# SDG4- Targets and Indicators

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

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| Learning | 1. Percentage of children/young people (i) at the end of primary and (ii) at end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics |
| | 2. Administration of a nationally-representative learning assessment (i) in primary education; (ii) at the end of primary and (iii) at the end of lower Secondary |
| Completion | 3. Gross intake ratio to the last grade (primary, lower secondary) |
| | 4. Completion rate (primary, lower secondary, upper secondary) |
| Participation | 5. Out-of-school rate (primary, lower secondary, upper secondary) |
| | 6. Percentage of children over-age for grade (primary, lower secondary) |
| Provision | 7. Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks |

**4.2 By 2030, ensure that <u>all girls and boys</u> have <u>access</u> to <u>quality</u> <u>early childhood development</u>, care and <u>pre-primary</u> education so that they are <u>ready</u> for primary education**

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| Readiness | 8. Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial wellbeing |
| | 9. Percentage of children under 5 years of age experiencing positive and stimulating home learning Environment |
| Participation | 10. Participation rate in early childhood care and education in a given period prior to entry into primary education |
| | 11. Gross pre-primary enrolment ratio |
| Provision | 12. Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks |

| **4.3. By 2030, ensure <u>equal access</u> for all women and men to <u>affordable quality</u>, <u>technical, vocational and tertiary education</u>, including <u>university</u>** | |
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| Participation | 13. Gross enrolment ratio for tertiary education |
| | 14. Participation rate in technical vocational education programmes (15- to 24-year-olds) |
| | 15. The percentage of youth and adults participating in education and training in the last 12 months, by type of programme (formal and non formal) and by age group |

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| **4.4 By 2030, <u>substantially increase</u> the number of youth and adults who have <u>relevant skills</u>, including technical and vocational skills, for <u>employment, decent jobs and entrepreneurship</u>** | |
| Skills | 16.1. Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills |
| | 16.2. Percentage of individuals with ICT skills by type of skill |
| | 17. Adult educational attainment rates by age groups and levels of education |

**4.5 By 2030, eliminate <u>gender disparities</u> in education and ensure <u>equal access</u> to all levels of education and vocational training for the <u>vulnerable</u>, including persons with disabilities, indigenous peoples and children in vulnerable situations**

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| **Equity cross targets** | Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status and conflict-affected as data become available) for all indicators on this list that can be disaggregated |
| | Where possible, other indicators should be presented in relation to the their distribution across the study population |
| **Policy** | 18. Percentage of students in primary education whose first or home language is the language of instruction |
| | 19. Existence of explicit formula-based policies which aim to reallocate education resources to disadvantaged populations |
| | 20. Education expenditure per student by level of education and source |
| | 21. Percentage of total aid to education allocated to low-income countries |

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| **4.6 By 2030, ensure that all youth and a <u>substantial proportion</u> of adults, both men and women, achieve <u>literacy</u> and <u>numeracy</u>** | |
| Skills | 22. Percentage of the population of a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills |
| | 23. Youth/adult literacy rate |
| Provision | 24. Participation rate of youth/adults in literacy programmes |

**4.7 By 2030, ensure that all <u>learners</u> acquire the <u>knowledge</u> and <u>skills</u> needed to promote <u>sustainable development</u>, 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**

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| Provision | 25. Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment |
| Knowledge | 26. Percentage of students of a given age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability |
| | 27. Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience |
| | 28. Percentage of schools that provide life skills-based HIV and sexuality education |
| | 29. Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA resolution 59/113) |

# 4.a Build and upgrade <u>education facilities</u> that are child, disability and gender sensitive and provide <u>safe</u>, <u>non-violent</u>, <u>inclusive</u> and <u>effective learning environments</u> for all

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| **Resources** | 30. Percentage of schools with access to (i) basic drinking water; (ii) basic sanitation facilities; and (iii) basic hand washing facilities (as per the WASH indicator definitions) |
| | 31. Percentage of schools with access to (i) electricity (ii) Internet access for pedagogical purposes and (iii) computers for pedagogical purposes |
| | 32. Percentage of schools with adapted infrastructure and materials for students with disabilities |
| **Environment** | 33. Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse |
| | 34. Number of attacks on students, personnel and institutions |

**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**

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| Provision | 35. Number of higher education scholarships awarded by beneficiary country |
| Resources | 36. Volume of official development assistance (ODA) flows for higher education scholarships by beneficiary country |

**4.c By 2030, substantially increase the supply of <u>qualified teachers</u>, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States**

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| Qualified | 37. Percentage of teachers qualified according to national standards by education level and type of institution |
| | 38. Pupil-qualified teacher ratio by education level |
| Trained | 39. Percentage of teachers in (i) pre-primary (ii) primary (iii) lower secondary and (iv) upper secondary who have received at least the minimum organized and recognized teacher (i.e., pedagogical) training pre-service and in-service required for teaching at the relevant level in a given country, by type of institution |
| | 40. Pupil-trained teacher ratio by education level |
| Motivated | 41. Average teacher salary relative to other professions requiring a comparable level of education qualification |
| | 42. Teacher attrition rate by education level |
| Supported | 43. Percentage of teachers who received in-service training in the last 12 months by type of training |