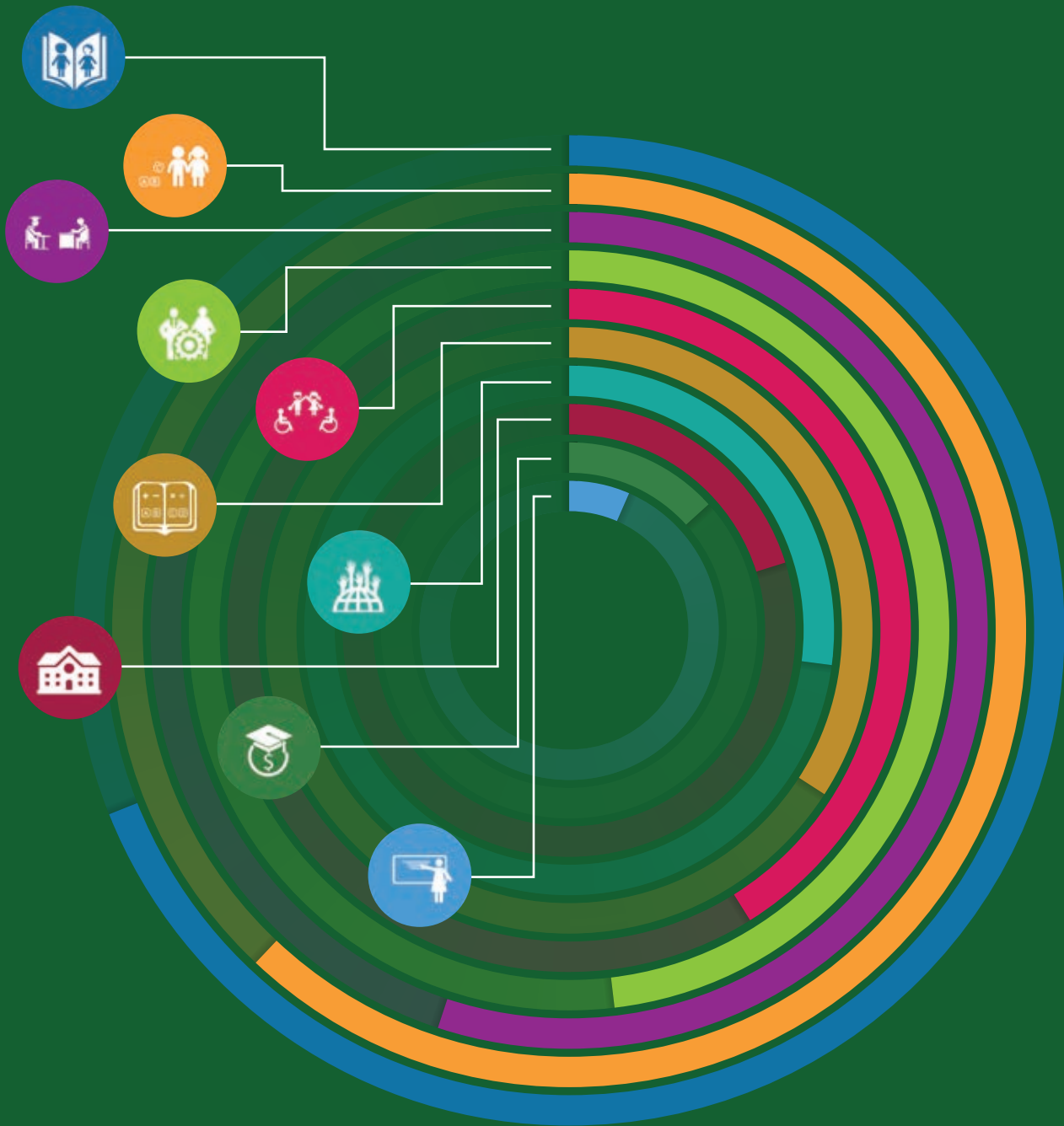


# SDG 4 Data Book

GLOBAL EDUCATION INDICATORS 2018



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
INSTITUTE  
FOR  
STATISTICS



SUSTAINABLE  
DEVELOPMENT  
GOALS



# SDG 4 Data Book: Global Education Indicators 2018



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
INSTITUTE  
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STATISTICS



SUSTAINABLE  
DEVELOPMENT  
GOALS

## **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 195 Member States and 10 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 statistical office of UNESCO and is the UN depository for global statistics in the fields of education, science, technology and innovation, culture and communication.

The UIS was established in 1999. It was created to improve UNESCO's statistical programme and to develop and deliver the timely, accurate and policy-relevant statistics needed in today's increasingly complex and rapidly changing social, political and economic environments.

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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 38 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 2016 reference year (released in February 2018). Three major data sources are used to calculate the indicators: the UIS annual education survey, household surveys 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

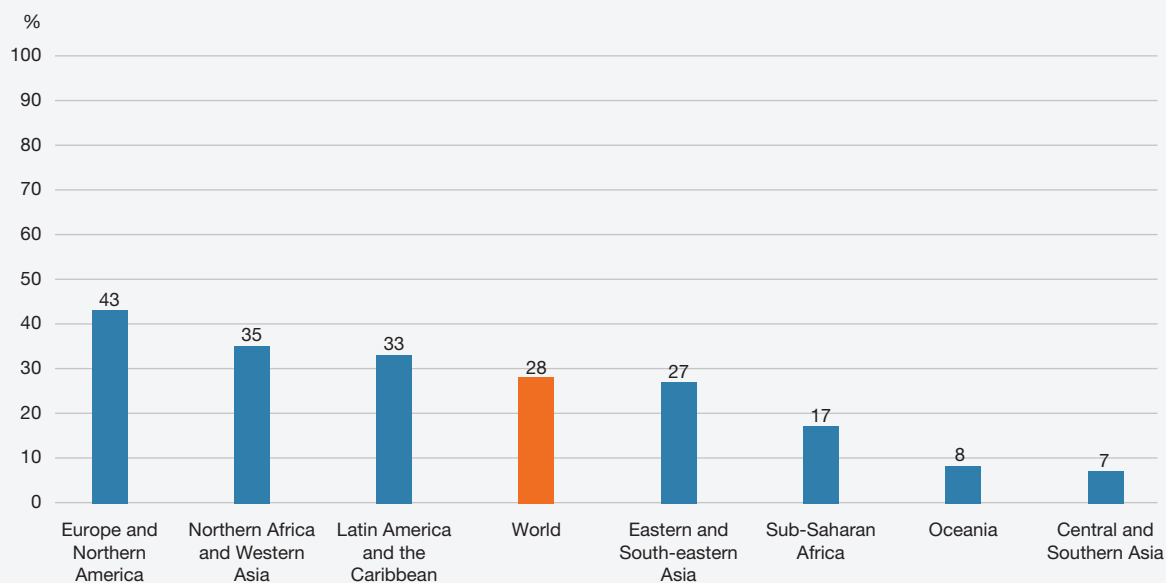
## 4.1.1



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 2017.

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

Source: UIS database, February 2018 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
<b>Central and Southern Asia</b>								
Iran (Islamic Republic of)	..	76	..	..	..	..	..	..
<b>Eastern and South-Eastern Asia</b>								
China, Hong Kong SAR	..	99	..	..	..	..	..	..
Indonesia	..	66	..	..	..	..	..	..
Singapore	..	97	..	..	..	..	..	..
<b>Europe and Northern America</b>								
Canada	..	98	..	..	..	..	..	..
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	..	..	..	..	..	..
<b>Latin America and the Caribbean</b>								
Argentina	..	..	..	77	..	..	..	..
Brazil	..	..	..	81	..	..	..	..
Chile	..	..	..	93	..	..	..	..
Colombia	..	72	..	79	..	..	..	..
Costa Rica	..	..	..	89	..	..	..	..
Dominican Republic	..	..	..	46	..	..	..	..
Ecuador	..	..	..	75	..	..	..	..
Guatemala	..	..	..	69	..	..	..	..
Honduras	..	74	..	70	..	..	..	..
Mexico	..	..	..	78	..	..	..	..
Nicaragua	..	..	..	63	..	..	..	..
Panama	..	..	..	68	..	..	..	..
Paraguay	..	..	..	63	..	..	..	..
Peru	..	..	..	80	..	..	..	..
Trinidad and Tobago	..	78	..	..	..	..	..	..
Uruguay	..	..	..	81	..	..	..	..
<b>Northern Africa and Western Asia</b>								
Georgia	..	86	..	..	..	..	..	..
Israel	..	93	..	..	..	..	..	..





## 4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Kuwait	..	58	..	..	..	..	..	..
Morocco	..	21	..	..	..	..	..	..
Oman	..	47	..	..	..	..	..	..
Qatar	..	60	..	..	..	..	..	..
Saudi Arabia	..	65	..	..	..	..	..	..
United Arab Emirates	..	64	..	..	..	..	..	..
<b>Oceania</b>								
Australia	..	93	..	..	..	..	..	..
New Zealand	..	92	..	..	..	..	..	..
<b>Sub-Saharan Africa</b>								
Benin	..	..	..	..	10	..	..	..
Botswana	..	56	..	..	..	..	..	..
Burkina Faso	..	..	..	..	35	..	..	..
Burundi	..	..	..	..	79	..	..	..
Cameroon	..	..	..	..	30	..	..	..
Chad	..	..	..	..	18	..	..	..
Congo	..	..	..	..	38	..	..	..
Côte d'Ivoire	..	..	..	..	17	..	..	..
Niger	..	..	..	..	10	..	..	..
Senegal	..	..	..	..	29	..	..	..
South Africa	..	57	..	..	..	..	..	..
Togo	..	..	..	..	20	..	..	..

### Notes:

.. Data not available

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

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

## 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 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.

### 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 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
<b>Central and Southern Asia</b>								
Iran (Islamic Republic of)	..	64	..	..	..	65	..	..
<b>Eastern and South-Eastern Asia</b>								
China, Hong Kong SAR	..	99	..	..	..	100	..	..
Indonesia	..	..	..	..	..	49	..	..
Japan	..	99	..	..	..	99	..	..
Republic of Korea	..	100	..	..	..	100	..	..
Singapore	..	99	..	..	..	99	..	..
Thailand	..	77	..	..	..	..	..	..
<b>Europe and Northern America</b>								
Canada	..	..	..	..	..	93	..	..
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	..	..
<b>Latin America and the Caribbean</b>								
Argentina	..	..	..	72	..	..	..	..
Brazil	..	..	..	70	..	..	..	..
Chile	..	77	..	89	..	78	..	..
Colombia	..	..	..	64	..	..	..	..
Costa Rica	..	..	..	84	..	..	..	..
Dominican Republic	..	..	..	28	..	..	..	..
Ecuador	..	..	..	65	..	..	..	..
Guatemala	..	..	..	53	..	..	..	..
Honduras	..	50	..	58	..	..	..	..
Mexico	..	..	..	78	..	..	..	..
Nicaragua	..	..	..	45	..	..	..	..
Panama	..	..	..	54	..	..	..	..
Paraguay	..	..	..	48	..	..	..	..
Peru	..	..	..	71	..	..	..	..
Uruguay	..	..	..	75	..	..	..	..
<b>Northern Africa and Western Asia</b>								
Bahrain	..	67	..	..	..	72	..	..
Cyprus	..	..	..	..	..	93	..	..



## 4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
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	..	..	..	..	..	..
<b>Oceania</b>								
Australia	..	91	..	..	..	91	..	..
New Zealand	..	85	..	..	..	84	..	..
<b>Sub-Saharan Africa</b>								
Benin	..	..	..	..	34	..	..	..
Botswana	..	61	..	..	..	..	..	..
Burkina Faso	..	..	..	..	59	..	..	..
Burundi	..	..	..	..	97	..	..	..
Cameroon	..	..	..	..	55	..	..	..
Chad	..	..	..	..	48	..	..	..
Congo	..	..	..	..	71	..	..	..
Côte d'Ivoire	..	..	..	..	34	..	..	..
Niger	..	..	..	..	28	..	..	..
Senegal	..	..	..	..	62	..	..	..
South Africa	..	..	..	..	..	39	..	..
Togo	..	..	..	..	41	..	..	..

### Notes:

.. Data not available

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

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

## 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 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.

### 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
<b>Europe and Northern America</b>								
Austria	..	97	..	..	..	..	..	..
Bulgaria	..	93	..	..	..	..	..	..
Croatia	..	99	..	..	..	..	..	..
Germany	..	97	..	..	..	..	..	..
Hungary	..	95	..	..	..	..	..	..
Lithuania	..	97	..	..	..	..	..	..
Russian Federation	..	99	..	..	..	..	..	..
Slovakia	..	96	..	..	..	..	..	..
<b>Latin America and the Caribbean</b>								
Argentina	..	..	..	83	..	..	..	..
Brazil	..	..	..	89	..	..	..	..
Chile	..	..	..	94	..	..	..	..
Colombia	..	..	..	88	..	..	..	..
Costa Rica	..	..	..	94	..	..	..	..
Dominican Republic	..	..	..	65	..	..	..	..
Ecuador	..	..	..	77	..	..	..	..
Guatemala	..	..	..	80	..	..	..	..
Honduras	..	..	..	75	..	..	..	..
Mexico	..	..	..	89	..	..	..	..
Nicaragua	..	..	..	76	..	..	..	..
Panama	..	..	..	77	..	..	..	..
Paraguay	..	..	..	71	..	..	..	..
Peru	..	..	..	82	..	..	..	..
Uruguay	..	..	..	90	..	..	..	..
<b>Northern Africa and Western Asia</b>								
Azerbaijan	..	82	..	..	..	..	..	..
<b>Sub-Saharan Africa</b>								
Benin	..	..	..	..	52	..	..	..
Burkina Faso	..	..	..	..	57	..	..	..
Burundi	..	..	..	..	56	..	..	..
Cameroon	..	..	..	..	49	..	..	..
Chad	..	75	..	..	16	..	..	..
Congo	..	..	..	..	41	..	..	..
Côte d'Ivoire	..	..	..	..	48	..	..	..
Democratic Republic of the Congo	..	81	..	..	..	..	..	..
Niger	..	..	..	..	8	..	..	..
Senegal	..	..	..	..	61	..	..	..
Togo	..	74	..	..	38	..	..	..

**Notes:**

.. Data not available

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

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

## 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 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 Austria in 2011, 97% of students at the end of primary education achieved a minimum proficiency level in reading.

