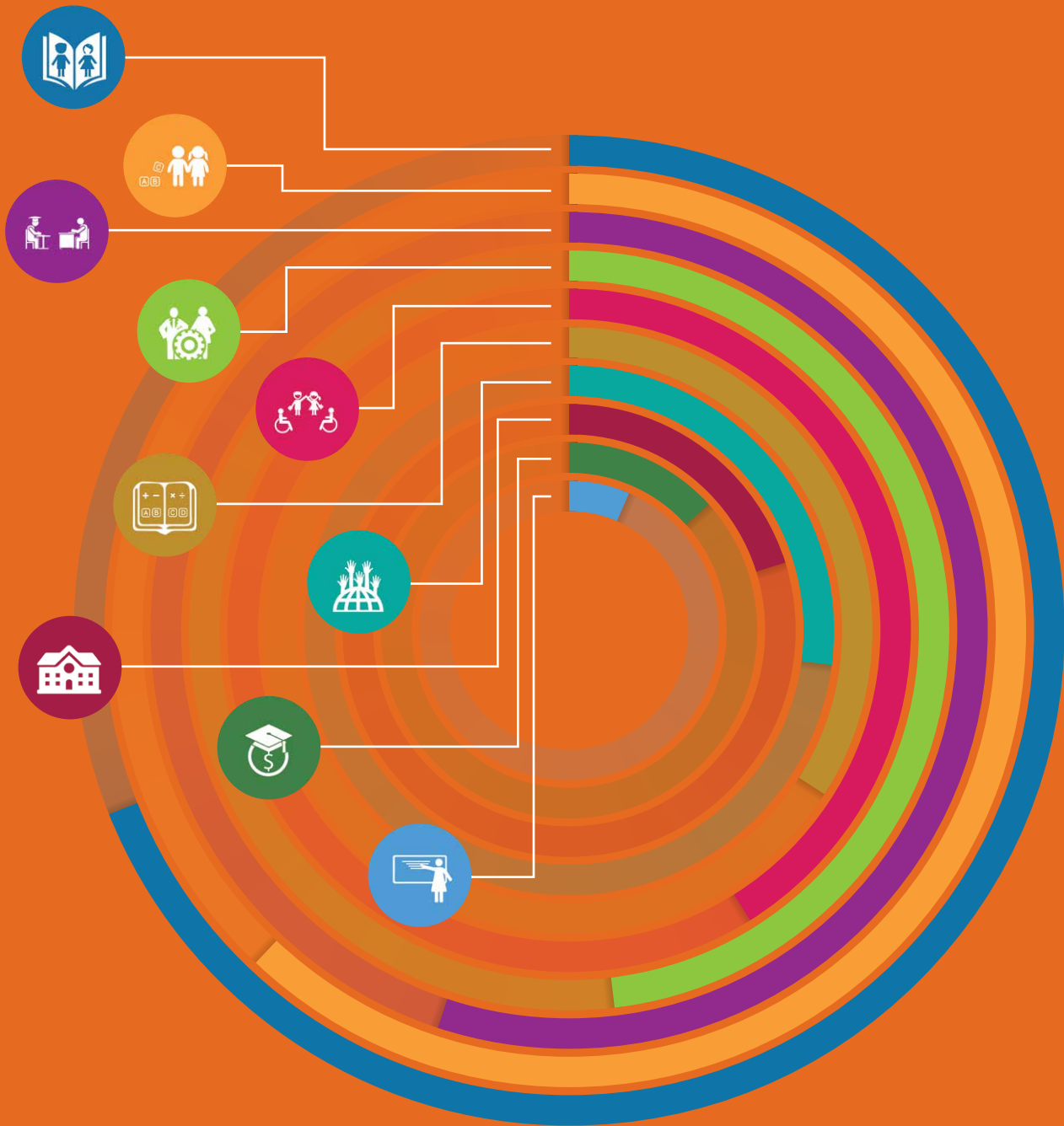


SDG 4 Data Book

GLOBAL EDUCATION INDICATORS 2019



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



SUSTAINABLE
DEVELOPMENT
GOALS

SDG 4 Data Book

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SUSTAINABLE
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UNESCO

The constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted by 20 countries at the London Conference in November 1945 and entered into effect on 4 November 1946. The Organization currently has 193 Member States and 11 Associate Members.

The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to foster universal respect for justice, the rule of law, and the human rights and fundamental freedoms that are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

To fulfil its mandate, UNESCO performs five principal functions: 1) prospective studies on education, science, culture and communication for tomorrow's world; 2) the advancement, transfer and sharing of knowledge through research, training and teaching activities; 3) standard-setting actions for the preparation and adoption of international instruments and statutory recommendations; 4) expertise through technical cooperation to Member States for their development policies and projects; and 5) the exchange of specialized information.

UNESCO Institute for Statistics

The UNESCO Institute for Statistics (UIS) is the official statistical office of UNESCO and the UN depository for global statistics in the fields of education, science, culture and communication.

The UIS is the custodian agency for data used to monitor progress towards the Sustainable Development Goal on education and provides data on key targets related to science, culture, communication and gender equality. While developing the methodologies and standards needed to produce cross-nationally comparable data, the UIS works directly with national statistical offices, line ministries and other organizations to help countries produce and use high-quality data.

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The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the organization.

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This publication presents the global monitoring indicators used by countries and the international development community to monitor progress towards Sustainable Development Goal 4 (SDG 4) on education. The indicators were produced by the UNESCO Institute for Statistics (UIS), based on the latest available data.

The UIS is the official source of internationally-comparable education data and the custodian agency for SDG 4 data. This mandate reflects the trust of the international community in UIS data and its proven track record in methodological work and standard-setting with national statistical offices, line ministries and technical partners in every region.

The Institute works with a wide range of partners to develop SDG 4 indicators through key initiatives such as:

Technical Cooperation Group on the Indicators for SDG 4–Education 2030 (TCG): serves as a platform to discuss and develop the monitoring indicators in an open, inclusive and transparent manner. The TCG is composed of regionally-representative members from Member States, international organizations, civil society and the Co-Chair of the Education 2030 Steering Committee.

Global Alliance to Monitor Learning (GAML): is designed to improve learning outcomes by supporting national strategies for learning assessments and developing internationally-comparable indicators and methodological tools to measure progress towards key targets of SDG 4. GAML brings together a broad range of stakeholders, including experts and decisionmakers involved in national and cross-national learning assessment initiatives, as well as donors and civil society.

About the indicators

This publication presents a snapshot of the data used to monitor progress towards the global education goal and targets. It complements the [UIS Quick Guide to Education Indicators for SDG 4](#), which provides more detailed information on the development, interpretation and use of the indicators.

The indicators presented in this publication are based on UIS data for the 2017 reference year (released in February 2019). Three major data sources are used to calculate the indicators: the UIS annual education survey, household surveys and national and cross-national learning assessments.

To further explore the data, please consult the [UIS global education database](#), which is the most comprehensive in the world, covering all levels of education for about 200 countries and territories.

SDG Global Indicator

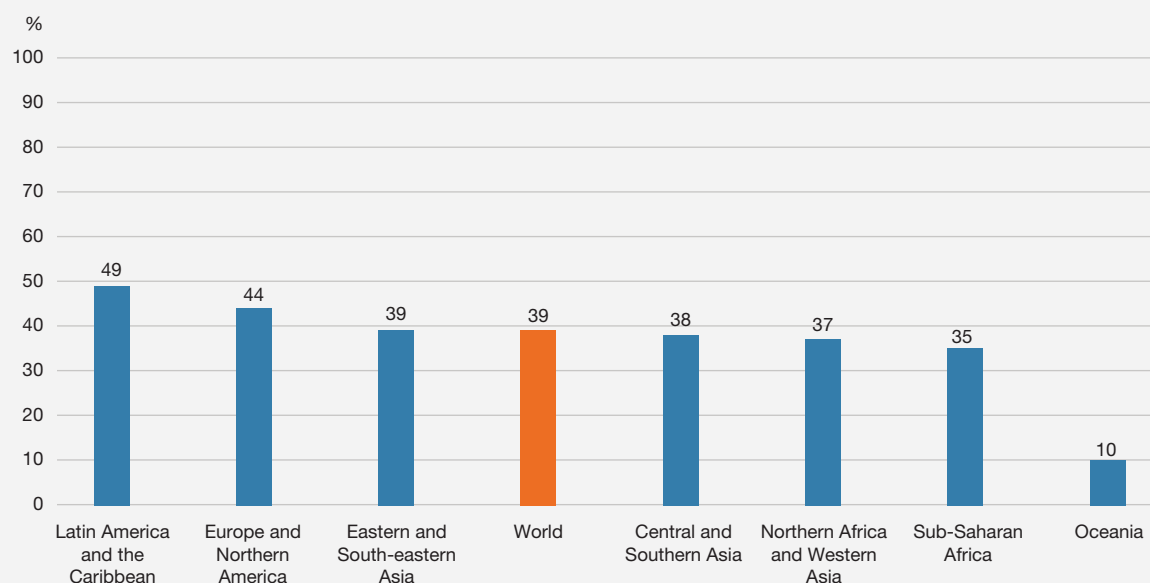
4.1.1



4.1

Proportion of children and young people: (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Figure 1. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2018.

The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>

Source: UIS database, February 2019 release.





4.1

**Table 1. SDG Indicator 4.1.1: Grade 2/3 – Reading**

Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Afghanistan	47	..	..
Bangladesh	..	68	..	75	..	65	..	..	..
India	25	..	..
Iran (Islamic Republic of)	..	76	..	..	..	..	..	..	..
Pakistan	20	61	..	17	..	..
Sri Lanka	85	..	86	..	..	..
Eastern and South-Eastern Asia									
China	82	..	..
China, Hong Kong SAR	..	99	..	..	..	..	..	..	..
Democratic People's Republic of Korea	94	..
Indonesia	..	66	..	..	..	..	..	..	..
Lao People's Democratic Republic	..	51	..	..	83	..	..	..	..
Malaysia	86	..
Singapore	..	97	..	..	..	..	..	..	..
Timor-Leste	80	..	..	..	..	..	..	..	..
Europe and Northern America									
Albania	86	..	..	..	..
Czechia	..	98	..	..	..	..	..	..	..
Denmark	..	99	..	..	..	..	..	..	..
Finland	..	99	..	..	..	..	..	..	..
France	..	95	..	..	..	..	..	..	..
Ireland	..	97	..	..	..	..	..	..	..
Italy	..	98	..	..	..	..	..	..	..
Malta	..	74	..	..	..	..	..	..	..
Netherlands	..	100	..	..	..	..	..	..	..
Norway	..	95	..	..	..	..	..	..	..
Poland	..	95	..	..	..	..	..	..	..
Portugal	..	98	..	..	..	..	..	..	..
Romania	..	86	..	..	..	..	..	..	..
Slovenia	..	95	..	..	..	..	..	..	..
Spain	..	94	..	..	..	..	..	..	..
Sweden	..	98	..	..	..	..	..	..	..
United States of America	..	98	..	..	..	69	..	..	..
Latin America and the Caribbean									
Anguilla	73	68	59	..	..	..
Antigua and Barbuda	47	35	38	..	..	..
Argentina	73	..	..	77	..	..	62	..	..
Brazil	81	78	..	78	..	..
Chile	93	..	69	69	70	..
Colombia	..	72	..	79	..	80	82	82	..
Costa Rica	89	..	..	..	..	..
Dominica	51	76	..	81	..	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Dominican Republic	46	..	..	..	..	..
Ecuador	75	68	81	75	..	..
Grenada	..	44	26	80	..	54	..	..	..
Guatemala	52	..	..	69	50	..	..	..	..
Honduras	..	74	..	70	93	80	93	..	..
Jamaica	87	..	..	..	..
Mexico	..	86	85	78	..	..	..	..	..
Montserrat	45	64	57	..	..	..
Nicaragua	63	..	..	..	..	..
Panama	68	..	..	..	..	..
Paraguay	55	..	..	63	..	71	..	..	..
Peru	76	77	80	84	88	94	94	..	..
Saint Lucia	68	..	..	..
Trinidad and Tobago	..	78	..	..	..	..	..	..	..
Uruguay	81	..	..	..	..	..
Northern Africa and Western Asia									
Egypt	5	..	..	..	..	..
Georgia	..	86	..	..	..	..	..	..	..
Israel	..	93	..	..	..	..	..	..	..
Kuwait	..	58	..	..	..	..	..	..	..
Morocco	..	21	..	..	..	..	..	..	..
Oman	..	47	..	..	..	..	..	..	..
Qatar	..	60	..	..	..	..	..	..	..
Saudi Arabia	..	65	..	..	..	..	..	..	..
United Arab Emirates	..	64	..	..	..	..	..	..	..
Oceania									
Australia	..	93	..	..	..	95	95	95	..
New Zealand	..	92	..	81	58	76	..	..	..
Sub-Saharan Africa									
Benin	10	..	..	..	..
Botswana	..	56	..	..	..	..	..	..	..
Burkina Faso	35	..	..	..	..
Burundi	79	..	..	..	..
Cameroon	30	..	..	..	..
Chad	18	..	..	..	..
Congo	38	..	..	..	..
Côte d'Ivoire	..	14	..	..	17	..	..	..	..
Gambia	23	..	..	..	..	..	..	..	..
Ghana	..	66	..	58	..	..	71	..	..
Kenya	46	60	..	..
Malawi	22	..	..	..	..	..	..
Mali	2	..	..
Niger	10	..	..	..	..
Nigeria	..	75	..	..	..	..	..	..	..
Sao Tome and Principe	..	81	..	..	..	..	..	..	..



4.1



TARGETS



4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Senegal	55	..	..	..	29	..	18	..	..
South Africa	..	57	81	80	84	..	..	..	..
Togo	20	..	..	..	..
Uganda	64	60	..	..	..
United Republic of Tanzania	5	..	56	..	..	..
Zambia	1	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: TERCE, PASEC, PIRLS, PISA, SACMEQ, TIMSS and national learning assessments.

INFORMATION

What do these numbers represent?

The percentage of students in Grade 2 or 3 achieving minimum proficiency level in **reading**. Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there are no common standards validated by the international community or countries. The data presented here are based on the MPL defined in each assessment.

Where do these numbers come from?

Sources: Various national and cross-national learning assessments including: *Programme d'analyse des systèmes éducatifs de la CONFEMEN* (PASEC), Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), *Tercer Estudio Regional Comparativo y Explicativo* (TERCE) and Trends in International Mathematics and Science Study (TIMSS).

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Togo in 2014, 20% of the students in Grade 2/3 achieved a minimum proficiency level in reading. Due to methodological differences between assessments, data from different countries and years may not be comparable.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)

Table 2. SDG Indicator 4.1.1: Grade 2/3 – Mathematics

Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Afghanistan	52	..	..
Bangladesh	..	50	..	57	..	39	..	..	..
India	28	..	..
Iran (Islamic Republic of)	..	64	..	..	..	65	..	..	..
Pakistan	15	..	..
Sri Lanka	80	..	84	..	..	..
Eastern and South-Eastern Asia									
China	85	..	..	..
China, Hong Kong SAR	..	99	..	..	..	100	..	..	..
Democratic People's Republic of Korea	83	..
Indonesia	49	..	..	..
Lao People's Democratic Republic	46	..	..	..	..
Malaysia	71	..
Republic of Korea	..	100	..	..	..	100	..	..	..
Singapore	..	99	..	..	..	99	..	..	..
Thailand	..	77	..	..	..	..	..	..	..
Europe and Northern America									
Czechia	..	93	..	..	..	96	..	..	..
Denmark	..	96	..	..	..	96	..	..	..
Finland	..	98	..	..	..	97	..	..	..
France	87	..	..	..
Ireland	..	94	..	..	..	..	97	..	..
Italy	..	93	..	..	..	93	..	..	..
Malta	..	87	..	..	..	..	..	..	..
Netherlands	..	99	..	..	..	99	..	..	..
Norway	..	91	..	..	..	98	..	..	..
Poland	..	87	..	..	..	96	..	..	..
Portugal	..	97	..	..	..	97	..	..	..
Romania	..	79	..	..	..	..	..	..	..
Slovenia	..	94	..	..	..	95	..	..	..
Spain	..	87	..	..	..	93	..	..	..
Sweden	..	93	..	..	..	95	..	..	..
United States of America	..	96	..	..	..	95	..	..	..
Latin America and the Caribbean									
Anguilla	47	40	38	..	..	..
Antigua and Barbuda	52	39	46	..	..	..
Argentina	74	..	..	72	..	..	63	..	..
Brazil	70	76	..	77	..	..
Chile	..	77	..	89	..	78	..	63	..
Colombia	64	..	81	83	82	..
Costa Rica	84	..	..	..	..	..
Dominica	55	48	..	50	..	..	..



4.1



TARGETS



4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Dominican Republic	28	..	..	..	..	..
Ecuador	65	73	81	78	..	..
Grenada	43	..	..	..
Guatemala	49	..	..	53	41	..	..	..	..
Honduras	..	50	..	58	92	85	92	..	..
Jamaica	41	14	..	..	..
Mexico	..	81	86	78	..	..	..	..	..
Montserrat	7	76	54	..	..	..
Nicaragua	45	..	..	..	..	..
Panama	54	..	..	..	..	..
Paraguay	52	..	..	48	..	72	..	..	..
Peru	47	49	51	50	61	69	71	..	..
Saint Lucia	62	..	..	..
Uruguay	75	..	..	..	..	..
Northern Africa and Western Asia									
Bahrain	..	67	..	..	..	72	..	..	..
Cyprus	93	..	..	..
Georgia	..	73	..	..	..	78	..	..	..
Jordan	50	..	..	..
Kuwait	..	30	..	..	..	33	..	..	..
Morocco	..	25	..	..	..	41	..	..	..
Oman	..	46	..	..	..	61	..	..	..
Qatar	..	54	..	..	..	64	..	..	..
Saudi Arabia	..	55	..	..	..	43	..	..	..
Tunisia	..	34	..	..	..	..	..	..	..
United Arab Emirates	..	62	..	..	..	70	..	..	..
Yemen	..	9	..	..	..	..	..	..	..
Oceania									
Australia	..	91	..	..	..	94	91	96	..
New Zealand	..	85	..	..	..	84	..	..	..
Sub-Saharan Africa									
Benin	34	..	..	..	..
Botswana	..	61	..	..	..	..	..	..	..
Burkina Faso	59	..	..	..	..
Burundi	97	..	..	..	..
Cameroon	55	..	..	..	..
Chad	48	..	..	..	..
Congo	71	..	..	..	..
Côte d'Ivoire	..	27	..	..	34	..	..	..	..
Gambia	31	..	..	..	..	..	..	..	..
Ghana	..	53	..	57	..	..	55	..	..
Kenya	47	71	..	..
Malawi	51	..	..	..	..	..	..
Mali	3	..	..
Niger	28	..	..	..	..



4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Nigeria	..	28	..	..	..	..	..	..	..
Sao Tome and Principe	..	100	..	..	..	..	..	..	..
Senegal	56	..	32	..	62	..	..	..	..
South Africa	68	85	87	39	..	..	..
Togo	41	..	..	..	..
Uganda	73	72	..	..	..
United Republic of Tanzania	8	..	35	..	..	..
Zambia	9	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: TERCE, PASEC, PIRLS, PISA, SACMEQ, TIMSS and national learning assessments.

