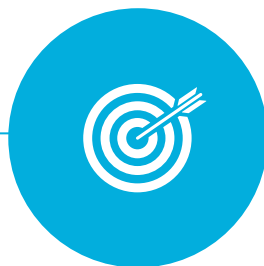# SDG 4 Good Education for All

Progress toward achieving SDG 4

Oct 2025

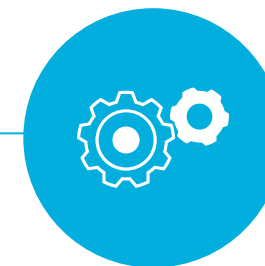# Content Table

Introduction to SDG4

At the 70th Session of the United Nations General Assembly, member states adopted the 2030 Agenda for Sustainable Development

September 2015

Quality Education for All

◆ **Scope:**
Basic Education.
Post Basic Education & Training.
Lifelong perspective.

◆ **Coverage:** Universal agenda.

◆ **Structure:** 10 targets and 43 indicators.

Source: World Bank 2000, World Development Indicators.

SDG 4 Targets

4 QUALITY EDUCATION

10 TARGETS

Target 4.1
Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.2
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.

Target 4.3
Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Target 4.4
Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Target 4.5
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.

Target 4.6
Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Target 4.7
Ensure all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

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

Target 4.b
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 programs, in developed countries and other developing countries.

Target 4.c
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

Interconnectedness of the SDGs

Interconnectedness of the SDGs

Education (SDG4) is central to achieving the Sustainable Development Goals due to their interconnected nature. Many targets are directly linked—for instance, reducing youth not in employment, education, or training (SDG8.6) depends on skills development in SDG4.4. Likewise, SDG4.7 connects to global citizenship (SDG12.8.1), climate change education (SDG13.3.1), and gender equality (SDG5.c.1). Thus, progress in education supports success across multiple SDGs.

Table 1. SDG4 Interconnectedness

SDG4		Agenda 2030 - Sustainable Development Goals															
		SDG1	SDG2	SDG3	SDG4	SDG5	SDG6	SDG7	SDG8	SDG9	SDG10	SDG11	SDG12	SDG13	SDG14	SDG15	SDG16	SDG17
	Target 4.1	●			—	●			●			●						
	Target 4.2	●	●	●	—	●			●			●					●	
	Target 4.3				—	●			●									
	Target 4.4				—	●			●									
	Target 4.5				—	●	●		●		●							
	Target 4.6				—	●												
	Target 4.7	●		●	—	●		●	●		●	●	●	●			●	
	Target 4.a	●			—	●	●		●	●		●					●	
	Target 4.b	●			—	●			●			●						●
	Target 4.c				—	●			●		●	●						

Source: Vladimirova, K. and Le Blanc D., 2015[1]

[1] Adapted from Vladimirova, K. and David Le Blanc, 2015: How well are the links between education and other sustainable development goals covered in UN flagship reports? A contribution to the study of the science-policy interface on education in the UN system. Working Paper No. 146 ST/ESA/2015/DWP/146. New York, United Nations, DESA, access: www.un.org/esa/desa/papers/2015/wp146_2015.pdf

SDG 4 consists of 10 targets supported by a comprehensive measurement framework:

| **12**	**31**
Global Indicators	Thematic Indicators

Global indicators are led by IAEG SDGs, while TCG SDG4 ED2030 leads the methodological development

The Education 2030 Framework for Action sets five criteria for effective indicators:

- Relevance
- Alignment with the concepts in the targets
- Feasibility for regular data collection
- Ease of communication to a global audience
- Interpretability