### 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



## 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
<b>Central and Southern Asia</b>								
Kazakhstan	..	88	..	..	..	96	..	..
<b>Europe and Northern America</b>								
Austria	..	95	..	..	..	..	..	..
Bulgaria	..	..	..	..	..	92	..	..
Croatia	..	90	..	..	..	93	..	..
Germany	..	97	..	..	..	96	..	..
Hungary	..	89	..	..	..	92	..	..
Lithuania	..	96	..	..	..	96	..	..
Russian Federation	..	97	..	..	..	98	..	..
Serbia	..	90	..	..	..	91	..	..
Slovakia	..	91	..	..	..	88	..	..
<b>Latin America and the Caribbean</b>								
Argentina	..	..	..	92	..	..	..	..
Brazil	..	..	..	91	..	..	..	..
Chile	..	..	..	98	..	..	..	..
Colombia	..	..	..	91	..	..	..	..
Costa Rica	..	..	..	95	..	..	..	..
Dominican Republic	..	..	..	63	..	..	..	..
Ecuador	..	..	..	89	..	..	..	..
Guatemala	..	..	..	83	..	..	..	..
Honduras	..	..	..	83	..	..	..	..
Mexico	..	..	..	96	..	..	..	..
Nicaragua	..	..	..	77	..	..	..	..
Panama	..	..	..	74	..	..	..	..
Paraguay	..	..	..	70	..	..	..	..
Peru	..	..	..	88	..	..	..	..
Uruguay	..	..	..	94	..	..	..	..
<b>Northern Africa and Western Asia</b>								
Armenia	..	72	..	..	..	..	..	..
Azerbaijan	..	71	..	..	..	..	..	..
Turkey	..	77	..	..	..	81	..	..
<b>Sub-Saharan Africa</b>								
Benin	..	..	..	..	40	..	..	..
Burkina Faso	..	..	..	..	59	..	..	..
Burundi	..	..	..	..	87	..	..	..
Cameroon	..	..	..	..	35	..	..	..
Chad	..	69	..	..	19	..	..	..
Congo	..	..	..	..	29	..	..	..
Côte d'Ivoire	..	..	..	..	27	..	..	..
Democratic Republic of the Congo	..	85	..	..	..	..	..	..
Niger	..	..	..	..	8	..	..	..
Senegal	..	..	..	..	59	..	..	..
Togo	..	69	..	..	48	..	..	..

**Notes:**

.. Data not available

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

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

## 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 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.

### 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



## 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
<b>Central and Southern Asia</b>								
Kazakhstan	..	..	43	..	..	59	..	..
<b>Eastern and South-Eastern Asia</b>								
China	..	..	..	..	..	78	..	..
China, Hong Kong SAR	..	..	93	..	..	91	..	..
China, Macao SAR	..	..	89	..	..	88	..	..
Indonesia	..	..	45	..	..	45	..	..
Japan	..	..	90	..	..	87	..	..
Malaysia	..	..	47	..	..	63	..	..
Republic of Korea	..	..	92	..	..	86	..	..
Singapore	..	..	90	..	..	89	..	..
Thailand	..	..	67	..	..	50	..	..
Viet Nam	..	..	91	..	..	86	..	..
<b>Europe and Northern America</b>								
Albania	..	..	48	..	..	50	..	..
Austria	..	..	81	..	..	77	..	..
Belgium	..	..	84	..	..	80	..	..
Bulgaria	..	..	61	..	..	59	..	..
Canada	..	..	89	..	..	89	..	..
Croatia	..	..	81	..	..	80	..	..
Czechia	..	..	83	..	..	77	..	..
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	..	..
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	..	..	84	..	..
Sweden	..	..	77	..	..	82	..	..





## 4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Switzerland	..	..	86	..	..	80	..	..
The Former Yugoslav Republic of Macedonia	..	..	..	..	..	29	..	..
United Kingdom	..	..	83	..	..	82	..	..
United States of America	..	..	83	..	..	81	..	..
<b>Latin America and the Caribbean</b>								
Argentina	..	..	46	..	..	58	..	..
Brazil	..	..	49	..	..	49	..	..
Chile	..	..	67	..	..	72	..	..
Colombia	..	..	49	..	..	57	..	..
Costa Rica	..	..	68	..	..	60	..	..
Dominican Republic	..	..	..	..	..	28	..	..
Mexico	..	..	59	..	..	58	..	..
Peru	..	..	40	..	..	46	..	..
Puerto Rico	..	..	..	..	..	50	..	..
Trinidad and Tobago	..	..	..	..	..	58	..	..
Uruguay	..	..	53	..	..	61	..	..
<b>Northern Africa and Western Asia</b>								
Algeria	..	..	..	..	..	21	..	..
Georgia	..	..	..	..	..	48	..	..
Israel	..	..	76	..	..	73	..	..
Jordan	..	..	49	..	..	54	..	..
Lebanon	..	..	..	..	..	30	..	..
Qatar	..	..	43	..	..	48	..	..
Tunisia	..	..	51	..	..	28	..	..
Turkey	..	..	78	..	..	60	..	..
United Arab Emirates	..	..	64	..	..	60	..	..
<b>Oceania</b>								
Australia	..	..	86	..	..	82	..	..
New Zealand	..	..	84	..	..	83	..	..

**Notes:**

.. Data not available

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

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

**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 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.

**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 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
<b>Central and Southern Asia</b>								
Iran (Islamic Republic of)	..	55	..	..	..	63	..	..
Kazakhstan	..	85	55	..	..	91	..	..
<b>Eastern and South-Eastern Asia</b>								
China	..	..	..	..	..	84	..	..
China, Hong Kong SAR	..	97	91	..	..	91	..	..
China, Macao SAR	..	..	89	..	..	92	..	..
Indonesia	..	43	24	..	..	31	..	..
Japan	..	97	89	..	..	98	..	..
Malaysia	..	65	48	..	..	76	..	..
Republic of Korea	..	99	91	..	..	85	..	..
Singapore	..	99	92	..	..	99	..	..
Thailand	..	62	50	..	..	46	..	..
Viet Nam	..	..	86	..	..	81	..	..
<b>Europe and Northern America</b>								
Albania	..	..	39	..	..	47	..	..
Austria	..	..	81	..	..	78	..	..
Belgium	..	..	81	..	..	80	..	..
Bulgaria	..	..	56	..	..	58	..	..
Canada	..	..	86	..	..	86	..	..
Croatia	..	..	70	..	..	68	..	..
Czechia	..	..	79	..	..	77	..	..
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	..	..
Italy	..	90	75	..	..	89	..	..
Latvia	..	..	80	..	..	79	..	..
Liechtenstein	..	..	86	..	..	..	..	..
Lithuania	..	90	74	..	..	75	..	..
Luxembourg	..	..	76	..	..	74	..	..
Malta	..	..	..	..	..	71	..	..
Montenegro	..	..	43	..	..	48	..	..
Netherlands	..	..	85	..	..	83	..	..
Norway	..	86	78	..	..	83	..	..
Poland	..	..	86	..	..	83	..	..
Portugal	..	..	75	..	..	76	..	..
Republic of Moldova	..	..	..	..	..	50	..	..
Romania	..	71	59	..	..	60	..	..



## 4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Russian Federation	..	95	76	..	..	81	..	..
Serbia	..	..	61	..	..	..	..	..
Slovakia	..	..	73	..	..	72	..	..
Slovenia	..	93	80	..	..	84	..	..
Spain	..	..	76	..	..	78	..	..
Sweden	..	89	73	..	..	79	..	..
Switzerland	..	..	88	..	..	84	..	..
The Former Yugoslav Republic of Macedonia	..	61	..	..	..	30	..	..
Ukraine	..	81	..	..	..	..	..	..
United Kingdom	..	..	78	..	..	78	..	..
United States of America	..	92	74	..	..	70	..	..
<b>Latin America and the Caribbean</b>								
Argentina	..	..	34	..	..	44	..	..
Brazil	..	..	32	..	..	30	..	..
Chile	..	57	48	..	..	63	..	..
Colombia	..	..	26	..	..	34	..	..
Costa Rica	..	..	40	..	..	38	..	..
Dominican Republic	..	..	..	..	..	9	..	..
Honduras	..	21	..	..	..	..	..	..
Mexico	..	..	45	..	..	43	..	..
Peru	..	..	25	..	..	34	..	..
Puerto Rico	..	..	..	..	..	27	..	..
Trinidad and Tobago	..	..	..	..	..	48	..	..
Uruguay	..	..	44	..	..	48	..	..
<b>Northern Africa and Western Asia</b>								
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	..	..
Saudi Arabia	..	47	..	..	..	34	..	..
Syrian Arab Republic	..	43	..	..	..	..	..	..
Tunisia	..	61	32	..	..	25	..	..
Turkey	..	67	58	..	..	70	..	..
United Arab Emirates	..	73	54	..	..	74	..	..
<b>Oceania</b>								
Australia	..	..	80	..	..	78	..	..
New Zealand	..	84	77	..	..	78	..	..



## 4.1



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Sub-Saharan Africa								
Botswana	..	50	..	..	..	47	..	..
Ghana	..	21	..	..	..	..	..	..
South Africa	..	24	..	..	..	34	..	..

### Notes:

.. Data not available

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

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

## 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 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.

### 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

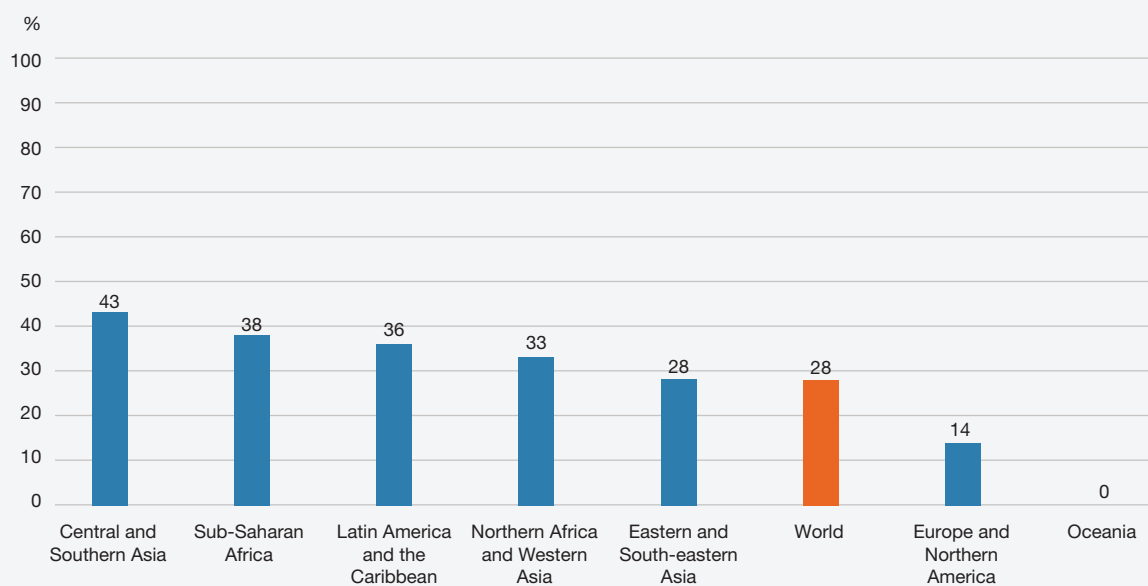


4.2

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 2017.

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

Source: UIS database, February 2018 release.



## 4.2

**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
<b>Central and Southern Asia</b>								
Bangladesh	..	..	..	64	..	..	..	..
Bhutan	72	..	..	..	..	..	..	..
Kazakhstan	..	..	..	..	..	86	..	..
Kyrgyzstan	..	..	..	..	78	..	..	..
Nepal	..	..	..	..	64	..	..	..
Turkmenistan	..	..	..	..	..	..	91	..
<b>Eastern and South-Eastern Asia</b>								
Cambodia	..	..	..	..	68	..	..	..
Lao People's Democratic Republic	..	..	81	..	..	..	..	..
Mongolia	..	..	..	76	..	..	..	..
Thailand	..	..	92	..	..	..	..	..
Viet Nam	..	..	..	..	89	..	..	..
<b>Europe and Northern America</b>								
Belarus	..	..	94	..	..	..	..	..
Bosnia and Herzegovina	..	..	96	..	..	..	..	..
Montenegro	..	..	..	94	..	..	..	..
Republic of Moldova	..	..	84	..	..	..	..	..
Serbia	..	..	..	..	95	..	..	..
The Former Yugoslav Republic of Macedonia	..	93	..	..	..	..	..	..
Ukraine	..	..	89	..	..	..	..	..
<b>Latin America and the Caribbean</b>								
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	..	..	..	..
Saint Lucia	..	..	91	..	..	..	..	..
Suriname	71	..	..	..	..	..	..	..
Uruguay	..	..	..	87	..	..	..	..
<b>Northern Africa and Western Asia</b>								
Algeria	..	..	..	70	..	..	..	..
Georgia	..	..	..	81	..	..	..	..
Iraq	..	72	..	..	..	..	..	..
Jordan	..	..	69	..	..	..	..	..
Oman	..	..	..	..	68	..	..	..



4.2



TARGETS

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Palestine	..	..	..	..	72	..	..	..
Qatar	..	..	84	..	..	..	..	..
Tunisia	..	..	76	..	..	..	..	..
<b>Sub-Saharan Africa</b>								
Benin	..	..	..	..	61	..	..	..
Cameroon	..	..	..	..	61	..	..	..
Chad	..	..	..	..	..	33	..	..
Congo	..	..	..	..	..	61	..	..
Democratic Republic of the Congo	..	..	..	..	66	..	..	..
Gambia	68	..	..	..	..	..	..	..
Ghana	..	74	..	..	..	..	..	..
Guinea-Bissau	..	..	..	..	61	..	..	..
Malawi	..	..	..	..	60	..	..	..
Mali	46	..	..	..	..	..	..	..
Mauritania	..	..	..	..	..	60	..	..
Nigeria	..	61	..	..	..	..	..	..
Rwanda	..	..	..	..	..	63	..	..
Sao Tome and Principe	..	..	..	..	55	..	..	..
Sierra Leone	45	..	..	..	..	..	..	..
Swaziland	..	..	..	..	65	..	..	..
Togo	..	..	..	..	51	..	..	..
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](#)

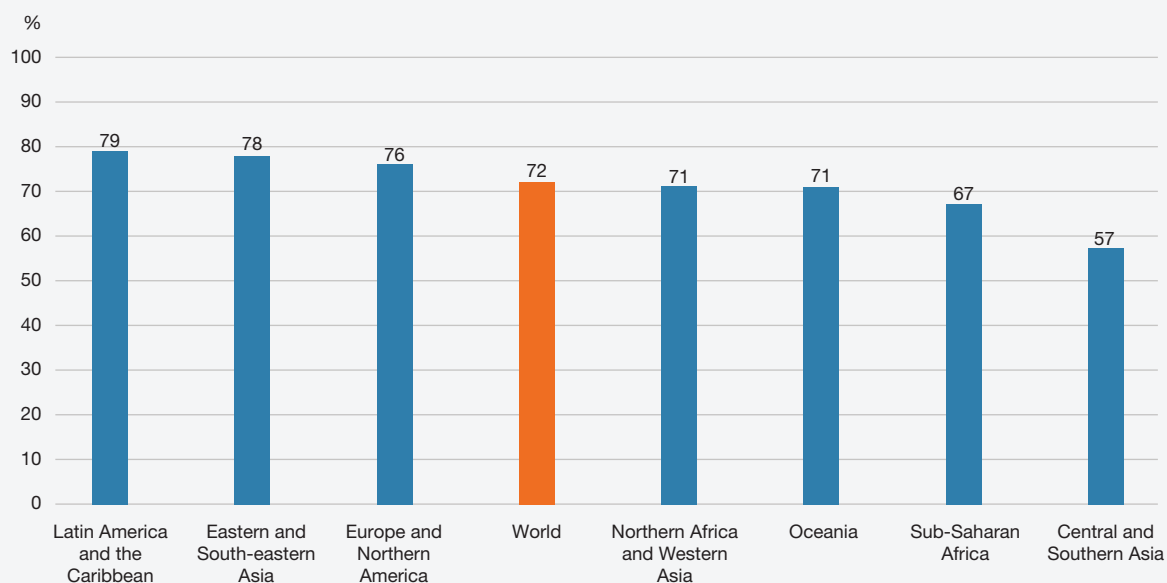
# SDG Global Indicator

## 4.2.2

4.2

Indicator 4.2.2. 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 2017. 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 2018 release.