INFORMATION

What do these numbers represent?

The percentage of students in Grade 2 or 3 achieving minimum proficiency level in **mathematics**. Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there are no common standards validated by the international community or countries. The data presented here are based on the MPL defined in each assessment.

Where do these numbers come from?

Sources: Various national and cross-national learning assessments, including: *Programme d'analyse des systèmes éducatifs de la CONFEMEN* (PASEC), Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), *Tercer Estudio Regional Comparativo y Explicativo* (TERCE) and Trends in International Mathematics and Science Study (TIMSS).

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in the Islamic Republic of Iran in 2015, 65% of students in Grade 2/3 achieved minimum proficiency levels in mathematics. Due to methodological differences between assessments, data from different countries and years may not be comparable.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.1

**Table 3. SDG Indicator 4.1.1: Primary education – Reading**

Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Afghanistan	55	..	..	..	..	..
Bangladesh	..	99	..	97	..	91	..	..	..
Kyrgyzstan	36	..	..	..	..
Pakistan	52	..	..
Eastern and South-Eastern Asia									
Cambodia	61	..	..	..	..	..
Malaysia	..	89	..	..	..	..	..	88	..
Viet Nam	..	99	..	..	..	..	..	..	..
Europe and Northern America									
Albania	87	..	95	..	..
Austria	..	97	..	..	..	87	..	..	..
Bulgaria	..	93	..	..	..	..	..	..	..
Croatia	..	99	..	..	..	..	..	..	..
Germany	..	97	..	..	..	..	..	..	..
Hungary	..	95	..	..	..	..	..	..	..
Lithuania	..	97	..	..	..	87	84	92	..
Russian Federation	..	99	..	..	..	..	..	..	..
Slovakia	..	96	..	..	..	..	..	..	..
Latin America and the Caribbean									
Anguilla	73	71	76	..	..	..
Antigua and Barbuda	50	..	..	..
Argentina	72	..	..	83	..	..	67	..	..
Barbados	86	..	87	..	..
Brazil	..	93	..	89	..	97	..	..	..
Cayman Islands	63	68	59	..	..
Chile	94	..	..	..	..	..
Colombia	88	..	80	85	87	..
Costa Rica	56	94	..	..	..	..	..
Dominica	40	..	..	..	..	..	..
Dominican Republic	65	..	..	..	..	..
Ecuador	77	63	72	68	..	..
Grenada	66	..	..	..
Guatemala	30	..	..	80	40	..	..	..	..
Honduras	75	87	86	84	..	..
Mexico	89	..	50	..	..	..
Montserrat	70	..	..	..
Nicaragua	76	..	..	..	..	..
Panama	77	..	..	..	..	..
Paraguay	80	..	..	71	..	69	..	..	..
Saint Lucia	62	..	..	..
Trinidad and Tobago	73	63	76	..
Turks and Caicos Islands	59	62	70	..	..	..
Uruguay	90	..	..	..	..	..



4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Northern Africa and Western Asia									
Azerbaijan	..	82	..	..	..	..	..	..	..
Oceania									
Australia	95	95	94	..
Sub-Saharan Africa									
Benin	52	..	..	..	..
Botswana	63	66	66	..
Burkina Faso	57	..	..	..	..
Burundi	56	..	..	..	..
Cameroon	49	..	..	..	..
Chad	..	75	..	..	16	..	..	..	..
Congo	41	..	..	..	..
Côte d'Ivoire	48	..	..	..	..
Democratic Republic of the Congo	..	81	..	..	..	..	..	..	..
Gambia	33	..	..	..	..	..	..	..	..
Ghana	..	79	..	69	..	..	72	..	..
Kenya	80	..	..	..
Malawi	24	..	..	..	..	..	..
Mali	12	..	..
Mauritius	75	76	78	..	..
Niger	8	..	..	..	..
Nigeria	..	54	..	..	..	..	..	..	..
Senegal	61	..	..	..	..
Seychelles	81	78	88	..	..
South Africa	69	88	92	..	..	..	..
Togo	..	74	..	..	38	..	..	..	..
Uganda	38	52	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: TERCE, PASEC, PIRLS, PISA, SACMEQ, TIMSS and national learning assessments.

INFORMATION

What do these numbers represent?

The percentage of students at the end of primary education achieving minimum proficiency level in **reading**. Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there are no common standards validated by the international community or countries. The data presented here are based on the MPL defined in each assessment.

Where do these numbers come from?

Sources: Various national and cross-national learning assessments, including: *Programme d'analyse des systèmes éducatifs de la CONFEMEN* (PASEC), Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), *Tercer Estudio Regional Comparativo y Explicativo* (TERCE) and Trends in International Mathematics and Science Study (TIMSS).

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Australia in 2017, 94% of students at the end of primary education achieved a minimum proficiency level in reading. Due to methodological differences between assessments, data from different countries and years may not be comparable.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.1

**Table 4. SDG Indicator 4.1.1: Primary education – Mathematics**

Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Afghanistan	63	..	..	..	..	..
Bangladesh	..	51	..	89	..	81	..	..	..
Kazakhstan	..	88	..	..	..	96	..	..	..
Kyrgyzstan	35	..	..	..	..
Pakistan	48	..	..
Eastern and South-Eastern Asia									
Malaysia	..	87	..	..	..	..	..	47	..
Viet Nam	..	87	..	..	..	..	..	..	..
Europe and Northern America									
Albania	97	..	..
Austria	..	95	..	..	..	..	..	..	..
Bulgaria	92	..	..	..
Croatia	..	90	..	..	..	93	..	..	..
Germany	..	97	..	..	..	96	..	..	..
Hungary	..	89	..	..	..	92	..	..	..
Lithuania	..	96	..	..	..	96	..	99	..
Russian Federation	..	97	..	..	..	98	..	..	..
Serbia	..	90	..	..	..	91	..	..	..
Slovakia	..	91	..	..	..	88	..	..	..
Sweden	92	91	88	..
Latin America and the Caribbean									
Anguilla	71	62	67	..	..	..
Antigua and Barbuda	78	..	..	..
Argentina	64	..	..	92	..	..	59	..	..
Barbados	71	..	60	..	..
Brazil	..	98	..	91	..	100	..	..	..
Cayman Islands	48	43	52	..	..
Chile	98	..	..	..	..	..
Colombia	91	..	64	64	57	..
Costa Rica	32	95	..	..	..	..	..
Dominica	29	..	..	..	..	..	..
Dominican Republic	63	..	..	..	..	..
Ecuador	89	49	62	64	..	..
Grenada	57	..	..	..
Guatemala	46	..	..	83	45	..	..	..	..
Honduras	83	68	67	77	..	..
Mexico	96	..	40	..	..	..
Montserrat	81	..	..	..
Nicaragua	77	..	..	..	..	..
Panama	74	..	..	..	..	..
Paraguay	50	..	..	70	..	69	..	..	..
Saint Lucia	46	..	..	..
Trinidad and Tobago	64	65	63	..
Uruguay	94	..	..	..	..	..
Northern Africa and Western Asia									
Armenia	..	72	..	..	..	..	..	95	..
Azerbaijan	..	71	..	..	..	..	..	..	..
Turkey	..	77	..	..	..	81	..	..	..



4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Oceania									
Australia	96	96	95	..
Sub-Saharan Africa									
Benin	40	..	..	..	..
Botswana	63	66	66	..
Burkina Faso	59	..	..	..	..
Burundi	87	..	..	..	..
Cameroon	35	..	..	..	..
Chad	..	69	..	..	19	..	..	..	..
Congo	29	..	..	..	..
Côte d'Ivoire	27	..	..	..	..
Democratic Republic of the Congo	..	85	..	..	..	..	..	..	..
Gambia	22	..	..	..	..	..	..	..	..
Ghana	..	57	..	61	..	..	..	..	..
Kenya	77	..	..	..
Malawi	41	..	..	..	..	..	..
Mali	13	..	..
Mauritius	78	80	79	..	..
Niger	8	..	..	..	..
Nigeria	..	18	..	..	..	..	..	..	..
Senegal	59	..	..	..	..
Seychelles	94	95	74	..	..
South Africa	34	64	71	..	..	..	..
Togo	..	69	..	..	48	..	..	..	..
Uganda	39	53	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: TERCE, PASEC, PIRLS, PISA, SACMEQ, TIMSS and national learning assessments.

INFORMATION

What do these numbers represent?

The percentage of students at the end of primary education achieving minimum proficiency level in **mathematics**. Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there are no common standards validated by the international community or countries. The data presented here are based on the MPL defined in each assessment.

Where do these numbers come from?

Sources: Various national and cross-national learning assessments, including: *Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC)*, Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), *Tercer Estudio Regional Comparativo y Explicativo (TERCE)* and Trends in International Mathematics and Science Study (TIMSS).

How should this table be read?

Each line represents a country/territory with data available for the last selected period. For example, in Kazakhstan in 2015, 96% of students at the end of primary education achieved a minimum proficiency level in mathematics. Due to methodological differences between assessments, data from different countries and years may not be comparable.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.1

**Table 5. SDG Indicator 4.1.1: Lower secondary education – Reading**

Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	49	..	87	..	..	..
Bhutan	48	..	33	..	..	..
Kazakhstan	43	..	..	59	..	..	..
Pakistan	73	..	..	..	..
Sri Lanka	90	..	90	..
Eastern and South-Eastern Asia									
Cambodia	38	..
China	78	80	..	..
China, Hong Kong SAR	93	..	..	91	..	..	..
China, Macao SAR	89	..	..	88	..	..	..
Indonesia	45	..	..	45	..	..	..
Malaysia	..	94	47	..	..	63	..	73	..
Republic of Korea	92	..	..	86	..	..	..
Singapore	90	..	..	89	..	..	..
Thailand	67	..	..	50	..	..	..
Viet Nam	91	..	..	86	..	..	..
Europe and Northern America									
Albania	48	..	..	..	..	..	..
Austria	81	..	..	77	84	..	..
Belgium	84	..	..	80	..	..	..
Bulgaria	61	..	..	59	..	..	..
Canada	89	..	..	89	..	..	..
Croatia	81	..	..	80	..	..	..
Czechia	83	..	..	78	..	..	..
Denmark	85	..	..	85	..	..	..
Estonia	91	..	..	89	..	..	..
Finland	89	..	..	89	..	..	..
France	81	..	..	79	..	..	..
Germany	86	..	..	84	..	..	..
Greece	77	..	..	73	..	..	..
Hungary	80	..	..	73	..	..	..
Iceland	79	..	..	78	..	..	..
Ireland	90	..	..	90	..	..	..
Italy	80	..	..	79	..	..	..
Latvia	83	..	..	82	..	..	..
Liechtenstein	88	..	..	..	..	..	..
Lithuania	79	..	..	75	..	..	..
Luxembourg	78	..	..	74	..	..	..
Malta	64	..	..	..
Montenegro	57	..	..	58	..	..	..
Netherlands	86	..	..	82	..	..	..
North Macedonia	29	..	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Norway	84	..	..	85	..	..	..
Poland	89	..	..	86	..	..	..
Portugal	81	..	..	83	..	..	..
Republic of Moldova	54	..	..	..
Romania	63	..	..	61	..	..	..
Russian Federation	78	..	..	84	..	..	..
Serbia	67	..	..	..	..	..	..
Slovakia	72	..	..	68	..	..	..
Slovenia	79	..	..	85	..	..	..
Spain	82	..	82	..	..	84	..	..	..
Sweden	77	..	..	82	..	..	..
Switzerland	86	..	..	80	..	..	..
United Kingdom	83	..	..	82	..	..	..
United States of America	83	..	..	81	..	..	..
Latin America and the Caribbean									
Argentina	76	..	46	60	..	..	62	..	..
Brazil	..	100	49	..	..	49	..	..	..
Chile	67	61	47	72	..	..	..
Colombia	49	..	..	57	84	89	..
Costa Rica	82	..	68	..	..	60	..	..	..
Dominican Republic	28	..	..	..
Ecuador	61	75	72	..	..
Guatemala	15	..	..	..	..	..
Honduras	93	94	89	..	..
Jamaica	63	60	64	..	..
Mexico	59	..	..	58	..	66	..
Paraguay	72	..	..	..	..	68	..	..	..
Peru	42	..	..
Puerto Rico	50	..	..	..
Trinidad and Tobago	58	..	..	..
Uruguay	53	..	..	61	..	..	..
Northern Africa and Western Asia									
Algeria	21	..	..	..
Cyprus	64	..	..	..
Georgia	48	..	..	..
Israel	76	..	..	73	..	..	..
Jordan	49	..	..	54	..	..	..
Lebanon	30	..	..	..
Qatar	43	..	..	48	..	..	..
Tunisia	51	..	..	28	..	..	..
Turkey	78	..	..	60	..	..	..
United Arab Emirates	64	..	..	60	..	..	..
Oceania									
Australia	86	..	..	82	..	..	..
New Zealand	84	..	..	83	..	..	..



4.1



TARGETS



4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Sub-Saharan Africa									
Botswana	76	79	79	..
Chad	39	..	..	..	..	..	..
Mauritius	76	77	..	..	..
Senegal	42	..	..
Seychelles	84	92	86	..	..
South Africa	75	73	84	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: TERCE, PASEC, PIRLS, PISA, SACMEQ, TIMSS and national learning assessments.

INFORMATION

What do these numbers represent?

The percentage of students at the end of lower secondary education achieving minimum proficiency level in **reading**. Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there are no common standards validated by the international community or countries. The data presented here are based on the MPL defined in each assessment.

Where do these numbers come from?

Sources: Various national and cross-national learning assessments, including: *Programme d'analyse des systèmes éducatifs de la CONFEMEN* (PASEC), Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), *Tercer Estudio Regional Comparativo y Explicativo* (TERCE) and Trends in International Mathematics and Science Study (TIMSS).

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in New Zealand in 2015, 83% of students at the end of lower secondary education achieved a minimum proficiency level in reading. Due to methodological differences between assessments, data from different countries and years may not be comparable.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.1



TARGETS

Table 6. SDG Indicator 4.1.1: Lower secondary education – Mathematics

Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	35	..	57	..	..	..
Bhutan	51	..	..	..	..	..
Iran (Islamic Republic of)	..	55	..	..	..	63	..	..	..
Kazakhstan	..	85	55	..	..	91	..	..	..
Pakistan	68	..	..	..	..
Sri Lanka	61	55	67	68	..
Eastern and South-Eastern Asia									
Cambodia	17	..
China	79	..	..	..
China, Hong Kong SAR	..	97	91	..	..	91	..	..	..
China, Macao SAR	89	..	..	93	..	..	..
Indonesia	..	43	24	..	..	31	..	..	..
Malaysia	..	65	48	..	..	76	..	42	..
Republic of Korea	..	99	91	..	..	85	..	..	..
Singapore	..	99	92	..	..	99	..	..	..
Thailand	..	62	50	..	..	46	..	..	..
Viet Nam	86	..	..	81	..	..	..
Europe and Northern America									
Albania	39	..	..	..	..	..	..
Austria	81	..	..	78	..	87	..
Belgium	81	..	..	80	..	..	..
Bulgaria	56	..	..	58	..	..	..
Canada	86	..	..	86	..	..	..
Croatia	70	..	98	68	..	..	..
Czechia	79	..	..	78	..	..	..
Denmark	83	..	..	86	..	..	..
Estonia	89	..	..	89	..	..	..
Finland	..	96	88	..	..	86	..	..	..
France	78	..	..	77	..	..	..
Germany	82	..	..	83	..	..	..
Greece	64	..	..	64	..	..	..
Hungary	..	88	72	..	..	88	..	..	..
Iceland	79	..	..	76	..	..	..
Ireland	83	..	..	85	94	..	..
Italy	..	90	75	..	..	89	..	..	..
Latvia	80	..	..	79	..	..	..
Liechtenstein	86	..	..	..	..	..	..
Lithuania	..	90	74	..	..	75	..	..	..
Luxembourg	76	..	..	74	..	..	..
Malta	71	84	..	..
Montenegro	43	..	..	48	..	..	..
Netherlands	85	..	..	83	..	..	..
North Macedonia	..	61	..	..	..	30	..	..	..



4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Norway	..	86	78	..	..	83	..	..	..
Poland	86	..	..	83	..	..	..
Portugal	75	..	..	76	..	..	..
Republic of Moldova	50	..	..	..
Romania	..	71	59	..	..	60	..	..	..
Russian Federation	..	95	76	..	..	81	..	..	..
Serbia	61	..	..	..	..	..	..
Slovakia	73	..	..	72	..	..	..
Slovenia	..	93	80	..	..	84	..	..	..
Spain	82	..	76	..	..	78	..	..	..
Sweden	..	89	73	..	..	79	93	82	..
Switzerland	88	..	..	84	..	..	..
Ukraine	..	81	..	..	..	..	..	..	..
United Kingdom	78	..	..	78	..	..	..
United States of America	..	92	74	..	..	71	..	..	..
Latin America and the Caribbean									
Argentina	44	..	34	38	..	..	38	..	..
Brazil	..	100	32	..	..	30	..	..	..
Chile	..	57	48	60	60	63	..	..	..
Colombia	26	..	..	34	80	79	..
Costa Rica	17	..	40	..	..	38	..	..	..
Dominican Republic	9	..	..	..
Ecuador	36	52	43	..	..
Guatemala	18	..	..	..	..	..
Honduras	..	21	..	..	66	66	61	..	..
Jamaica	83	58	77	..	..
Mexico	45	..	..	43	..	35	..
Paraguay	76	..	..	..	..	68	..	..	..
Peru	28	..	..
Puerto Rico	27	..	..	..
Trinidad and Tobago	48	..	..	..
Uruguay	44	..	..	48	..	..	..
Northern Africa and Western Asia									
Algeria	19	..	..	..
Armenia	..	76	..	..	..	..	..	..	..
Bahrain	..	53	..	..	..	75	..	..	..
Egypt	47	..	..	..
Georgia	..	62	..	..	..	43	..	..	..
Israel	..	87	66	..	..	68	..	..	..
Jordan	..	55	31	..	..	45	..	..	..
Kuwait	45	..	..	..
Lebanon	..	73	..	..	..	71	..	..	..
Morocco	..	36	..	..	..	41	..	..	..
Oman	..	39	..	..	..	52	..	..	..
Palestine	..	52	..	..	..	..	..	..	..
Qatar	..	54	30	..	..	64	..	..	..



4.1

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Saudi Arabia	..	47	..	..	..	34	..	..	..
Syrian Arab Republic	..	43	..	..	..	..	..	..	..
Tunisia	..	61	32	..	..	25	..	..	..
Turkey	..	67	58	..	..	70	..	..	..
United Arab Emirates	..	73	54	..	..	74	..	..	..
Oceania									
Australia	..	89	80	..	..	78	..	..	..
New Zealand	..	84	77	..	..	78	..	..	..
Sub-Saharan Africa									
Botswana	..	50	..	..	..	47	80	80	..
Chad	33	..	..	..	..	..	..
Ghana	..	21	..	..	..	..	..	..	..
Mauritius	41	42	..	..	..
Senegal	16	..	..
Seychelles	76	86	79	..	..
South Africa	..	24	8	12	10	34	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: TERCE, PASEC, PIRLS, PISA, SACMEQ, TIMSS and national learning assessments.

