

SUSTAINABLE DEVELOPMENT GOAL (SDG) 4  
COUNTRY PROFILE

Country or territory

**Bhutan**

Region

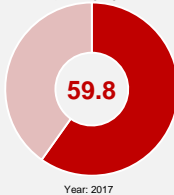
**Central and Southern Asia**

Income group

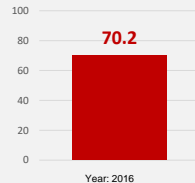
**Lower middle income**

National Context

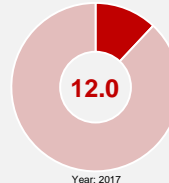
Rural (% of population)



Life expectancy at birth, total (years)



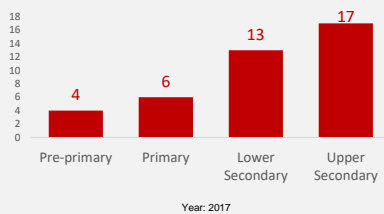
Poverty headcount ratio at \$3.20 a day (2011 PPP) (% of population)



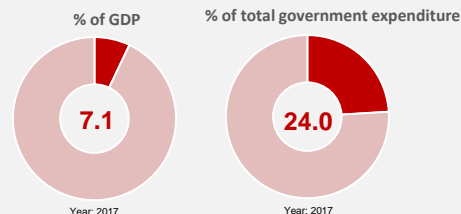
Note: This section includes the main demographic and socioeconomic indicators of the country for the last available year.  
Sources: (1) rural population and life expectancy: UN Population Division; (2) poverty headcount ratio: World Bank.

Education System

Official entrance age (years)



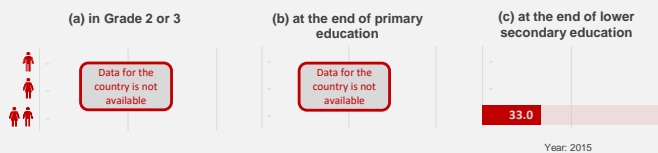
Government expenditure on education as...



Source: UIS and UOE Surveys of Formal Education

4.1 - Free, equitable and quality primary and secondary education

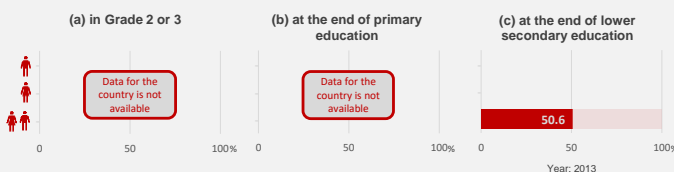
Indicator 4.1.1 - Proportion of children and young people achieving at least a minimum proficiency level in *reading*, by sex



What is this?

The bars represent the percentage of students in each level achieving minimum proficiency level in reading and 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 MPL used for this chart was set by each of the projects providing the data.

Indicator 4.1.1 - Proportion of children and young people achieving at least a minimum proficiency level in *mathematics*, by sex



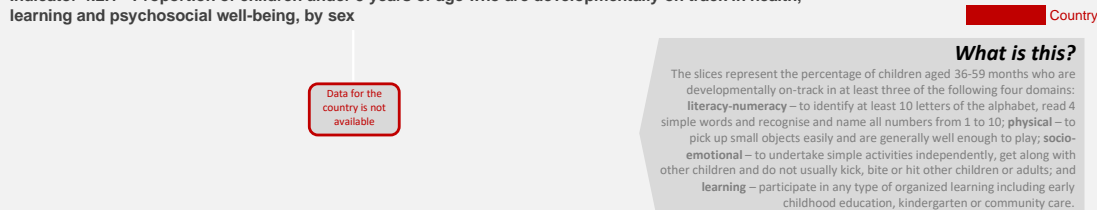
Data sources

Various 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).

Sources: ERCE, PASEC, PIRLS, PISA, SACMEQ and TIMSS

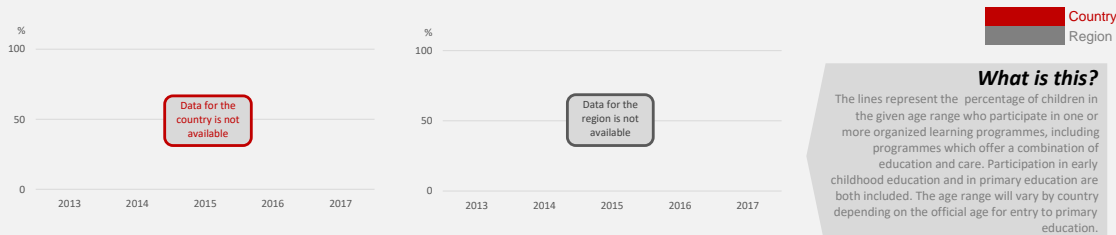
## 4.2 - Quality early childhood development, care and pre-primary education

