

Official list of SDG 4 Indicators

4.1.1	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
4.1.2	Completion rate (primary education, lower secondary education, upper secondary education)
4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)
4.1.4	Out-of-school rate (primary education, lower secondary education, upper secondary education)
4.1.5	Percentage of children over-age for grade (primary education, lower secondary education)
4.1.6	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks
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 <i>Note: measuring this for infants aged 0 to 23 months globally has been recognized as not feasible.</i>
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex
4.2.3	Percentage of children under 5 years experiencing positive and stimulating home learning environments
4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development
4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
4.3.2	Gross enrolment ratio for tertiary education by sex
4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
4.4.2	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
4.4.3	Youth/adult educational attainment rates by age group and level of education
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
4.5.2	Percentage of students in primary education who have their first or home language as language of instruction
4.5.3	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations

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4.5.4	Education expenditure per student by level of education and source of funding
4.5.5	Percentage of total aid to education allocated to least developed countries
4.6.1	Proportion 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
4.6.2	Youth/adult literacy rate
4.6.3	Participation rate of illiterate youth/adults in literacy programmes
4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education
4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)
4.7.4	Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability
4.7.5	Percentage of students in lower secondary education showing proficiency knowledge of environmental science and geoscience
4.7.6	Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems
4.a.1	Proportion of schools offering basic services, by type of service
4.a.2	Percentage of students experiencing bullying in the last 12 months
4.a.3	Number of attacks on students, personnel and institutions
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study
4.c.1	Proportion of teachers with the minimum required qualifications, by education level
4.c.2	Pupil-trained teacher ratio by education level
4.c.3	Percentage of teachers qualified according to national standards by education level and type of institution
4.c.4	Pupil-qualified teacher ratio by education level
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification
4.c.6	Teacher attrition rate by education level
4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training