INFORMATION

What do these numbers represent?

The percentage of students at the end of lower secondary education achieving minimum proficiency level in **mathematics**. Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there are no common standards validated by the international community or countries. The data presented here are based on the MPL defined in each assessment.

Where do these numbers come from?

Sources: Various national and cross-national learning assessments, including: *Programme d'analyse des systèmes éducatifs de la CONFEMEN* (PASEC), Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), *Tercer Estudio Regional Comparativo y Explicativo* (TERCE) and Trends in International Mathematics and Science Study (TIMSS).

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in South Africa in 2015, 34% of students at the end of lower secondary education achieved a minimum proficiency level in mathematics. Due to methodological differences between assessments, data from different countries and years may not be comparable.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



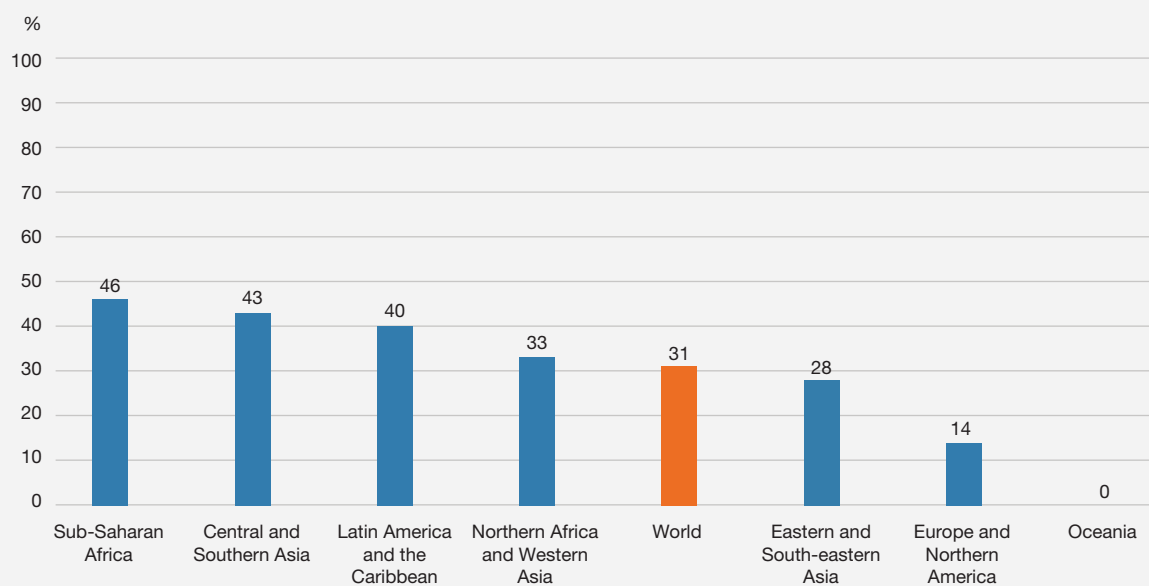
SDG Global Indicator

4.2.1

4.2

Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

Figure 2. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2018.

The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>

Source: UIS database, February 2019 release.

Table 7. SDG Indicator 4.2.1

Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	64	..	..	..	..	..
Bhutan	72	..	..	..	..	..	..	..	..
Kazakhstan	86	..	..	..
Kyrgyzstan	78	..	..	..	..
Nepal	64	..	..	..	..
Turkmenistan	91	..	..
Eastern and South-Eastern Asia									
Cambodia	68	..	..	..	..
Lao People's Democratic Republic	81	..	..	..	..	..	..
Mongolia	76	..	..	..	..	..
Thailand	91	..	..
Viet Nam	89	..	..	..	..
Europe and Northern America									
Belarus	94	..	..	..	..	..	..
Bosnia and Herzegovina	96	..	..	..	..	..	..
Montenegro	94	..	..	..	..	..
North Macedonia	..	93	..	..	..	..	..	..	..
Republic of Moldova	84	..	..	..	..	..	..
Serbia	95	..	..	..	..
Ukraine	89	..	..	..	..	..	..
Latin America and the Caribbean									
Argentina	85	..	..	..	..	..	..
Barbados	97	..	..	..	..	..	..
Belize	83	..	..	..
Costa Rica	..	81	..	..	..	..	..	..	..
Cuba	89	..	..	..	..
Dominican Republic	84	..	..	..	..
El Salvador	81	..	..	..	..
Guyana	86	..	..	..	..
Honduras	80	..	..	..	..	..	..
Jamaica	..	89	..	..	..	..	..	..	..
Mexico	82	..	..	..
Panama	80	..	..	..	..	..
Paraguay	82	..	..
Saint Lucia	91	..	..	..	..	..	..
Suriname	71	..	..	..	..	..	..	..	..
Trinidad and Tobago	..	91	..	..	..	..	..	..	..
Uruguay	87	..	..	..	..	..
Northern Africa and Western Asia									
Algeria	70	..	..	..	..	..
Georgia	88	..	..	..
Iraq	..	72	..	..	..	..	..	..	..
Jordan	69	..	..	..	..	..	..
Oman	68	..	..	..	..
Palestine	72	..	..	..	..



4.2



TARGETS



4.2



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Qatar	84	..	..	..	..	..	..
Tunisia	76	..	..	..	..	..	..
Sub-Saharan Africa									
Benin	61	..	..	..	..
Cameroon	61	..	..	..	..
Central African Republic	47	..	..	..	..	..	..	..	..
Chad	33	..	..	..
Congo	61	..	..	..
Côte d'Ivoire	63	..	..
Democratic Republic of the Congo	66	..	..	..	..
Eswatini	65	..	..	..	..
Gambia	68	..	..	..	..	..	..	..	..
Ghana	..	74	..	..	..	..	..	..	..
Guinea	49	..	..
Guinea-Bissau	61	..	..	..	..
Malawi	60	..	..	..	..
Mali	62	..	..	..
Mauritania	60	..	..	..
Nigeria	61	..
Rwanda	63	..	..	..
Sao Tome and Principe	55	..	..	..	..
Sierra Leone	45	..	..	..	..	..	..	..	..
Togo	51	..	..	..	..
Uganda	65	..	..
Zimbabwe	62	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: Early Childhood Development Index from UNICEF's Multiple Indicator Cluster Surveys (MICS) and USAID's Demographic and Health Surveys (DHS).

INFORMATION

What do these numbers represent?

The percentage of children aged 36 to 59 months who are developmentally on track in at least three of the following four domains, as defined by ECDI:

- **Literacy-numeracy:** can identify at least 10 letters of the alphabet, read 4 simple words and recognise and name all numbers from 1 to 10.
- **Physical:** can pick up small objects easily and are generally well enough to play.
- **Socio-emotional:** can undertake simple activities independently, get along with other children and do not usually kick, bite or hit other children or adults.
- **Learning:** can participate in any type of organized learning including early childhood education, kindergarten or community care.

Where do these numbers come from?

Sources: National household surveys, including Multiple Indicator Cluster Surveys (MICS), Demographic and Health Surveys (DHS) and UNICEF-University of York Welfare Monitoring Survey in Georgia. Data are analysed by UNICEF.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Zimbabwe in 2014, 62% of children aged 36-59 months were developmentally on track.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)

SDG Global Indicator 4.2.2

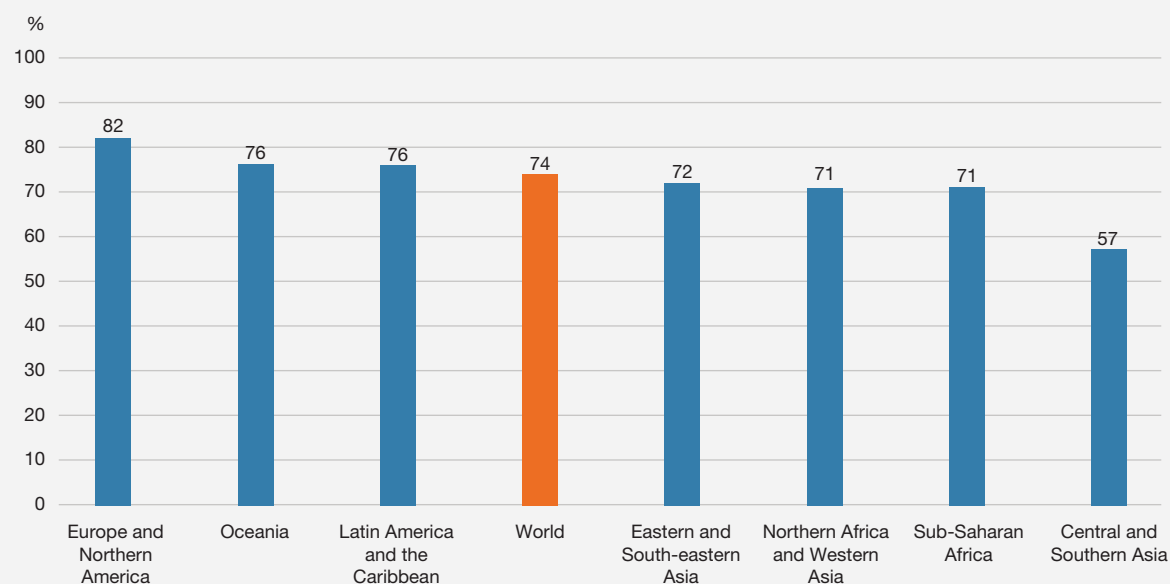


4.2



Participation rate in organized learning (one year before the official primary entry age), by sex

Figure 3. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2018. The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>. The indicator is also available based on household survey data. For data tables, please visit the UIS database: <http://data.uis.unesco.org>. Source: UIS Database, February 2019 release.



4.2



TARGETS

Table 8. SDG Indicator 4.2.2

Participation rate in organized learning one year before the official primary entry age, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	35	..	..	..	..	..	..	..	..
Iran (Islamic Republic of)	..	..	..	36	38	47	49	..	..
Kazakhstan	..	..	..	..	..	..	..	73	64
Kyrgyzstan	54	56	65	66	68	69	72	95	..
Maldives	..	..	..	..	..	93	98	98	..
Nepal	..	78	87	78	83	80	84	85	..
Tajikistan	8	10	11	10	10	11	14	13	..
Uzbekistan	34	33	33	33	30	31	30	37	..
Eastern and South-Eastern Asia									
Brunei Darussalam	99	99	100	98	100	98	90	95	..
Cambodia	37	..	43	..	..	..	..	..	..
China, Hong Kong SAR	..	..	100	100	100	99	100	100	..
China, Macao SAR	88	95	99	99	98	92	92	94	..
Indonesia	..	..	..	100	99	..	96	97	..
Lao People's Democratic Republic	..	38	43	48	53	55	61	63	..
Malaysia	86	..	95	93	96	99	..	..	..
Mongolia	98	97	89	96	99	93	91	96	..
Philippines	..	..	..	..	..	85	80	..	..
Republic of Korea	..	..	..	98	94	91	96	..	..
Thailand	99	100	..	..	100	96	..	97	..
Timor-Leste	..	..	..	48	50	59	57	33	..
Viet Nam	90	93	91	..	97	99	..	99	..
Europe and Northern America									
Albania	74	79	86	..	..	89	..	..	..
Austria	97	98	98	96	97	97	99	100	..
Belarus	93	93	97	99	99	98	99	97	..
Belgium	100	100	100	100	100	99	100	..	..
Bermuda	..	53	61	..	..	..	..	..	..
Bulgaria	94	95	93	92	93	93	95	..	..
Croatia	90	94	98	95	95	97	95	..	..
Czechia	92	92	91	95	95	94	92	..	..
Denmark	99	99	100	99	98	96	98	..	..
Estonia	91	92	92	92	94	93	91	..	..
Finland	100	99	99	100	98	98	99	..	..
France	100	100	100	100	100	100	100	..	..
Greece	91	94	94	90	92	94	89	..	..
Hungary	94	93	95	..	..	94	91	..	..
Iceland	..	96	97	94	98	100	99	..	..
Ireland	..	..	98	98	98	97	98	..	..
Italy	100	99	99	99	99	98	98	..	..
Latvia	97	97	97	97	97	97	97	98	..
Liechtenstein	96	99	98	..	100	98	100	..	..
Lithuania	100	99	100	96	97	98	99	..	..
Luxembourg	95	95	98	98	99	99	99	..	..
Malta	..	100	99	99	100	97	98	..	..
Montenegro	..	..	50	..	..	66	63	69	..
Netherlands	..	94	94	94	98	100	99	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
North Macedonia	33	..	36	38	40	44	..	..	..
Norway	99	99	100	99	99	100	98	96	..
Poland	94	96	98	89	99	99	100	..	..
Portugal	95	99	97	95	98	96	100	..	..
Republic of Moldova	93	92	91	93	97	96	93	94	..
Romania	97	98	99	..	..	91	88	..	..
Russian Federation	..	89	83	85	89	95	96	..	..
San Marino	85	86	94	..	..	..	..	..	..
Serbia	..	..	..	100	98	96	93	97	..
Slovakia	85	85	82	81	82	84	82	..	..
Slovenia	92	91	94	93	96	94	95	..	..
Spain	..	..	..	99	100	97	96	..	..
Sweden	100	98	98	98	98	98	99	..	..
Switzerland	99	99	100	100	100	99	100	..	..
United Kingdom	..	100	100	97	100	98	100	..	..
United States of America	..	..	93	90	90	91	91	..	..
Latin America and the Caribbean									
Antigua and Barbuda	..	..	..	..	85	96	..	87	..
Argentina	98	95	95	96	99	99	99	..	..
Aruba	97	..	..	99	100	..	..	..	..
Barbados	91	85	..	..	94	95	83	90	..
Belize	79	82	84	89	93	84	85	84	..
Bolivia (Plurinational State of)	75	78	77	81	84	86	92	92	..
Brazil	..	91	91	90	92	91	97	..	..
British Virgin Islands	..	98	..	..	100	92	84	..	..
Chile	86	86	89	92	95	96	97	97	..
Colombia	84	84	85	86	86	..	..	87	..
Costa Rica	..	94	92	93	93	93	89	..	..
Cuba	98	95	..	..	99	100	100	100	..
Dominica	88	..	..	..	..	71	..	..	..
Dominican Republic	76	75	72	78	81	86	85	87	..
Ecuador	90	95	94	98	99	98	98	..	..
El Salvador	84	84	81	82	87	84	82	81	..
Grenada	98	..	..	..	..	..	82	84	..
Guatemala	85	81	76	76	78	80	78	81	..
Guyana	86	88	92	..	..	..	..	..	..
Honduras	..	..	..	75	83	76	80	82	..
Jamaica	..	..	..	100	96	96	98	96	..
Mexico	99	99	99	99	99	99	99	99	..
Nicaragua	88	..	..	..	..	..	..	..	..
Panama	77	77	80	81	80	79	73	..	..
Paraguay	83	..	78	..	..	..	71	..	..
Peru	100	89	85	94	99	99	98	96	97
Puerto Rico	68	97	83	83	52	54	51	..	..
Saint Lucia	78	74	82	94	98	94	99	96	..
Saint Vincent and the Grenadines	..	..	..	100	85	91	90	94	..
Suriname	84	82	86	92	95	98	97	91	..
Uruguay	100	..	..	96	97	97	97	..	..



4.2



TARGETS

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Venezuela (Bolivarian Republic of)	73	77	76	79	89	92	85	82	..
Northern Africa and Western Asia									
Algeria	89	..	..	..	..	..	..	..	..
Azerbaijan	30	32	33	32	27	28	25	61	..
Bahrain	..	77	72	76	82	82	83	77	..
Cyprus	98	97	95	97	92	95	..	..	..
Egypt	..	30	35	..	40	..	40	38	..
Israel	100	100	100	100	99	99	100	99	..
Kuwait	..	..	94	89	84	..	79	76	..
Lebanon	98	98	98	97	97	94	91	96	..
Morocco	65	65	64	67	71	52	47	54	..
Oman	..	57	57	72	80	81	86	83	..
Palestine	41	52	47	52	57	65	..	62	..
Qatar	..	..	..	81	86	91	93	93	..
Saudi Arabia	..	..	..	15	15	38	..	48	..
Syrian Arab Republic	52	62	60	39	..	..	..	..	..
Turkey	..	..	..	73	70	69	66	..	..
United Arab Emirates	94	92	90	88	..	..	..	..	..
Yemen	5	..	..	4	..	..	..	..	..
Oceania									
Australia	53	68	75	81	83	87	91	87	..
Cook Islands	..	..	..	99	95	94	99	..	..
Marshall Islands	..	..	..	..	..	65	66	..	..
Micronesia (Federated States of)	..	..	..	..	..	76	..	..	..
Nauru	..	..	81	..	..	..	75	..	..
New Zealand	..	..	..	..	91	93	92	96	..
Niue	..	..	..	..	..	56	..	..	..
Palau	..	..	..	..	90	..	..	..	..
Papua New Guinea	..	..	..	..	..	..	74	..	..
Samoa	26	28	25	..	29	30	32	37	..
Solomon Islands	..	..	..	59	63	65	..	..	..
Tokelau	..	..	..	..	..	..	88	..	..
Tuvalu	..	..	..	..	..	96	97	..	..
Sub-Saharan Africa									
Angola	..	..	..	..	..	..	66	..	..
Benin	..	68	62	..	..	..	88	..	..
Botswana	..	..	30	28	34	..	..	..	..
Burkina Faso	..	2	..	10	9	9	13	17	..
Burundi	20	..	..	..	..	..	..	42	..
Cabo Verde	75	79	77	78	77	76	81	80	..
Cameroon	..	41	44	..	49	52	51	46	..
Central African Republic	..	6	..	..	..	..	..	..	..
Chad	..	..	..	..	..	9	10	..	..
Comoros	..	..	..	..	..	..	..	39	..
Congo	28	..	22	..	..	..	..	..	..
Côte d'Ivoire	..	..	..	20	19	..	21	22	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Djibouti	..	7	..	..	..	..	11	7	9
Equatorial Guinea	..	54	..	..	..	44	..	..	..
Eritrea	26	29	30	17	16	16	..	17	..
Eswatini	..	17	..	..	..	..	..	..	..
Ethiopia	5	6	25	..	35	38	..	..	..
Ghana	..	..	..	86	..	..	..	81	89
Guinea	23	30	..	38	42	..	41	..	..
Lesotho	..	..	..	40	33	38	36	..	..
Liberia	..	..	..	..	88	84	88	..	..
Mali	51	52	..	43	44	43	46	50	..
Mauritius	92	91	98	98	95	95	94	91	..
Namibia	..	..	..	67	..	..	..	67	..
Niger	23	22	20	24	..	..	22	22	..
Rwanda	..	..	..	..	..	..	40	42	..
Sao Tome and Principe	..	..	..	48	46	54	..	..	..
Senegal	14	15	16	16	18	17	20	19	..
Seychelles	99	98	..	97	97	97	97	98	..
Sierra Leone	..	..	35	..	..	33	30	36	..
South Sudan	..	20	..	..	..	19	..	..	..
Uganda	32	..	..	..	..	..	..	..	..
United Republic of Tanzania	39	..	47	46	..	..	43	52	..
Zimbabwe	..	..	41	36	..	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: UIS and UOE Surveys of Formal Education and UN Population Division's World Population Prospects.