Thematic
43

Global
12
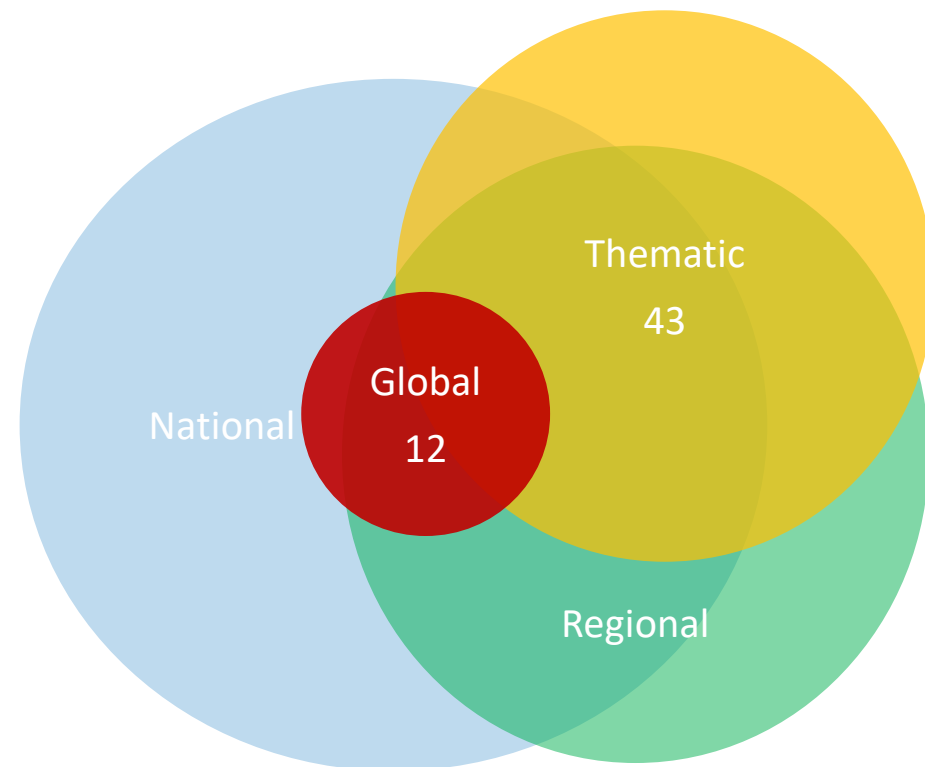
National

Regional

National: Relevant to regional and country priorities.
Regional: Relevant to regional priorities.
Thematic: Relevant to international initiatives or to international conventions and treaties (43 indicators).
Global: Linked to broadly identified common problems and global priorities (12 indicators).

Education Statistic transformation in Saudi Arabia

Internationally, high-quality education statistics drive informed decision making and progress monitoring to reach critical outcomes.

Social & economic development

- Monitoring of **human capital development** as a key requirement for **Vision 2030** success
- Enablement of **economy improvement** through enhancing specific **social areas**
- Acceleration of **innovation**

International comparison

- Comparison of **national education outcomes** vis-à-vis other countries
- Adjustment of **national policy direction** on education based on **international assessments**

Performance tracking

- Shift from **a target-setting** to a performance **tracking mindset and policy action**
- **Steering and evaluation** of Saudi Arabia's education goals and achievements

Policy-making support

- Evaluation of Saudi Arabia's education **policies' efficiencies**
- Support with identification of more effective **policy incentives**

High-quality **education** statistics enable the government to **refine** its **strategies** based on clear evidence on the **impact** of **economic** and **social reforms** and better **prioritize Resources** and **investment** to drive the right outcomes

The Development of Education Statistics in Saudi Arabia

Benchmarks considered
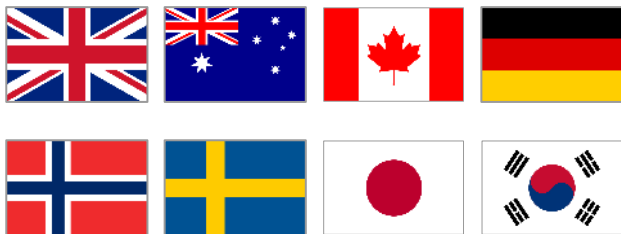
Steps taken

1 **Identified key stakeholders** and understood their user needs

2 **Reviewed key outputs** and identified gaps at the indicator level by type of **data source**