**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
<b>Central and Southern Asia</b>								
Bangladesh	35	60	..	..	..	..	..	..
Iran (Islamic Republic of)	..	..	..	36	38	47	..	..
Kazakhstan	..	99	99	99	99	95	90	73
Kyrgyzstan	54	56	65	66	68	69	72	..
Maldives	..	..	..	..	..	93	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
<b>Eastern and South-Eastern Asia</b>								
Brunei Darussalam	99	99	100	98	100	98	90	..
Cambodia	37	..	43	..	..	..	..	..
China, Hong Kong SAR	..	..	100	100	100	99	100	..
China, Macao SAR	88	95	99	99	98	92	92	..
Indonesia	..	..	..	100	99	..	96	..
Japan	96	92	90	93	93	91	..	..
Lao People's Democratic Republic	..	38	43	48	53	55	61	..
Malaysia	86	..	95	93	96	99	86	..
Mongolia	98	97	89	..	..	93	91	..
Philippines	..	..	..	..	..	85	..	..
Republic of Korea	..	..	..	98	94	91	..	..
Thailand	99	100	..	..	100	96	..	..
Timor-Leste	..	..	..	48	50	59	57	..
Viet Nam	90	93	91	..	97	99	90	..
<b>Europe and Northern America</b>								
Albania	74	79	86	..	..	89	..	..
Belarus	93	93	97	99	99	98	99	..
Belgium	100	100	100	100	100	99	..	..
Bermuda	..	53	61	..	..	..	..	..
Bulgaria	94	95	93	92	93	93	95	..
Croatia	90	94	98	95	95	97	95	..
Denmark	99	99	100	99	98	96	98	..
Estonia	91	92	92	92	94	93	..	..
Finland	100	99	99	100	98	98	99	..
France	100	100	100	100	100	100	..	..
Greece	91	94	94	90	92	94	..	..
Hungary	94	93	95	..	..	94	91	..
Iceland	..	96	97	94	98	100	..	..
Ireland	..	..	96	96	94	91	..	..
Italy	100	99	99	99	99	98	..	..
Latvia	98	92	94	95	98	100	..	..
Liechtenstein	96	99	98	..	100	98	100	..
Lithuania	99	100	100	95	95	100	100	..
Luxembourg	95	95	98	98	99	99	..	..
Malta	..	100	99	99	100	97	98	..



4.2



TARGETS

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Montenegro	..	..	50	..	..	66	63	..
Netherlands	..	94	94	94	98	100	99	..
Norway	99	99	100	99	99	100	98	..
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	..	..
Romania	97	98	99	..	..	91	88	..
Russian Federation	..	89	83	85	89	95	96	..
San Marino	85	86	94	..	..	..	..	..
Serbia	..	..	..	100	98	96	93	..
Slovenia	92	91	94	93	96	94	..	..
Spain	..	..	..	99	100	97	96	..
Sweden	100	98	98	98	98	98	..	..
Switzerland	99	99	100	100	100	99	100	..
The Former Yugoslav Republic of Macedonia	33	..	36	38	40	44	..	..
United Kingdom	..	100	100	97	100	98	..	..
United States of America	90	91	91	89	89	87	..	..
<b>Latin America and the Caribbean</b>								
Antigua and Barbuda	..	..	..	..	85	96	..	..
Argentina	98	95	95	96	99	99	..	..
Aruba	97	..	..	99	100	..	..	..
Bahamas	..	..	..	..	..	..	38	..
Barbados	91	85	..	..	94	95	83	..
Belize	79	82	84	89	93	84	85	..
Bolivia (Plurinational State of)	75	78	77	81	84	86	92	..
Brazil	..	91	90	88	94	93	..	..
British Virgin Islands	..	98	..	..	100	92	..	..
Chile	86	86	89	92	95	96	97	..
Colombia	84	84	85	86	86	..	84	..
Costa Rica	..	94	92	93	93	93	89	..
Cuba	98	95	89	90	99	100	..	..
Dominica	88	..	..	..	..	71	..	..
Dominican Republic	72	70	67	71	74	78	77	..
Ecuador	89	90	95	94	98	99	98	98
El Salvador	84	84	81	82	87	84	82	..
Grenada	98	..	..	..	..	..	82	..
Guatemala	85	81	76	76	78	80	78	..
Guyana	86	88	92	..	..	..	..	..
Honduras	..	..	..	75	83	76	80	..
Jamaica	..	..	..	100	96	96	98	..
Mexico	99	99	99	99	99	99	99	..
Nicaragua	88	..	..	..	..	..	..	..
Panama	77	77	80	81	80	79	..	..
Paraguay	83	..	78	..	..	..	..	..
Peru	100	89	85	94	99	99	98	..
Puerto Rico	68	97	83	83	52	54	..	..
Saint Lucia	78	74	82	94	98	94	99	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Saint Vincent and the Grenadines	..	..	..	100	85	91	90	..
Suriname	84	82	86	92	95	98	97	..
Uruguay	100	..	..	96	97	97	..	..
Venezuela (Bolivarian Republic of)	73	77	76	79	89	92	85	..
<b>Northern Africa and Western Asia</b>								
Algeria	89	..	..	..	..	..	..	..
Azerbaijan	30	32	33	32	27	28	25	..
Bahrain	..	77	72	76	82	82	83	..
Cyprus	98	97	95	97	92	95	..	..
Egypt	..	30	35	..	40	..	40	..
Israel	100	100	100	100	99	99	100	..
Kuwait	..	..	94	89	84	..	79	..
Lebanon	98	98	98	97	97	94	91	..
Morocco	65	65	64	67	71	52	47	..
Oman	..	57	57	72	80	81	86	..
Palestine	41	52	47	52	57	65	..	..
Qatar	..	..	..	81	86	91	93	..
Saudi Arabia	..	..	..	15	15	38	50	..
Syrian Arab Republic	52	62	60	39	..	..	..	..
Turkey	..	..	..	73	70	69	..	..
United Arab Emirates	94	92	90	88	..	..	..	..
Yemen	5	..	..	4	..	..	..	..
<b>Oceania</b>								
Australia	53	68	75	81	83	87	91	..
Cook Islands	..	..	..	99	95	94	99	..
Marshall Islands	..	..	..	..	..	65	66	..
Micronesia (Federated States of)	..	..	..	..	..	76	..	..
Nauru	..	..	81	..	..	..	75	..
New Zealand	..	..	..	..	91	93	..	..
Niue	..	..	..	..	..	56	..	..
Palau	..	..	..	..	90	..	..	..
Samoa	26	28	25	..	29	30	32	..
Solomon Islands	..	..	..	59	63	65	..	..
Tokelau	..	..	..	..	..	..	88	..
Tuvalu	..	..	..	..	..	96	..	..
<b>Sub-Saharan Africa</b>								
Benin	..	68	62	..	..	..	..	..
Botswana	..	..	30	28	34	..	..	..
Burkina Faso	..	2	..	10	9	9	13	..
Burundi	20	..	..	..	..	..	..	..
Cameroon	..	41	44	..	49	52	51	..
Cabo Verde	75	79	77	78	77	76	81	..
Central African Republic	..	6	..	..	..	..	..	..
Comoros	..	..	..	..	50	..	..	..
Congo	28	..	22	..	..	..	..	..
Côte d'Ivoire	..	..	..	20	19	..	21	..
Djibouti	..	7	..	..	..	..	11	7



4.2



TARGETS



## 4.2



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Equatorial Guinea	..	54	..	..	..	44	..	..
Eritrea	26	29	30	17	16	16	..	..
Ethiopia	5	6	25	..	35	38	..	..
Ghana	..	..	..	86	99	..	..	81
Guinea	23	30	..	38	42	..	..	..
Lesotho	..	..	..	40	33	38	36	..
Liberia	..	..	..	..	88	84	..	..
Mali	51	52	..	43	44	43	46	..
Mauritius	92	91	98	98	95	95	94	..
Namibia	..	..	..	67	..	..	..	..
Niger	23	22	20	24	..	..	22	..
Rwanda	..	..	..	..	..	..	40	..
Sao Tome and Principe	..	..	..	48	46	54	..	..
Senegal	14	15	16	16	18	17	20	..
Seychelles	99	98	..	97	97	97	97	..
Sierra Leone	..	..	35	..	..	33	30	..
South Sudan	..	20	..	..	..	19	..	..
Swaziland	..	17	..	..	..	..	..	..
Uganda	32	..	..	..	..	..	..	..
United Republic of Tanzania	39	..	47	46	45	..	..	..
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 2015, 96% 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](#)

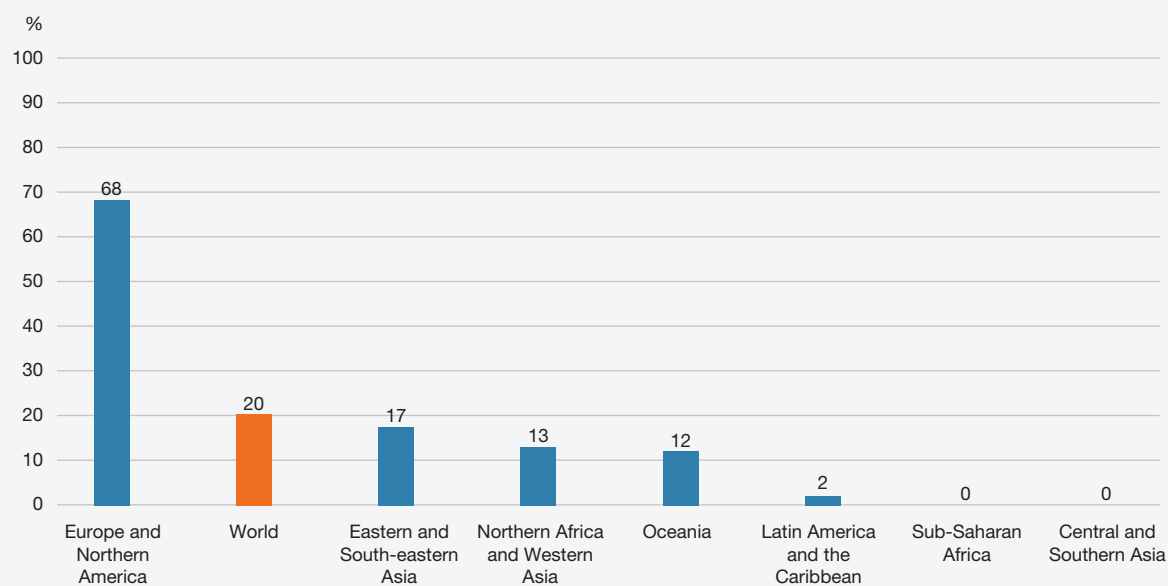
### Where can the data be downloaded?

[UIS database](#)

# 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

**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 2017.

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

Source: UIS Database, February 2018 release.



4.3





4.3



TARGETS

**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
<b>Eastern and South-Eastern Asia</b>								
Japan	..	..	42	..	..	..	..	..
Republic of Korea	..	..	50	..	..	..	..	..
Singapore	..	..	..	..	..	57	..	..
<b>Europe and Northern America</b>								
Austria	..	48	..	..	..	..	60	..
Belgium	..	38	..	..	..	..	..	..
Bulgaria	..	26	..	..	..	..	25	..
Canada	..	..	58	..	..	..	..	..
Croatia	..	..	..	..	..	..	32	..
Czechia	..	37	..	..	..	..	46	..
Denmark	..	59	..	..	..	..	..	..
Estonia	..	50	..	..	..	..	..	..
Finland	..	56	..	..	..	..	54	..
France	..	51	..	..	..	..	..	..
Germany	..	50	..	..	..	..	52	..
Greece	..	12	..	..	..	..	17	..
Hungary	..	41	..	..	..	..	..	..
Ireland	..	24	..	..	..	..	..	..
Italy	..	36	..	..	..	..	..	..
Latvia	..	32	..	..	..	..	48	..
Lithuania	..	29	..	..	..	..	28	..
Luxembourg	..	70	..	..	..	..	48	..
Malta	..	36	..	..	..	..	36	..
Netherlands	..	59	..	..	..	..	64	..
Norway	..	60	..	..	..	..	60	..
Poland	..	24	..	..	..	..	25	..
Portugal	..	44	..	..	..	..	46	..
Romania	..	8	..	..	..	..	7	..
Russian Federation	..	..	19	..	..	..	..	..
Serbia	..	17	..	..	..	..	..	..
Slovakia	..	42	..	..	..	..	46	..
Slovenia	..	36	..	..	..	..	46	..
Spain	..	38	..	..	..	..	..	..
Sweden	..	72	..	..	..	..	64	..
Switzerland	..	66	..	..	..	..	..	..
The Former Yugoslav Republic of Macedonia	..	..	..	..	..	..	13	..
United Kingdom	..	36	..	..	..	..	..	..
United States of America	..	..	59	..	..	..	..	..
<b>Latin America and the Caribbean</b>								
Chile	..	..	..	..	..	47	..	..
<b>Northern Africa and Western Asia</b>								
Cyprus	..	42	..	..	..	..	48	..
Israel	..	..	..	..	..	53	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Turkey	..	18	..	..	..	..	..	..
<b>Oceania</b>								
Australia	..	..	55	..	..	..	..	..
New Zealand	..	..	..	..	..	67	..	..