INFORMATION

What do these numbers represent?

Percentage of children in a given age range who participate in one or more organized learning programmes, including programmes which offer a combination of education and care. Participation in early childhood education and in primary education are both included. The age range will vary by country depending on the official age for entry into primary education.

Where do these numbers come from?

Sources: Enrolment data reported by Ministries of Education or national statistical offices and population estimates produced by the UN Population Division.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Antigua and Barbuda in 2017, 87% of children aged 4 years were participating in one or more organized learning programme. The official age for entry into primary education in Antigua and Barbuda is 5.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.2



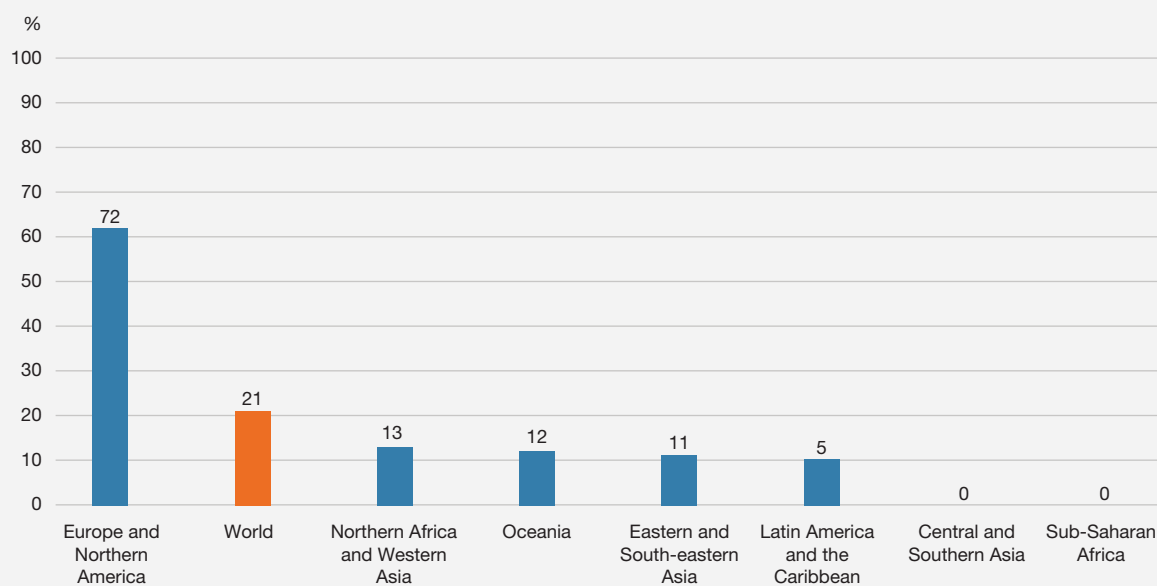
SDG Global Indicator

4.3.1

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

4.3

Figure 4. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2018.

The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>

Source: UIS Database, February 2019 release.

Table 9. SDG Indicator 4.3.1

Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Eastern and South-Eastern Asia									
Republic of Korea	50	..	..	..	..	..	..
Singapore	57	..	..	..
Europe and Northern America									
Albania	9	..	..
Austria	..	48	..	..	..	..	60	..	..
Belgium	..	38	..	..	..	..	45	..	..
Bosnia and Herzegovina	9	..	..
Bulgaria	..	26	..	..	..	..	25	..	..
Canada	58	..	..	..	..	..	..
Croatia	32	..	..
Czechia	..	37	..	..	..	..	46	..	..
Denmark	..	59	..	..	..	..	50	..	..
Estonia	..	50	..	..	..	..	44	..	..
Finland	..	56	..	..	..	..	54	..	..
France	..	51	..	..	..	..	51	..	..
Germany	..	50	..	..	..	..	52	..	..
Greece	..	12	..	..	..	..	17	..	..
Hungary	..	41	..	..	..	..	56	..	..
Ireland	..	24	..	..	..	..	..	..	..
Italy	..	36	..	..	..	..	42	..	..
Latvia	..	32	..	..	..	..	48	..	..
Lithuania	..	29	..	..	..	..	28	..	..
Luxembourg	..	70	..	..	..	..	48	..	..
Malta	..	36	..	..	..	..	36	..	..
Netherlands	..	59	..	..	..	..	64	..	..
North Macedonia	13	..	..
Norway	..	60	..	..	..	..	60	..	..
Poland	..	24	..	..	..	..	26	..	..
Portugal	..	44	..	..	..	..	46	..	..
Romania	..	8	..	..	..	..	7	..	..
Russian Federation	19	..	..	..	..	..	..
Serbia	..	17	..	..	..	..	20	..	..
Slovakia	..	42	..	..	..	..	46	..	..
Slovenia	..	36	..	..	..	..	46	..	..
Spain	..	38	..	..	..	..	43	..	..
Sweden	..	72	..	..	..	..	64	..	..
Switzerland	..	66	..	..	..	..	69	..	..
United Kingdom	..	36	..	..	..	..	52	..	..
United States of America	59	..	..	..	..	..	..
Latin America and the Caribbean									
Chile	47	..	..	..
Uruguay	..	62	58	57	59	59	58	..	..

**4.3****TARGETS**



4.3



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Northern Africa and Western Asia									
Cyprus	..	42	..	..	..	..	48	..	..
Israel	53	..	..	..
Turkey	..	18	..	..	..	..	21	..	..
Oceania									
Australia	55	..	..	..	..	..	..
New Zealand	67	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: Eurostat's Adult Education Survey (AES) and OECD's Survey of Adult Skills (PIAAC).

INFORMATION

What do these numbers represent?

The percentage of youth and adults who have participated in a formal or non-formal education and training programme in the previous 12 months.

Where do these numbers come from?

Source: National household surveys coordinated by the EU Adult Education Survey (AES, target population 25-64 years) and OECD Survey of Adult Skills (PIAAC, target population 16-65 years).

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Singapore in 2015, 57% of adults aged between 16 and 65 years participated in a formal or non-formal education and training programme.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

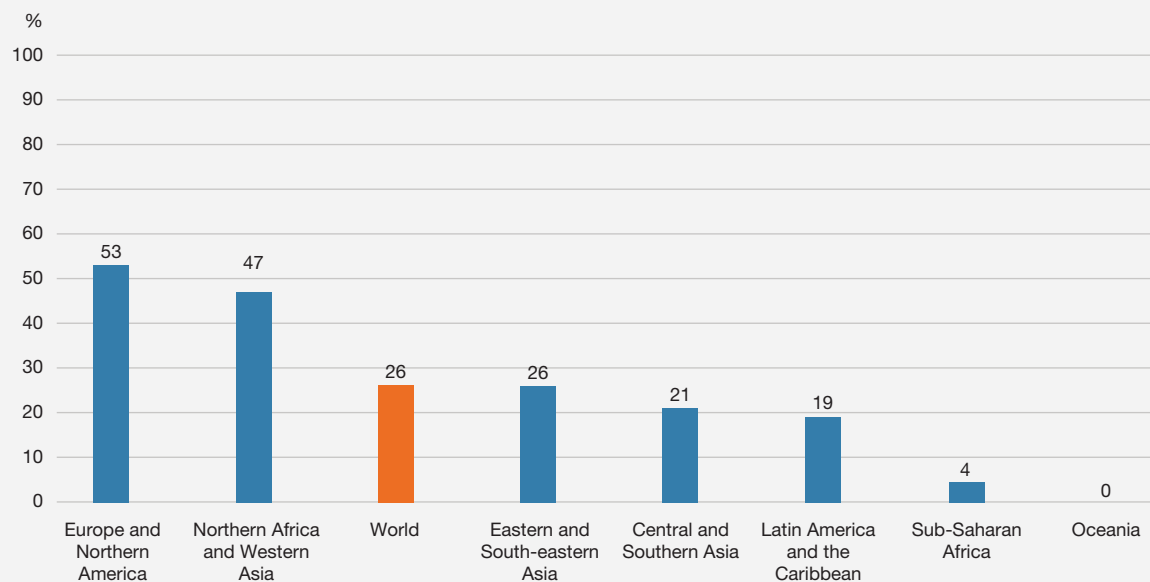
[UIS database](#)

SDG Global Indicator

4.4.1

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

Figure 5. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2018.

The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>

Source: UIS Database, February 2019 release.



4.4



TARGETS



4.4



TARGETS

Table 10. SDG Indicator 4.4.1.a

Proportion of youth and adults who have copied or moved a file or folder (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Iran (Islamic Republic of)	29	..	..	..
Kazakhstan	32	26	33	..
Pakistan	7	..	..
Eastern and South-Eastern Asia									
Brunei Darussalam	89	..	..
Malaysia	51	..	80	..
Singapore	46	..	78	..
Europe and Northern America									
Andorra	65	..
Austria	79	66	77	..
Belgium	71	..	..
Bulgaria	39	44	..
Croatia	61	46	..
Czechia	53	59	..
Denmark	76	..	..
Estonia	56	62	..
France	56	..	..
Germany	75	68	74	..
Greece	56	..	..
Hungary	57	..	..	..	56	..	..
Iceland	73	..	..	73	..
Ireland	40	..	..
Italy	49	..	..
Latvia	65	66	..
Lithuania	56	58	..
Luxembourg	79	..	..
Malta	48	65	..
Montenegro	69	95	..
North Macedonia	40	..	..
Norway	59	..	..
Poland	46	51	52	..
Portugal	53	57	57	..	61	..	49	50	..
Romania	60	89	..
Serbia	52	53	75	..
Slovakia	85	..	85	74	60	76	..
Slovenia	53	69	..
Spain	56	..	..
Sweden	55	62	..
Switzerland	62	..
United Kingdom	64	..	..
Latin America and the Caribbean									
Aruba	52	..
Brazil	26	..	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Colombia	40	39	..
Curaçao	26	..
Dominican Republic	24	..	..	..
Jamaica	17	..	..	..
Mexico	36	35	..
Peru	86
Uruguay	76	..	..
Northern Africa and Western Asia									
Azerbaijan	51	51	59	..	..
Bahrain	82	..	..
Cyprus	50	50	..
Egypt	13	..	..	..
Georgia	23	..
Jordan	90	..	..
Morocco	45	..	..
Palestine	32	..	..	..	..
Qatar	61	..	..	..
Sudan	4	..	..
Turkey	37	43	..
United Arab Emirates	87	..	..
Sub-Saharan Africa									
Botswana	34	..	..	..	..
Zimbabwe	5	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: Eurostat and International Telecommunication Union (ITU).

INFORMATION

What do these numbers represent?

The percentage of the population who declared that they can copy or move a file or a folder on a desktop computer, laptop (portable) computer or tablet (or similar handheld computer).

Where do these numbers come from?

Source: National household surveys. The data are compiled by Eurostat and the International Telecommunications Union (ITU).

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in the Islamic Republic of Iran in 2015, 29% of the population declared that they can copy or move a file or folder on a desktop computer, laptop (portable) computer or tablet (or similar handheld computer).

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.4



TARGETS



Table 11. SDG Indicator 4.4.1.b

Proportion of youth and adults who have connected and installed new devices (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Iran (Islamic Republic of)	5	..	..	..
Kazakhstan	14	12	18	..
Eastern and South-Eastern Asia									
Brunei Darussalam	45	..	..
Indonesia	23
Malaysia	21	..	69	..
Republic of Korea	44	..	..
Singapore	27	..	54	..
Europe and Northern America									
Belgium	46	..	..
Bulgaria	20	..	..	..	..
Czechia	35	..
Hungary	33	..	..	..	..	..	..
Iceland	66	..	..	..	..
Portugal	8	42	43	..	47	..	..	..	..
Russian Federation	9	..	..
Slovakia	50	..	46	..	..	..	..
Latin America and the Caribbean									
Brazil	13	..	..	..
Colombia	30	32	..
Curaçao	14	..
Dominican Republic	16	..	..	..
Jamaica	6	..	..	..
Mexico	22	25	..
Peru	41
Northern Africa and Western Asia									
Azerbaijan	9	10	13	..	..
Bahrain	54	..	..
Egypt	1	..	..	..
Georgia	11	..
Jordan	76	..	..
Morocco	27	..	..
Palestine	10	..	..	..	..
Qatar	27	..	..	..
Sudan	3	..	..
Turkey	36	..
United Arab Emirates	36	..	..
Sub-Saharan Africa									
Botswana	19	..	..	..	..
Zimbabwe	2	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: Eurostat and International Telecommunication Union (ITU).

INFORMATION

What do these numbers represent?

The percentage of the population who have connected and installed new devices (e.g. modem, camera, printer).

Where do these numbers come from?

Source: National household surveys. The data are compiled by Eurostat and the International Telecommunications Union (ITU).

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in the Islamic Republic of Iran in 2015, 5% of the population declared that they have connected and installed new devices.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.4



TARGETS



4.4



TARGETS

Table 12. SDG Indicator 4.4.1.c

Proportion of youth and adults who have created electronic presentations with presentation software (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Iran (Islamic Republic of)	7	..	..	..
Kazakhstan	21	16	24	..
Pakistan	2	..	..
Eastern and South-Eastern Asia									
Brunei Darussalam	34	..	..
Malaysia	13	..	29	..
Singapore	27	..	52	..
Thailand	28	..	..	..	..
Europe and Northern America									
Andorra	49	..
Austria	50	44	50	..
Belgium	35	..	..
Bulgaria	14	15	..
Croatia	41	25	..
Czechia	24	25	..
Denmark	60	..	..
Estonia	34	..	..
France	35	..	..
Germany	44	39	44	..
Greece	27	..	..
Hungary	14	..	..	..	25	..	..
Iceland	58	..	..	55	..
Ireland	29	..	..
Italy	31	..	..
Latvia	24	24	..
Lithuania	29	31	..
Luxembourg	57	..	..
Malta	30	41	..
Montenegro	21	22	..	..
North Macedonia	21	..	..
Norway	50	..	81
Poland	21	25	27	..
Portugal	34	..	..
Romania	13	20	..
Russian Federation	9	..	..
Serbia	25	25	35	..
Slovakia	33	..	29	39	32	45	..
Slovenia	30	..	..
Spain	38	..	..
Sweden	33	49	..
Switzerland	49	..
United Kingdom	47	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Latin America and the Caribbean									
Aruba	32	..
Brazil	12	..	..	..
Colombia	29	28	..
Curaçao	18	..
Dominican Republic	14	..	..	..
Jamaica	4	..	..	..
Mexico	31	31	..
Peru	43
Uruguay	51	..	..
Northern Africa and Western Asia									
Azerbaijan	4	4	6	..	..
Bahrain	52	..	..
Cyprus	26	20	..
Egypt	0	..	..	..
Georgia	6	..
Jordan	100	..	..
Morocco	16	..	..
Palestine	25	..	..	..	..
Qatar	26	..	..	..
Sudan	2	..	..
Turkey	24	28	..
United Arab Emirates	32	..	..
Sub-Saharan Africa									
Botswana	12	..	..	..	..
Zimbabwe	2	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: Eurostat and International Telecommunication Union (ITU).

INFORMATION

What do these numbers represent?

The percentage of the population who have created electronic presentations with presentation software (including text, images, sound, video or charts).

Where do these numbers come from?

Source: National household surveys. The data are compiled by Eurostat and the International Telecommunications Union (ITU).

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in the Islamic Republic of Iran in 2015, 7% of the population declared that they have created electronic presentations with presentation software.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.4

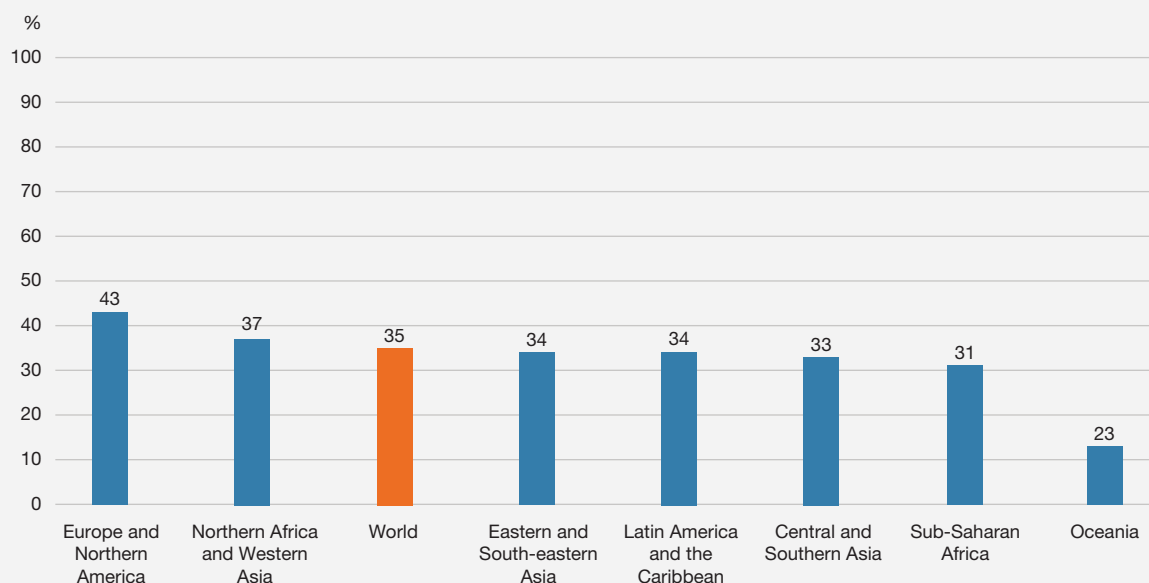


SDG Global Indicator

4.5.1

Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

Figure 6. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2018.

The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>

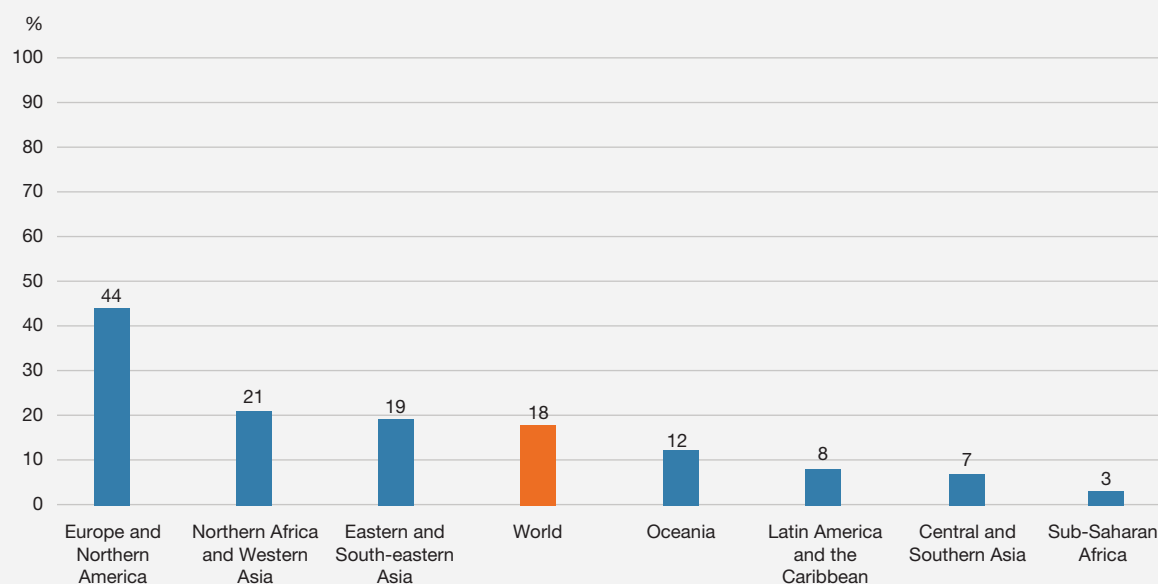
Source: UIS database, February 2019 release.

