation in which they rarely benefit from adult learning and their skills remain weak or deteriorate over time, making it even harder for these individuals to participate in learning activities. The key priority challenge is to help low-skilled adults break this cycle.”

There are issues, here, of what it means to be literate in a world that is shifting to digital ‘on-the-go’ media, and it could be, digitally-speaking, that young people are already more literate than their elders. Another aspect of being (beyond functionally) literate is what Doris Zahner wrote about in a recent HEFCE blog in relation to the sort of generic and transferable skills that are at the heart of the PIRLS tests:

“These are skills that are applicable to an array of academic domains and can be measured and improved upon through teaching and learning. These are also the same skills that employers have deemed as very important for success in the workplace and in today’s knowledge economy. ... Yes, content and domain knowledge is essential. Yes, soft skills such as teamwork and grit are important. Yes, overall satisfaction and happiness are significant. But today, generic skills are increasingly valued because people need more than just domain knowledge in order to effectively contribute to society. The next generation of students must improve their ability to access, structure, analyse, and communicate information. It is essential for the future.”

As noted above, [i] schools in England and Northern Ireland are effective at helping students develop such skills; and [ii] there are no data on students in Scotland or Wales.
Coherence Issues & Synergies

Comment: It’s important to compare the target here with the indicator. The former addresses literacy; the latter functional literacy. A focus on the merely functional does not sit well with what targets 4.4 and 4.5 are about.

There is a lot of emphasis on what is written here on how badly, comparatively, England is doing. However, the 2015 PISE scores for reading (a reasonable measure of reading ability above the functional) shows notable differences across the UK (England marginally 'best'; Wales much worse than the others). The intergenerational data for England are striking, but I do wonder what they mean. For example, I would seem to have much better literacy skills now than I had at, say, 16. Could it be that 55 years of (mostly) work has further honed those skills?

Comment: Information literacy is knowing when and why you need information, where to find it and how to evaluate, use and communicate it in an ethical manner. Information literacy has relevance for democracy and active citizenship and is something which happens or needs to happen outside of formal education and throughout an individual’s lifetime as well as within educational institutions. Our members are key participants in information literacy across all sectors of the profession.

In a complex, developed country there are many types of literacy required for growth. Health, financial, digital these are defined more broadly as information literacy which will also include critical literacy. These skills are becoming increasingly important. Technical skills alone will not produce economic growth and increase social capital. We would argue for a National Information Skills strategy.

Local to International

Dimensions

Trends

Comment: For maths, there is an overall increase in percentage of people with a pass grade, from 59.3% in 2007 to 70.4% in 2016. There was a decrease from 72.8% to 68% from 2012 to 2013. Before 2012 and since 2013 there has been a steady increase in percentage of people with a pass grade.

For English, there has been a small overall increase in the percentage of people with a pass grade, from 64.6 in 2007 to 69.6% in 2016. However, this has not been a steady increase. Between 2010 and 2011 there was a decrease from 72.3% to 69.3%. In recent years there has also been a decline, with 74.8% of people achieving a pass grade in 2014 which reduced to 69.6% in 2016.

Action

Needed
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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scottish Funding Council 2017 outcome agreement guidance includes ‘ensuring students develop the understanding of environmental and social understanding required by the workplaces of tomorrow’</td>
</tr>
<tr>
<td></td>
<td>Comment: also, GTCS standards indicating statutory requirement for ESD in continuing professional development for teachers in Scotland as well as requirements for provision in teacher training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National SDG Target</th>
<th>Comment: Scotland’s 16 National Outcomes are currently being revised to incorporate the SDGs <a href="http://www.gov.scot/About/Performance/scotPerforms/outcome">http://www.gov.scot/About/Performance/scotPerforms/outcome</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comment: The NPF is currently passing through Parliament and is being aligned to the SDGs. A full consultation will then follow in the summer of 2018. This is very relevant for the Scottish context relating to the SDGs generally. It may be worth noting here that the Scottish Government’s Climate Change Plan recently published refers to Eco-Schools Scotland playing a significant part in ESD, particularly relating to climate change.</td>
</tr>
</tbody>
</table>

| UK commensurable indicator | ONS: This is not a statistical indicator. However, we will collaborate with the policy lead in the UK so that we are able to link to the relevant legislative framework. |
Baseline Performance

Ages 23, 25, 28, 35, 37, 38, 40, 41, 46 of IEA report useful for comparable data, in relation to citizenship education, teaching on human rights and gender equality, and differences between different groups within countries (sex etc).