3 Assessed products across the overall **survey value chain,** from design to dissemination

4 Developed a **transformation plan** with detailed key activities for 2024

Key findings

~197 indicators identified to be covered through surveys and administrative data requests
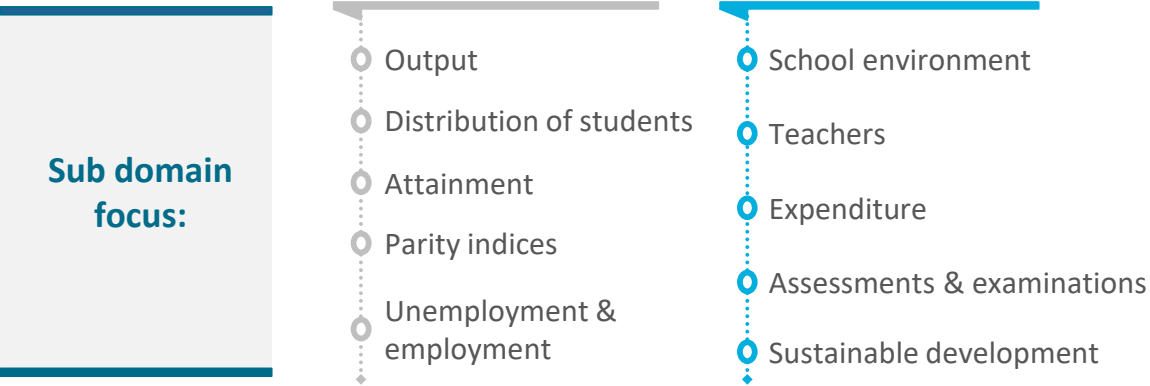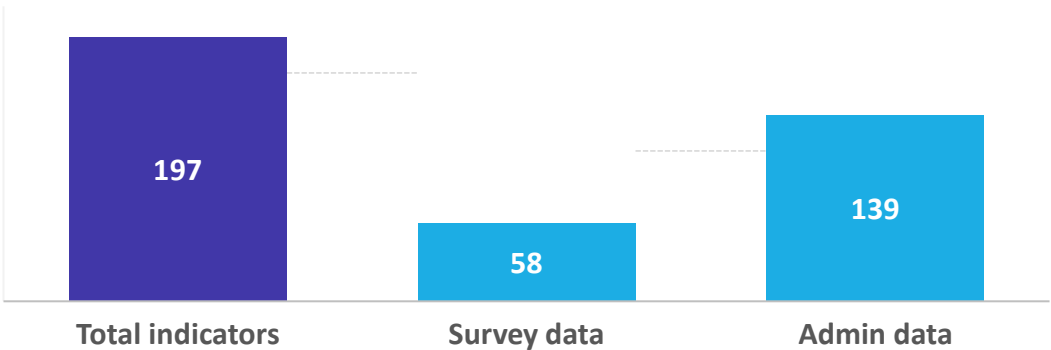
Surveys identified for redesign to increase indicator scope and improve quality of data collected
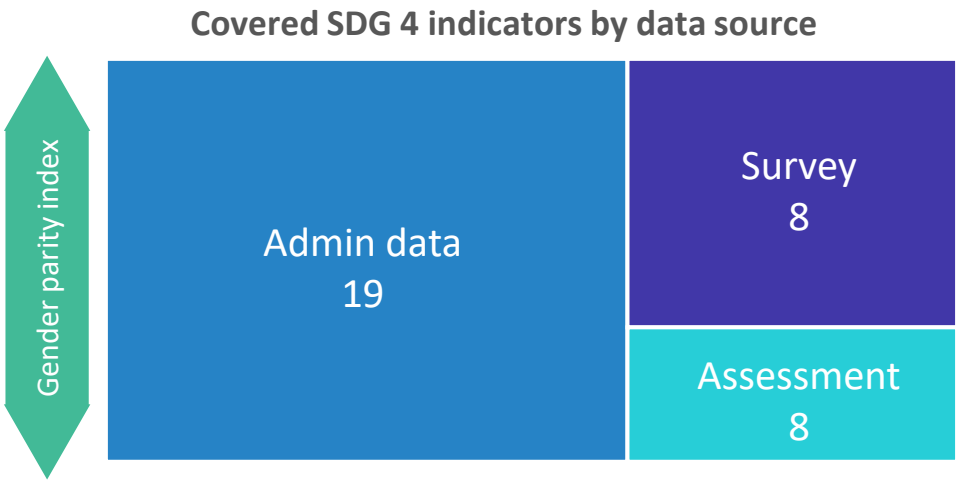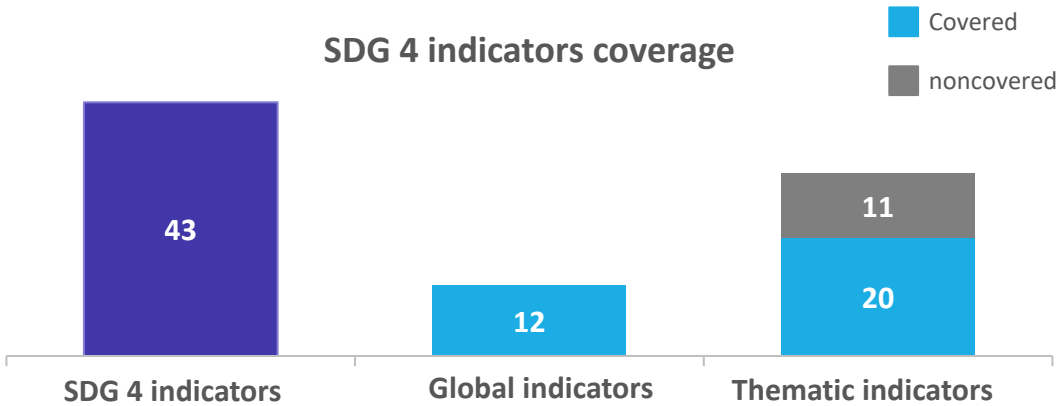
Education statistics and SDG 4 indicators status