**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?

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 Japan in 2012, 42% 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](#)



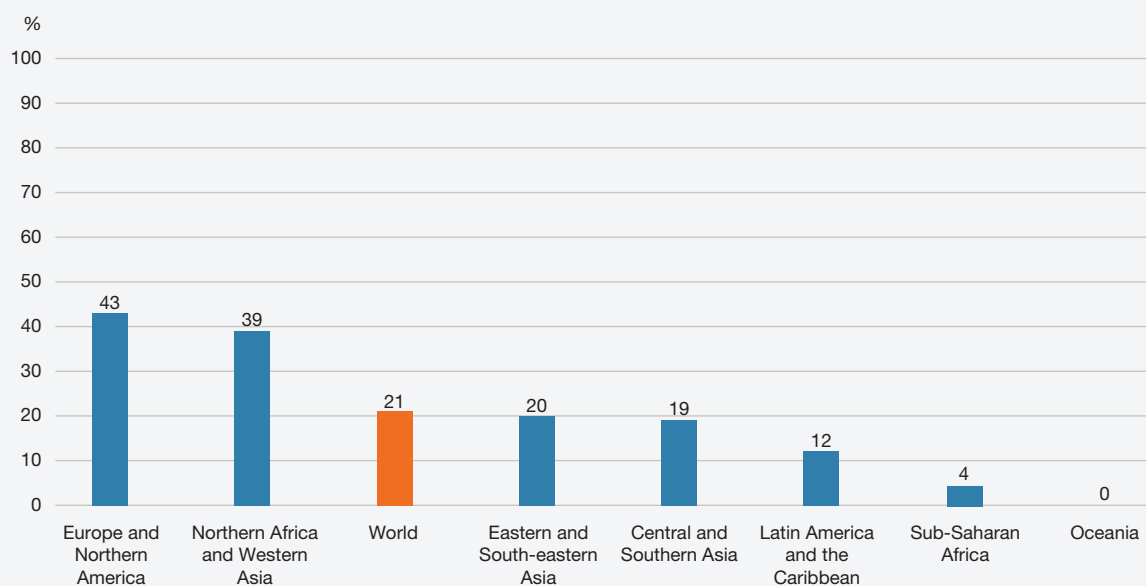
# SDG Global Indicator

## 4.4.1

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

### 4.4

**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 2017.

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

Source: UIS Database, February 2018 release.



**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
<b>Central and Southern Asia</b>								
Iran (Islamic Republic of)	..	..	..	..	..	29	..	..
Kazakhstan	..	..	..	..	..	..	26	..
Pakistan	..	..	..	..	..	..	7	..
<b>Eastern and South-Eastern Asia</b>								
Brunei Darussalam	..	..	..	..	..	..	89	..
Malaysia	..	..	..	..	..	51	..	..
Singapore	..	..	..	..	..	46	..	..
<b>Europe and Northern America</b>								
Austria	..	..	..	..	..	..	66	..
Belgium	..	..	..	..	..	..	71	..
Bulgaria	..	..	..	..	..	..	39	..
Croatia	..	..	..	..	..	..	61	..
Czechia	..	..	..	..	..	..	53	..
Denmark	..	..	..	..	..	..	76	..
Estonia	..	..	..	..	..	..	56	..
France	..	..	..	..	..	..	56	..
Germany	..	..	..	..	..	..	68	..
Greece	..	..	..	..	..	..	56	..
Hungary	..	..	..	..	..	..	56	..
Iceland	..	..	..	..	73	..	..	..
Ireland	..	..	..	..	..	..	40	..
Italy	..	..	..	..	..	..	49	..
Latvia	..	..	..	..	..	..	65	..
Lithuania	..	..	..	..	..	..	56	..
Luxembourg	..	..	..	..	..	..	79	..
Malta	..	..	..	..	..	..	48	..
Montenegro	..	..	..	..	..	..	69	..
Norway	..	..	..	..	..	..	59	..
Poland	..	..	..	..	..	..	51	..
Portugal	..	..	..	..	..	..	49	..
Romania	..	..	..	..	..	..	60	..
Serbia	..	..	..	..	..	..	53	..
Slovakia	..	..	..	..	..	..	60	..
Slovenia	..	..	..	..	..	..	53	..
Spain	..	..	..	..	..	..	56	..
Sweden	..	..	..	..	..	..	55	..
The Former Yugoslav Republic of Macedonia	..	..	..	..	..	..	40	..
United Kingdom	..	..	..	..	..	..	64	..
<b>Latin America and the Caribbean</b>								
Brazil	..	..	..	..	..	26	..	..
Colombia	..	..	..	..	..	..	40	..
Dominican Republic	..	..	..	..	..	24	..	..
Jamaica	..	..	..	..	..	17	..	..
Mexico	..	..	..	..	..	..	36	..

**4.4****TARGETS**



## 4.4



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
<b>Northern Africa and Western Asia</b>								
Azerbaijan	..	..	..	..	..	..	59	..
Bahrain	..	..	..	..	..	..	82	..
Cyprus	..	..	..	..	..	..	50	..
Egypt	..	..	..	..	..	13	..	..
Morocco	..	..	..	..	..	..	45	..
Palestine	..	..	..	..	32	..	..	..
Qatar	..	..	..	..	..	61	..	..
Sudan	..	..	..	..	..	..	4	..
Turkey	..	..	..	..	..	..	37	..
United Arab Emirates	..	..	..	..	..	..	87	..
<b>Sub-Saharan Africa</b>								
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](#)

**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
<b>Central and Southern Asia</b>								
Iran (Islamic Republic of)	..	..	..	..	..	5	..	..
Kazakhstan	..	..	..	..	..	..	12	..
<b>Eastern and South-Eastern Asia</b>								
Brunei Darussalam	..	..	..	..	..	..	45	..
Malaysia	..	..	..	..	..	21	..	..
Republic of Korea	..	..	..	..	..	..	44	..
Singapore	..	..	..	..	..	27	..	..
<b>Europe and Northern America</b>								
Belgium	..	..	..	..	..	..	46	..
Iceland	..	..	..	..	66	..	..	..
Russian Federation	..	..	..	..	..	..	9	..
<b>Latin America and the Caribbean</b>								
Brazil	..	..	..	..	..	13	..	..
Colombia	..	..	..	..	..	..	30	..
Dominican Republic	..	..	..	..	..	16	..	..
Jamaica	..	..	..	..	..	6	..	..
Mexico	..	..	..	..	..	..	22	..
<b>Northern Africa and Western Asia</b>								
Azerbaijan	..	..	..	..	..	..	13	..
Bahrain	..	..	..	..	..	..	54	..
Egypt	..	..	..	..	..	1	..	..
Morocco	..	..	..	..	..	..	27	..
Palestine	..	..	..	..	10	..	..	..
Qatar	..	..	..	..	..	27	..	..
Sudan	..	..	..	..	..	..	3	..
United Arab Emirates	..	..	..	..	..	..	36	..
<b>Sub-Saharan Africa</b>								
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**



## 4.4



## TARGETS

**Table 12. SDG Indicator 4.4.1.b**

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

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
<b>Central and Southern Asia</b>								
Iran (Islamic Republic of)	..	..	..	..	..	7	..	..
Kazakhstan	..	..	..	..	..	..	16	..
Pakistan	..	..	..	..	..	..	2	..
<b>Eastern and South-Eastern Asia</b>								
Brunei Darussalam	..	..	..	..	..	..	34	..
Malaysia	..	..	..	..	..	13	..	..
Singapore	..	..	..	..	..	27	..	..
Thailand	..	..	..	..	28	..	..	..
<b>Europe and Northern America</b>								
Austria	..	..	..	..	..	..	44	..
Belgium	..	..	..	..	..	..	35	..
Bulgaria	..	..	..	..	..	..	14	..
Croatia	..	..	..	..	..	..	41	..
Czechia	..	..	..	..	..	..	24	..
Denmark	..	..	..	..	..	..	60	..
Estonia	..	..	..	..	..	..	34	..
France	..	..	..	..	..	..	35	..
Germany	..	..	..	..	..	..	39	..
Greece	..	..	..	..	..	..	27	..
Hungary	..	..	..	..	..	..	25	..
Iceland	..	..	..	..	58	..	..	..
Ireland	..	..	..	..	..	..	29	..
Italy	..	..	..	..	..	..	31	..
Latvia	..	..	..	..	..	..	24	..
Lithuania	..	..	..	..	..	..	29	..
Luxembourg	..	..	..	..	..	..	57	..
Malta	..	..	..	..	..	..	30	..
Montenegro	..	..	..	..	..	..	22	..
Norway	..	..	..	..	..	..	50	..
Poland	..	..	..	..	..	..	25	..
Portugal	..	..	..	..	..	..	34	..
Romania	..	..	..	..	..	..	13	..
Russian Federation	..	..	..	..	..	..	9	..
Serbia	..	..	..	..	..	..	25	..
Slovakia	..	..	..	..	..	..	32	..
Slovenia	..	..	..	..	..	..	30	..
Spain	..	..	..	..	..	..	38	..
Sweden	..	..	..	..	..	..	33	..
The Former Yugoslav Republic of Macedonia	..	..	..	..	..	..	21	..
United Kingdom	..	..	..	..	..	..	47	..
<b>Latin America and the Caribbean</b>								
Brazil	..	..	..	..	..	12	..	..
Colombia	..	..	..	..	..	..	29	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Dominican Republic	..	..	..	..	..	14	..	..
Jamaica	..	..	..	..	..	4	..	..
Mexico	..	..	..	..	..	..	31	..
<b>Northern Africa and Western Asia</b>								
Azerbaijan	..	..	..	..	..	..	6	..
Bahrain	..	..	..	..	..	..	52	..
Cyprus	..	..	..	..	..	..	26	..
Egypt	..	..	..	..	..	0	..	..
Morocco	..	..	..	..	..	..	16	..
Palestine	..	..	..	..	25	..	..	..
Qatar	..	..	..	..	..	26	..	..
Sudan	..	..	..	..	..	..	2	..
Turkey	..	..	..	..	..	..	24	..
United Arab Emirates	..	..	..	..	..	..	32	..
<b>Sub-Saharan Africa</b>								
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](#)

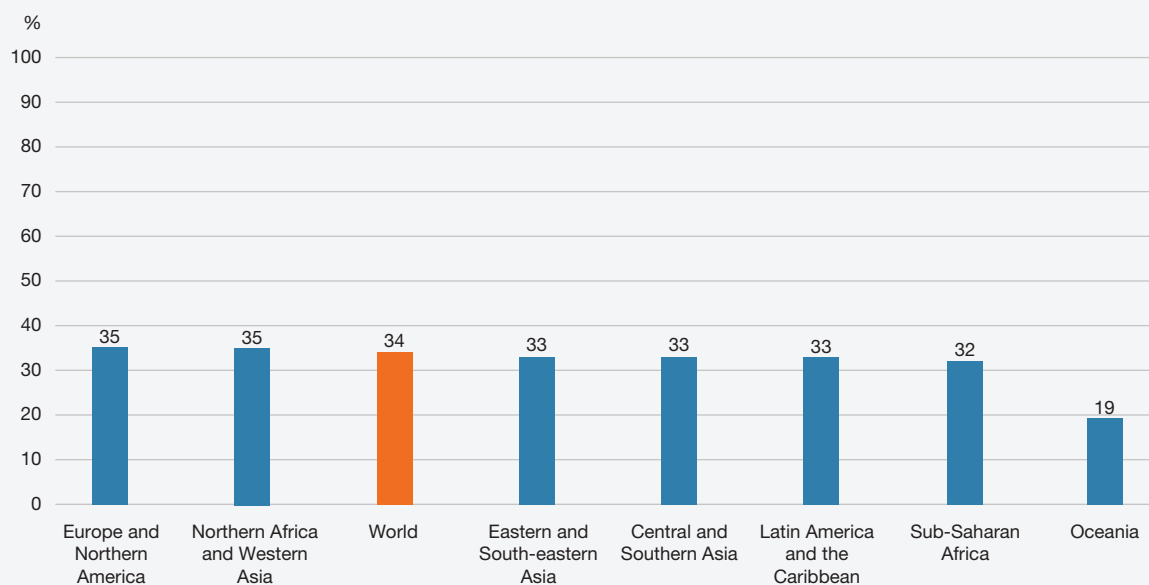


# SDG Global Indicator

## 4.5.1

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 2017.

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

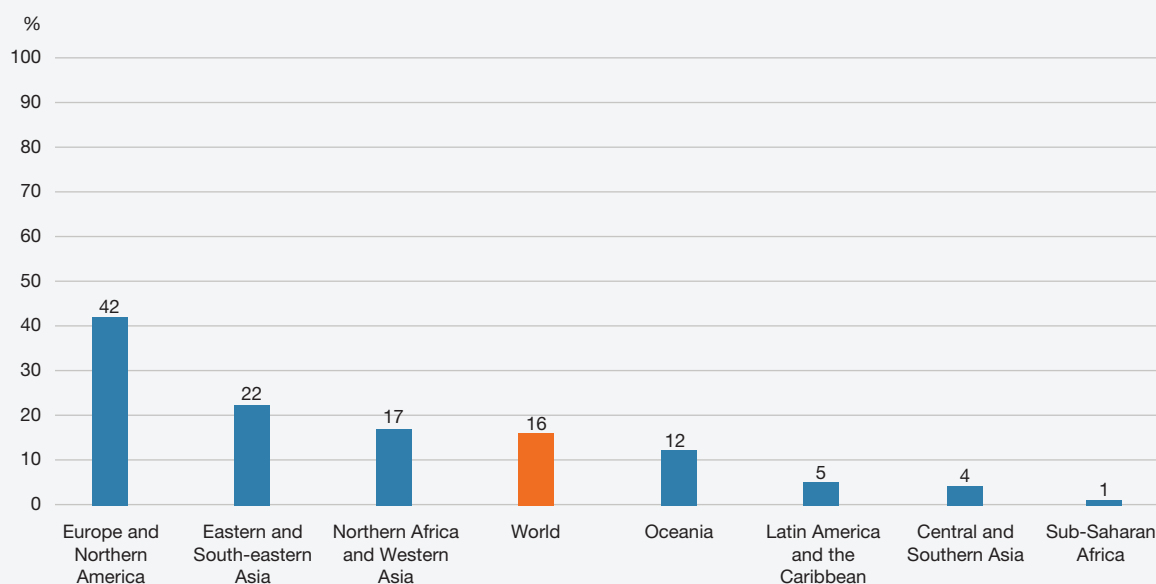
Source: UIS database, February 2018 release.

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

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 2017.

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

Source: UIS database, February 2018 release.



