



**QUALITY EDUCATION**

## **TurkStat Experience on SDG 4**

## OUTLINE

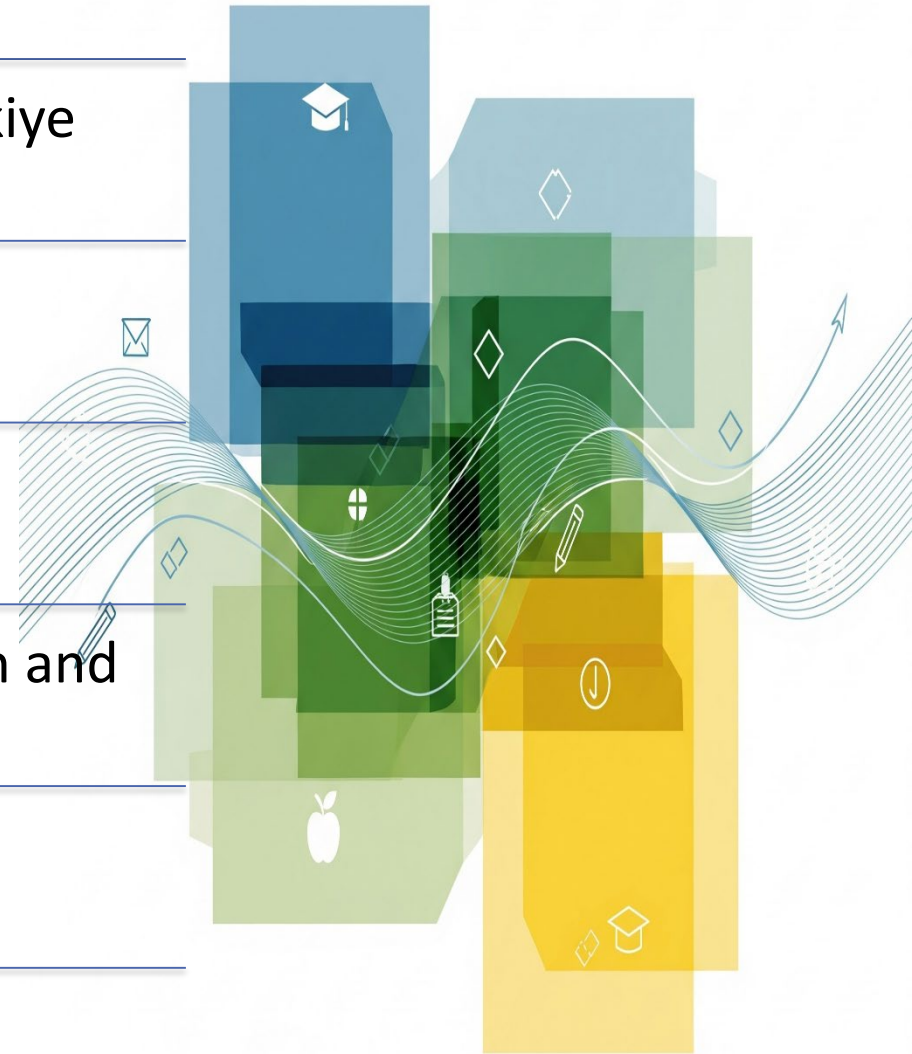
Coordination of SDGs in Türkiye  
and TurkStat's role