For data tables on this indicator, please visit the [UIS database \(http://data.uis.unesco.org\)](http://data.uis.unesco.org).

SDG Global Indicator 4.6.1

Proportion 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

Figure 7. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2018.

The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>

Source: UIS database, February 2019 release.



4.6

TARGETS



Table 13. SDG Indicator 4.6.1 – Literacy

Proportion of population achieving at least a fixed level of proficiency in functional literacy skills, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	..	51	..	..	..	..	..	..	..
Sri Lanka	87	..	..	..	..	..	..
Eastern and South-Eastern Asia									
Lao People's Democratic Republic	74	..	..	..	..	..	..
Philippines	94	..	..	..	..	..
Republic of Korea	87	..	..	..	..	..	..
Singapore	74	..	..	..
Viet Nam	95	..	..	..	..	..	..
Europe and Northern America									
Austria	84	..	..	..	..	..	..
Belgium	85	..	..	..	..	..	..
Canada	83	..	..	..	..	..	..
Czechia	88	..	..	..	..	..	..
Denmark	84	..	..	..	..	..	..
Estonia	87	..	..	..	..	..	..
Finland	89	..	..	..	..	..	..
France	78	..	..	..	..	..	..
Germany	82	..	..	..	..	..	..
Greece	73	..	..	..
Ireland	82	..	..	..	..	..	..
Italy	72	..	..	..	..	..	..
Lithuania	84	..	..	..
Netherlands	88	..	..	..	..	..	..
Norway	87	..	..	..	..	..	..
Poland	81	..	..	..	..	..	..
Russian Federation	87	..	..	..	..	..	..
Slovakia	88	..	..	..	..	..	..
Slovenia	75	..	..	..
Spain	72	..	..	..	..	..	..
Sweden	87	..	..	..	..	..	..
United States of America	82	..	..	..	..	..	..
Latin America and the Caribbean									
Bolivia (Plurinational State of)	84	..	..	..	..	..	..
Chile	46	..	..	..
Colombia	96	..	..	..	..	..	..
Peru	77	63	..	..
Uruguay	98	98	98	98	99	99	99	..	..
Northern Africa and Western Asia									
Armenia	99	..	..	..	..	..
Cyprus	86	..	..	..	..	..	..
Georgia	96	..	..	..	..	..
Israel	72	..	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Palestine	..	69	..	..	..	..	..	..	..
Turkey	53	..	..	..
Oceania									
Australia	87	..	..	..	..	..	..
New Zealand	88	..	..	..
Sub-Saharan Africa									
Ghana	50	..	..	..	..	..
South Africa	87	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: OECD's Programme for the International Assessment of Adult Competencies (PIAAC), World Bank's STEP Skills Measurement Programme (STEP) and national assessments.

INFORMATION

What do these numbers represent?

The percentage of the population (aged 15 years or older) who have achieved or exceeded a given level of proficiency in **literacy**.

Where do these numbers come from?

Source: National household surveys coordinated by the OECD Programme for the International Assessment of Adult Competencies (PIAAC), the World Bank's Skills Towards Employment and Productivity (STEP) programme, and national assessments.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Ghana in 2013, 50% of the population had achieved or exceeded a minimum proficiency level in literacy.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.6

TARGETS



Table 14. SDG Indicator 4.6.1 – Numeracy

Proportion of population achieving at least a fixed level of proficiency in functional numeracy skills, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Eastern and South-Eastern Asia									
Republic of Korea	81	..	..	..	..	..	..
Singapore	72	..	..	..
Europe and Northern America									
Austria	85	..	..	..	..	..	..
Belgium	86	..	..	..	..	..	..
Canada	77	..	..	..	..	..	..
Czechia	87	..	..	..	..	..	..
Denmark	86	..	..	..	..	..	..
Estonia	86	..	..	..	..	..	..
Finland	87	..	..	..	..	..	..
France	72	..	..	..	..	..	..
Germany	81	..	..	..	..	..	..
Greece	71	..	..	..
Ireland	75	..	..	..	..	..	..
Italy	68	..	..	..	..	..	..
Lithuania	82	..	..	..
Netherlands	86	..	..	..	..	..	..
Norway	85	..	..	..	..	..	..
Poland	77	..	..	..	..	..	..
Russian Federation	86	..	..	..	..	..	..
Slovakia	86	..	..	..	..	..	..
Slovenia	74	..	..	..
Spain	69	..	..	..	..	..	..
Sweden	85	..	..	..	..	..	..
United States of America	70	..	..	..	..	..	..
Latin America and the Caribbean									
Chile	38	..	..	..
Peru	77	63	..	..
Northern Africa and Western Asia									
Cyprus	81	..	..	..	..	..	..
Israel	68	..	..	..
Palestine	..	64	..	..	..	..	..	..	..
Turkey	49	..	..	..
Oceania									
Australia	80	..	..	..	..	..	..
New Zealand	81	..	..	..
Sub-Saharan Africa									
South Africa	98	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: OECD's Programme for the International Assessment of Adult Competencies (PIAAC) and national assessments.

INFORMATION

What do these numbers represent?

The percentage of the population (aged 15 years or older) who have achieved or exceeded a given level of proficiency in **numeracy**.

Where do these numbers come from?

Source: National household surveys coordinated by the OECD Programme for the International Assessment of Adult Competencies (PIAAC) and national assessments.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in New Zealand in 2015, 81% of the population had achieved or exceeded a minimum proficiency level in numeracy.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.6

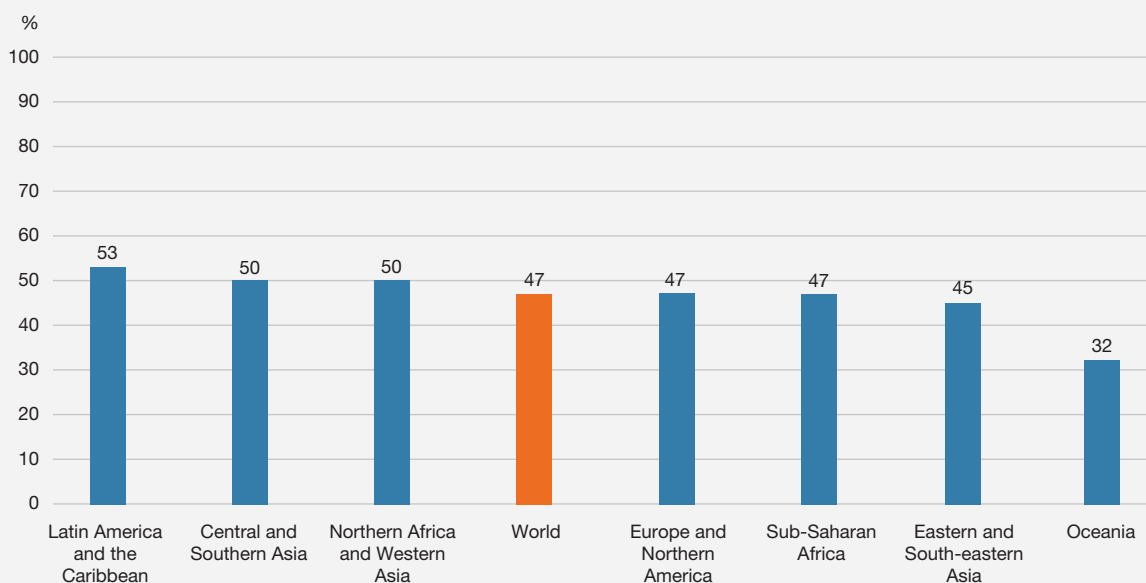


TARGETS

SDG Global Indicator 4.a.1

Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

Figure 8. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2018.

The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>

Source: UIS database, February 2019 release.

The following data table presents only the proportion of schools with access to (b) the Internet for pedagogical purposes as an example to elaborate this global indicator. For indicators on access to other school services, please visit the [UIS database](http://data.uis.unesco.org) (<http://data.uis.unesco.org>).

Table 15. SDG Indicator 4.a.1(b) – Primary education

Proportion of primary schools with access to Internet for pedagogical purposes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	..	..	..	..	..	..	4	..	..
Bhutan	..	..	n	..	..	45	..	..	..
Iran (Islamic Republic of)	..	..	11	..	..	..	..	..	..
Kyrgyzstan	..	..	..	..	..	..	..	41	..
Maldives	..	..	..	..	..	..	..	100	..
Uzbekistan	..	..	..	..	..	..	..	91	..
Eastern and South-Eastern Asia									
China	..	..	..	..	..	..	86	93	..
China, Hong Kong SAR	..	..	..	..	..	..	99	99	..
China, Macao SAR	..	..	..	..	..	..	100	100	..
Malaysia	..	90	..	..	..	..	99	100	..
Mongolia	..	..	..	..	..	..	71	..	..
Myanmar	..	..	..	..	..	..	..	0	..
Republic of Korea	100	100	100	100	100	100	100	..	..
Thailand	..	99	..	..	..	..	..	..	..
Europe and Northern America									
Andorra	..	..	..	..	..	..	100	100	..
Belarus	..	..	..	..	..	..	99	100	..
Belgium	..	..	100	100	100	100	100	..	..
Bermuda	..	..	..	..	..	..	100	..	..
Denmark	100	100	100	100	100	100	100	..	..
Estonia	100	100	100	100	100	100	100	..	..
Finland	100	100	100	100	100	100	100	100	..
France	..	..	..	..	..	97	98	..	..
Gibraltar	..	..	..	..	..	..	100	100	..
Hungary	100	100	100	100	100	100	100	..	..
Italy	..	..	..	..	..	..	70	..	..
Latvia	..	..	..	..	..	..	100	..	..
Monaco	..	..	..	..	..	..	100	100	..
Netherlands	100	100	100	100	100	100	100	..	..
Norway	100	100	100	100	100	100	100	..	..
Poland	100	100	100	100	100	100	100	..	..
Portugal	100	100	100	100	100	100	100	..	..
Republic of Moldova	..	..	..	..	..	..	89	85	..
Slovakia	..	..	..	..	100	100	100	..	..
Slovenia	100	100	100	100	100	100	100	..	..
Spain	100	100	100	100	100	100	100	..	..
Switzerland	..	100	100	100	100	100	100	..	..
Ukraine	..	..	..	..	..	..	41	48	..
United States of America	..	..	..	..	..	100	..	..	..
Latin America and the Caribbean									
Anguilla	75	..	..	..	..	..	..	..	..
Argentina	..	..	..	..	..	37	38	..	..


4.a




4.a



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Brazil	32	..	..	..	..	..	..	..	..
British Virgin Islands	100	..	..	..	..	..	63	100	..
Cayman Islands	77	..	..	..	..	..	..	..	100
Colombia	..	..	..	..	..	..	44	39	..
Costa Rica	..	..	..	..	..	..	22	..	..
Dominica	..	..	..	..	..	..	100	..	..
Dominican Republic	..	..	..	..	..	..	23	..	..
Ecuador	..	..	..	..	..	..	37	..	..
El Salvador	..	..	..	..	..	..	27	36	..
Grenada	..	..	..	..	..	..	..	100	..
Guatemala	..	..	..	..	..	..	9	..	..
Honduras	..	..	..	..	..	..	16	..	..
Jamaica	..	..	..	..	..	..	84	84	..
Mexico	32	..	..	..	..	38	39	..	..
Montserrat	50	..	..	..	..	..	100	..	..
Paraguay	..	..	..	..	..	..	5	..	..
Peru	..	..	..	..	..	..	39	38	41
Saint Kitts and Nevis	100	..	..	..	..	..	..	..	..
Saint Lucia	100	..	..	..	..	..	99	99	..
Saint Vincent and the Grenadines	55	..	..	..	..	..	100	100	..
Turks and Caicos Islands	6	..	..	..	..	..	..	..	..
Uruguay	..	..	..	..	..	100	100	..	..
Northern Africa and Western Asia									
Azerbaijan	..	..	..	..	..	..	49	53	..
Bahrain	..	..	..	..	..	..	100	100	..
Egypt	..	..	..	..	..	..	48	..	..
Georgia	..	..	..	..	..	..	100	100	..
Israel	..	..	..	..	85	85	85	..	..
Jordan	..	71	..	..	..	..	..	67	..
Morocco	..	..	..	..	..	..	..	79	..
Oman	..	71	..	..	..	..	..	..	..
Palestine	..	..	..	..	..	..	37	57	..
Qatar	..	62	..	..	..	..	100	100	..
Saudi Arabia	..	..	..	..	..	..	..	100	..
Tunisia	..	..	..	..	..	..	58	..	..
Oceania									
Australia	100	100	100	100	100	100	100	..	..
Cook Islands	..	..	..	..	..	..	100	..	..
Marshall Islands	..	..	..	..	..	..	26	..	..
Niue	..	..	..	..	..	..	100	..	..
Samoa	..	..	..	..	..	..	..	14	..
Sub-Saharan Africa									
Angola	..	..	..	..	..	..	3	..	..
Burkina Faso	..	..	..	..	..	..	n	..	..
Burundi	..	..	..	..	..	..	n	n	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Cabo Verde	9	..
Comoros	8	..
Democratic Republic of the Congo	n	..	..	..
Eswatini	16	..	..
Ghana	8
Guinea	n	..	..
Mauritius	56	49	41	38	35	..
Niger	n	..	..
Rwanda	..	6	6	7	8	9	10	25	..
Senegal	9	17	..
Seychelles	96	86	..
Sierra Leone	0	..
Zambia	4	6	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: UIS and UOE Surveys of Formal Education

INFORMATION

What do these numbers represent?

The percentage of primary schools with access to the Internet for pedagogical purposes, i.e. Internet that is available for enhancing teaching and learning and is accessible by pupils.

Where do these numbers come from?

Source: Administrative data from schools and other providers of education and training. The data are compiled by the UIS.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Seychelles in 2017, 86% of primary schools had access to the Internet for pedagogical purposes.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.a



Table 16. SDG Indicator 4.a.1(b) – Lower secondary education

Proportion of lower secondary schools with access to Internet for pedagogical purposes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	..	..	..	..	..	..	82	..	..
Iran (Islamic Republic of)	..	..	26	..	..	..	..	..	..
Kyrgyzstan	..	..	..	..	..	..	..	41	..
Maldives	..	..	..	..	..	..	..	100	..
Uzbekistan	..	..	..	..	..	..	..	89	..
Eastern and South-Eastern Asia									
China	..	..	..	..	..	..	97	98	..
China, Hong Kong SAR	..	..	..	..	..	..	94	95	..
China, Macao SAR	..	..	..	..	..	..	100	100	..
Indonesia	..	..	..	..	..	..	..	30	..
Malaysia	..	98	..	..	..	..	100	100	..
Mongolia	..	..	..	..	..	..	78	..	..
Myanmar	..	..	..	..	..	..	..	1	..
Republic of Korea	100	100	100	100	100	100	100	..	..
Thailand	..	100	..	..	..	..	..	..	..
Europe and Northern America									
Andorra	..	..	..	..	..	..	100	100	..
Belarus	..	..	..	..	..	..	100	100	..
Belgium	..	..	100	100	100	100	100	..	..
Bermuda	..	..	..	..	..	..	100	..	..
Denmark	100	100	100	100	100	100	100	..	..
Estonia	100	100	100	100	100	100	100	..	..
Finland	100	100	100	100	100	100	100	100	..
France	..	..	..	..	..	99	99	..	..
Gibraltar	..	..	..	..	..	..	100	100	..
Hungary	100	100	100	100	100	100	100	..	..
Italy	..	..	..	..	..	..	85	..	..
Latvia	..	..	..	..	..	..	100	..	..
Monaco	..	..	..	..	..	..	100	100	..
Netherlands	100	100	100	100	100	100	100	..	..
Norway	100	100	100	100	100	100	100	..	..
Poland	100	100	100	100	100	100	100	..	..
Portugal	100	100	100	100	100	100	100	..	..
Republic of Moldova	..	..	..	..	..	..	90	86	..
Slovakia	..	..	..	..	100	100	100	..	..
Slovenia	100	100	100	100	100	100	100	..	..
Spain	100	100	99	100	100	100	100	..	..
Switzerland	..	100	100	100	100	100	100	..	..
Ukraine	..	..	..	..	..	..	80	85	..
United States of America	..	..	..	..	..	100	..	..	..
Latin America and the Caribbean									
Anguilla	100	..	..	..	..	..	..	..	..
Antigua and Barbuda	..	..	..	..	..	..	..	91	..

4.a

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Argentina	..	..	..	..	..	54	53	..	..
Brazil	62	..	..	..	..	..	..	..	..
British Virgin Islands	100	..	..	..	..	..	100	100	..
Cayman Islands	..	..	..	..	..	..	..	..	100
Colombia	..	..	..	..	..	..	76	68	..
Costa Rica	..	..	..	..	..	..	51	..	..
Dominica	..	..	..	..	..	..	93	..	..
Ecuador	..	..	..	..	..	..	65	..	..
El Salvador	..	..	..	..	..	..	43	39	..
Grenada	..	..	..	..	..	..	100	100	..
Guatemala	..	..	..	..	..	..	36	..	..
Jamaica	..	..	..	..	..	..	47	47	..
Mexico	39	..	..	..	..	55	55	..	..
Montserrat	100	..	..	..	..	..	100	..	..
Paraguay	..	..	..	..	..	..	18	..	..
Peru	..	..	..	..	..	..	71	71	74
Saint Kitts and Nevis	100	..	..	..	..	..	100	..	..
Saint Lucia	100	..	..	..	..	..	100	100	..
Saint Vincent and the Grenadines	100	..	..	..	..	..	100	100	..
Turks and Caicos Islands	100	..	..	..	..	..	..	..	..
Uruguay	..	..	..	..	..	100	100	..	..
Northern Africa and Western Asia									
Azerbaijan	..	..	..	..	..	..	53	57	..
Bahrain	..	..	..	..	..	..	100	100	..
Egypt	..	..	..	..	..	..	50	..	..
Georgia	..	..	..	..	..	..	100	100	..
Israel	..	..	..	..	85	85	85	..	..
Jordan	..	81	..	..	..	..	..	85	..
Morocco	..	..	..	..	..	..	..	88	..
Oman	..	87	..	..	..	..	..	..	..
Palestine	..	..	..	..	..	..	60	70	..
Qatar	..	53	..	..	..	..	100	100	..
Saudi Arabia	..	..	..	..	..	..	..	100	..
Oceania									
Australia	100	100	100	100	100	100	100	..	..
Cook Islands	..	..	..	..	..	..	100	..	..
Niue	..	..	..	..	..	..	100	..	..
Samoa	..	..	..	..	..	..	..	1	..
Solomon Islands	..	..	..	..	..	..	13	..	..
Sub-Saharan Africa									
Angola	..	..	..	..	..	..	13	..	..
Botswana	..	..	100	..	..	..	..	..	..
Burkina Faso	..	..	..	..	..	..	3	..	..
Burundi	..	..	..	..	..	..	n	n	..
Cabo Verde	..	..	..	..	..	..	100	100	..
Cameroon	..	..	..	..	..	..	19	..	..