4.6

TARGETS



## 4.6

**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
<b>Central and Southern Asia</b>								
Sri Lanka	..	..	87	..	..	..	..	..
<b>Eastern and South-Eastern Asia</b>								
Japan	..	..	99	..	..	..	..	..
Lao People's Democratic Republic	..	..	74	..	..	..	..	..
Republic of Korea	..	..	98	..	..	..	..	..
Singapore	..	..	..	..	..	90	..	..
Viet Nam	..	..	95	..	..	..	..	..
<b>Europe and Northern America</b>								
Austria	..	..	98	..	..	..	..	..
Canada	..	..	96	..	..	..	..	..
Czechia	..	..	98	..	..	..	..	..
Denmark	..	..	96	..	..	..	..	..
Estonia	..	..	98	..	..	..	..	..
Finland	..	..	97	..	..	..	..	..
France	..	..	95	..	..	..	..	..
Germany	..	..	97	..	..	..	..	..
Greece	..	..	..	..	..	95	..	..
Ireland	..	..	96	..	..	..	..	..
Italy	..	..	94	..	..	..	..	..
Lithuania	..	..	..	..	..	98	..	..
Netherlands	..	..	97	..	..	..	..	..
Norway	..	..	97	..	..	..	..	..
Poland	..	..	96	..	..	..	..	..
Russian Federation	..	..	98	..	..	..	..	..
Slovakia	..	..	98	..	..	..	..	..
Slovenia	..	..	..	..	..	94	..	..
Spain	..	..	93	..	..	..	..	..
Sweden	..	..	96	..	..	..	..	..
United States of America	..	..	96	..	..	..	..	..
<b>Latin America and the Caribbean</b>								
Bolivia (Plurinational State of)	..	..	84	..	..	..	..	..
Chile	..	..	..	..	..	80	..	..
Colombia	..	..	96	..	..	..	..	..
<b>Northern Africa and Western Asia</b>								
Armenia	..	..	..	99	..	..	..	..
Cyprus	..	..	98	..	..	..	..	..
Georgia	..	..	..	96	..	..	..	..
Israel	..	..	..	..	..	92	..	..
Turkey	..	..	..	..	..	87	..	..
<b>Oceania</b>								
Australia	..	..	97	..	..	..	..	..
New Zealand	..	..	..	..	..	97	..	..
<b>Sub-Saharan Africa</b>								
Ghana	..	..	..	50	..	..	..	..

**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).



## 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) and the World Bank's Skills Towards Employment and Productivity (STEP) programme.

### 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](#)





**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
<b>Eastern and South-Eastern Asia</b>								
Japan	..	..	99	..	..	..	..	..
Republic of Korea	..	..	96	..	..	..	..	..
Singapore	..	..	..	..	..	87	..	..
<b>Europe and Northern America</b>								
Austria	..	..	97	..	..	..	..	..
Canada	..	..	94	..	..	..	..	..
Czechia	..	..	98	..	..	..	..	..
Denmark	..	..	97	..	..	..	..	..
Estonia	..	..	98	..	..	..	..	..
Finland	..	..	97	..	..	..	..	..
France	..	..	91	..	..	..	..	..
Germany	..	..	95	..	..	..	..	..
Greece	..	..	..	..	..	94	..	..
Ireland	..	..	93	..	..	..	..	..
Italy	..	..	92	..	..	..	..	..
Lithuania	..	..	..	..	..	96	..	..
Netherlands	..	..	96	..	..	..	..	..
Norway	..	..	96	..	..	..	..	..
Poland	..	..	94	..	..	..	..	..
Russian Federation	..	..	98	..	..	..	..	..
Slovakia	..	..	97	..	..	..	..	..
Slovenia	..	..	..	..	..	92	..	..
Spain	..	..	90	..	..	..	..	..
Sweden	..	..	96	..	..	..	..	..
United States of America	..	..	90	..	..	..	..	..
<b>Latin America and the Caribbean</b>								
Chile	..	..	..	..	..	69	..	..
<b>Northern Africa and Western Asia</b>								
Cyprus	..	..	96	..	..	..	..	..
Israel	..	..	..	..	..	88	..	..
Turkey	..	..	..	..	..	79	..	..
<b>Oceania</b>								
Australia	..	..	94	..	..	..	..	..
New Zealand	..	..	..	..	..	95	..	..

**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).

**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).

**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, 95% 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](#)

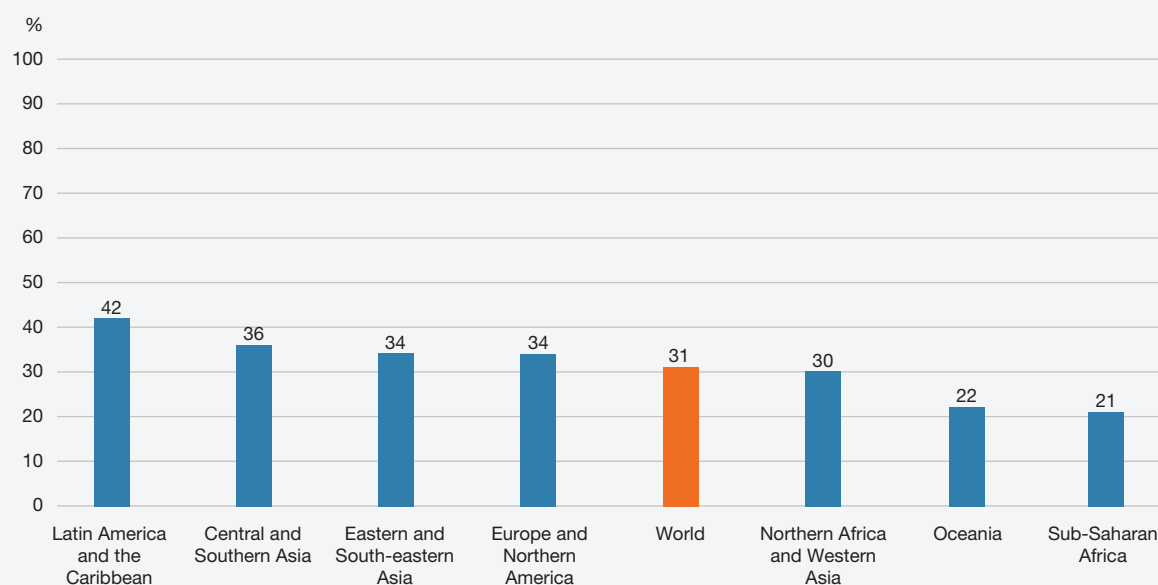
**Where can the data be downloaded?**

[UIS database](#)

# SDG Global Indicator 4.a.1

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 2017.

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

Source: UIS database, February 2018 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>).



4.a

MEANS OF IMPLEMENTATION



**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
<b>Central and Southern Asia</b>								
Bangladesh	..	..	..	..	..	..	4	..
Bhutan	..	..	..	..	..	45	..	..
Iran (Islamic Republic of)	..	..	11	..	..	..	..	..
Uzbekistan	..	..	..	..	..	..	..	91
<b>Eastern and South-Eastern Asia</b>								
China	..	..	..	..	..	..	79	..
China, Hong Kong SAR	..	..	..	..	..	..	99	..
China, Macao SAR	..	..	..	..	..	..	100	..
Indonesia	..	..	..	..	..	..	2	..
Malaysia	..	90	..	..	..	..	99	..
Mongolia	..	..	..	..	..	..	71	..
Republic of Korea	100	100	100	100	100	100	100	..
Thailand	..	99	..	..	..	..	..	..
<b>Europe and Northern America</b>								
Andorra	..	..	..	..	..	..	100	..
Belarus	..	..	..	..	..	..	26	..
Belgium	..	..	100	100	100	100	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	..
France	100	100	100	100	100	100	100	..
Gibraltar	..	..	..	..	..	..	100	..
Hungary	100	100	100	100	100	100	100	..
Italy	..	..	..	..	..	..	70	..
Latvia	..	..	..	..	..	..	100	..
Monaco	..	..	..	..	..	..	100	..
Netherlands	100	100	100	100	100	100	100	..
Norway	100	100	100	100	100	100	100	..
Portugal	100	100	100	100	100	100	100	..
Republic of Moldova	..	..	..	..	..	..	89	..
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	..
United States of America	..	..	..	..	..	100	..	..
<b>Latin America and the Caribbean</b>								
Anguilla	75	..	..	..	..	..	..	..
Argentina	..	..	..	..	..	37	..	..
Brazil	32	..	..	..	..	..	..	..
British Virgin Islands	100	..	..	..	..	..	..	..
Cayman Islands	77	..	..	..	..	..	..	..
Colombia	..	..	..	..	..	..	44	..
Costa Rica	..	..	..	..	..	..	22	..
Dominica	..	..	..	..	..	..	100	..
Dominican Republic	..	..	..	..	..	..	23	..
Ecuador	15	..	..	..	..	..	..	37
El Salvador	..	..	..	..	..	..	27	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Guatemala	..	..	..	..	..	..	9	..
Honduras	..	..	..	..	..	..	16	..
Jamaica	..	..	..	..	..	..	84	..
Mexico	32	..	..	..	..	38	..	..
Montserrat	50	..	..	..	..	..	..	..
Peru	..	..	..	..	..	..	39	..
Saint Kitts and Nevis	100	..	..	..	..	..	..	..
Saint Lucia	100	..	..	..	..	..	99	..
Saint Vincent and the Grenadines	55	..	..	..	..	..	100	..
Turks and Caicos Islands	6	..	..	..	..	..	..	..
Uruguay	..	..	..	..	..	100	..	..
<b>Northern Africa and Western Asia</b>								
Azerbaijan	..	..	..	..	..	..	49	..
Bahrain	..	..	..	..	..	..	100	..
Egypt	..	..	..	..	..	..	48	..
Georgia	..	..	..	..	..	..	100	..
Israel	..	..	..	..	85	85	85	..
Jordan	..	71	..	..	..	..	..	..
Oman	..	71	..	..	..	..	..	..
Palestine	..	..	..	..	..	..	37	..
Qatar	..	62	..	..	..	..	100	..
Tunisia	..	..	..	..	..	..	58	..
<b>Oceania</b>								
Australia	100	100	100	100	100	100	100	..
Cook Islands	..	..	..	..	..	..	100	..
Marshall Islands	..	..	..	..	..	..	26	..
Niue	..	..	..	..	..	..	100	..
<b>Sub-Saharan Africa</b>								
Mauritius	..	..	..	..	..	..	38	..
Rwanda	..	6	6	7	8	9	10	..
Senegal	..	..	..	..	..	..	9	..
Seychelles	..	..	..	..	..	..	96	..

**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 2016, 96% 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

MEANS OF IMPLEMENTATION

**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
<b>Central and Southern Asia</b>								
Bangladesh	..	..	..	..	..	..	82	..
Bhutan	..	..	..	..	..	41	..	..
Iran (Islamic Republic of)	..	..	26	..	..	..	..	..
Uzbekistan	..	..	..	..	..	..	..	89
<b>Eastern and South-Eastern Asia</b>								
China	..	..	..	..	..	..	95	..
China, Hong Kong SAR	..	..	..	..	..	..	94	..
China, Macao SAR	..	..	..	..	..	..	100	..
Indonesia	..	..	..	..	..	..	7	..
Malaysia	..	98	..	..	..	..	100	..
Mongolia	..	..	..	..	..	..	78	..
Republic of Korea	100	100	100	100	100	100	100	..
Thailand	..	100	..	..	..	..	..	..
<b>Europe and Northern America</b>								
Andorra	..	..	..	..	..	..	100	..
Belarus	..	..	..	..	..	..	81	..
Belgium	..	..	100	100	100	100	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	..
France	100	100	100	100	100	100	100	..
Gibraltar	..	..	..	..	..	..	100	..
Hungary	100	100	100	100	100	100	100	..
Italy	..	..	..	..	..	..	85	..
Latvia	..	..	..	..	..	..	100	..
Monaco	..	..	..	..	..	..	100	..
Netherlands	100	100	100	100	100	100	100	..
Norway	100	100	100	100	100	100	100	..
Portugal	100	100	100	100	100	100	100	..
Republic of Moldova	..	..	..	..	..	..	90	..
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	..
United States of America	..	..	..	..	..	100	..	..
<b>Latin America and the Caribbean</b>								
Anguilla	100	..	..	..	..	..	..	..
Argentina	..	..	..	..	..	54	..	..
Brazil	62	..	..	..	..	..	..	..
British Virgin Islands	100	..	..	..	..	..	..	..
Colombia	..	..	..	..	..	..	76	..
Costa Rica	..	..	..	..	..	..	51	..
Dominica	..	..	..	..	..	..	93	..
Ecuador	41	..	..	..	..	..	..	65
El Salvador	..	..	..	..	..	..	43	..
Grenada	..	..	..	..	..	..	100	..
Guatemala	..	..	..	..	..	..	36	..
Mexico	39	..	..	..	..	55	..	..

4.a

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Montserrat	100	..	..	..	..	..	..	..
Peru	..	..	..	..	..	..	71	..
Saint Kitts and Nevis	100	..	..	..	..	..	100	..
Saint Lucia	100	..	..	..	..	..	100	..
Saint Vincent and the Grenadines	100	..	..	..	..	..	100	..
Turks and Caicos Islands	100	..	..	..	..	..	..	..
Uruguay	..	..	..	..	..	100	..	..
<b>Northern Africa and Western Asia</b>								
Azerbaijan	..	..	..	..	..	..	53	..
Bahrain	..	..	..	..	..	..	100	..
Egypt	..	..	..	..	..	..	50	..
Georgia	..	..	..	..	..	..	100	..
Israel	..	..	..	..	85	85	85	..
Jordan	..	81	..	..	..	..	..	..
Oman	..	87	..	..	..	..	..	..
Palestine	..	..	..	..	..	..	60	..
Qatar	..	53	..	..	..	..	100	..
<b>Oceania</b>								
Australia	100	100	100	100	100	100	100	..
Cook Islands	..	..	..	..	..	..	100	..
Niue	..	..	..	..	..	..	100	..
Solomon Islands	..	..	..	..	..	..	13	..
<b>Sub-Saharan Africa</b>								
Botswana	..	..	100	..	..	..	..	..
Burkina Faso	..	..	..	..	..	..	3	..
Cameroon	..	..	..	..	..	..	19	..
Cabo Verde	..	..	..	..	..	..	100	..
Mauritius	..	..	..	..	..	..	95	..
Rwanda	..	17	17	18	23	28	33	..
Seychelles	..	..	..	..	..	..	100	..

**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

MEANS OF IMPLEMENTATION



**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
<b>Central and Southern Asia</b>								
Bangladesh	..	..	..	..	..	..	82	..
Bhutan	..	..	..	..	..	97	..	..
India	..	..	..	..	..	..	40	..
Iran (Islamic Republic of)	..	..	45	..	..	..	..	..
Kyrgyzstan	..	..	..	..	..	..	48	..
Uzbekistan	..	..	..	..	..	..	..	97
<b>Eastern and South-Eastern Asia</b>								
China, Hong Kong SAR	..	..	..	..	..	..	94	..
China, Macao SAR	..	..	..	..	..	..	100	..
Indonesia	..	..	..	..	..	..	37	..
Malaysia	..	95	..	..	..	..	100	..
Mongolia	..	..	..	..	..	..	89	..
Republic of Korea	100	100	100	100	100	100	100	..
Thailand	..	89	..	..	..	..	..	..
<b>Europe and Northern America</b>								
Andorra	..	..	..	..	..	..	100	..
Belarus	..	..	..	..	..	..	87	..
Belgium	..	..	100	100	100	100	100	..
Denmark	..	..	..	..	..	100	..	..
Estonia	100	100	100	100	100	100	100	..
Finland	100	100	100	100	100	100	100	..
France	100	100	100	100	100	100	100	..
Gibraltar	..	..	..	..	..	..	100	..
Hungary	100	100	100	100	100	100	100	..
Italy	..	..	..	..	..	..	92	..
Latvia	..	..	..	..	..	..	100	..
Monaco	..	..	..	..	..	..	100	..
Netherlands	100	100	100	100	100	100	100	..
Norway	100	100	100	100	100	100	100	..
Portugal	100	100	100	100	100	100	100	..
Republic of Moldova	..	..	..	..	..	..	88	..
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	..
United States of America	..	..	..	..	..	100	..	..
<b>Latin America and the Caribbean</b>								
Anguilla	100	..	..	..	..	..	..	..
Argentina	..	..	..	..	..	58	..	..
Brazil	87	..	..	..	..	..	..	..
British Virgin Islands	100	..	..	..	..	..	..	..
Colombia	..	..	..	..	..	..	83	..
Costa Rica	..	..	..	..	..	..	51	..
Dominica	..	..	..	..	..	..	93	..
Ecuador	52	..	..	..	..	..	..	76
El Salvador	..	..	..	..	..	..	84	..
Guatemala	..	..	..	..	..	..	59	..