SDG Web Portal

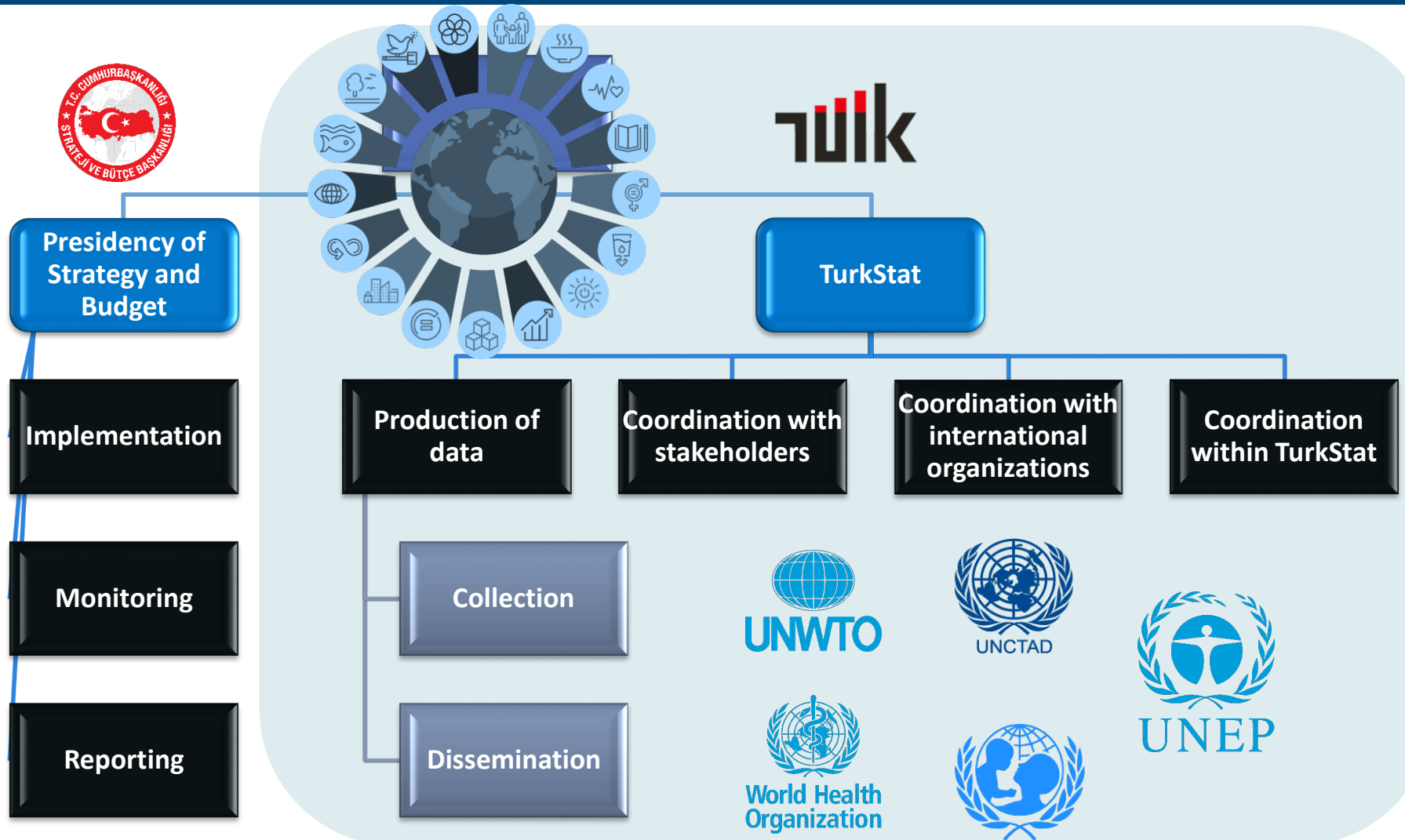
SDG 4 Indicators of Türkiye

Challenges in Data Collection and  
Reporting

Key Takeaways



## TurkStat & SDG Indicators



## SDG Web Portal of Türkiye



**SUSTAINABLE  
DEVELOPMENT  
GOALS**

[About SDGs](#) [Reporting Status](#) [Interactive Maps](#) [Updates](#)

[English](#) [A](#) [A](#)

### 17 goals to transform our world

The "[2030 Agenda for Sustainable Development](#)", adopted at the United Nations Sustainable Development Summit held on September 25, 2015, is an action plan that includes the goals to be followed for the prosperity of people all over the world and the tools necessary to achieve these goals for 15 years covering the period 2016-2030. This action plan is based on 17 Sustainable Development Goals, 169 targets and 251 (234 non-repeating) indicators.

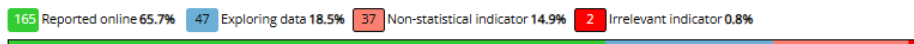
### Goals

Click on each goal for Sustainable Development Goal global indicators.