From the OFSTED report

“In most of the primary schools visited, citizenship was a strong feature of the curriculum.”

“In the secondary schools visited in this survey, achievement in citizenship was better than in those visited in the last citizenship survey.”

Teaching deemed “not good enough” in one quarter of secondary schools.

From Gov. report:

“there has been a marked and steady increase in young people’s civic and political participation and indications that these young people will continue to participate as adult citizens”

“there has been a hardening of attitudes toward equality and society, a weakening of attachment to communities and fluctuating levels of engagement, efficacy and trust in the political arena”

Young people likely to have higher support for civic institutions and participation if they have gone through citizenship education, but age, geography, class also important.

Comment: the vision 2030 Scotland report is very relevant here also in framing sustainability education as being outdoor learning plus global citizenship plus ESD. Also, important to think about non-formal education of children in community and other groups eg scouts
**Other relevant UK indicator/s**


Figures from eco schools’ websites quoting numbers of schools with eco schools status (e.g. green flag schools; figures from forest schools of participation in forest schools programmes.)


NUS Sustainability Skills Draft Report 2016

Do students expect universities / colleges to take action on sustainability? As with previous rounds of research completed with HE students, there is overwhelming agreement that sustainable development is something that universities and colleges should actively incorporate and promote with 87% (n=6357) saying they agree with this statement.

Just over half of respondents in FE (54%, n=560) and HE (58%, n=4248) agree that being a student at their university or college encourages them to think and act to help the environment and other people.


The One Planet Schools Ministerial Advisory Group: Established in 2011 in Scotland. The Group’s report (titled ‘Learning for Sustainability’, 2012) established a model of LfS that integrated ESD, Global Citizenship Education and Outdoor Learning - to develop:

> ...a whole school approach that enables the school and its wider community to build the values, attitudes, knowledge, skills and confidence needed to develop practices and take decisions which are compatible with a sustainable and more equitable future. (p. 9)

The report made five high-level recommendations (and 31 sub-recommendations) for Scotland’s schools, as part of CfE:

- All learners should have an entitlement to learning for sustainability.
- In line with the new General Teaching Council of Scotland’s Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice.
- Every school should have a whole school approach to learning for sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.
- School buildings, grounds and policies should support learning for sustainability.
- A strategic national approach to supporting learning for sustainability should be established.

Assessment of current state

RAG Rating: Amber

- Given that no one has any idea what the “knowledge and skills needed to promote sustainable development” are, it seems hard to say anything sensible.

- Further, I don’t accept that, whatever the knowledge and skills needed to promote sustainable development are, they can be in any way dependent on the conceptual incoherence inherent within ESD.

- This means that I don’t see any need to differentiate between the bits of the UK in coming to a judgement, especially as this would mean discounting the strength of the contribution of, say, the global learning programme in England.

Progress has been made on this target across the four jurisdictions of the UK, and across most educational sectors. For example, in Scotland, all learners have an entitlement to learning for sustainability, and every practitioner, school and education leader has to demonstrate learning for sustainability in their practice within a whole school approach to learning for sustainability. In Wales, there is an aim to prepare students in schools to be 21st century global citizens, and an approach to teaching and learning with seven themes that link closely to multiple SDGs at each key stage of education: (i) wealth and poverty, (ii) identity and culture; (iii) choices and decisions; (iv) climate change; (v) consumption and waste; (vi) natural environment and (vii) health. A 2017 St George’s House report provides more detail of SDG-related activity across the UK.

Despite this, it is still a patchy picture with a range of good practice in some schools (especially through DfID’s global learning programme) and FE and HE. However, in the absence of any national evaluation it is difficult to establish the scale and range of progress: and impossible to assess its impact on behaviour, attitudes and competences in civil society and in the work place.

The global learning programme is the most pertinent, pan-UK initiative in respect of the SDGs, but it (and its promoters) have a bias towards the social justice elements of sustainability at the expense of natural capital issues (eg climate change and biodiversity/species loss). It is a problem, therefore, that no other programme across the UK addresses these issues systematically.

Evidence shows that pupils in schools that take environment and sustainability seriously are generally more motivated. Whether this is attributable to the more environmentally and socially relevant educational experience which they receive, or it is because the institution itself is motivated to provide such an experience, remains a moot point.