A total of 197 indicators for education were identified

Total indicators — 197
Survey data — 58
Admin data — 139

Sub domain focus:

- Output
- Distribution of students
- Attainment
- Parity indices
- Unemployment & employment

- School environment
- Teachers
- Expenditure
- Assessments & examinations
- Sustainable development

SDG 4 indicators status

SDG 4 indicators coverage

- Covered
- noncovered

SDG 4 indicators — 43
Global indicators — 12
Thematic indicators — 20 / 11

Covered SDG 4 indicators by data source

Gender parity index

Admin data 19

Survey 8

Assessment 8

GASTAT to run 3 education surveys to publish more comprehensive education stats, enriched by admin data

Key priority for 2024

	Child health survey (CHS)	**Education and Training survey (ETS)**	**Adult Skills & Learning survey (ASLS)**
Target group	Young Children **0-7 and 8-14 years**	Children & Young people **8-19 years**	Young People & Adults **15 years and above**
Main objectives	Collects essential information on parenting & early childhood dev. (communication, creativity, physical & mental dev.)	Collects essential information on participation, achievement, attitudes, motivation towards learning, aspirations	Collects essential information on dev. of human capital & workforce: formal, non-formal and informal learning, ICT skills, literacy and numeracy skills
Frequency	**Annually**	**Annually**	**Annually**
Data Collection	**CAPI**	**CAPI**	**CAPI**

CAPI: Computer Assisted Personal Interview.
Survey indicators include duplicates as some will be implemented across multiple surveys; [2]In addition to the 7 indicators relating to education, there are 106 indicators on health captured.

SDG 4 indicators by data source

Main Title	Global Indicators	Administrative Data	Household Survey				Assessment
			ASLS	ETS	CHS	ICT	
Target 4.1	4.1.1			██			██
	4.1.2		██	██			
Target 4.2	4.2.1				██		
	4.2.2	██			██		
Target 4.3	4.3.1	██	██				
Target 4.4	4.4.1					██	
Target 4.5	4.5.1	██	██	██	██	██	██
Target 4.6	4.6.2	██	██	██			
Target 4.7	4.7.1						██
Target 4.a	4.a.1	██					
Target 4.b	4.b.1	██					
Target 4.c	4.c.1	██					