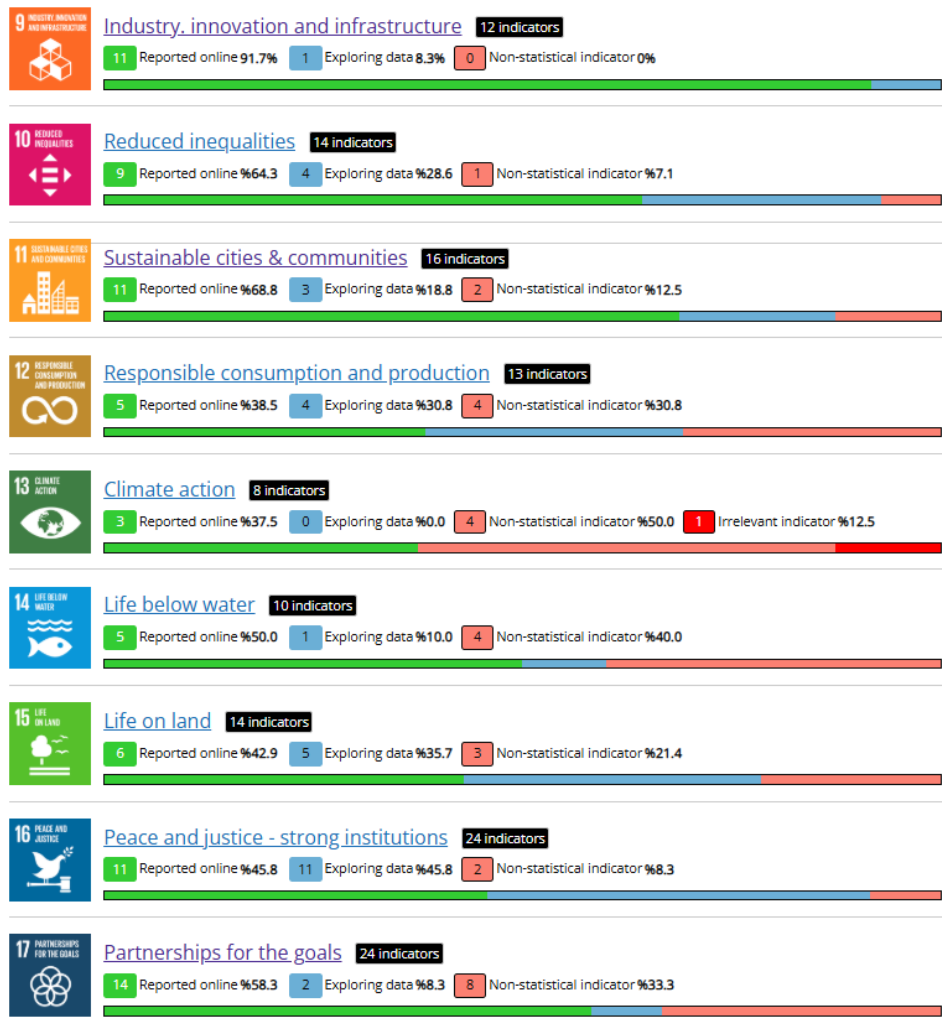


# SDG Web Portal Reporting Status

## Overall reporting status 251 indicators

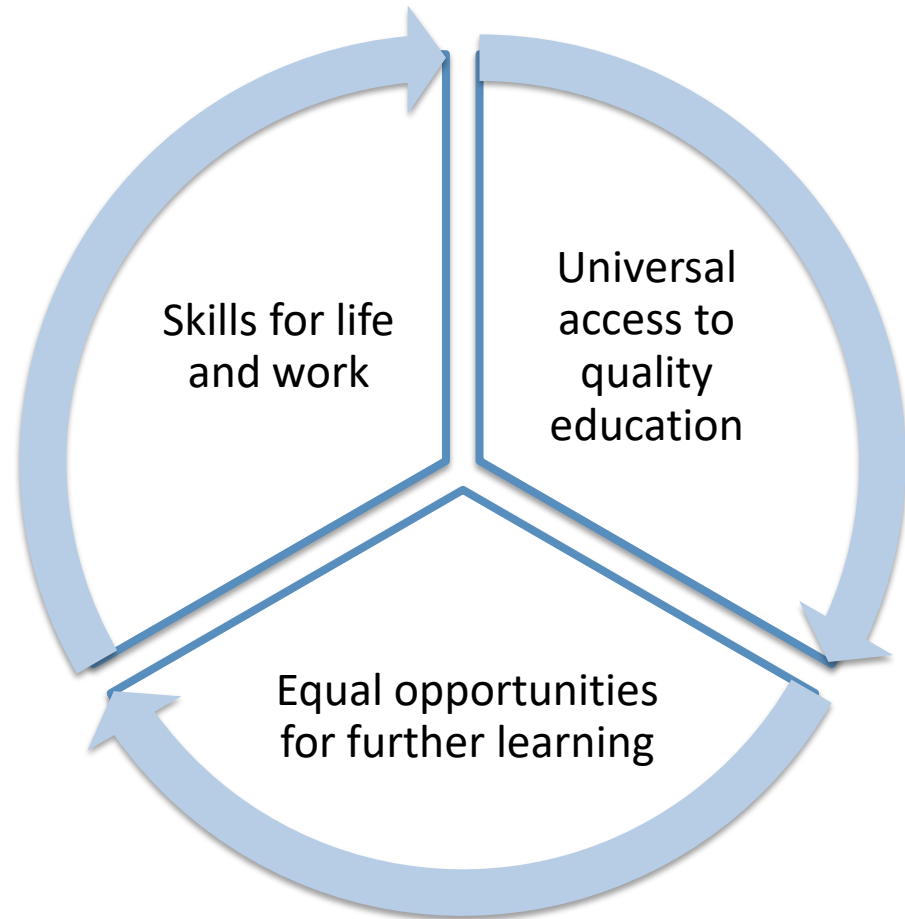


## Status by goal



## Overview of SDG 4 Indicators in Türkiye

### 4 QUALITY EDUCATION



## Overview of SDG 4 Indicators in Türkiye

- Türkiye is tracking all 12 SDG 4 indicators through TurkStat's SDG portal
- 10 indicators have published data, 1 is being researched, and 1 is a non-statistical indicator
- Primary data sources include
  - National education statistics
    - Administrative data of Ministry of National Education
  - TIMSS (trends in international mathematics and science study)
  - Specialized surveys such as:
    - Adult Education Survey,
    - Demographic and Health Survey,
    - ICT Usage Survey on Households
- Data is updated according to various schedules based on the source, with most of the indicators collected annually

## SDG4 Indicators



4.1.1 Proportion of children achieving at least a minimum proficiency level in mathematics



4.1.2 Completion rate



4.2.1 Early child development index



4.2.2 Net enrollment rate of five year olds



4.3.1 Participation rate of youth and adults in formal and non-formal education and training



4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills



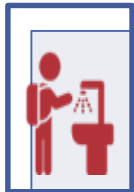
4.5.1 Parity indices for education indicators



4.6.1 Proportion of population achieving at least a fixed level of proficiency in functional literacy and numeracy skills