4.a

MEANS OF IMPLEMENTATION

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Comoros	10	..
Democratic Republic of the Congo	n	..	..	..
Eswatini	69	..	..
Ghana	19
Guinea	n	..	..
Liberia	2	..	..
Mauritius	97	97	99	95	94	..
Niger	n	..	..
Rwanda	..	17	17	18	23	28	33	..	..
Senegal	83	..
Seychelles	100	93	..
Sierra Leone	2	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: UIS and UOE Surveys of Formal Education

INFORMATION

What do these numbers represent?

The percentage of lower secondary schools with access to the Internet for pedagogical purposes, i.e. Internet that is available for enhancing teaching and learning and is accessible by students.

Where do these numbers come from?

Source: Administrative data from schools and other providers of education and training. The data are compiled by the UIS.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Bangladesh in 2016, 82% of lower secondary schools had access to the Internet for pedagogical purposes.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)

4.a

Table 17. SDG Indicator 4.a.1(b) – Upper secondary education

Proportion of upper secondary schools with access to Internet for pedagogical purposes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	..	..	..	..	..	..	82	83	..
Bhutan	..	..	..	..	..	97	..	..	..
India	..	..	..	..	..	..	40	47	..
Iran (Islamic Republic of)	..	..	45	..	..	..	..	..	..
Kyrgyzstan	..	..	..	..	..	..	48	46	..
Maldives	..	..	..	..	..	..	..	100	..
Sri Lanka	..	..	..	..	..	..	..	19	..
Uzbekistan	..	..	..	..	..	..	..	97	..
Eastern and South-Eastern Asia									
China	..	..	..	..	..	..	96	97	..
China, Hong Kong SAR	..	..	..	..	..	..	94	95	..
China, Macao SAR	..	..	..	..	..	..	100	100	..
Indonesia	..	..	..	..	..	..	..	85	..
Malaysia	..	95	..	..	..	..	100	100	..
Mongolia	..	..	..	..	..	..	89	..	..
Myanmar	..	..	..	..	..	..	..	12	..
Republic of Korea	100	100	100	100	100	100	100	..	..
Thailand	..	89	..	..	..	..	..	..	..
Europe and Northern America									
Albania	..	..	..	..	..	..	..	76	..
Andorra	..	..	..	..	..	..	100	100	..
Belarus	..	..	..	..	..	..	100	100	..
Belgium	..	..	100	100	100	100	100	..	..
Bermuda	..	..	..	..	..	..	100	..	..
Denmark	..	..	..	..	..	100	..	..	..
Estonia	100	100	100	100	100	100	100	..	..
Finland	100	100	100	100	100	100	100	100	..
France	..	..	..	..	..	98	98	..	..
Gibraltar	..	..	..	..	..	..	100	100	..
Hungary	95	95	95	95	95	95	95	..	..
Italy	..	..	..	..	..	..	92	..	..
Latvia	..	..	..	..	..	..	100	..	..
Monaco	..	..	..	..	..	..	100	100	..
Netherlands	100	100	100	100	100	100	100	..	..
Norway	100	100	100	100	100	100	100	..	..
Poland	100	100	100	100	100	100	100	..	..
Portugal	100	100	100	100	100	100	100	..	..
Republic of Moldova	..	..	..	..	..	..	88	91	..
Slovakia	..	..	..	..	100	100	100	..	..
Slovenia	100	100	100	100	100	100	100	..	..
Spain	100	100	99	100	100	100	100	..	..
Switzerland	..	100	100	100	100	100	100	..	..
Ukraine	..	..	..	..	..	..	96	98	..
United States of America	..	..	..	..	..	100	..	..	..





4.a

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Latin America and the Caribbean									
Anguilla	100	..	..	..	..	..	..	..	..
Antigua and Barbuda	..	..	..	..	..	58	..	..	..
Argentina	87	..	..	..	..	..	..	..	..
Brazil	100	..	..	..	..	..	..	..	..
British Virgin Islands	..	..	..	..	..	..	83	..	..
Cayman Islands	..	..	..	..	..	..	51	..	..
Colombia	..	..	..	..	..	..	93	..	..
Costa Rica	52	..	..	..	..	..	..	76	..
Dominica	..	..	..	..	..	..	84	..	..
Ecuador	..	..	..	..	..	..	59	..	..
El Salvador	..	..	..	..	..	..	100	..	..
Grenada	100	..	..	..	..	..	..	..	..
Guatemala	..	..	..	..	..	..	71	..	..
Jamaica	100	..	..	..	..	..	100	..	..
Mexico	100	..	..	..	..	..	..	..	..
Montserrat	100	..	..	..	..	..	100	..	..
Paraguay	100	..	..	..	..	..	..	..	..
Peru	..	..	..	..	..	100	..	..	..
Saint Kitts and Nevis	..	..	..	..	..	..	..	..	..
Saint Lucia	..	..	..	..	..	..	..	..	..
Saint Vincent and the Grenadines	..	..	..	..	..	..	..	..	..
Turks and Caicos Islands	..	..	..	..	..	..	..	..	..
Uruguay	..	..	..	..	..	..	..	..	..
Northern Africa and Western Asia									
Azerbaijan	..	..	..	..	..	..	62	66	..
Bahrain	..	..	..	..	..	..	100	100	..
Egypt	..	..	..	..	..	..	47	..	..
Georgia	..	..	..	..	..	..	100	100	..
Israel	..	..	..	..	85	85	85	..	..
Jordan	..	86	..	..	..	..	..	100	..
Morocco	..	..	..	..	..	..	..	91	..
Oman	..	87	..	..	..	..	..	..	..
Palestine	..	..	..	..	..	..	72	77	..
Qatar	..	68	..	..	..	..	100	100	..
Saudi Arabia	..	..	..	..	..	..	..	100	..
Oceania									
Australia	100	100	100	100	100	100	100	..	..
Cook Islands	..	..	..	..	..	..	100	..	..
Niue	..	..	..	..	..	..	100	..	..
Samoa	..	..	..	..	..	..	..	100	..
Solomon Islands	..	..	..	..	..	..	15	..	..
Sub-Saharan Africa									
Angola	..	..	..	..	..	..	26	..	..
Botswana	..	..	46	..	..	..	..	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Burkina Faso	3	..	..
Burundi	7	7	..
Cabo Verde	100	100	..
Cameroon	29	..	..
Comoros	13	..
Democratic Republic of the Congo	n	..	..	..
Eswatini	69	..	..
Ghana	39
Guinea	n	..	..
Liberia	13	..	..
Mauritius	97	97	99	95	94	..
Niger	n	..	..
Rwanda	..	17	17	18	23	28	33	..	..
Senegal	82	..
Seychelles	100	100	..
Sierra Leone	5	..
Zambia	23	29	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: UIS and UOE Surveys of Formal Education

INFORMATION

What do these numbers represent?

The percentage of upper secondary schools with access to the Internet for pedagogical purposes, i.e. Internet that is available for enhancing teaching and learning and is accessible by students.

Where do these numbers come from?

Source: Administrative data from schools and other providers of education and training. The data are compiled by the UIS.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Rwanda in 2016, 33% of upper secondary schools had access to the Internet for pedagogical purposes.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



4.a

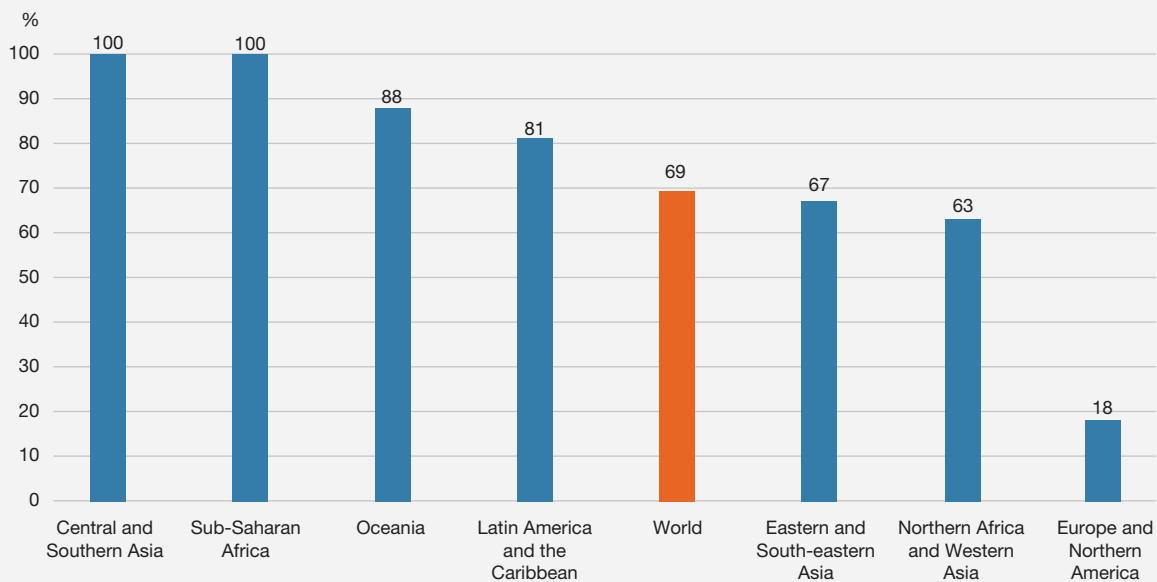


SDG Global Indicator

4.b.1

Volume of official development assistance flows for scholarships by sector and type of study

Figure 9. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2018.

The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>

Source: UIS database, February 2019 release.

4.b

Table 18. SDG Indicator 4.b.1

Volume of official development assistance flows for scholarships by sector and type of study, constant US\$

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Afghanistan	3,893,675	4,612,261	7,863,613	15,530,605	7,986,533	7,242,959	6,698,819	..	..
Bangladesh	17,721,897	21,431,668	18,967,899	19,084,288	19,066,426	13,942,592	9,493,627	..	..
Bhutan	4,190,385	5,350,121	9,059,628	7,721,461	6,886,996	6,065,933	2,811,032	..	..
India	21,837,665	19,289,878	18,303,705	21,740,947	17,388,335	15,473,759	10,558,702	..	..
Iran (Islamic Republic of)	3,936,895	5,914,165	6,826,840	6,912,462	6,391,552	5,645,196	5,521,145	..	..
Kazakhstan	3,184,537	3,719,071	3,063,886	3,576,984	2,545,952	2,946,629	3,563,592	..	..
Kyrgyzstan	3,465,210	4,252,453	3,931,752	3,505,287	3,424,564	3,352,086	3,612,766	..	..
Maldives	2,654,296	2,567,121	3,947,271	4,340,703	3,298,901	3,701,689	2,701,270	..	..
Nepal	8,941,947	10,449,874	7,651,478	7,521,269	5,778,677	6,524,094	4,381,218	..	..
Pakistan	13,501,730	10,378,724	13,285,666	14,785,118	15,265,079	14,446,795	12,165,934	..	..
Sri Lanka	7,783,121	10,416,645	10,274,831	11,021,262	10,462,565	9,324,585	6,645,807	..	..
Tajikistan	764,760	1,614,494	1,802,496	1,931,341	1,982,360	1,969,872	1,685,192	..	..
Turkmenistan	801,681	740,423	534,336	603,442	759,693	862,750	530,879	..	..
Uzbekistan	3,776,285	6,413,066	5,156,106	4,917,570	5,197,421	4,073,509	3,625,017	..	..
Eastern and South-Eastern Asia									
Cambodia	9,607,709	12,837,324	13,886,564	15,529,151	23,804,379	13,169,929	12,489,942	..	..
China	270,502,803	285,836,425	101,994,546	30,559,297	28,228,708	17,507,283	17,421,272	..	..
Democratic People's Republic of Korea	387,343	241,151	360,798	461,433	333,633	884,416	117,409	..	..
Indonesia	65,074,575	59,369,023	64,968,580	74,295,019	71,467,157	65,854,457	55,144,575	..	..
Lao People's Democratic Republic	11,693,846	11,528,847	10,895,792	13,722,946	15,064,421	11,202,682	10,570,045	..	..
Malaysia	11,357,646	12,914,799	7,225,083	3,078,879	6,863,851	3,589,521	1,270,991	..	..
Mongolia	11,335,208	18,265,856	13,087,653	13,767,479	15,064,128	10,638,223	7,771,461	..	..
Myanmar	7,906,623	10,621,151	7,912,714	9,362,149	11,461,636	12,404,356	12,397,709	..	..
Philippines	23,469,385	16,666,161	18,512,175	20,952,832	19,861,945	14,367,857	13,077,363	..	..
Thailand	18,387,514	21,867,833	16,026,157	16,482,327	17,603,878	4,654,896	3,446,726	..	..
Timor-Leste	3,893,705	4,257,647	5,887,426	6,880,732	6,426,211	7,972,005	6,878,672	..	..
Viet Nam	48,988,424	49,888,543	53,415,668	64,130,524	62,216,423	44,754,580	37,183,175	..	..
Europe and Northern America									
Albania	1,864,490	2,302,223	2,026,175	3,082,877	2,630,896	3,673,467	2,748,845	..	..
Belarus	1,884,382	2,215,418	4,033,643	7,434,243	6,429,941	9,849,628	7,336,640	..	..
Bosnia and Herzegovina	1,149,830	1,350,241	1,478,317	1,933,108	1,769,239	1,997,705	1,585,457	..	..
Croatia	778,185	..	..	..	..	..	..	..	..
Montenegro	420,588	426,379	542,988	662,258	482,179	686,806	326,184	..	..
North Macedonia	1,349,561	1,376,185	1,572,048	3,219,472	1,939,593	1,711,847	1,441,235	..	..
Republic of Moldova	1,114,433	1,803,715	1,554,534	2,676,521	17,911,900	19,753,371	20,408,008	..	..
Serbia	2,878,378	2,645,561	2,874,633	5,798,614	6,399,805	5,119,350	8,037,511	..	..
Ukraine	4,853,358	5,121,882	6,056,767	8,705,387	11,145,186	10,645,543	11,040,741	..	..
Latin America and the Caribbean									
Anguilla	..	..	7,653	..	..	..	..	..	..
Antigua and Barbuda	17,978	43,085	45,212	87,050	110,506	82,087	48,804	..	..
Argentina	6,165,297	3,898,036	6,902,826	6,874,296	4,982,019	3,678,207	2,145,900	..	..
Barbados	17,355	..	..	..	..	..	..	..	..
Belize	109,443	146,989	254,577	203,521	295,413	347,966	49,562	..	..