SDG 4 Monitoring Framework

Effective monitoring of SDG4 requires systematic data collection
across Eight areas:

| Targets	Areas of Monitoring	Data Source	Copartner
4.2 4.3 4.5	Access and participation	Administrative Data/Household surveys	• Ministry of Education • General Authority for Statistics
4.1 4.5	Completion	Administrative Data /Household surveys	• Ministry of Education • Ministry of Human Resources • General Authority for Statistics
4.3 4.4 4.5 4.6	Skills	Administrative Data/Household surveys	• Ministry of Education • General Authority for Statistics
4.1 4.5 4.7	Learning outcomes	Education Assessments	• Education and Training Evaluation Commission • Ministry of Education
4.5 4.c	Teacher quality	Administrative Data	• Ministry of Education
4.5 4.a	Learning environment	Administrative Data	• Ministry of Education
4.b	Financial Aid	Administrative Data	• King Salman Humanitarian Aid & Relief Center
4.7	Legalization	Administrative Data	• Ministry of Education

SDG 4 indicators
Brief outcomes from education transformation
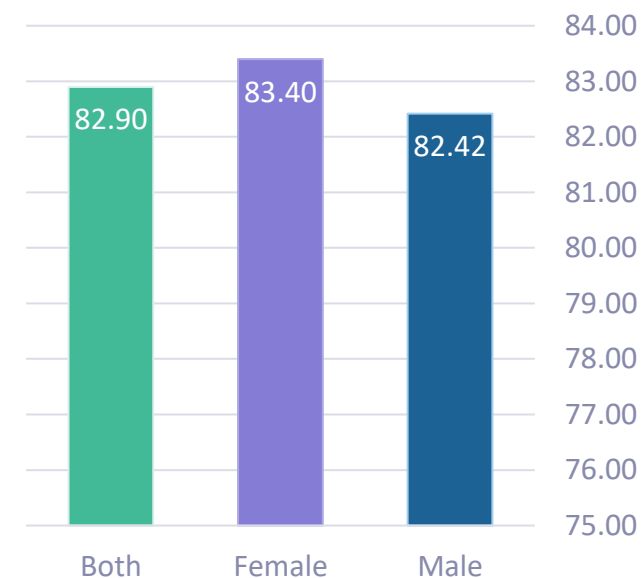
Early Childhood Development and Child Well-Being

Early Childhood Development Index (ECDI2030) SDG 4.2.1

	Both	Female	Male
	82.33	82.35	82.31
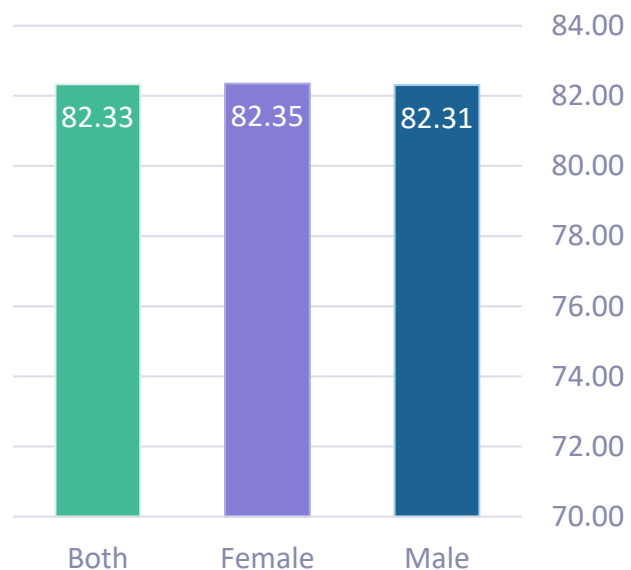
Participation rate in organized learning for 5-year-old SDG 4.2.2