The National Union of Students has in recent years been a key agent for change and development of the FE and HE curriculum through a wide range of strategic and operational interventions (see case study), and has longitudinal data on student attitudes to sustainability which show that students expect universities and colleges to take action on sustainability. There is overwhelming agreement (87% of responses; n=6357) that sustainable development is something that universities and colleges should actively incorporate and promote.

Notes Disaggregation

Comment: Disagree with the bluntness of this statement. It's clearly possible to identify these skills (even if not all agree on what they are). For example, Oxfam has clearly identified 7 skills for developing active and responsible global citizenship (https://www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-schools). These have in turn been adopted by the Wales Alliance for Global Learning, which represents over 40 organisations.

Comment: See Young people and the Sustainable Development Goals (https://www.stgeorgeshouse.org/past_consultations/young-people-sustainable-development-goals/). Report identifies current situation across Wales, Scotland and Northern Ireland. The main policy/programme referred in England is the GLP which only applies to KS2-3. One positive is that the curriculum for England does provide numerous opportunities for schools, teachers and students to explore a wide range of the world’s most pressing issues in effective ways.

Comment: In Scotland much work done to define this! Different perspectives exist but much consensus too.
Coherence Issues & Synergies

The indicator is equally problematic given its uncompromisingly 'everything / everywhere' approach. This is so exacting that it will be impossible to achieve especially given its focus on global citizenship education and education for sustainable development, per se, rather than on what they are trying to achieve. You might have thought that an indicator would focus on outcomes rather than inputs.

Can you rely on the IEA / Ofsted data to the extent that you do given that these relate to citizenship rather than global citizenship? The former tends to have a something of a civics focus (see your DfE report quote). To use them here, I’d say you need to dive into the citizenship data to look for global citizenship angles (as you start to do with the IEA data). But there’s a tension in all this: To what extent should global citizenship education in the UK be focused on human rights and gender equality (etc) across the globe or within the UK? I presume the prime focus has to be the former, as we are focusing here on global citizenship. However, your DfE report quote seems to ignore the global altogether.

Similarly, for the NUS surveys as these deal with what ought to be rather than what is. NB, there is a new report out soon, I think. No doubt it will confirm what the others have had to say.

You write: “Reports ... all strongly suggest a link between the adoption of sustainability as a guiding principle and the improvement of schools as a whole.” That seems to be so, but the question is whether the improvement is due to sustainability as a principle or just due to the adoption of a principle. See: blogs.bath.ac.uk/edswahs/2017/12/01/the-two-st-georges-house-propositions

Local to International Dimensions

Comment: A coherent, sustainable development framework that has been adapted and adopted in the private, public, educational and voluntary by specific organisations is available. First launched in 1990, the SD framework has been applied successfully on hundreds of occasions.

Comment: A sustainable development framework, developed locally for application in a single company, before being applied on a national and international scale is available. After 28 years of experience of application in multi-sectors and all continents except South America, the apparent need for the framework is ever-increasing. The SDGs are a special focus for the SD framework and its application.

A Higher Education post-graduate programme on leadership for sustainable development was awarded ‘The Most innovative HE/Industry Partnership programme in Europe’ in 1997 by the European Foundation for Quality Management. The ceremony took place in Munich, Germany. The same programme was a main feature in an award for World Best Learning Organisation by the World Initiative for Lifelong Learning. The ceremony took place in Ottawa, Canada in 1997.

Trends

Reports by OFSTED (2009), the DCSF (2010), the Co-operative group (2011), the Scottish Government (2010), all strongly suggest a link between the adoption of sustainability as a guiding principle and the improvement of schools as a whole.

Review of a small sample of the 17,000 schools registered for the Eco-Schools programme in the UK found evidence of positive impacts on well being, behaviour, motivation and cognitive skills that benefited the whole school (Keep Britain Tidy (KBT) 2013).

In 2013 the Welsh Government brought forward legislation to further reinforce its commitment to SD in the “Future Generations Bill”. According to Her Majesty’s Chief Inspector of Education and Training in Wales between 2010 and 2013, judgements on the standards of ESDGC in schools show 76% of primary and 66% of secondary schools are either “excellent” or “good”, while the rest are described as “adequate” or “unsatisfactory”.


Northern Ireland Since 2007 ESD has been a statutory requirement within the school curriculum and falls under the aegis of the Department of Education. Such success as there has been in advancing ESD in Northern Ireland alongside schools has been marshalled by the NGO sector. The Royal Society for the Protection of Birds (RSPB) and the Red Cross have been especially active and a broad coalition of organisations, under the banner of the ESD Forum which embraces the universities, several local authorities and government agencies, as well as a range of NGOs.