### Indicator 4.2.1 - Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex



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

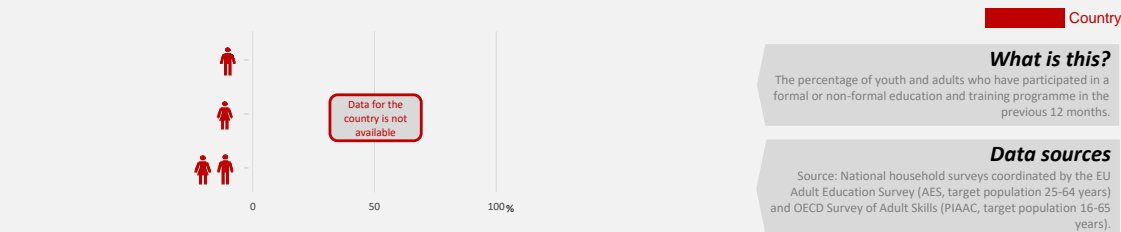
### Indicator 4.2.2 - Participation rate in organized learning (one year before the official primary entry age), by sex



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

## 4.3 - Quality TVET and tertiary education

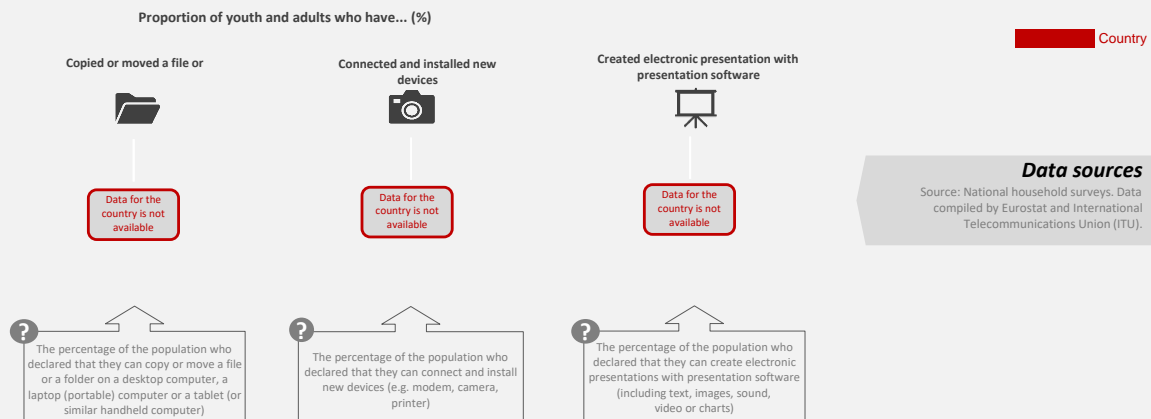
### Indicator 4.3.1 - Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex



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

## 4.4 - Technical and vocational skills

### Indicator 4.4.1 - Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill



Sources: Eurostat and International Telecommunication Union (ITU)