	Both	Female	Male
	64.03	65.05	63.13
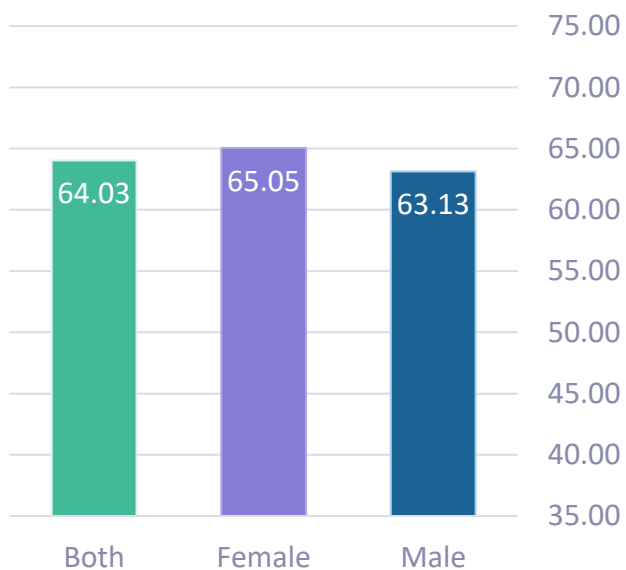
Positive and learning-stimulating home environment for children (36-59 months) SDG 4.2.3

	Both	Female	Male
	82.90	83.40	82.42