4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed



4.a.1 Proportion of schools offering basic services



4.b.1 Volume of official development assistance flows for scholarships



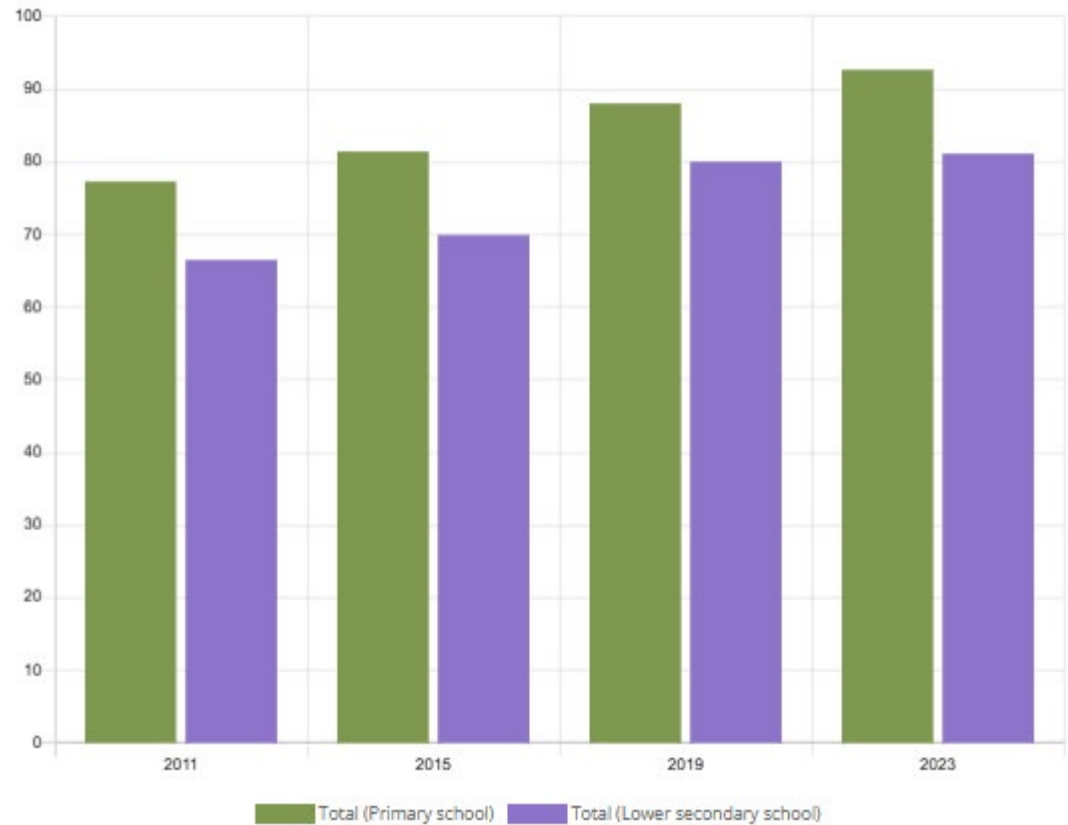
4.c.1 Proportion of teachers with the minimum required qualifications





#### 4.1.1 Proportion of children achieving at least a minimum proficiency level in mathematics

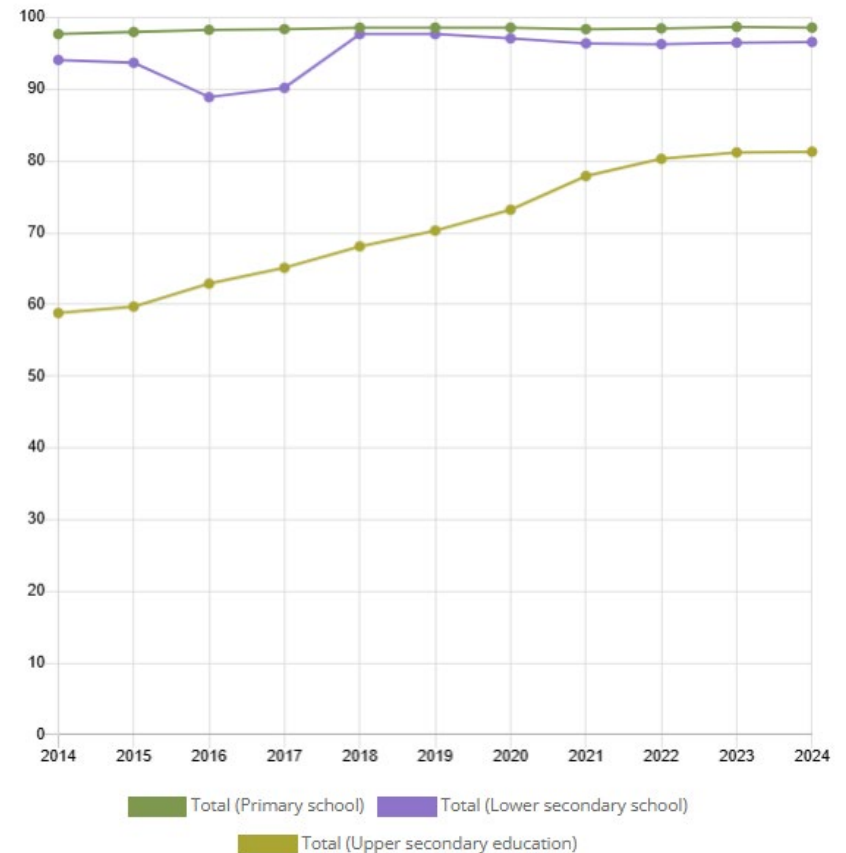
**Source:** Trends in International Mathematics and Science Study (TIMSS)