4.b

MEANS OF IMPLEMENTATION

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Bolivia (Plurinational State of)	1,717,035	1,627,799	1,252,424	1,345,884	1,228,187	1,173,774	1,510,202	..	..
Brazil	16,288,643	17,517,591	20,005,536	19,546,177	17,446,726	14,307,462	11,722,614	..	..
Chile	3,485,099	3,854,377	4,075,257	3,624,812	3,333,875	4,266,274	3,210,761	..	..
Colombia	4,901,796	5,105,554	7,341,337	6,907,006	5,197,761	7,260,081	4,988,223	..	..
Costa Rica	1,229,111	1,340,316	1,517,169	1,849,153	1,417,278	1,863,895	893,028	..	..
Cuba	1,231,851	868,134	1,383,335	1,255,503	1,178,480	1,127,338	698,269	..	..
Dominica	30,857	95,204	140,105	234,158	244,479	176,787	227,890	..	..
Dominican Republic	655,147	549,654	729,691	661,780	862,417	759,027	375,696	..	..
Ecuador	1,344,453	1,477,874	1,739,724	1,956,283	1,472,323	2,285,182	2,108,198	..	..
El Salvador	906,005	1,024,067	812,701	960,862	781,386	915,257	453,970	..	..
Grenada	48,014	49,064	122,760	151,350	208,152	283,501	52,725	..	..
Guatemala	1,146,749	1,126,467	1,290,600	1,261,049	945,543	1,093,066	547,337	..	..
Guyana	74,078	166,292	346,390	251,879	414,867	851,184	358,440	..	..
Haiti	19,841,885	314,072	2,195,024	3,084,044	3,456,569	3,483,138	3,274,954	..	..
Honduras	565,747	765,679	650,483	825,566	793,429	881,653	455,782	..	..
Jamaica	233,531	373,096	634,611	509,460	800,644	1,128,803	437,061	..	..
Mexico	5,209,252	5,991,924	8,787,452	8,814,255	7,835,251	7,961,253	4,123,951	..	..
Montserrat	..	..	16,927	19,511	32,345	50,102	..	..	..
Nicaragua	675,118	703,888	660,077	879,763	599,229	831,720	574,362	..	..
Panama	718,212	882,394	619,940	583,207	577,891	916,944	330,179	..	..
Paraguay	662,830	929,527	722,821	1,091,718	872,612	916,119	515,934	..	..
Peru	2,536,683	2,691,256	2,901,950	3,755,968	3,357,569	3,654,919	2,236,619	..	..
Saint Kitts and Nevis	39,631	16,233	166,323	240,929	..	..	..	..	..
Saint Lucia	164,582	113,560	323,902	233,562	460,227	457,892	237,388	..	..
Saint Vincent and the Grenadines	79,646	74,961	244,329	142,263	219,408	425,775	74,482	..	..
Suriname	8,840	..	28,228	380,588	491,993	641,985	634,567	..	..
Trinidad and Tobago	84,237	..	..	..	..	..	..	..	..
Uruguay	529,169	392,183	693,536	709,355	514,767	1,364,052	366,578	..	..
Venezuela (Bolivarian Republic of)	1,190,643	1,647,024	1,628,636	1,901,054	1,528,305	1,348,669	953,640	..	..
Northern Africa and Western Asia									
Algeria	6,967,394	1,820,596	5,003,598	18,004,528	17,782,545	14,606,136	15,214,983	..	..
Armenia	1,501,310	1,336,556	1,525,838	4,835,799	4,356,662	3,530,003	3,400,818	..	..
Azerbaijan	1,504,126	1,719,334	1,343,342	2,296,944	1,778,827	1,789,111	2,224,846	..	..
Egypt	7,587,797	7,621,176	9,650,094	9,997,572	15,472,706	13,554,711	14,269,882	..	..
Georgia	1,885,681	2,564,206	2,213,548	5,263,825	3,791,841	3,425,891	3,276,441	..	..
Iraq	7,669,295	11,148,027	11,102,221	6,908,762	3,342,023	5,285,299	3,730,692	..	..
Jordan	3,137,271	3,214,888	3,324,287	3,394,667	5,057,514	4,037,251	5,206,181	..	..
Lebanon	1,825,385	1,408,272	1,962,353	4,311,180	2,280,462	2,533,481	3,319,507	..	..
Libya	238,338	1,288,978	961,471	747,788	758,624	1,173,861	397,562	..	..
Morocco	5,463,528	2,208,652	6,187,432	19,162,403	19,255,392	20,413,363	19,404,473	..	..
Sudan	1,407,996	1,968,535	2,339,920	2,282,742	2,059,657	2,494,084	1,732,203	..	..
Syrian Arab Republic	2,751,114	2,929,195	2,665,715	3,296,485	4,975,895	8,375,272	14,596,855	..	..
Tunisia	4,921,020	2,661,237	4,971,711	12,765,170	11,678,538	14,265,465	12,630,254	..	..
Turkey	4,915,350	5,607,696	6,654,611	8,395,558	8,709,222	9,283,184	16,267,880	..	..
Yemen	1,146,378	1,698,623	1,599,386	1,916,099	1,574,650	1,649,036	2,693,935	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Oceania									
Cook Islands	258,968	475,845	460,552	621,389	553,184	236,009	478,966	..	..
Fiji	6,173,817	6,272,428	4,266,536	4,457,204	5,241,344	6,207,350	4,838,403	..	..
Kiribati	5,694,829	4,469,204	4,006,971	2,210,796	2,073,039	3,017,659	2,953,375	..	..
Marshall Islands	214,667	262,537	238,114	212,673	186,360	104,221	69,326	..	..
Micronesia (Federated States of)	244,143	82,044	69,262	130,112	136,904	188,734	156,367	..	..
Nauru	320,879	417,285	10,418	318,134	427,230	678,239	508,991	..	..
Niue	222,466	369,214	141,532	391,611	175,636	138,941	253,975	..	..
Palau	32,762	53,154	110,191	187,310	213,908	110,086	122,013	..	..
Papua New Guinea	15,199,752	17,244,686	17,107,267	27,539,777	21,765,658	27,542,499	26,786,504	..	..
Samoa	5,519,960	6,003,658	6,305,373	6,965,236	6,355,514	5,947,893	6,126,012	..	..
Solomon Islands	4,585,273	5,716,082	5,276,546	6,151,498	5,275,941	6,069,872	5,141,498	..	..
Tokelau	207,141	..	17,830	..	25,069	..	100,921	..	..
Tonga	2,247,828	2,470,987	2,819,029	3,161,301	3,207,099	3,248,204	2,177,056	..	..
Tuvalu	902,100	861,654	772,604	1,148,094	1,349,216	1,695,345	1,564,618	..	..
Vanuatu	4,224,805	3,827,316	3,300,725	4,029,291	3,706,052	3,198,254	2,752,665	..	..
Wallis and Futuna Islands	43,844	87,293	103,205	70,061	76,389	31,836	..	..	..
Sub-Saharan Africa									
Angola	1,394,483	1,068,496	1,485,107	1,800,152	1,805,002	1,828,858	1,955,596	..	..
Benin	1,178,387	839,075	1,294,513	2,197,754	1,740,609	1,940,238	2,544,200	..	..
Botswana	663,673	1,917,333	1,176,883	1,620,598	1,125,498	1,780,314	1,089,049	..	..
Burkina Faso	7,914,836	478,799	1,680,264	1,981,146	1,645,673	1,319,340	1,339,269	..	..
Burundi	1,590,170	1,380,562	1,314,893	1,400,622	920,922	1,088,066	867,965	..	..
Cabo Verde	1,480,222	1,274,838	3,509,706	2,689,392	1,970,814	1,510,194	1,266,992	..	..
Cameroon	3,245,486	2,765,076	3,281,341	8,394,037	7,466,045	8,282,072	7,812,858	..	..
Central African Republic	1,049,541	201,389	777,194	1,539,701	1,204,854	1,068,848	1,171,379	..	..
Chad	1,138,552	139,011	1,081,260	1,363,841	1,197,396	1,206,298	1,241,752	..	..
Comoros	288,605	66,108	453,187	4,046,904	4,927,808	4,816,533	5,311,124	..	..
Congo	685,832	447,756	660,401	3,380,346	3,534,335	3,850,127	4,102,961	..	..
Côte d'Ivoire	1,299,841	779,269	1,274,024	3,676,248	3,936,085	4,066,987	4,025,747	..	..
Democratic Republic of the Congo	2,264,036	1,778,674	1,958,890	3,476,040	3,474,751	3,455,784	3,926,093	..	..
Djibouti	1,215,818	80,477	829,989	1,217,861	1,118,662	1,007,986	835,241	..	..
Equatorial Guinea	94,591	52,691	1,710,749	215,157	233,200	166,082	122,496	..	..
Eritrea	55,970	116,853	103,434	245,974	125,799	76,335	2,157,484	..	..
Eswatini	59,985	865,313	603,595	1,121,877	614,966	1,042,420	565,718	..	..
Ethiopia	3,359,826	4,508,870	5,440,305	6,474,869	5,258,856	7,012,958	5,989,321	..	..
Gabon	940,684	471,647	324,151	1,814,761	1,771,855	1,602,687	1,665,727	..	..
Gambia	209,695	1,077,944	639,757	1,064,245	647,185	990,546	645,959	..	..
Ghana	1,948,268	4,255,000	4,509,013	5,615,320	4,794,733	6,419,976	6,124,443	..	..
Guinea	530,193	385,578	633,530	2,591,149	2,675,769	2,439,819	2,758,282	..	..
Guinea-Bissau	805,511	637,678	695,046	673,784	529,805	435,782	585,607	..	..
Kenya	3,676,182	6,360,043	6,203,672	7,694,707	5,824,604	7,929,046	5,482,401	..	..
Lesotho	448,213	872,258	574,434	859,870	557,891	834,733	379,301	..	..
Liberia	74,149	1,045,885	859,573	1,373,771	735,554	915,149	384,039	..	..
Madagascar	1,103,467	975,787	1,476,480	3,146,815	2,646,872	2,887,796	2,576,880	..	..
Malawi	712,613	2,231,656	2,085,506	3,298,699	1,693,991	1,978,298	1,326,550	..	..



4.b

MEANS OF IMPLEMENTATION



4.b

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Mali	2,859,618	2,014,954	2,533,555	3,892,108	3,599,813	3,451,723	2,637,045	..	..
Mauritania	1,005,763	258,375	989,546	1,425,371	1,310,167	1,204,785	1,037,730	..	..
Mauritius	1,538,732	663,329	1,581,487	2,502,961	1,569,709	1,965,699	1,454,547	..	..
Mozambique	2,820,587	3,981,105	2,879,552	3,449,739	2,171,729	2,625,285	2,741,567	..	..
Namibia	401,981	973,378	749,626	1,234,804	1,373,414	1,307,106	517,060	..	..
Niger	17,466,362	663,505	1,166,022	1,353,891	871,117	1,248,260	693,407	..	..
Nigeria	1,463,988	3,347,713	3,395,980	4,708,590	3,754,870	5,141,383	4,277,996	..	..
Rwanda	18,989,825	2,441,173	1,673,092	3,306,146	3,270,352	3,868,207	3,171,280	..	..
Saint Helena	19,857	29,659	136,861	90,002	17,795	..	..	..	..
Sao Tome and Principe	965,446	668,182	1,892,563	1,146,898	785,961	475,372	497,098	..	..
Senegal	3,696,377	1,264,859	1,504,824	4,899,544	4,549,425	5,947,459	4,112,387	..	..
Seychelles	279,050	614,709	611,250	1,060,558	605,102	877,785	409,962	..	..
Sierra Leone	94,284	953,333	831,211	1,176,938	719,825	869,428	322,491	..	..
Somalia	..	48,563	229,796	284,178	193,887	291,368	226,358	..	..
South Africa	6,118,303	6,976,944	7,197,177	8,823,424	8,247,061	8,302,127	8,107,646	..	..
South Sudan	..	161,374	337,722	953,336	348,004	485,835	416,833	..	..
Togo	1,301,132	747,488	1,317,145	1,986,173	1,622,762	1,657,161	1,339,395	..	..
Uganda	2,037,070	4,709,937	3,842,098	4,758,740	4,087,027	5,625,311	4,467,073	..	..
United Republic of Tanzania	3,187,567	5,591,761	4,801,129	6,343,758	5,056,924	7,666,075	4,844,878	..	..
Zambia	1,456,894	3,401,248	2,815,573	3,687,200	2,267,475	2,757,547	2,046,987	..	..
Zimbabwe	918,936	943,712	1,309,197	1,521,999	1,624,717	3,207,849	1,440,340	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: OECD's Development Assistance Committee (DAC).

INFORMATION**What do these numbers represent?**

Total net official development assistance (ODA) for scholarships in donor countries (types of aid E01) expressed in U.S. dollars at the average annual exchange rate.

Where do these numbers come from?

Source: Administrative data from donor countries and other aid providers on net ODA to education. Data are compiled by the Development Assistance Committee (DAC) of the OECD from returns submitted by its member countries and other aid providers.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in 2016, Afghanistan had a flow of US\$6.7 million in development assistance for scholarships.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

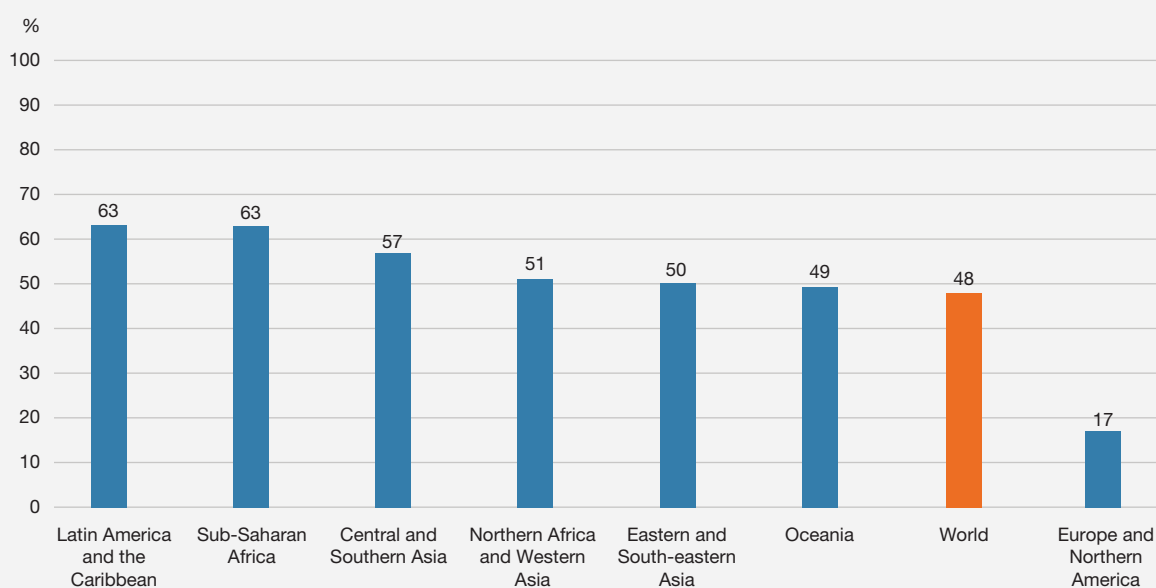
Where can the data be downloaded?

[UIS database](#)

SDG Global Indicator 4.c.1

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

Figure 10. Percentage of countries with data available by region, 2018



Notes: The percentage of countries with data available for each indicator is calculated based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2018.

The regional grouping is based on SDG regions: <https://unstats.un.org/sdgs/indicators/regional-groups/>

Source: UIS database, February 2019 release.



4.c

MEANS OF IMPLEMENTATION

Table 19. SDG Indicator 4.c.1 – Pre-primary education
Percentage of trained teachers in pre-primary education, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bhutan	..	..	..	..	..	100	100	100	..
Kazakhstan	..	..	..	..	100	..	..	..	..
Kyrgyzstan	43	46	..	..	..	..	..	..	..
Maldives	39	50	72	72	73	81	86	88	..
Nepal	82	84	85	87	87	88	88	89	..
Tajikistan	85	87	86	90	100	100	100	..	..
Uzbekistan	100	100	..	..	..	..	..	98	..
Eastern and South-Eastern Asia									
Brunei Darussalam	73	64	65	63	64	59	59	59	..
Cambodia	98	97	100	100	100	100	100	100	..
China, Macao SAR	95	92	93	94	92	98	99	99	..
Lao People's Democratic Republic	97	89	91	..	91	92	90	90	..
Malaysia	..	99	99	99	100	100	96	91	..
Mongolia	90	93	94	..	..	..	100	100	..
Myanmar	59	..	..	..	..	..	..	98	..
Philippines	..	..	..	..	..	100	100	..	..
Viet Nam	..	99	..	97	98	99	98	99	..
Europe and Northern America									
Andorra	100	100	100	100	100	100	100	100	..
Belarus	62	61	82	88	92	92	92	92	..
Bermuda	..	100	100	..	100	..	100	..	..
Gibraltar	..	..	..	..	..	..	87	..	..
Republic of Moldova	90	91	92	..	..	..	84	90	..
Serbia	..	76	69	..	..	..	..	..	..
Latin America and the Caribbean									
Anguilla	41	74	..	..	..	..	..	..	..
Antigua and Barbuda	..	58	71	..	..	65	..	..	..
Aruba	100	99	100	..	..	..	..	..	..
Bahamas	..	..	..	..	..	..	76	..	..
Barbados	52	47	..	..	..	58	62	73	..
Belize	..	16	21	21	30	40	45	..	..
Bolivia (Plurinational State of)	..	93	93	92	92	92	92	92	..
Cayman Islands	..	..	77	..	..	..	..	..	..
Colombia	100	100	100	96	97	..	..	..	..
Costa Rica	82	81	..	87	87	87	89	..	..
Dominica	..	..	..	..	..	20	19	..	..
Dominican Republic	95	95	85	75	75	82	82	84	..
Ecuador	73	74	75	77	78	81	83	..	..
El Salvador	..	92	94	95	94	..
Grenada	45	40	52	35	40	37	..
Guyana	61	63	65
Honduras	51
Jamaica	75

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Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Mexico	82	86	86	86	85	84	85
Montserrat	..	..	..	..	..	..	..	82	..
Nicaragua	33	..	..	..	..	..	..	..	..
Panama	43	48	47	..	..	..	100	..	..
Paraguay	..	..	92	..	..	..	..	..	..
Puerto Rico	..	..	..	..	..	94	84	..	..
Saint Lucia	..	..	60	..	70	..	..	..	..
Saint Vincent and the Grenadines	..	..	..	14	..	..	..	..	..
Suriname	95	97	98	96	98	99	99	99	..
Northern Africa and Western Asia									
Armenia	88	79	80	80	79	80	80	82	..
Azerbaijan	91	92	92	64	85	91	88	88	..
Bahrain	49	46	47	47	50	52	53	52	..
Egypt	..	..	..	..	..	..	77	..	..
Jordan	..	..	..	100	100	100	100	100	..
Kuwait	..	72	73	73	75	75	..	..	..
Morocco	100	..	100	..	..	..	..	..	..
Oman	..	..	..	100	100	100	100	100	..
Palestine	100	100	100	100	100	100	100	100	..
Saudi Arabia	..	..	..	100	100	100	..	100	..
Syrian Arab Republic	..	..	..	35	..	..	..	..	..
Tunisia	..	..	..	..	..	100	100	..	..
United Arab Emirates	100	100	100	100	100	100	100	..	..
Oceania									
Cook Islands	..	70	82	76	70	84	78	..	..
Nauru	..	..	..	..	..	..	100	..	..
Niue	..	..	..	..	..	100	100	..	..
Samoa	..	..	..	..	100	100	100	100	..
Solomon Islands	..	61	40	51	59	..	..	..	..
Tokelau	..	..	..	..	..	..	42	..	..
Tonga	..	..	100	..	..	..	..	..	..
Tuvalu	..	..	..	..	75	..	88	..	..
Vanuatu	..	..	..	..	..	46	..	..	..
Sub-Saharan Africa									
Angola	45	44	..	..	..	..	..	..	..
Benin	51	..	28	..	..	..	26	..	..
Botswana	..	..	55	55	..	..	..	..	..
Burkina Faso	..	22	..	..	..	72	52	34	..
Burundi	..	55	62	..	72	100	100	100	..
Cabo Verde	27	32	46	..	49	..	30	29	..
Cameroon	43	48	57	..	..	54	56	67	..
Chad	66	73	..	52	..	..	24	..	..
Comoros	..	..	..	..	..	..	..	56	..
Congo	94	..	92	..	..	..	..	..	..
Côte d'Ivoire	..	100	92	86	89	100	100	100	..
Democratic Republic of the Congo	23	23	17	19	20	21



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Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Equatorial Guinea	89
Eritrea	57	53	56	50	46	42	..	40	..
Eswatini	64	51	..	..	..	..	..	..	..
Gambia	..	..	..	66	72	70	..	69	..
Ghana	27	27	35	39	41	46	..	..	55
Guinea-Bissau	26	..	..	..	..	..	..	..	..
Kenya	..	..	81	..	82	..	..	..	..
Lesotho	..	..	..	..	..	100	..	..	..
Madagascar	51	..	..	15	17	13	10	..	..
Mali	58	59	..	..	..	..	..	..	..
Mauritius	94	99	100	100	100	100	100	..	..
Niger	96	91	90	..	..	..	..	95	..
Rwanda	..	38	..	..	..	49	51	43	..
Sao Tome and Principe	..	..	..	..	19	28	..	..	..
Senegal	15	..	23	26	26	26	34	37	..
Seychelles	..	74	64	61	66	81	86	86	..
Sierra Leone	..	42	49	45	..	54	..	37	..
South Sudan	..	39	..	..	..	..	..	..	..
Togo	52	54	50	56	..	63	..	..	..
Uganda	..	..	..	..	..	..	..	60	..
United Republic of Tanzania	18	..	33	..	36	..	50	..	..
Zimbabwe	..	..	28	27	..	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: UIS Survey of Formal Education.

INFORMATION**What do these numbers represent?**

Percentage of teachers in pre-primary education who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the pre-primary level.

Where do these numbers come from?