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Jamaica	..	..	..	..	..	..	100	..
Montserrat	100	..	..	..	..	..	..	..
Peru	..	..	..	..	..	..	71	..
Saint Kitts and Nevis	100	..	..	..	..	..	100	..
Saint Lucia	100	..	..	..	..	..	..	..
Saint Vincent and the Grenadines	100	..	..	..	..	..	100	..
Turks and Caicos Islands	100	..	..	..	..	..	..	..
Uruguay	..	..	..	..	..	100	..	..
<b>Northern Africa and Western Asia</b>								
Azerbaijan	..	..	..	..	..	..	62	..
Bahrain	..	..	..	..	..	..	100	..
Egypt	..	..	..	..	..	..	47	..
Georgia	..	..	..	..	..	..	100	..
Israel	..	..	..	..	85	85	85	..
Jordan	..	86	..	..	..	..	..	..
Oman	..	87	..	..	..	..	..	..
Palestine	..	..	..	..	..	..	72	..
Qatar	..	68	..	..	..	..	100	..
<b>Oceania</b>								
Australia	100	100	100	100	100	100	100	..
Cook Islands	..	..	..	..	..	..	100	..
Niue	..	..	..	..	..	..	100	..
Solomon Islands	..	..	..	..	..	..	15	..
<b>Sub-Saharan Africa</b>								
Botswana	..	..	46	..	..	..	..	..
Burkina Faso	..	..	..	..	..	..	3	..
Burundi	..	..	..	..	..	..	7	..
Cameroon	..	..	..	..	..	..	29	..
Cabo Verde	..	..	..	..	..	..	100	..
Rwanda	..	17	17	18	23	28	33	..
Seychelles	..	..	..	..	..	..	100	..

**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

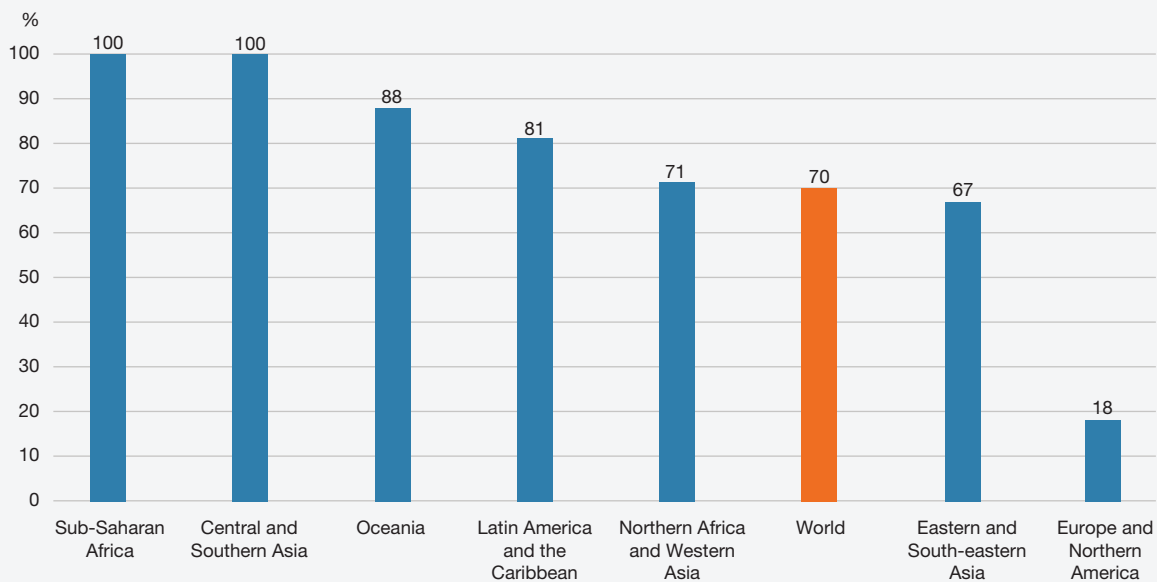
MEANS OF IMPLEMENTATION

# SDG Global Indicator

## 4.b.1

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 2017.

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

Source: UIS database, February 2018 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
<b>Central and Southern Asia</b>								
Afghanistan	3,857,374	4,524,240	7,804,416	15,144,671	7,553,122	6,892,986	..	..
Bangladesh	16,754,876	20,077,261	18,089,804	18,187,471	18,111,507	13,790,208	..	..
Bhutan	4,168,954	5,315,174	9,018,717	7,678,277	6,853,010	6,055,271	..	..
India	20,970,594	18,672,741	17,922,197	21,285,841	17,174,798	15,861,510	..	..
Iran (Islamic Republic of)	3,835,720	5,670,610	6,669,806	6,713,983	6,211,278	5,669,490	..	..
Kazakhstan	3,150,497	3,634,443	3,018,120	3,543,155	2,524,762	2,998,334	..	..
Kyrgyzstan	3,253,945	4,000,387	3,698,502	3,287,419	3,178,245	3,183,349	..	..
Maldives	2,635,422	2,550,304	3,932,781	4,326,705	3,290,400	3,704,691	..	..
Nepal	8,378,717	9,721,666	7,370,249	7,247,259	5,539,085	6,554,750	..	..
Pakistan	13,299,481	10,231,675	13,239,773	14,687,282	15,149,704	14,623,162	..	..
Sri Lanka	7,432,838	9,806,788	9,793,773	10,517,739	9,941,794	9,144,846	..	..
Tajikistan	757,832	1,516,511	1,685,083	1,813,755	1,834,512	1,884,116	..	..
Turkmenistan	793,934	714,589	515,935	585,128	746,397	875,191	..	..
Uzbekistan	3,628,865	6,024,708	4,812,031	4,614,323	4,846,117	3,929,320	..	..
<b>Eastern and South-Eastern Asia</b>								
Cambodia	9,221,038	12,247,498	13,270,433	14,896,373	22,287,094	12,866,518	..	..
China	243,516,577	257,653,160	94,950,196	30,429,943	28,391,108	17,722,686	..	..
Democratic People's Republic of Korea	391,956	245,356	374,331	471,361	339,970	876,455	..	..
Indonesia	63,705,486	57,328,909	63,537,615	72,730,977	69,762,688	65,795,034	..	..
Lao People's Democratic Republic	11,389,982	10,968,368	10,439,837	13,209,485	14,465,604	10,988,963	..	..
Malaysia	10,364,886	11,863,523	6,842,478	3,100,256	6,524,824	3,712,621	..	..
Mongolia	10,843,100	17,199,041	12,347,206	13,022,504	14,261,564	10,389,020	..	..
Myanmar	7,265,938	9,752,419	7,356,836	8,802,374	10,768,989	11,938,874	..	..
Philippines	22,035,203	15,569,225	17,859,382	20,261,492	19,118,825	14,220,670	..	..
Thailand	16,892,666	19,956,723	14,794,617	15,139,881	16,121,806	4,787,515	..	..
Timor-Leste	3,866,320	4,217,452	5,844,445	6,796,256	6,347,691	7,916,240	..	..
Viet Nam	46,985,820	47,139,410	51,585,015	62,278,123	60,345,506	44,379,804	..	..
<b>Europe and Northern America</b>								
Albania	1,862,419	2,299,406	2,032,788	3,074,702	2,627,494	3,692,774	..	..
Belarus	1,846,767	2,174,228	3,982,682	7,473,234	6,473,426	9,954,976	..	..
Bosnia and Herzegovina	1,140,143	1,331,200	1,482,176	1,913,357	1,748,413	2,018,568	..	..
Croatia	769,116	..	..	..	..	..	..	..
Montenegro	417,272	424,311	553,090	667,903	490,686	712,479	..	..
Republic of Moldova	1,105,962	1,780,700	1,552,563	2,663,181	17,957,646	19,841,399	..	..
Serbia	2,862,273	2,610,104	2,855,674	5,754,661	6,380,890	5,147,045	..	..
The Former Yugoslav Republic of Macedonia	1,330,994	1,362,728	1,567,280	3,197,525	1,926,765	1,735,407	..	..
Ukraine	4,798,470	5,031,921	6,010,802	8,725,085	11,215,354	10,835,700	..	..
<b>Latin America and the Caribbean</b>								
Anguilla	..	..	8,485	..	..	..	..	..
Antigua and Barbuda	17,784	43,325	43,465	81,161	104,827	80,433	..	..
Argentina	6,098,462	3,816,391	6,841,430	6,803,953	4,938,675	3,742,553	..	..
Barbados	17,193	..	..	..	..	..	..	..
Belize	109,138	150,168	263,262	209,740	310,936	367,592	..	..
Bolivia (Plurinational State of)	1,702,824	1,590,770	1,229,056	1,296,327	1,180,372	1,187,313	..	..



4.b

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Brazil	16,003,035	16,990,104	19,639,881	19,118,845	17,059,547	14,648,437	..	..
Chile	3,445,778	3,786,282	4,054,510	3,601,836	3,310,547	4,385,617	..	..
Colombia	4,850,768	4,990,399	7,276,786	6,843,252	5,126,436	7,516,359	..	..
Costa Rica	1,214,701	1,307,128	1,492,571	1,809,072	1,384,741	1,877,883	..	..
Cuba	1,238,295	845,353	1,366,820	1,235,306	1,161,744	1,166,213	..	..
Dominica	30,383	87,923	139,703	229,741	240,184	175,760	..	..
Dominican Republic	648,803	535,360	714,156	643,524	850,260	791,301	..	..
Ecuador	1,330,979	1,448,547	1,719,217	1,924,193	1,441,490	2,297,171	..	..
El Salvador	900,632	993,329	786,216	927,930	745,435	923,995	..	..
Grenada	47,505	48,702	122,196	148,409	205,232	288,082	..	..
Guatemala	1,141,090	1,094,463	1,301,586	1,233,524	918,519	1,102,172	..	..
Guyana	72,270	166,775	355,575	255,226	417,661	886,804	..	..
Haiti	20,425,136	303,041	2,179,370	3,056,394	3,428,542	3,488,791	..	..
Honduras	558,883	743,484	636,968	793,906	761,917	894,652	..	..
Jamaica	227,586	364,219	642,869	499,090	792,441	1,162,479	..	..
Mexico	5,098,366	5,825,405	8,754,770	8,708,895	7,719,584	8,266,609	..	..
Montserrat	..	..	18,768	21,632	35,886	55,610	..	..
Nicaragua	666,399	682,289	654,473	856,962	580,353	838,173	..	..
Panama	707,425	860,183	616,286	564,688	564,954	948,588	..	..
Paraguay	651,647	889,796	694,521	1,047,375	844,836	924,202	..	..
Peru	2,474,475	2,581,651	2,821,050	3,631,098	3,234,857	3,662,053	..	..
Saint Kitts and Nevis	39,170	16,186	167,869	247,232	..	..	..	..
Saint Lucia	161,507	111,470	325,117	231,105	458,542	456,456	..	..
Saint Vincent and the Grenadines	78,249	75,777	245,636	139,558	217,275	439,715	..	..
Suriname	8,814	..	28,035	377,665	488,485	644,460	..	..
Trinidad and Tobago	82,409	..	..	..	..	..	..	..
Uruguay	527,205	386,841	693,948	701,740	505,215	1,457,679	..	..
Venezuela (Bolivarian Republic of)	1,168,513	1,588,860	1,595,803	1,848,765	1,463,771	1,379,543	..	..
<b>Northern Africa and Western Asia</b>								
Algeria	6,926,133	1,792,909	4,967,802	17,863,361	17,640,362	14,608,773	..	..
Armenia	1,492,619	1,326,625	1,514,674	4,792,645	4,328,068	3,542,476	..	..
Azerbaijan	1,489,421	1,694,959	1,328,925	2,271,301	1,751,476	1,830,000	..	..
Egypt	7,432,121	7,409,593	9,602,162	9,861,482	15,276,706	13,849,416	..	..
Georgia	1,865,700	2,526,252	2,191,319	5,217,715	3,777,991	3,449,395	..	..
Iraq	7,606,862	11,081,680	11,084,316	6,850,575	3,310,929	5,324,310	..	..
Jordan	3,112,737	3,171,630	3,320,056	3,366,113	5,022,317	4,078,483	..	..
Lebanon	1,817,267	1,390,090	1,962,385	4,291,372	2,278,743	2,569,680	..	..
Libya	228,822	1,265,411	951,582	752,738	763,386	1,201,463	..	..
Morocco	5,422,282	2,163,745	6,139,880	19,029,846	19,140,107	20,411,266	..	..
Oman	589,545	..	..	..	..	..	..	..
Palestine	19,246,307	3,119,170	5,301,486	5,055,224	4,050,276	6,030,167	..	..
Sudan	1,388,403	1,924,149	2,344,441	2,236,744	2,019,707	2,508,065	..	..
Syrian Arab Republic	2,721,378	2,872,772	2,657,027	3,278,435	4,946,896	8,453,006	..	..
Tunisia	4,874,892	2,569,784	4,905,689	12,635,238	11,552,384	14,248,958	..	..
Turkey	4,809,479	5,418,254	6,544,005	8,228,269	8,525,490	9,336,572	..	..
Yemen	1,135,584	1,692,413	1,633,940	1,917,549	1,572,926	1,705,131	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
<b>Oceania</b>								
Cook Islands	254,245	469,075	451,452	610,181	543,374	233,053	..	..
Fiji	6,149,595	6,223,846	4,235,880	4,413,080	5,206,603	6,206,143	..	..
Kiribati	5,668,310	4,440,677	3,975,318	2,183,968	2,046,457	2,989,274	..	..
Marshall Islands	213,036	258,692	233,305	203,309	179,511	100,250	..	..
Micronesia (Federated States of)	242,421	81,315	67,120	121,763	125,082	183,213	..	..
Nauru	319,586	415,568	10,391	312,993	420,286	671,343	..	..
Niue	219,003	361,858	139,743	384,437	172,197	136,857	..	..
Palau	32,032	48,115	102,134	176,040	201,211	104,277	..	..
Papua New Guinea	15,080,673	17,096,072	16,948,742	27,368,648	21,653,135	27,424,035	..	..
Samoa	5,451,234	5,918,564	6,212,884	6,867,814	6,279,376	5,881,514	..	..
Solomon Islands	4,545,914	5,649,710	5,212,058	6,085,407	5,219,737	6,025,446	..	..
Tokelau	203,190	..	17,782	..	25,013	..	..	..
Tonga	2,215,815	2,430,209	2,766,852	3,105,822	3,153,158	3,207,677	..	..
Tuvalu	889,908	846,432	757,399	1,132,793	1,330,368	1,682,126	..	..
Vanuatu	4,193,139	3,792,156	3,259,619	3,988,868	3,672,313	3,166,315	..	..
<b>Sub-Saharan Africa</b>								
Angola	1,383,407	1,060,329	1,498,296	1,793,164	1,798,006	1,848,042	..	..
Benin	1,163,929	820,085	1,273,158	2,163,162	1,711,012	1,930,228	..	..
Botswana	663,326	1,903,620	1,176,606	1,604,435	1,122,110	1,801,574	..	..
Burkina Faso	8,111,626	473,262	1,668,056	1,954,766	1,618,856	1,305,740	..	..
Burundi	1,572,607	1,366,502	1,304,187	1,390,155	913,212	1,096,097	..	..
Cameroon	3,225,195	2,723,279	3,257,316	8,322,101	7,407,268	8,312,735	..	..
Cabo Verde	1,465,720	1,262,669	3,475,698	2,663,792	1,951,475	1,497,719	..	..
Central African Republic	1,043,519	199,628	771,190	1,529,616	1,196,641	1,068,467	..	..
Chad	1,131,840	137,694	1,075,114	1,353,022	1,188,318	1,203,257	..	..
Comoros	286,949	63,911	448,996	4,023,057	4,901,397	4,811,478	..	..
Congo	677,918	447,561	656,083	3,357,191	3,511,188	3,846,612	..	..
Côte d'Ivoire	1,299,180	770,679	1,268,095	3,649,837	3,905,239	4,053,445	..	..
Democratic Republic of the Congo	2,238,764	1,742,498	1,931,960	3,424,984	3,427,960	3,446,909	..	..
Djibouti	1,207,474	80,124	823,804	1,206,616	1,106,265	1,005,946	..	..
Equatorial Guinea	94,129	52,604	1,705,753	214,404	232,534	165,712	..	..
Eritrea	55,089	115,636	100,345	226,650	115,429	74,841	..	..
Ethiopia	3,345,679	4,427,575	5,382,615	6,374,387	5,163,135	6,988,779	..	..
Gabon	933,046	457,736	316,416	1,791,191	1,750,015	1,598,637	..	..
Gambia	207,380	1,083,772	645,303	1,069,182	650,827	1,020,322	..	..
Ghana	1,929,300	4,207,645	4,463,234	5,493,838	4,628,518	6,395,488	..	..
Guinea	523,281	366,264	618,439	2,559,068	2,645,411	2,437,941	..	..
Guinea-Bissau	798,803	632,123	688,164	667,809	525,994	432,794	..	..
Kenya	3,621,163	6,213,561	6,110,346	7,572,498	5,682,232	7,890,418	..	..
Lesotho	446,870	870,142	575,912	856,182	554,010	842,593	..	..
Liberia	72,798	1,039,329	855,166	1,360,594	726,095	920,052	..	..
Madagascar	1,090,343	932,854	1,440,808	3,097,609	2,604,924	2,920,464	..	..
Malawi	707,511	2,203,157	2,073,164	3,252,572	1,653,936	1,977,973	..	..
Mali	2,851,478	1,999,344	2,515,475	3,862,958	3,567,773	3,442,623	..	..
Mauritania	999,581	245,346	970,749	1,399,329	1,333,087	1,251,858	..	..