#### 4.1.2 Completion rate

Source: National education statistics

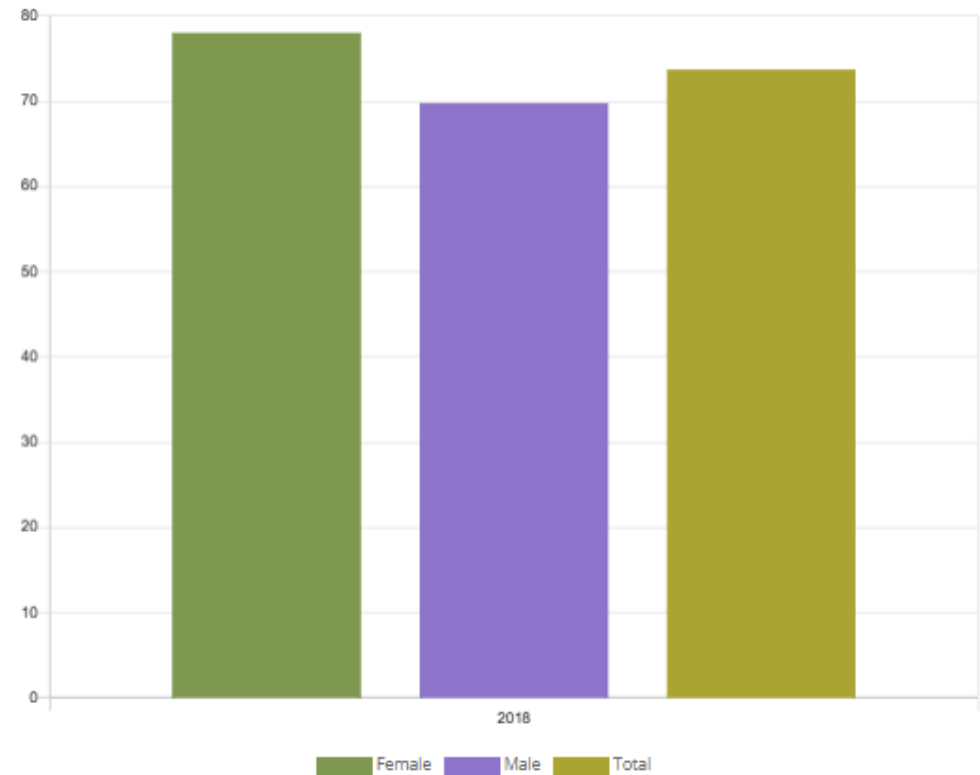




### 4.2.1 Early child development index

**Source:** Turkey Demographic and Health Survey

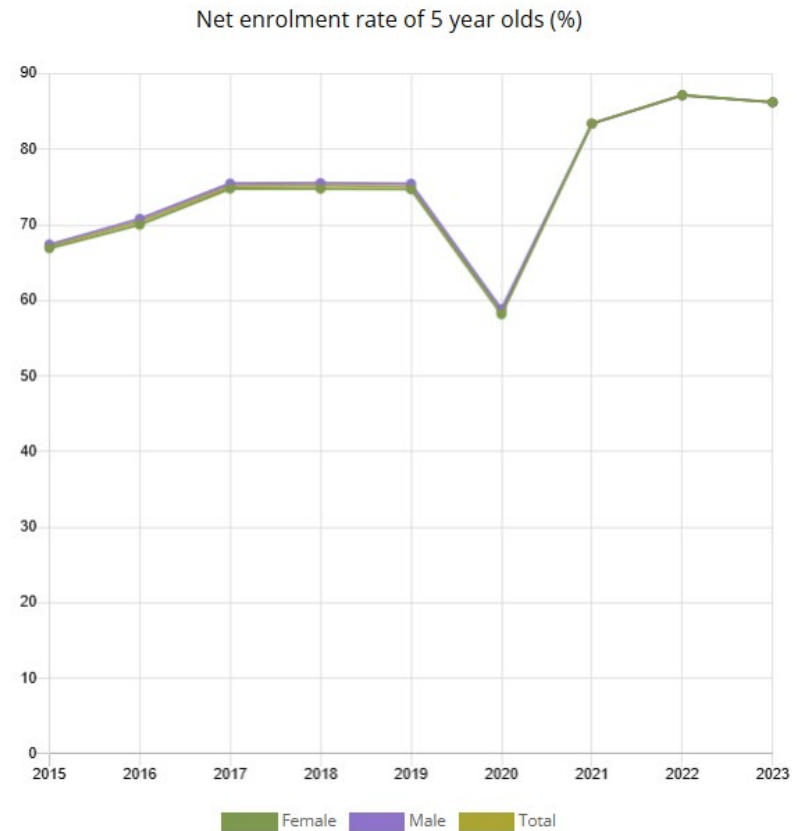
Proportion of children aged 3-4 years who are developmentally on track in at least three of the following domains; i) literacy-numeracy ii) physical iii) social-emotional iv) learning (%)