There are positive stories to tell about how the governments in Scotland, Northern Ireland and Wales are encouraging a sustainability (and hence a goals) focus. It’s less positive for England.

The General Teaching Council for Scotland’s Professional Standards: In December 2012 the GTCS published its revised ‘Professional Standards’ which became part of a national framework for teachers’ professional learning and development. Learning for Sustainability is now embedded in the professional values and personal commitments sections of the three new Professional Standards relating to Registration, Career-long Professional Learning and Leadership and Management, and every teacher and education professional is expected to demonstrate LfS in their practice. These standards are due for revision, but are highly likely to retain the commitment to LfS, and may link to the SDGs through the Vision 2030+ report gtc.org.uk

A strategic national approach - The LfS Implementation Group & the development of ‘Vision 2030+’:

Acceptance of the fifth recommendation of the Learning for Sustainability report led to the establishment of an LfS Implementation Group to ensure that LfS policy was implemented and that momentum was maintained. The UN SDGs were accepted as an agenda for Scotland in 2015 by the First Minister (Nicola Sturgeon). The Group’s report Vision 2030+ (2016) links explicitly the LfS and SDGs agendas. The integrated nature of the report and vision is reflected in that it was accepted in full by three Ministers: Education, Sciences and Scotland’s Languages; Environment, Climate Change and Land Reform; and International Development and Europe. It was formally launched in September 2017. This process is on-going and Scottish Government civil servants are working with a small group of specialists to ensure momentum is maintained.

The inclusion of LfS in ‘How Good is Our School 4’: HGIOS4 is the framework that underpins effective self-evaluation for practitioners, and school leaders at all levels now includes ‘increase learning for sustainability’ as an over-arching aim. Education Scotland has also developed an extensive website to support education professionals in delivering LfS https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_nihedithgios/frwk2_hgios4.pdf


Comment: This is relevant, but a more relevant current trend in Wales is the transition from the current curriculum (which has Education for Sustainable Development and Global Citizenship as a cross-cutting theme) to the new curriculum post-Donaldson report (which has as one of its core purposes, developing “ethical and engaged citizens of Wales and the world”). This has the potential to have a profound impact on the effectiveness of global citizenship education.

It’s also worth being aware of the Welsh Baccalaureate Qualification, which requires almost all 14-19 year old learners to undertake a Global Citizenship Challenge (though I’m not aware of any study into the impact of this initiative).

Comment: Yes, lots going on in schools in Scotland but also consider the Scottish Outcomes learning agreement that is provoking more interest in this in FHE. Moves to measure sustainability in the curriculum led by EAUC and LfS Scotland. Also need to consider community learning in here somewhere.
**Action needed**

**Issues in progress In Scotland**

- Learning for Sustainability needs to be integrated in the delivery of key educational initiatives – ongoing as per the comment on Vision 2030+ implementation
- The SDGs and LfS must be integrated with other Scottish Government policy priorities – ongoing
- Teacher Education Programmes must include LfS – little consistent recent progress across all Teacher Education Institutes
- New Scottish Funding Council Outcome Agreement Guidance for universities and colleges highlights the importance of “ensuring students develop the understanding of environmental and social responsibility required for the workplaces of tomorrow”. What action Universities and Colleges will take relating to this remains to be seen.

Keep Northern Ireland Beautiful has continued to play a role on the Education for Sustainable Development Forum (ESDF) and has re-established the Consultative Committee for Eco-Schools with representatives from statutory agencies (Education Authority and CCEA), academia, local government, Eco-Schools delivery partners and a primary and post primary teacher.

Eco-Schools in Northern Ireland awarded the first ever international Green Flag in 1994 and became the first country in the world to have all Department of Education schools registered on the programme. It is now available therefore to all 1,163 schools and 337,000 nursery, primary and post primary pupils. With its broad array of delivery partners, it is able to provide support across the ten environmental topics and ensure relevant site visits to assess standards before awards are made. It now has over a quarter of all schools attaining the international standard, with the percentage increasing year on year. The Department for Environment, Agriculture and Rural Affairs (formerly Dept. for the Environment) has continuously supported the programme for well over a decade very tangibly showing its commitment to ESD and EE. From April 2018 all 11 councils will also be supporting the programme.

The recent development of a schools data zone to begin recording environmental impacts of activities within the school is just beginning to be populated with data but over time will provide individual schools and NI with useful data, which can be used to inform continuous improvement strategies.