## 4.6 - Youth and adult literacy and numeracy

Indicator 4.6.1 - Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex



**Country**

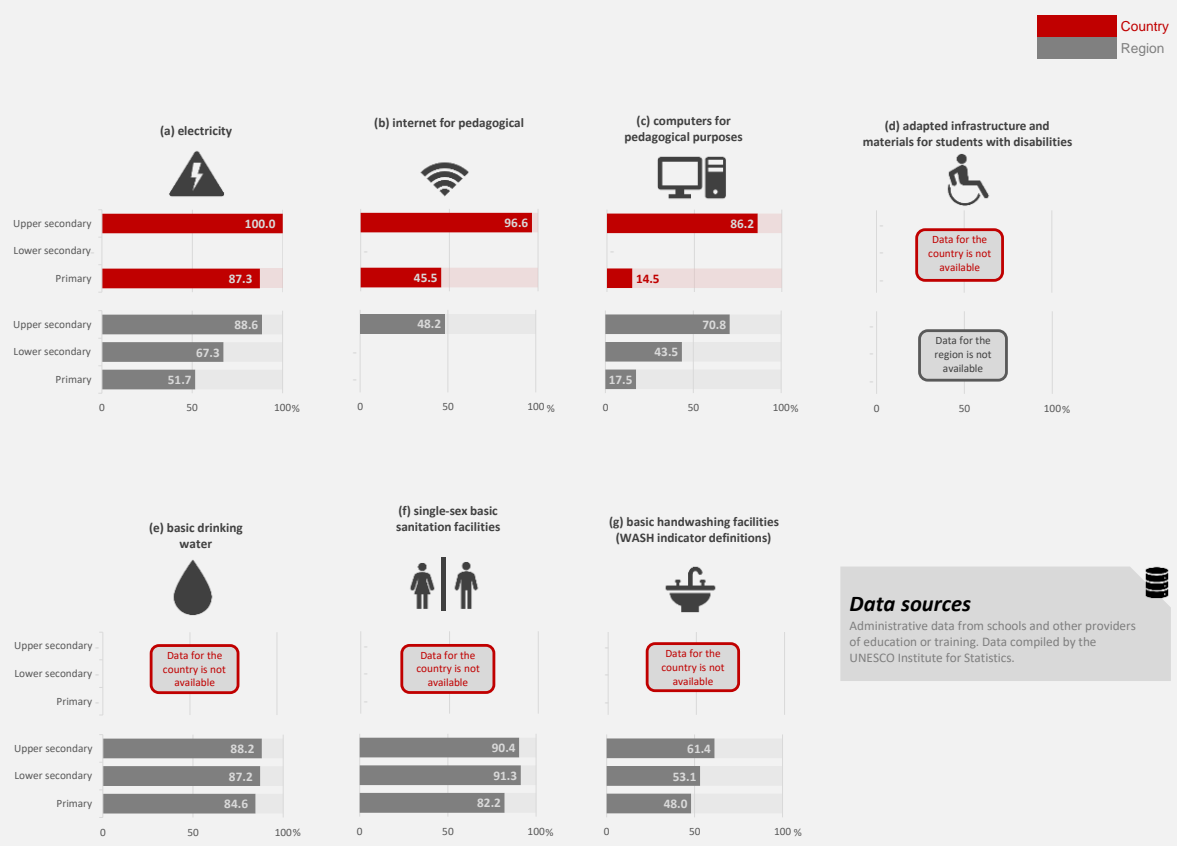
**What is this?**  
The slices represent the percentage of the population (aged 15 years and above) who have achieved or exceeded a given level of proficiency in literacy and numeracy.

**Data sources**  
National household surveys coordinated by the OECD Programme for the International Assessment of Adult Competencies (PIAAC) and the World Bank's Skills Towards Employment and Productivity (STEP).

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

## 4.a - Education facilities

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)



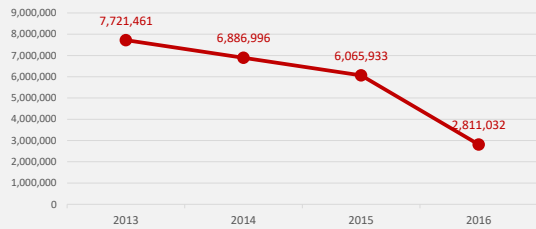
**Data sources**  
Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.

Year (country): 2015  
Year (region): 2017

Sources: UIS and UOE Surveys of Formal Education

## 4.b - Scholarships

Indicator 4.b.1 - Volume of official development assistance flows for scholarships, constant US\$



Sources: The Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD)

### What is this?

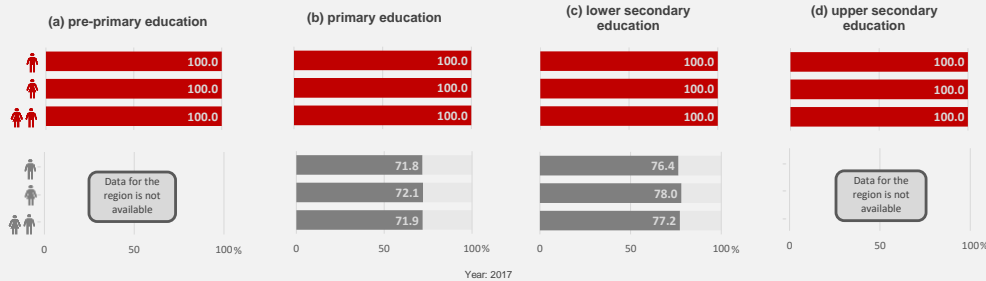
Total net official development assistance (ODA) for scholarships in donor countries expressed in US dollars at the average annual exchange rate.

### Data sources

Administrative data from donor countries and other aid providers on net official development assistance to education. Data compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development from returns submitted by its member countries and other aid providers.

## 4.c - Qualified teachers

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



Sources: UIS Surveys of Formal Education

### What is this?

Percentage of teachers by level of education taught (pre-primary, primary, lower secondary and upper secondary education) who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.

### Data sources

Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.