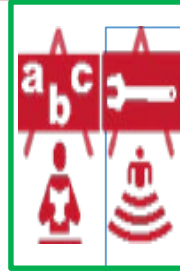




#### 4.2.2 Net enrollment rate of five year olds

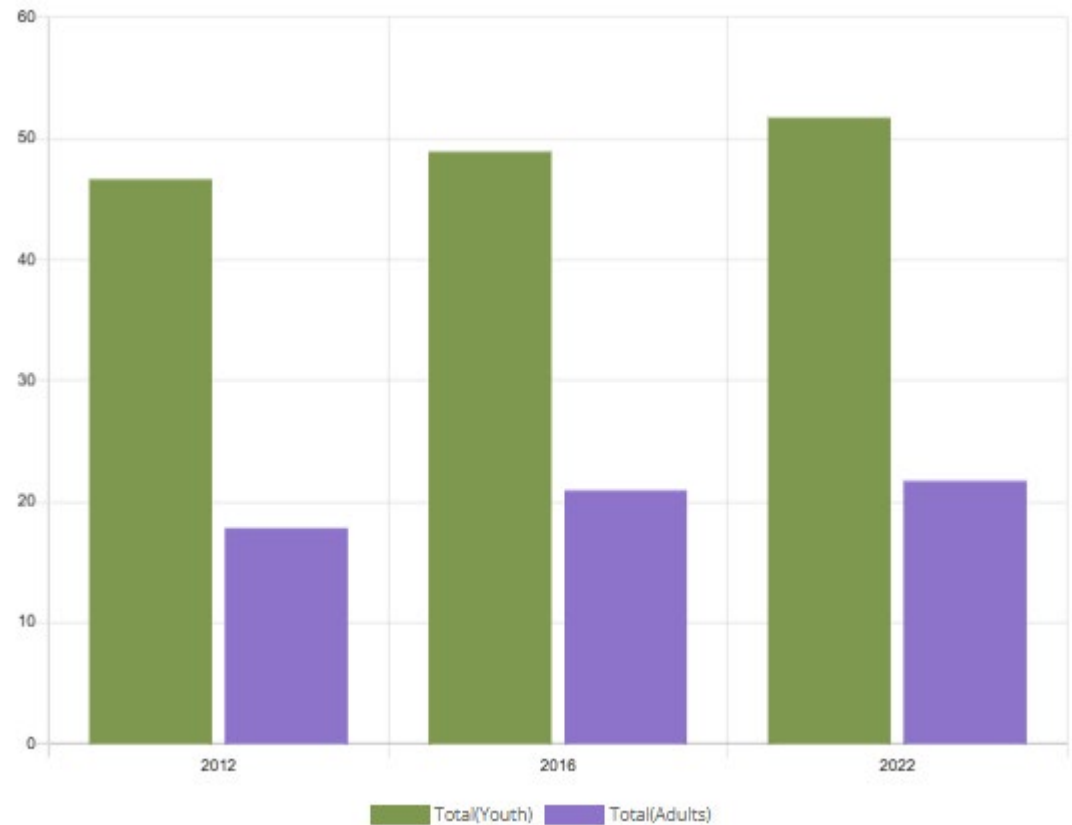
Source: National education statistics





### 4.3.1 Participation rate of youth and adults in formal and non-formal education and training

**Source:** TurkStat, Adult Education Survey

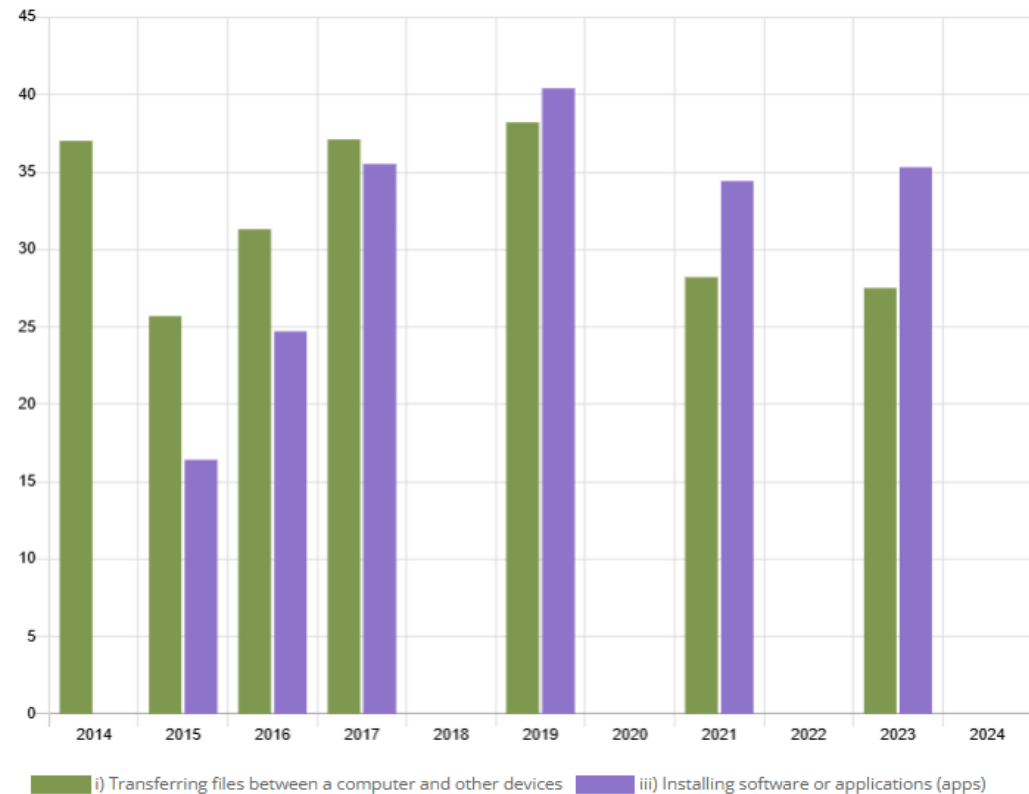


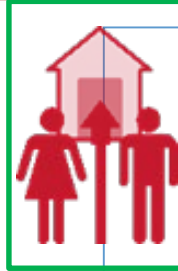


#### 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills

**Source:** TurkStat, ICT Usage Survey on Households

Proportion of adults with information and communications technology skills, by type of skill (%)