4.b

MEANS OF IMPLEMENTATION



## 4.b



Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Mauritius	1,527,027	666,048	1,588,098	2,498,577	1,571,255	1,982,482	..	..
Mozambique	2,802,196	3,941,262	2,847,972	3,399,809	2,237,760	2,697,678	..	..
Namibia	401,186	969,070	753,174	1,226,800	1,361,548	1,312,937	..	..
Niger	17,950,808	656,191	1,155,110	1,339,577	861,984	1,237,113	..	..
Nigeria	1,432,273	3,303,597	3,402,107	4,681,479	3,735,245	5,261,186	..	..
Rwanda	19,540,636	2,429,516	1,673,240	3,278,191	3,240,646	3,853,818	..	..
Sao Tome and Principe	957,125	662,288	1,874,712	1,136,780	779,173	471,246	..	..
Senegal	3,720,025	1,224,047	1,471,282	4,846,751	4,493,111	5,921,712	..	..
Seychelles	276,516	616,511	624,684	1,063,959	611,230	898,430	..	..
Sierra Leone	91,992	944,334	831,869	1,167,358	710,181	895,778	..	..
Somalia	..	53,830	254,583	299,440	199,276	303,559	..	..
South Africa	5,998,068	6,935,525	7,200,975	8,833,172	8,244,796	8,479,811	..	..
South Sudan	..	167,248	349,934	963,000	353,272	493,341	..	..
Swaziland	59,810	861,262	606,921	1,119,995	612,986	1,061,813	..	..
Togo	1,290,528	743,752	1,311,106	1,972,457	1,614,471	1,655,023	..	..
Uganda	2,032,472	4,634,616	3,784,960	4,684,944	4,036,478	5,642,843	..	..
United Republic of Tanzania	3,184,032	5,542,048	4,779,488	6,281,756	4,975,852	7,613,949	..	..
Zambia	1,446,418	3,360,328	2,800,913	3,635,800	2,215,056	2,734,499	..	..
Zimbabwe	908,171	924,951	1,309,542	1,498,530	1,604,113	3,309,679	..	..

### 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 2015, Afghanistan had a flow of US\$6.89 million in development assistance for scholarships.

### More information:

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

[Metadata for SDG 4 indicators](#)

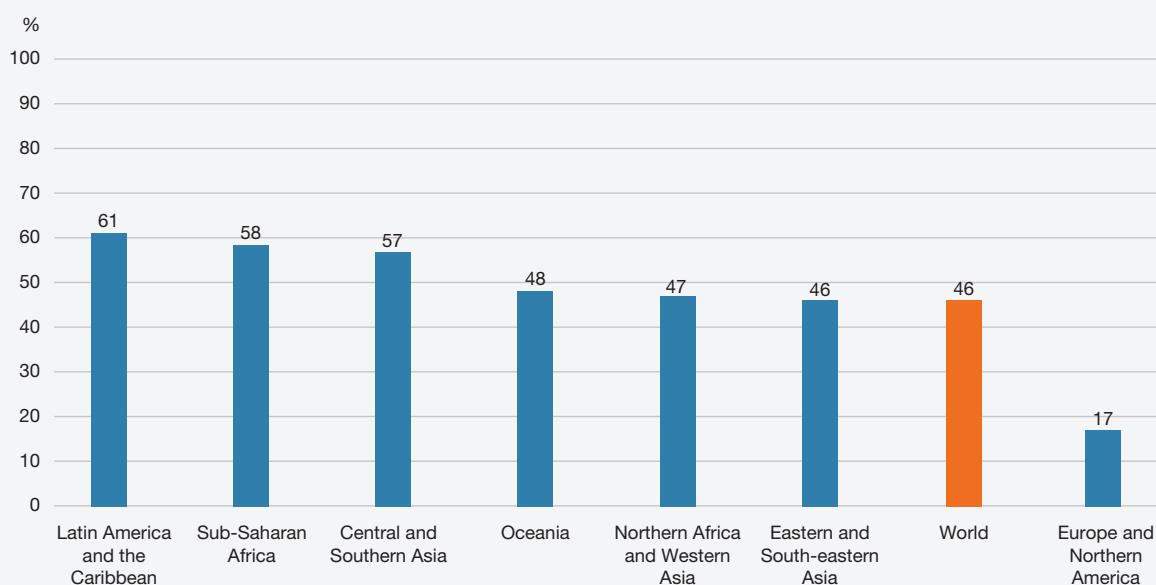
### Where can the data be downloaded?

[UIS database](#)

# SDG Global Indicator 4.c.1

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 2017.

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

Source: UIS database, February 2018 release.



4.c

**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
<b>Central and Southern Asia</b>								
Bhutan	..	..	..	..	..	100	100	..
Kazakhstan	..	..	..	..	100	..	..	..
Kyrgyzstan	43	46	..	..	..	..	..	..
Maldives	39	50	72	72	73	81	..	..
Nepal	82	84	85	87	87	88	88	89
Tajikistan	85	87	86	90	100	100	100	..
Uzbekistan	100	100	..	..	..	..	..	98
Tajikistan	93	94	94	94	100	100	100	100
Uzbekistan	100	100	..	..	..	..	..	99
<b>Eastern and South-Eastern Asia</b>								
Brunei Darussalam	73	64	65	63	64	59	59	..
Cambodia	98	97	100	100	100	100	100	..
China, Macao SAR	95	92	93	94	92	98	99	..
Lao People's Democratic Republic	97	89	91	..	91	92	90	..
Malaysia	..	99	99	99	100	100	96	..
Mongolia	90	93	94	..	..	..	100	..
Myanmar	59	..	..	..	48	..	..	..
Philippines	..	..	..	..	..	100	..	..
Viet Nam	..	99	..	97	98	99	98	..
<b>Europe and Northern America</b>								
Andorra	100	100	100	100	100	100	100	..
Belarus	62	61	82	88	92	92	92	..
Bermuda	..	100	100	67	100	..	100	..
Gibraltar	..	..	..	..	..	..	87	..
Republic of Moldova	90	91	92	..	..	..	84	..
Serbia	..	76	69	..	..	..	..	..
<b>Latin America and the Caribbean</b>								
Anguilla	41	74	..	..	..	..	..	..
Antigua and Barbuda	..	58	71	..	..	65	..	..
Aruba	100	99	100	..	..	..	..	..
Bahamas	..	..	..	..	..	..	76	..
Barbados	52	47	..	..	..	58	62	..
Belize	15	16	21	21	30	40	45	..
Bolivia (Plurinational State of)	..	93	93	92	92	92	92	..
Cayman Islands	..	..	77	..	..	..	..	..
Colombia	100	100	100	96	97	..	..	..
Costa Rica	82	81	..	87	87	87	89	..
Cuba	100	100	100	..	..	..	..	..
Dominica	..	..	..	..	..	20	19	..
Dominican Republic	95	95	85	..	..	..	..	..
Ecuador	59	73	74	75	77	78	81	83
El Salvador	..	92	..	..	..	94	95	..
Grenada	45	..	..	40	52	35	40	..

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Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Guyana	61	63	65	..	..	..	..	..
Honduras	..	..	..	51	..	..	..	..
Jamaica	..	..	..	..	..	75	..	..
Mexico	82	86	86	86	85	84	85	..
Nicaragua	33	..	..	..	..	..	..	..
Panama	43	48	47	..	..	..	..	..
Paraguay	..	..	92	..	..	..	..	..
Puerto Rico	..	..	..	..	..	94	..	..
Saint Kitts and Nevis	..	..	..	..	8	..	..	..
Saint Lucia	..	..	60	..	70	..	..	..
Saint Vincent and the Grenadines	..	..	..	14	..	..	..	..
<b>Northern Africa and Western Asia</b>								
Armenia	88	79	80	80	79	80	80	..
Azerbaijan	91	92	92	..	85	91	88	..
Bahrain	49	46	47	47	50	52	53	..
Egypt	..	..	..	..	..	..	77	..
Jordan	..	..	..	100	100	100	100	..
Kuwait	..	72	73	73	75	75	..	..
Morocco	100	..	100	..	..	..	..	..
Oman	..	..	..	100	100	100	100	..
Palestine	100	100	100	100	100	100	100	..
Saudi Arabia	..	..	..	100	100	100	100	..
Sudan	..	..	..	..	..	100	..	..
Syrian Arab Republic	..	..	..	35	..	..	..	..
Tunisia	..	..	..	..	..	100	100	..
United Arab Emirates	100	100	100	100	100	100	100	..
Tunisia	..	..	100	100	100	100	100	..
United Arab Emirates	..	..	100	100	100	100	100	..
<b>Oceania</b>								
Cook Islands	..	70	82	76	70	84	78	..
Nauru	..	..	..	..	..	..	100	..
Niue	..	..	..	..	..	100	100	..
Samoa	..	..	..	..	100	100	100	..
Solomon Islands	..	61	40	51	59	..	..	..
Tokelau	..	..	..	..	..	..	42	..
Tonga	..	..	100	..	..	..	..	..
Tuvalu	..	..	..	..	75	..	..	..
Vanuatu	..	..	..	..	..	46	..	..
<b>Sub-Saharan Africa</b>								
Angola	45	44	..	..	..	..	..	..
Benin	51	..	28	..	..	..	..	..
Botswana	..	..	55	55	..	..	..	..
Burkina Faso	..	22	20	..	..	72	52	..
Burundi	..	55	62	..	72	100	100	..
Cameroon	43	48	57	..	..	54	56	..
Cabo Verde	27	32	46	..	49	..	30	..