Adult Skills and Learning Survey

Literacy Rate
SDG 4.6.1

Youth (15-24 years old)
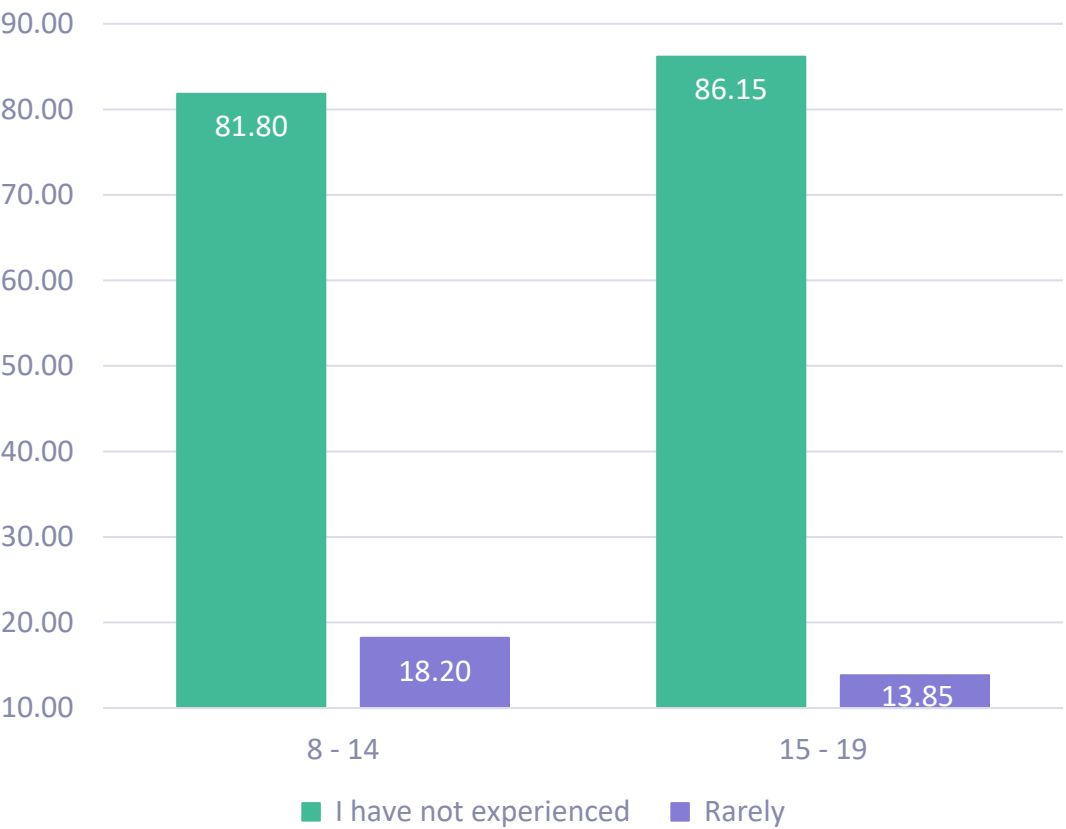
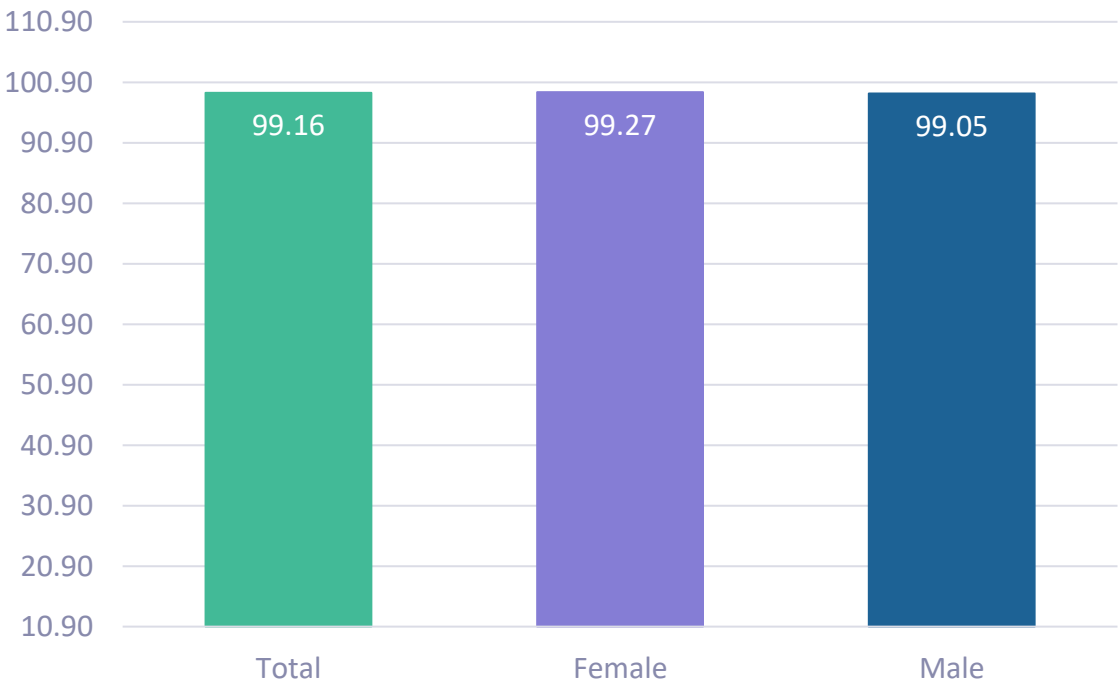Adults (15 years and above)

