

# Sustainable Development Goal 4.1

All girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

## Global Monitoring Indicator

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 education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics

### Thematic Indicators

- Administration of nationally representative learning assessment (i) in grades 2/3 (ii) at the end of primary and (iii) at the end of lower secondary education
- Gross intake ratio to the last grade (primary, lower secondary)
- Completion rate (primary, lower secondary, upper secondary)
- Out-of-school rate (primary, lower secondary, upper secondary)
- Percentage of children over-age for grade (primary, lower secondary)
- Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks. 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 education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics

# Sustainable Development Goal 4.2

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

## Global Monitoring Indicator

Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex  
Participation rate in organized learning (one year before the official primary entry age), by sex

### Thematic Indicators

- Percentage of children under 5 years of age experiencing positive and stimulating home learning environments
- Gross pre-primary enrolment ratio
- Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks

# Sustainable Development Goal 4.3

All women and men have equal access to affordable and quality technical, vocational and tertiary education, including university

## Global Monitoring Indicator

Participation rate of youth and adults in formal and non-formal education and training in the last 12 months, by sex

### Thematic Indicators

- Gross enrolment ratio for tertiary education
- Participation rate in technical-vocational education programmes (15- to 24-year olds)

# Sustainable Development Goal 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

## Global Monitoring Indicator

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

### Thematic Indicators

- Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
- Youth/adult educational attainment rates

# Sustainable Development Goal 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



## Global Monitoring Indicator

Parity Indices

### Thematic Indicators

- Percentage of students in primary education whose first or home language is the language of instruction
- Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations
- Education expenditure per student by source of funding
- Percentage of total aid to education allocated to low income countries

# Sustainable Development Goal 4.6

All youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

## Global Monitoring Indicator

Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

### Thematic Indicators

- Participation rate of youth/adults in literacy programmes
- Youth/adult literacy rate

# Sustainable Development Goal 4.7

All learners acquire the knowledge and skills needed to promote sustainable development

## Global Monitoring Indicator

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

### Thematic Indicators

- Percentage of students by age group (or level of education) showing adequate understanding of issues relating to global citizenship and sustainability
- Percentage of 15-year old students showing proficiency in knowledge of environmental science and geoscience
- Percentage of schools that provide life skills-based HIV and sexuality education
- Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)

# Sustainable Development Goal 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

## Global Monitoring Indicator

Proportion of schools with access to: basic drinking water; single-sex basic sanitation facilities and basic handwashing facilities; electricity; the Internet for pedagogical purposes; and computers for pedagogical purposes; adapted infrastructure and materials for students with disabilities.

### Thematic Indicators

- Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse
- Number of attacks on students, personnel and institutions



# Sustainable Development Goal 4.B

Substantially expand globally the number of scholarships available to developing countries

## Global Monitoring Indicator

Volume of official development assistance  
flows for scholarships

### Thematic Indicators

- Number of higher education scholarships awarded, by beneficiary country

# Sustainable Development Goal 4.C

Substantially increase the supply of qualified teachers

## Global Monitoring Indicator

Proportion of teachers in: pre-primary; primary; lower secondary; and upper secondary education who have received at least the minimum organized teacher training (i.e. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

### Thematic Indicators

- Percentage of teachers qualified according to national standards
- Pupil - qualified teacher ratio
- Pupil-trained teacher ratio
- Average teacher salary relative to other professions requiring a comparable level of education qualification
- Teacher attrition rate
- Percentage of teachers who received in-service training in the last 12 months, by type of training