Northern Ireland’s Eco-Schools are being promoted as a source of good practice internationally with a case study continuing two NI schools recently published on the Global Environmental Education Partnership website at [http://thegeep.org/case-studies](http://thegeep.org/case-studies).

Northern Ireland also hosted the Eco-Schools National Operator’s Meeting in November 2015, hosting 54 countries from around the world and showcasing the work of Eco-Schools, which had been supported by many of our delivery partners. Keep Northern Ireland Beautiful host an annual Eco-Schools Teachers Conference to ensure the spread of best practice, share up-to-date learning and enable peer to peer networking. Recent training for a small cohort of Post Primary school teachers has revealed the true gap in understanding of leadership between teachers and students, and also gaps in the teacher training programme when it comes to developing teachers to impart leadership skills.

The Eco-Schools programme is now being carefully considered by universities and other third level institutions.

Comment: The cancellation of the innovative, and then globally adopted Whole School Approach for Sustainable Schools in 2010, and the removal of sustainability in the aims and objectives for the National Curriculum last revision means there is no mandate in England. SEEd has run many consultations in the last 10 years where schools have expressed their frustration about this in England. There are surveys that show young people’s anxiety about the future of the planet and their desire to learn more.

Although there is as yet no agreement on the competencies (the application of knowledge, skills and values) for sustainability there are emerging international examples that could be trialled here e.g. UNECE (for teachers), UNESCO ESD Learning Objectives for Students (2017). The Aldersgate group and others have listed 21st century skills from an industry perspective.
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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable UK policy / legislation</td>
<td></td>
</tr>
<tr>
<td>National SDG Target</td>
<td></td>
</tr>
<tr>
<td>UK commensurable indicator</td>
<td>Comment: ONS is currently exploring data sources for this indicator.</td>
</tr>
<tr>
<td>Baseline Performance</td>
<td>Difficult to come across national infrastructure statistics, but there is anecdotal evidence and specific research available in part: for example, BBC News reported on a study in Wales by the children's commissioner. See here: <a href="http://www.bbc.co.uk/news/uk-wales-30084484">http://www.bbc.co.uk/news/uk-wales-30084484</a></td>
</tr>
</tbody>
</table>
| Other relevant UK indicator/s | Some data available from the English Federation of Disability Sport (EFDS). Report here: http://www.efds.co.uk/resources/facts_and_statistics  
| Assessment of current state | RAG Rating: Green                                                                                                                                                                                                                                                     |
| Notes Disaggregation |                                                                                                                                                                                                                                                                   |
| Coherence Issues & Synergies | BBC Victoria Derbyshire programme report that more than 30,000 alleged crimes linked to schools were reported to police in 2014. Data tables for regions are in the article.                                                                                                                                 |
| Local to International Dimensions | 4.c.1: Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country  
Percentage of teachers in state funded schools with teacher training qualifications at the relevant level, 2016: 94.4 (Note, data for England only)  
| Action Needed |                                                                                                                                                                                                                                                                   |
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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>4.b.1 Volume of official development assistance flows for scholarships by sector and type of study [Global indicator 4.b.1]</th>
</tr>
</thead>
</table>

### Applicable UK policy / legislation

<table>
<thead>
<tr>
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</table>

<table>
<thead>
<tr>
<th>UK commensurable indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment: ONS reporting platform has data for the UK from 2009 to 2015. Data source: Statistics on International Development 2016. Actual indicator reported is: Flow of official development assistance (ODA) for scholarships</td>
</tr>
</tbody>
</table>

### Baseline Performance

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>15500</td>
</tr>
<tr>
<td>2010</td>
<td>12600</td>
</tr>
<tr>
<td>2011</td>
<td>8560</td>
</tr>
<tr>
<td>2012</td>
<td>21900</td>
</tr>
<tr>
<td>2013</td>
<td>16600</td>
</tr>
<tr>
<td>2014</td>
<td>17600</td>
</tr>
<tr>
<td>2015</td>
<td>71000</td>
</tr>
</tbody>
</table>

Source: Department for International Development (DFID)

Volume of official development assistance flows for scholarships by sector and type of study, 2015 (£000) 71000.