0.11

99.89

2.07

97.93

- Illiterate
- Literate
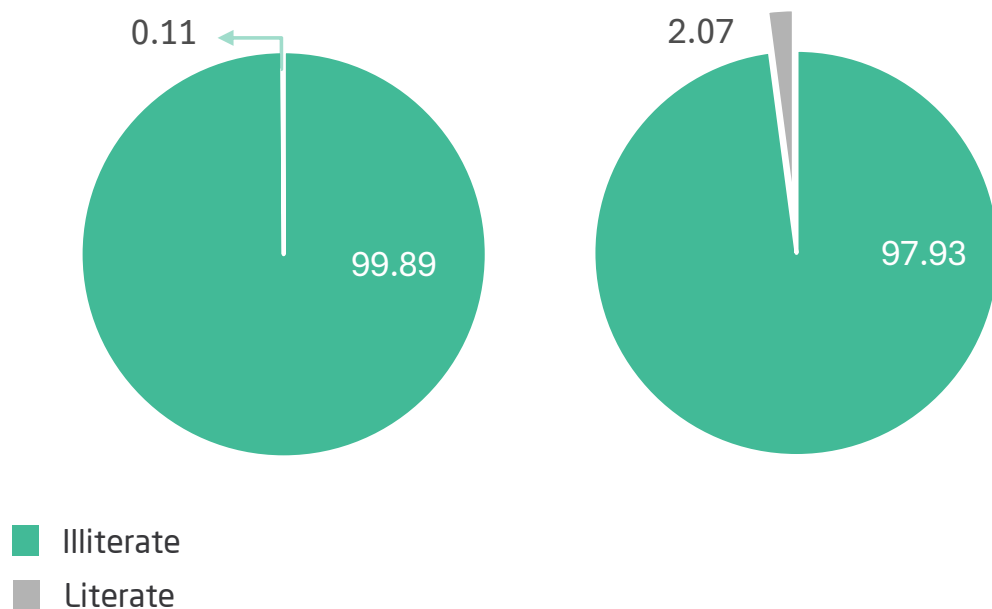
Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months
SDG 4.3.1
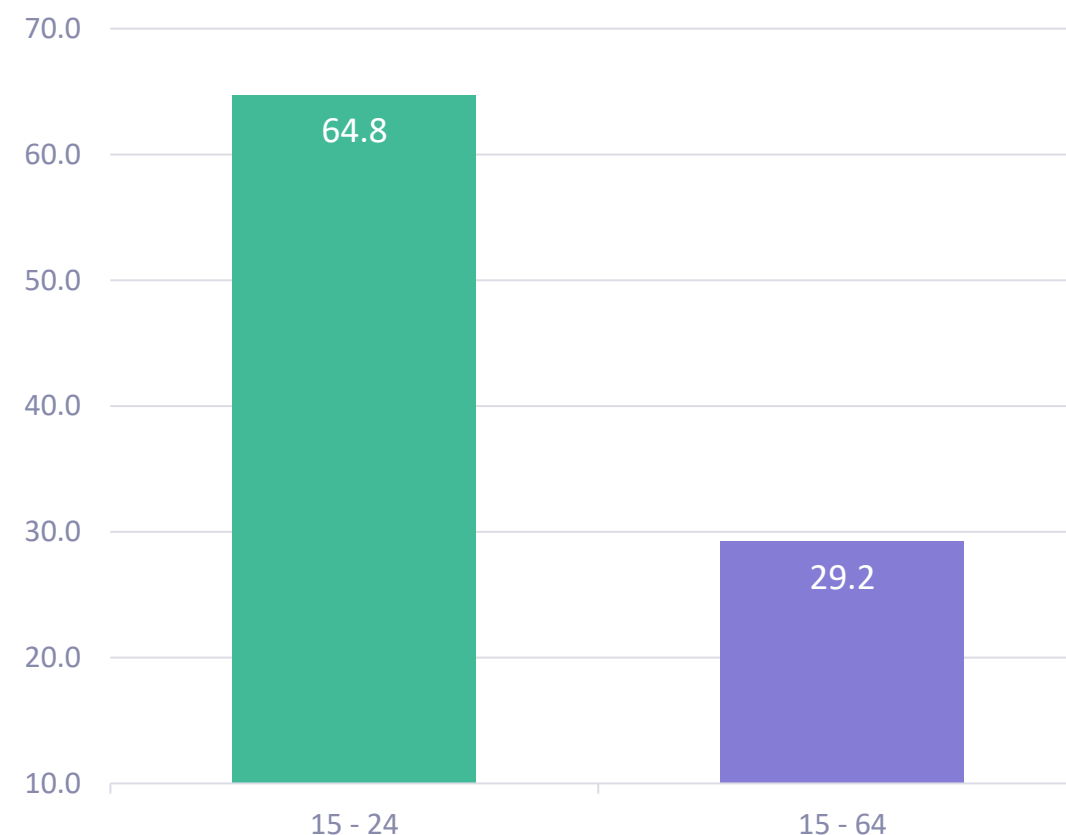
64.8

29.2
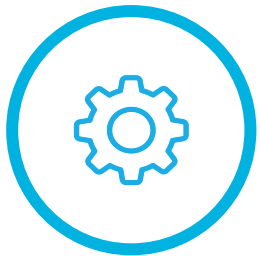
15 - 24

15 - 64

70.0

60.0

50.0

40.0

30.0

20.0

10.0

Moving forward to 2030

Development

Follow-up on developments and updates on the indicators of the fourth goal in terms of methodologies and data sources.

Quality

Applying national international statistical standards for quality in the provision of indicators.

Sustainability

Continuity in providing indicators for the fourth goal and ensuring the flow of statistics until the requirements of the fourth goal are achieved.

Integration

Strengthening the work system with the components of the statistical sector related to the fourth goal.