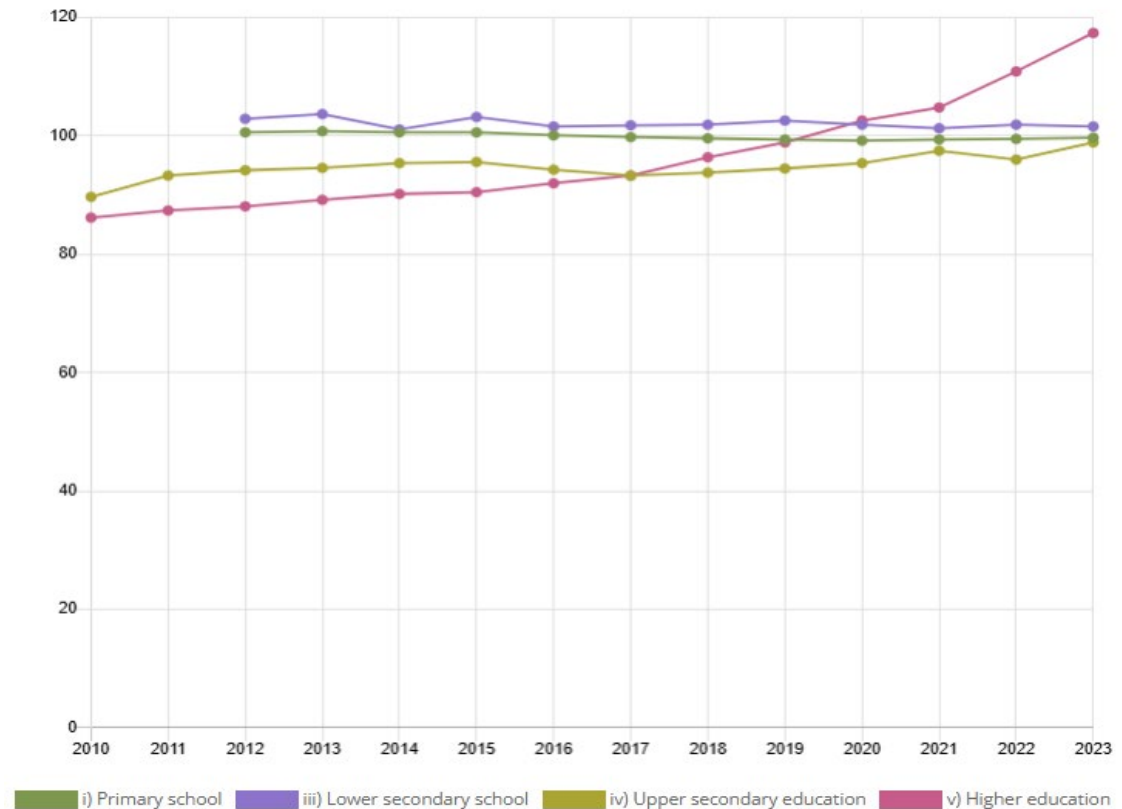




#### 4.5.1 Parity indices for education indicators

Source: National education statistics

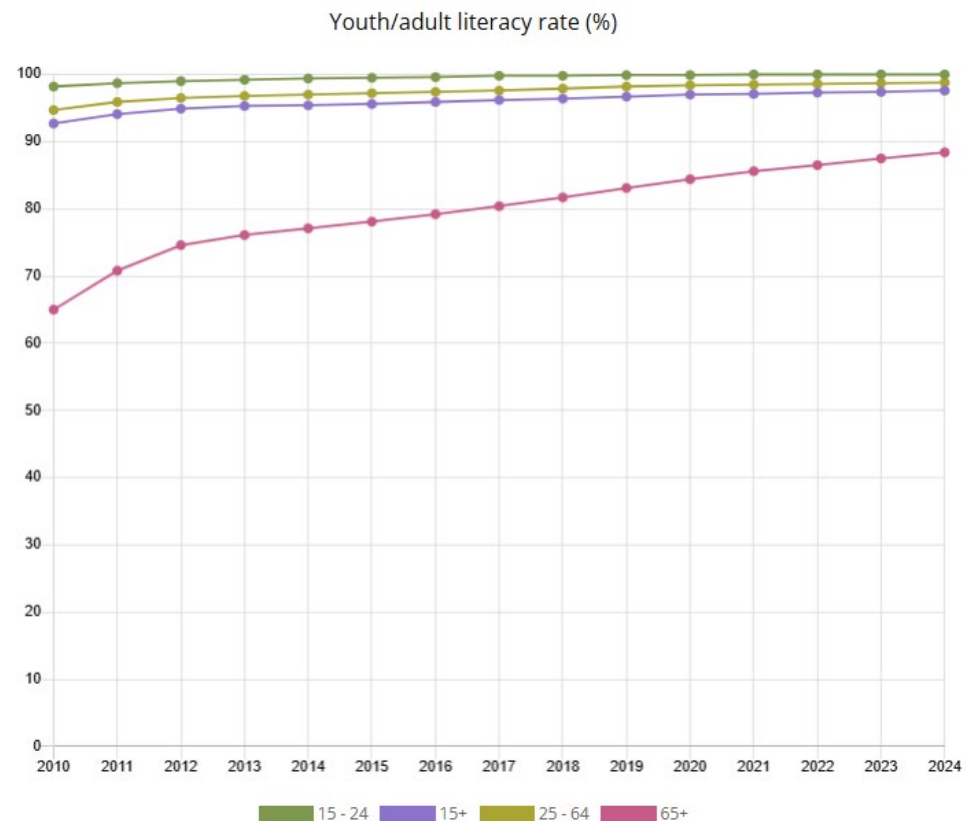
Sex ratio of students attending formal education (%)



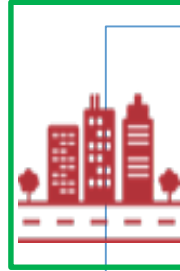


#### 4.6.1 Youth/adult literacy rate

**Source** Address-Based Population Registration System, Council of Higher Education records, Ministry of National Education records, records of candidates taking exams administered by the Evaluation, Selection and Placement Center



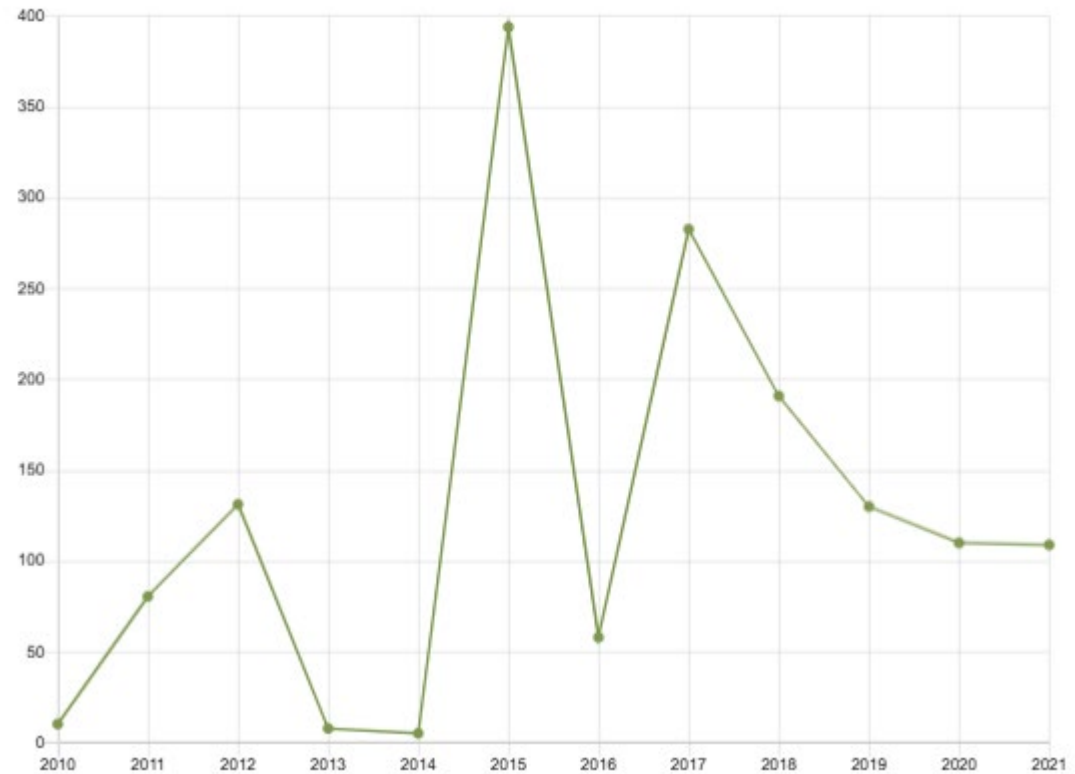




#### 4.b.1 Volume of official development assistance flows for scholarships

Source: OECD-CRS Data

Volume of official development assistance flows for scholarships (Million US \$)



## Challenges in Data Collection and Reporting

### Data Gaps & Availability

Limited or irregular data collection; difficulties in disaggregation for specific groups.

### Methodological Consistency

Differences between national practices and international standards requiring harmonization.

### Institutional Coordination

Many institutions involved; alignment on definitions, timelines, and responsibilities is essential.

### Timeliness & Frequency

Some indicators rely on infrequent surveys or international assessments, causing reporting delays.

## Key Takeaways



Strengthening Data Systems



Importance of Disaggregated Data



Addressing Data Gaps

**Thank you for your attention.**

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