Source: Administrative data from schools and other providers of education or training. The data are compiled by the UNESCO Institute for Statistics.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Bhutan in 2017, 100% of the teachers working at the pre-primary level of education had received training for teaching.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)

Table 20. SDG Indicator 4.c.1 – Primary education
Percentage of trained teachers in primary education, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	..	58	..	..	..	48	50	50	..
Bhutan	..	..	..	..	..	100	100	100	..
India	..	..	..	..	..	..	70	70	..
Iran (Islamic Republic of)	..	..	..	100	100	100	100	100	..
Kazakhstan	..	..	..	..	100	100	100	100	100
Kyrgyzstan	68	70	72	92	93	93	95	95	..
Maldives	77	81	77	90	86	83	86	90	..
Nepal	74	81	93	92	94	94	97	97	..
Pakistan	84	83	84	85	84	82	..	..	..
Sri Lanka	82	82	..	80	..	86	85	85	..
Tajikistan	93	94	94	94	100	100	100	100	..
Uzbekistan	100	100	..	..	..	..	..	99	..
Eastern and South-Eastern Asia									
Brunei Darussalam	87	88	88	85	87	82	85	85	..
Cambodia	99	99	100	100	100	100	100	100	..
China, Hong Kong SAR	96	96	96	96	96	96	97	97	..
China, Macao SAR	85	86	88	88	88	96	98	98	..
Lao People's Democratic Republic	95	94	97	98	98	98	97	97	..
Malaysia	95	96	96	97	99	100	100	99	..
Mongolia	98	99	99	100	100	..	100	..	..
Myanmar	100	..	..	..	100	..	98	..	..
Philippines	..	..	..	..	100	100	100	..	..
Singapore	..	..	..	..	..	..	99	..	..
Thailand	..	..	..	..	100	100	100	100	..
Viet Nam	98	99	100	..	100	99	100	100	..
Europe and Northern America									
Andorra	100	100	100	100	100	100	100	100	..
Belarus	100	100	100	100	99	99	99	100	..
Bermuda	..	100	100	..	100	..	100	..	..
Gibraltar	..	..	..	..	..	..	85	100	..
Republic of Moldova	..	..	..	..	94	100	99	99	..
Serbia	..	70	56	..	..	..	..	..	..
Ukraine	100	100	100	..	..	..	86	87	..
Latin America and the Caribbean									
Anguilla	53	71	..	..	..	..	..	..	..
Antigua and Barbuda	55	65	60	..	70	65	..	55	..
Aruba	100	100	100	..	..	..	..	..	..
Bahamas	92	..	..	..	..	..	90	..	..
Barbados	58	55	..	..	69	66	69	80	..
Belize	45	48	54	49	61	68	73
Bolivia (Plurinational State of)	..	56	56	57	57	58	58	58	..



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Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
British Virgin Islands	80	92	81	80	..
Cayman Islands	..	95	97	88	..	..	..	..	100
Colombia	100	100	100	97	98	94	95	95	..
Costa Rica	89	91	..	94	94	94	94	..	..
Cuba	100	100	100	100	100	100	100	100	..
Dominica	61	58	61	65	65	64	66	..	..
Dominican Republic	85	85	85	81	81	87	87	95	..
Ecuador	74	75	76	79	79	81	82	..	..
El Salvador	..	96	..	..	..	96	96	95	..
Grenada	65	..	..	54	63	64	63	64	..
Guyana	66	68	70	..	..	..	..	..	..
Jamaica	..	..	..	..	96	93	96	..	..
Mexico	96	96	96	96	97	96	97	..	..
Montserrat	..	..	..	..	..	..	77	40	..
Nicaragua	75	..	..	..	..	..	..	..	..
Panama	92	92	90	..	..	99	99	..	..
Paraguay	..	..	92	..	..	..	..	..	..
Peru	..	..	..	..	..	..	..	97	95
Puerto Rico	..	..	..	..	94	95	93	..	..
Saint Kitts and Nevis	62	64	65	65	68	72	72	..	..
Saint Lucia	87	87	88	89	79	..	..	89	..
Saint Vincent and the Grenadines	84	..	85	83	76	84	..	..	..
Suriname	96	96	98	97	97	98	98	98	..
Turks and Caicos Islands	..	..	..	..	89	..	..	..	..
Uruguay	..	..	..	100	100	100	100	..	..
Northern Africa and Western Asia									
Algeria	..	..	..	..	100	100	..	..	..
Azerbaijan	100	100	100	100	99	99	..	98	..
Bahrain	..	80	82	82	83	82	84	84	..
Egypt	..	..	..	..	..	..	74	..	..
Jordan	..	..	..	..	100	..	100	100	..
Kuwait	..	78	78	77	79	79	..	..	..
Morocco	100	100	100	100	100	100	100	100	..
Oman	..	..	..	..	..	..	..	100	..
Palestine	100	100	100	100	100	100	100	100	..
Saudi Arabia	..	..	..	100	100	100	100	..	..
Tunisia	..	..	100	100	100	100	100	..	..
United Arab Emirates	..	..	100	100	100	100	100	..	..
Oceania									
Cook Islands	..	97	95	97	89	100	95	..	..
Fiji	..	100	100	..	..	..	90	..	..
Kiribati	..	..	..	..	..	..	73	..	..
Nauru	..	..	..	..	..	..	100	..	..
Niue	..	..	..	..	..	100	92	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Solomon Islands	58	54	54	63	65	59	66	74	..
Tokelau	..	..	..	..	..	..	67	..	..
Tonga	..	..	..	100	97	92	..	..	..
Tuvalu	..	..	..	..	..	..	77	..	..
Sub-Saharan Africa									
Angola	..	47	..	..	..	..	..	..	..
Benin	43	47	..	..	68	69	70	68	..
Botswana	..	..	100	99	..	..	..	..	..
Burkina Faso	..	..	95	86	84	85	73	86	..
Burundi	..	94	95	..	92	100	100	100	..
Cabo Verde	90	92	95	..	96	..	93	93	..
Cameroon	57	67	79	..	..	58	59	81	..
Chad	70	68	66	65	..	..	..	..	..
Comoros	..	55	..	..	..	..	..	..	..
Congo	87	79	80	..	..	..	..	..	..
Côte d'Ivoire	..	100	99	83	85	100	100	100	..
Democratic Republic of the Congo	92	90	94	..	95	..	..	..	..
Djibouti	..	100	..	96	..	100	..	..	100
Equatorial Guinea	45	49	..	..	..	37	..	..	..
Eritrea	94	91	90	80	71	61	..	41	..
Eswatini	79	78	68	79	82	82	70	..	..
Gambia	..	90	63	82	91	86	..	88	100
Ghana	51	51	52	53	52	55	56	55	60
Guinea	..	80	75	74	75	76	75	..	..
Guinea-Bissau	39	..	..	..	..	..	..	..	..
Lesotho	63	66	68	72	76	79	87	..	..
Liberia	..	56	..	..	56	47	..	..	..
Madagascar	..	..	21	19	17	15	15	15	..
Malawi	96	88	92	91	..	..	..	..	..
Mali	..	52	..	..	..	..	..	..	..
Mauritania	100	100	100	..	91	..	85	..	..
Mauritius	100	100	100	100	100	100	100	100	..
Mozambique	76	80	84	87	90	93	95	97	..
Namibia	96	..	..	..	..	..	..	..	..
Niger	97	96	97	46	50	56	56	66	..
Nigeria	66	..	..	..	..	..	..	..	..
Rwanda	91	98	96	95	96	94	..	93	..
Sao Tome and Principe	..	..	..	..	33	34	31	27	..
Senegal	48	63	65	72	70	68	70	75	..
Seychelles	..	87	76	69	71	84	83	84	..
Sierra Leone	..	48	55	57	..	54
South Sudan	..	44
Togo	77	71	82	76	..	73
Uganda	80	..



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Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
United Republic of Tanzania	94	99	99
Zambia	..	..	93	..	..	..	..	99	..
Zimbabwe	..	..	88	86	..	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: *UIS Survey of Formal Education*.

INFORMATION

What do these numbers represent?

The percentage of teachers in primary education who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the primary level.

Where do these numbers come from?

Source: Administrative data from schools and other providers of education or training. The data are compiled by the UIS.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Zimbabwe in 2013, 86% of teachers working in primary education had received training for teaching.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)

Table 21. SDG Indicator 4.c.1 – Lower secondary education
Percentage of trained teachers in lower secondary education, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	58	60	60	60	..	..	67	..	..
Bhutan	..	..	..	..	..	100	100	100	..
India	..	..	..	..	..	..	77	77	..
Iran (Islamic Republic of)	..	..	..	100	100	100	100	100	..
Maldives	98	98	93	99	93	93	95	97	..
Nepal	57	64	77	79	80	81	89	89	..
Pakistan	..	..	..	..	..	61	58	55	..
Sri Lanka	..	..	..	72	..	86	81	85	..
Uzbekistan	..	..	..	..	..	..	..	99	..
Eastern and South-Eastern Asia									
Brunei Darussalam	..	..	..	..	94	92	93	92	..
Cambodia	100	..	100	100	100	100	100	..	..
China, Macao SAR	70	71	73	75	80	87	88	90	..
Lao People's Democratic Republic	99	99	99	100	100	99	96	95	..
Myanmar	98	..	..	..	93	..	89	94	..
Philippines	..	..	..	..	..	..	100	..	..
Thailand	..	..	..	..	..	100	..	..	..
Viet Nam	99	99	99	91	100	100	99	99	..
Europe and Northern America									
Andorra	100	100	100	..	..	..	..	..	..
Belarus	..	..	..	98	98	98	98	99	..
Bermuda	..	100	100	..	100	..	100	..	..
Gibraltar	..	..	..	..	..	..	87	100	..
Republic of Moldova	..	..	..	..	..	99	95	98	..
Serbia	..	53	..	..	..	..	..	..	..
Latin America and the Caribbean									
Antigua and Barbuda	38	..	..	..	..	..	..	..	..
Bahamas	89	..	..	..	..	..	83	..	..
Barbados	..	..	..	..	..	52	55	48	..
Belize	39	..	42	38	..	50	58	..	..
Cayman Islands	..	99	99	..	..	..	..	..	100
Colombia	96	97	97	98	99	97	98	98	..
Costa Rica	88	90	..	96	96	97	96	..	..
Cuba	100	100	100	100	100	100	100	100	..
Dominica	34	37	..	..	46	..	48	..	..
Dominican Republic	85	85	85	81	81	88	..	..	..
Ecuador	70	71	72	74	74	75	76	..	..
El Salvador	..	93	..	..	..	93	94	93	..
Grenada	40	42	43	45	..
Mexico	90	90	91	91	92	92
Panama	87	85	85	..	94	94	94
Paraguay	86





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Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Puerto Rico	94	95	84
Saint Kitts and Nevis	49	56	53	..	..	..	..	..	..
Saint Lucia	..	66	65	57	72	..	..	72	..
Saint Vincent and the Grenadines	64	..	..	..	..	..	..	..	..
Suriname	79	83	84	83	81	84	83	84	..
Northern Africa and Western Asia									
Azerbaijan	..	..	..	..	..	..	92	98	..
Bahrain	..	80	82	82	83	83	84	84	..
Egypt	..	..	..	..	..	..	69	..	..
Jordan	..	..	..	..	100	..	..	100	..
Kuwait	..	..	79	..	..	..	..	..	..
Morocco	..	..	..	..	..	..	..	100	..
Oman	..	..	..	..	..	..	..	100	..
Palestine	100	100	100	100	100	100	100	100	..
Saudi Arabia	..	..	..	100	100	..	..	..	..
United Arab Emirates	..	..	..	..	..	100	100	..	..
Oceania									
Fiji	..	..	100	..	..	..	..	..	..
Kiribati	..	..	..	..	87	..	..	..	..
Nauru	..	..	..	..	..	..	100	..	..
Niue	..	..	..	..	..	100	80	..	..
Papua New Guinea	..	..	100	..	..	..	..	..	..
Solomon Islands	71	..	..	..	..	80	82	87	..
Tokelau	..	..	..	..	..	..	75	..	..
Tuvalu	..	..	..	..	..	..	52	..	..
Vanuatu	..	..	..	..	..	21	..	..	..
Sub-Saharan Africa									
Angola	..	..	..	..	..	54	..	..	..
Burkina Faso	..	..	..	..	..	..	..	58	..
Burundi	..	..	..	..	71	100	..	100	..
Cabo Verde	68	..	76	..	77	..	..	94	..
Cameroon	..	..	..	33	..	50	51	..	..
Chad	..	..	..	..	..	38	40	..	..
Comoros	..	78	..	..	..	..	..	..	..
Congo	..	..	48	..	..	..	..	..	..
Djibouti	..	100	..	..	100	100	..	..	..
Equatorial Guinea	..	..	..	..	..	11	..	..	..
Eritrea	61	69	82	86	..	..	..	..	..
Ethiopia	54	66	..	..	..	..	..	..	..
Gambia	..	92	78	87	94	90	..	94	100
Ghana	66	66	69	69	69	70	71	70	73
Liberia	..	60	..	..	60	62	..	..	..
Madagascar	..	..	..	..	22	..	..	22	..
Mali	..	72	..	..	..	..	..	..	..
Mauritania	..	100	..	..	100	100	..	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Mozambique	..	..	..	85	..	..	..	..	..
Niger	14	..	..	24	15	15	..	10	..
Nigeria	85	..	..	..	..	..	..	..	..
Rwanda	..	..	..	..	..	..	..	61	..
Sao Tome and Principe	..	38	34	..	..	..	20	..	..
Sierra Leone	..	59	61	64	..	69	..	53	..
South Sudan	..	44	..	..	..	..	..	..	..
Zambia	..	..	93	..	..	..	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: UIS Survey of Formal Education.

INFORMATION

What do these numbers represent?

The percentage of teachers in lower secondary education who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the lower secondary level.

Where do these numbers come from?

Source: Administrative data from schools and other providers of education or training. The data are compiled by the UIS.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Zambia in 2012, 93% of teachers working in lower secondary education had received training for teaching.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



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Table 22. SDG Indicator 4.c.1 – Upper secondary education

Percentage of trained teachers in upper secondary education, both sexes (%)

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Central and Southern Asia									
Bangladesh	41	47	58	56	..	..	59	..	..
Bhutan	..	..	..	..	..	100	100	100	..
Iran (Islamic Republic of)	..	..	..	100	100	..	95	95	..
Nepal	72	74	..	80	80	83	92	88	..
Sri Lanka	..	..	..	..	..	..	77	80	..
Uzbekistan	..	..	..	..	..	..	..	93	..
Eastern and South-Eastern Asia									
Brunei Darussalam	..	..	..	..	90	90	91	89	..
China, Macao SAR	73	73	75	78	83	87	90	91	..
Lao People's Democratic Republic	99	99	99	100	100	99	99	98	..
Myanmar	100	..	..	..	95	..	98	92	..
Philippines	..	..	..	..	..	..	100	..	..
Thailand	..	..	..	..	..	100	..	..	..
Europe and Northern America									
Belarus	..	..	..	90	91	91	91	84	..
Bermuda	..	100	100	..	100	..	100	..	..
Gibraltar	..	..	..	..	..	..	84	97	..
Republic of Moldova	..	..	..	..	..	..	97	99	..
Latin America and the Caribbean									
Antigua and Barbuda	48	..	..	..	..	..	..	..	..
Bahamas	89	..	..	..	..	..	86	..	..
Barbados	..	..	..	..	..	52	55	47	..
Belize	34	..	31	28	..	40	44	..	..
Cayman Islands	..	100	99	..	..	..	..	..	100
Colombia	97	97	98	98	99	98	98	99	..
Costa Rica	88	90	..	95	95	96	96	..	..
Cuba	100	100	100	100	100	100	100	100	..
Dominica	45	45	44	..	46	..	49	..	..
Dominican Republic	93	76	93	73	..	79	..	..	..
Ecuador	69	69	71	72	72	73	73	..	..
El Salvador	..	89	..	..	..	90	92	92	..
Grenada	..	..	..	..	40	42	43	45	..
Mexico	93	..	94	94	90	90	..	..	..
Panama	91	90	..	..	98	..	..	..	..
Paraguay	..	..	75	..	..	..	..	..	..
Puerto Rico	..	..	..	..	94	95	84	..	..
Saint Kitts and Nevis	44	56	53	..	..	..	..	..	..
Saint Lucia	..	64	64	66	71	..	..	69	..
Saint Vincent and the Grenadines	61	..	..	..	..	..	..	..	..
Suriname	42	47	46	47	47	50
Northern Africa and Western Asia									
Bahrain	..	82	83	83	84	84	85	85	..
Egypt	65

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Region/Country	2010	2011	2012	2013	2014	2015	2016	2017	2018
Jordan	100	100	100	..
Morocco	..	..	..	..	..	..	..	100	..
Oman	..	..	..	..	..	..	..	100	..
Palestine	100	100	100	100	100	100	100	100	..
Saudi Arabia	..	..	..	100	100	..	..	..	..
Sudan	..	..	66	68	70	66	63	65	..
Syrian Arab Republic	84	..	..	92	..	..	..	..	..
United Arab Emirates	..	..	..	..	..	..	100	..	..
Yemen	..	..	..	95	..	..	..	..	..
Oceania									
Fiji	..	..	100	..	..	..	86	..	..
Nauru	..	..	..	..	..	..	100	..	..
Niue	..	..	..	..	..	100	..	..	..
Papua New Guinea	..	..	100	..	..	..	..	..	..
Samoa	..	..	..	..	100	..	80	..	..
Solomon Islands	71	..	..	..	..	63	..	..	..
Tuvalu	..	..	..	..	..	..	35	..	..
Sub-Saharan Africa									
Angola	..	..	..	..	..	47	..	..	..
Burkina Faso	..	..	..	..	..	..	..	58	..
Burundi	..	..	..	..	75	100	..	100	..
Cabo Verde	100	100	100	..	100	..	..	93	..
Cameroon	..	..	..	71	..	57	57	..	..
Chad	..	..	..	..	..	..	49	..	..
Congo	..	..	84	..	..	..	..	..	..
Djibouti	..	100	..	..	100	100	..	..	..
Eritrea	75	74	72	80	..	..	..	..	..
Ethiopia	..	..	86	..	..	100	..	..	..
Gambia	..	..	..	94	94	94	..	96	100
Ghana	83	83	78	82	81	83	88	92	88
Kenya	..	..	100	..	..	..	..	..	..
Liberia	..	..	..	..	42	60	..	..	..
Madagascar	..	..	..	..	17	..	..	19	..
Mauritania	..	..	..	..	76	..	76	..	..
Mozambique	..	..	..	95	..	..	..	..	..
Niger	27	..	..	25	17	15	..	13	..
Nigeria	19	..	..	..	..	..	..	..	..
Rwanda	..	..	..	..	..	..	..	54	..
Sao Tome and Principe	..	87	..	..	..	..	..	..	..
Sierra Leone	..	68	68	64	..	73	..	..	..

Notes:

.. Data not available

For data from earlier years, consult the UIS database <http://data.uis.unesco.org>

Sources: UIS Survey of Formal Education.



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INFORMATION

What do these numbers represent?

The percentage of teachers in upper secondary education who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the upper secondary level.

Where do these numbers come from?

Source: Administrative data from schools and other providers of education or training. The data are compiled by the UIS.

How should this table be read?

Each line represents a country/territory with data available for the selected period. For example, in Sierra Leone in 2015, 73% of teachers working in upper secondary education had received training for teaching.

More information:

[Quick Guide to Education Indicators for SDG 4](#)

[Metadata for SDG 4 indicators](#)

Where can the data be downloaded?

[UIS database](#)



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SDG 4 DATA BOOK GLOBAL EDUCATION INDICATORS 2019

As the custodian of most of the global indicators to monitor progress towards Sustainable Development Goal 4 (SDG 4), the UNESCO Institute for Statistics (UIS) designs methodologies, standards and tools to help countries report on progress while strengthening the quality and use of their education data for effective policymaking.

The SDG 4 Data Book presents a snapshot of the latest data available on the SDG 4 global indicators, including simplified explanations of their definitions, data sources and interpretation. This edition presents data released by the UIS in February 2019, spanning from 2010 up to the school year ending in 2017. More historical data can be found in the UIS database: <http://data.uis.unesco.org>