Imputed student costs: 975

Scholarships or training in donor country: 70100


### Other relevant UK indicator/s

Comment: could also look at research grants and associated scholarships eg GCRF grants often have PhDs - not sure if these included in ODA figures. Also some universities contribute to overseas fees of some students who come in on home fee scholarships. Could also look at academic societies and exchange or residential schemes eg Association of Tropical Biology and Conservation

### Assessment of current state

**RAG Rating: Green – amended during review**

### Notes

**Disaggregation**

**Coherence Issues & Synergies**
### Local to International

#### Dimensions

**Trends**  
Comment: ONS reporting platform shows an overall increase in the flow of ODA for scholarships, from 15500 in 2009 to 71000 in 2015.

### Action Needed

**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

**Indicator 4.c.1** Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary, and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical) pre-service and in-service required for teaching at the relevant level in a given country [Global indicator 4.c.1]

#### Applicable UK policy / legislation

**National SDG Target**  
Comment: Scotland’s 16 National Outcomes are currently being revised to incorporate the SDGs  
http://www.gov.scot/About/Performance/scotPerforms/outcome

**UK commensurable indicator**  
Comment: ONS reporting platform has data for 2012-2016 for the UK. Data source is: UNESCO - Targets and Indicators: 4.c.1

### Baseline Performance

Percentage of teachers in state funded schools with teacher training qualifications at the relevant level.

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>96.1</td>
</tr>
<tr>
<td>2013</td>
<td>95.7</td>
</tr>
<tr>
<td>2014</td>
<td>95.2</td>
</tr>
<tr>
<td>2015</td>
<td>94.7</td>
</tr>
<tr>
<td>2016</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Source: UNESCO  
Geographical Area: England
### Other relevant UK indicator/s

<table>
<thead>
<tr>
<th>4.c.1: Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers in state funded schools with teacher training qualifications at the relevant level, 2016: 94.4</td>
</tr>
<tr>
<td>(Note, data for England only)</td>
</tr>
</tbody>
</table>

### Assessment of current state

**RAG Rating: Amber**

### Notes

**Disaggregation**

**Coherence Issues & Synergies**

**Local to International Dimensions**

### Trends

Comment: ONS reporting platform shows that the proportion of teacher with a teaching qualification has decreased slightly over time. In 2012, 96.1% of teachers had a teaching qualification, which reduced to 94.4% in 2016.

### Action needed

Comment: Wales

New accreditation criteria for Initial Teacher Training to take effect from 2019.


Comment: Learning for Sustainability course for teachers: funded by the British Council through their 'Connecting Classrooms' programme. Delivered by the University of Edinburgh, and the UNU RCE (LfS Scotland). The course is free to participants and delivered several times a year (2015-18) in a blended-learning (blended learning and on-line) 10-week block, in various locations across Scotland. It has been validated by the GTCS for 'Professional Recognition', and Scottish College Educational Leadership (SCEL).

[http://www.ed.ac.uk/education/professional-development/connecting-classrooms-learning-and-sustainability](http://www.ed.ac.uk/education/professional-development/connecting-classrooms-learning-and-sustainability)
Appendix: Sustainable Development Goal 4

3. timssandpirls.bc.edu/pirls2016/international-results/pirls/student-achievement/
4. thetimes.co.uk/article/bloomer-pins-the-blame-on-schools-quango-xgdwn2zw
12. ucas.com/file/147891/download?token=sjxwG1wA
13. publications.parliament.uk/pa/cm201415/cmselect/cmeduc/142/142.pdf
14. ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/datasets/youngpeoplenotineducationemploymentortrainingneettable1
15. ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/analysisoftheuklabourmarketestimatesofskllsmismatchingmeasuresofoverandundereducation2015
16. ons.gov.uk/businessindustryandtrade/itandinternetindustry/bulletins/internetusers/2017
18. gov.uk/government/publications/gcse-computer-science
19. Who’s Studying in HE? HESA 2016-17 hesa.ac.uk/data-and-analysis/students/whos-in-he
21. smf.co.uk/publications/educational-inequalities-in-england-and-wales
22. oecd.org/skills/piaac/Skills%20volume%201%20(eng)--full%20v12--eBook%20(04%2011%202013).pdf
23. oecdskillsandwork.wordpress.com/2016/06/28/the-survey-of-adult-skills-nine-more-countries-added-on
24. blog.hefce.ac.uk/2018/02/28/critical-thinking-skills/
25. timssandpirls.bc.edu/pirls2016/international-results/pirls/student-achievement/
26. gov.scot/Topics/Education/Schools/curriculum/ACE/OnePlanetSchools/LearningforSustainabilityReport