

Monitoring of SDG4: What, How and Who



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

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 all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

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

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

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

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 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

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

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

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 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

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 education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

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

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 qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

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

Thank you

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