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MEANS OF IMPLEMENTATION

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Chad	66	73	..	52	..	..	..	..
Congo	94	..	92	..	..	..	..	..
Côte d'Ivoire	..	100	92	86	89	100	100	..
Democratic Republic of the Congo	23	23	17	19	20	21	..	..
Equatorial Guinea	..	..	..	..	..	89	..	..
Eritrea	57	53	56	50	46	42	..	..
Gambia	..	..	..	66	72	70	..	69
Ghana	27	27	35	39	41	46	48	..
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	..	..	..	..	..
Rwanda	..	38	..	..	..	49	51	..
Sao Tome and Principe	..	..	..	..	19	28	..	..
Senegal	15	..	23	26	26	26	34	..
Seychelles	..	74	64	61	66	81	86	..
Sierra Leone	..	42	49	45	..	54	..	..
South Sudan	..	39	..	..	..	..	..	..
Swaziland	64	51	..	..	..	..	..	..
Togo	52	54	50	56	..	63	..	..
Uganda	..	..	..	..	..	10	..	..
United Republic of Tanzania	18	..	..	..	..	..	..	..
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 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 2016, 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
<b>Central and Southern Asia</b>								
Bangladesh	..	58	..	..	..	48	50	..
Bhutan	..	..	..	..	..	100	100	..
India	..	..	..	..	77	..	70	..
Iran (Islamic Republic of)	..	..	..	100	100	100	..	..
Kazakhstan	..	..	..	..	100	100	100	100
Kyrgyzstan	..	..	..	19	19	19	21	..
Maldives	77	81	77	90	86	83	..	..
Nepal	74	81	93	92	94	94	97	97
Pakistan	84	83	84	85	84	82	75	..
Sri Lanka	82	82	..	80	..	71	70	..
Tajikistan	93	94	94	94	100	100	100	100
Uzbekistan	100	100	..	..	..	..	..	99
<b>Eastern and South-Eastern Asia</b>								
Brunei Darussalam	87	88	88	85	87	82	85	..
Cambodia	99	99	100	100	100	100	100	..
China, Hong Kong SAR	96	96	96	96	96	96	97	..
China, Macao SAR	85	86	88	88	88	96	98	..
Lao People's Democratic Republic	95	94	97	98	98	98	97	..
Malaysia	95	96	96	97	99	100	100	..
Mongolia	98	99	99	100	100	..	100	..
Myanmar	100	..	..	..	100	..	..	98
Philippines	..	..	..	100	..	100	..	..
Thailand	..	..	..	..	100	100	..	..
Viet Nam	98	99	100	..	100	99	100	..
<b>Europe and Northern America</b>								
Andorra	100	100	100	100	100	100	100	..
Belarus	100	100	100	100	99	99	99	..
Bermuda	..	100	100	76	100	..	100	..
Gibraltar	..	..	..	..	..	..	85	..
Republic of Moldova	..	..	..	..	94	100	99	..
Serbia	..	70	56	..	..	..	..	..
Ukraine	100	100	100	..	..	..	86	..
<b>Latin America and the Caribbean</b>								
Anguilla	53	71	..	..	..	..	..	..
Antigua and Barbuda	55	65	60	..	70	65	..	..
Aruba	100	100	100	..	..	..	..	..
Bahamas	92	..	..	..	..	..	90	..
Barbados	58	55	..	..	69	66	69	..
Belize	45	48	54	49	61	68	73	..
Bolivia (Plurinational State of)	..	56	56	57	57	58	58	..
British Virgin Islands	..	..	..	..	80	92	..	..
Cayman Islands	..	95	97	88	..	..	..	..
Colombia	100	100	100	97	98	..	95	..
Costa Rica	89	91	..	94	94	94	94	..
Cuba	100	100	100	100	100	100	..	..
Dominica	61	58	61	65	65	64	66	..
Dominican Republic	85	85	85	..	..	..	..	..





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Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Ecuador	60	74	75	76	79	79	81	82
El Salvador	..	96	..	..	..	96	96	..
Grenada	65	..	..	54	63	64	63	..
Guyana	66	68	70	..	..	..	..	..
Jamaica	..	..	..	..	96	93	100	..
Mexico	96	96	96	96	97	96	97	..
Nicaragua	75	..	..	..	..	..	..	..
Panama	92	92	90	..	83	99	..	..
Paraguay	..	..	92	..	..	..	..	..
Puerto Rico	..	..	..	..	94	95	..	..
Saint Kitts and Nevis	62	64	65	65	68	72	72	..
Saint Lucia	87	87	88	89	79	..	..	..
Saint Vincent and the Grenadines	84	..	85	83	76	84	..	..
Turks and Caicos Islands	..	..	..	..	89	..	..	..
Uruguay	..	..	..	100	100	100	..	..
<b>Northern Africa and Western Asia</b>								
Algeria	..	..	..	..	100	100	..	..
Azerbaijan	100	100	100	100	99	99	90	..
Bahrain	..	80	82	82	83	82	84	..
Egypt	..	..	..	..	..	..	74	..
Jordan	..	..	..	..	100	..	100	..
Kuwait	..	78	78	77	79	79	..	..
Morocco	100	100	100	100	100	100	100	..
Palestine	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	..
<b>Oceania</b>								
Cook Islands	..	97	95	97	89	100	95	..
Fiji	..	100	100	..	..	..	..	..
Kiribati	..	..	..	..	..	..	73	..
Nauru	..	..	..	..	..	..	100	..
Niue	..	..	..	..	..	100	92	..
Papua New Guinea	..	..	100	..	..	..	..	..
Solomon Islands	58	54	54	63	65	59	66	..
Tokelau	..	..	..	..	..	..	67	..
Tonga	..	..	..	100	97	..	..	..
Vanuatu	..	..	..	..	..	28	..	..
<b>Sub-Saharan Africa</b>								
Angola	..	47	..	..	..	..	..	..
Benin	43	47	..	..	68	69	..	..
Botswana	..	..	100	99	..	..	..	..
Burkina Faso	..	..	95	86	84	85	73	..
Burundi	..	94	95	..	92	100	100	..
Cameroon	57	67	79	..	..	58	59	..
Cabo Verde	90	92	95	..	96	..	93	..
Central African Republic	..	57	58	..	..	..	..	..
Chad	70	68	66	65	..	..	..	..
Comoros	..	55	..	75	..	..	..	..
Congo	87	79	80	..	..	..	..	..

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Côte d'Ivoire	..	100	99	83	85	100	100	..
Democratic Republic of the Congo	92	90	94	..	95	..	..	..
Djibouti	..	100	..	96	..	100	..	..
Equatorial Guinea	45	49	..	..	..	37	..	..
Eritrea	94	91	90	80	71	61	..	..
Gambia	..	90	63	82	91	86	..	88
Ghana	51	51	52	53	52	55	56	55
Guinea	..	80	75	74	75	..	..	..
Guinea-Bissau	39	..	..	..	..	..	..	..
Lesotho	63	66	68	72	76	79	83	..
Liberia	..	56	..	..	56	47	..	..
Madagascar	..	..	21	19	17	15	15	..
Malawi	96	88	92	91	..	..	..	..
Mali	..	52	..	..	..	..	..	..
Mauritania	100	100	100	..	91	..	85	..
Mauritius	100	100	100	100	100	100	100	..
Mozambique	76	80	84	87	90	93	..	..
Namibia	96	..	..	..	..	..	..	..
Niger	97	96	97	46	50	56	56	..
Nigeria	66	..	..	..	..	..	..	..
Rwanda	91	98	96	95	96	94	90	..
Sao Tome and Principe	..	..	..	..	33	34	31	27
Senegal	48	63	65	72	70	68	70	..
Seychelles	..	87	76	69	71	84	83	..
Sierra Leone	..	48	55	57	..	54	..	..
South Sudan	..	44	..	..	..	..	..	..
Swaziland	79	78	68	79	82	82	..	..
Togo	77	71	82	76	..	73	..	..
United Republic of Tanzania	94	..	97	99	..	..	..	..
Zambia	..	..	93	..	..	..	..	..
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](#)



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**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
<b>Central and Southern Asia</b>								
Bangladesh	58	60	60	60	..	..	67	..
Bhutan	..	..	..	..	..	100	100	..
India	..	..	..	..	..	..	77	..
Iran (Islamic Republic of)	..	..	..	100	100	100	..	..
Maldives	98	98	93	99	93	93	..	..
Nepal	57	64	77	79	80	81	89	89
Pakistan	..	..	..	..	..	61	58	..
Sri Lanka	..	..	..	72	..	57	47	..
Uzbekistan	..	..	..	..	..	..	..	99
<b>Eastern and South-Eastern Asia</b>								
Brunei Darussalam	..	..	..	..	94	92	93	..
Cambodia	100	..	100	100	100	100	100	..
China, Macao SAR	70	71	73	75	80	87	88	..
Lao People's Democratic Republic	99	99	99	100	100	99	96	..
Myanmar	98	..	..	..	93	..	..	89
Thailand	..	..	..	..	..	100	..	..
Viet Nam	99	99	99	91	100	100	99	..
<b>Europe and Northern America</b>								
Andorra	100	100	100	..	..	..	..	..
Belarus	..	..	..	98	98	98	98	..
Bermuda	..	100	100	83	100	..	100	..
Gibraltar	..	..	..	..	..	..	87	..
Republic of Moldova	..	..	..	..	..	99	95	..
Serbia	..	53	43	..	..	..	..	..
<b>Latin America and the Caribbean</b>								
Antigua and Barbuda	38	..	..	..	..	..	..	..
Bahamas	89	..	..	..	..	..	83	..
Barbados	..	..	..	..	..	52	55	..
Belize	39	..	42	38	..	50	58	..
Cayman Islands	..	99	99	..	..	..	..	..
Colombia	96	97	97	98	99	97	98	..
Costa Rica	88	90	..	96	96	97	96	..
Cuba	100	100	100	100	100	100	..	..
Dominica	34	37	..	..	46	..	48	..
Dominican Republic	85	85	85	..	..	..	..	..
Ecuador	61	70	71	72	74	74	75	76
El Salvador	..	93	..	..	..	93	94	..
Grenada	..	..	..	..	40	42	43	..
Mexico	90	..	..	..	..	..	..	..
Panama	87	85	85	..	94	94	..	..
Paraguay	..	..	86	..	..	..	..	..
Puerto Rico	..	..	..	..	94	95	..	..
Saint Kitts and Nevis	49	56	53	..	..	..	..	..

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Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
Saint Lucia	..	66	65	57	72	..	..	..
Saint Vincent and the Grenadines	64	..	..	..	..	..	..	..
<b>Northern Africa and Western Asia</b>								
Azerbaijan	..	..	..	..	..	..	92	..
Bahrain	..	80	82	82	83	83	84	..
Egypt	..	..	..	..	..	..	69	..
Jordan	..	..	..	..	100	..	..	..
Kuwait	..	..	79	..	..	..	..	..
Palestine	100	100	100	100	100	100	100	..
Saudi Arabia	..	..	..	100	100	..	..	..
United Arab Emirates	..	..	..	..	..	100	100	..
<b>Oceania</b>								
Fiji	..	..	100	..	..	..	..	..
Kiribati	..	..	..	..	87	..	..	..
Nauru	..	..	..	..	..	..	100	..
Niue	..	..	..	..	..	100	80	..
Papua New Guinea	..	..	100	..	..	..	..	..
Solomon Islands	71	..	..	..	..	80	82	..
Tokelau	..	..	..	..	..	..	75	..
Vanuatu	..	..	..	67	..	21	..	..
<b>Sub-Saharan Africa</b>								
Burundi	..	..	..	..	71	100	100	..
Cameroon	..	..	..	33	..	50	51	..
Cabo Verde	68	..	76	..	77	..	..	..
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
Ghana	66	66	69	69	69	70	71	70
Liberia	..	60	..	..	60	62	..	..
Madagascar	..	..	..	..	22	..	..	..
Mali	..	72	..	..	..	..	..	..
Mauritania	..	100	..	..	100	100	70	..
Mozambique	..	..	..	85	..	..	..	..
Niger	14	..	..	24	15	15	..	..
Nigeria	85	..	..	..	..	..	..	..
Sao Tome and Principe	..	38	34	..	..	..	20	..
Sierra Leone	..	59	61	64	..	69	..	..
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.



**4.c**

## 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
<b>Central and Southern Asia</b>								
Bangladesh	41	47	58	56	..	..	59	..
Bhutan	..	..	..	..	..	100	100	..
Iran (Islamic Republic of)	..	..	..	100	100	100	..	..
Nepal	72	74	59	80	80	83	92	88
Uzbekistan	..	..	..	..	..	..	..	93
<b>Eastern and South-Eastern Asia</b>								
Brunei Darussalam	..	..	..	..	90	90	91	..
China, Macao SAR	73	73	75	78	83	87	90	..
Lao People's Democratic Republic	99	99	99	100	100	99	99	..
Myanmar	100	..	..	..	95	..	..	98
Thailand	..	..	..	..	..	100	..	..
<b>Europe and Northern America</b>								
Belarus	..	..	..	90	91	91	91	..
Bermuda	..	100	100	74	100	..	100	..
Gibraltar	..	..	..	..	..	..	84	..
Republic of Moldova	..	..	..	..	..	..	97	..
Serbia	..	34	37	..	..	..	..	..
<b>Latin America and the Caribbean</b>								
Antigua and Barbuda	48	..	..	..	..	..	..	..
Bahamas	89	..	..	..	..	..	86	..
Barbados	..	..	..	..	..	52	55	..
Belize	34	19	31	28	..	40	44	..
Cayman Islands	..	100	99	..	..	..	..	..
Colombia	97	97	98	98	99	98	99	..
Costa Rica	88	90	..	95	95	96	96	..
Cuba	100	100	100	100	100	100	..	..
Dominica	45	45	44	..	46	..	49	..
Dominican Republic	93	76	93	..	..	..	..	..
Ecuador	62	69	69	71	72	72	73	73
El Salvador	..	89	..	..	..	90	92	..
Grenada	..	..	..	..	40	42	43	..
Mexico	93	..	..	..	..	..	..	..
Panama	91	90	..	..	98	..	..	..
Paraguay	..	..	75	..	..	..	..	..
Puerto Rico	..	..	..	..	94	95	..	..
Saint Kitts and Nevis	44	56	53	..	..	..	..	..
Saint Lucia	..	64	64	66	71	..	..	..
Saint Vincent and the Grenadines	61	..	..	..	..	..	..	..
<b>Northern Africa and Western Asia</b>								
Bahrain	..	82	83	83	84	84	85	..
Egypt	..	..	..	..	..	..	65	..
Jordan	..	..	..	100	100	..	..	..
Palestine	100	100	100	100	100	100	100	..
Saudi Arabia	..	..	..	100	100	..	..	..
Sudan	..	..	66	68	..	66	..	..
Syrian Arab Republic	84	..	..	92	..	..	..	..



4.c

MEANS OF IMPLEMENTATION



4.c

MEANS OF IMPLEMENTATION

Region/Country	2010	2011	2012	2013	2014	2015	2016	2017
United Arab Emirates	..	..	..	..	..	..	100	..
Yemen	..	..	..	95	..	..	..	..
<b>Oceania</b>								
Fiji	..	..	100	..	..	..	..	..
Nauru	..	..	..	..	..	..	100	..
Niue	..	..	..	..	..	100	..	..
Papua New Guinea	..	..	100	..	..	..	..	..
Samoa	..	..	..	..	100	..	80	..
Solomon Islands	71	..	..	..	..	63	..	..
Vanuatu	..	..	..	..	..	20	..	..
<b>Sub-Saharan Africa</b>								
Burundi	..	..	..	..	75	100	100	..
Cameroon	..	..	..	71	..	57	57	..
Cabo Verde	100	100	100	..	100	..	..	..
Congo	..	..	84	..	..	..	..	..
Djibouti	..	100	..	..	100	100	..	..
Eritrea	75	74	72	80	..	..	..	..
Ethiopia	..	..	86	..	..	100	..	..
Gambia	..	..	..	94	94	94	..	96
Ghana	83	83	78	82	81	83	88	92
Kenya	..	..	100	..	..	..	..	..
Liberia	..	..	..	..	42	60	..	..
Madagascar	..	..	..	..	17	..	..	..
Mauritania	..	..	..	..	76	99	76	..
Mozambique	..	..	..	95	..	..	..	..
Niger	27	..	..	25	17	15	..	..
Nigeria	19	..	..	..	..	..	..	..
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.

**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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