

UIS 2025 SDG 4 THEMATIC INDICATOR FRAMEWORK REVIEW

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1. Introduction

With the adoption of the Sustainable Development Goals ([SDGs](#)) at the UN General Assembly in September 2015 and the Education 2030 Framework for Action ([FFA](#)) at the UNESCO General Conference in November 2015, attention has turned to the development of processes and plans to monitor progress towards the targets associated with SDG 4 on education.

The Inter-Agency and Expert Group on the Sustainable Development Goal Indicators ([IAEG-SDGs](#)) developed a global indicator framework which was agreed by the UN Statistical Commission in [March 2016](#), further refined in [March 2017](#) and formally adopted by the UN General Assembly in July 2017 ([GA Resolution 71/313](#)). This framework is seen as a voluntary and country-led instrument with an initial set of indicators that need to be refined on an annual basis and comprehensively reviewed in [2020](#) and [2025](#).

In alignment with the upcoming 2025 Comprehensive Review of global indicators by IAEG-SDGs, the Education Data and Statistics Commission ([EDSC](#)), formerly known as the Technical Cooperation Group on SDG 4 indicators ([TCG](#)), is initiating the review of the SDG 4 framework in order to propose refinements, revisions, replacements, additions, and deletions to the existing set of thematic indicators.

The main objective of the present paper is to do a stocktaking of the status of *UIS 2025 SDG 4 framework review*, eventually grouping them into four categories: no need for revision; in need of minor revision; in need of major revision; to be deleted. New indicators may also be proposed for the post-2030 agenda to address neglected SDG 4 areas or emerging policy issues.

The proposed *UIS 2025 SDG 4 framework review* will be examined during the EDSC meeting on 4 July 2024. Following this initial round of discussions, it will be sent to the Chairs of the EDSC working groups, who will report on it at the upcoming 11th meeting of the Commission in December 2024. The final review outcome will be then shared with the SDG 4 High-Level Steering Committee (HLSC), through Functional Area 2 on data and monitoring, for validation during its next meeting.

The present paper first discusses the 2025 Comprehensive Review Process of global SDG indicators by IAEG-SDGs, including the criteria guiding the review, its timeline and a note on coverage of these indicators. It presents then the challenges and developments to date of the thematic indicator framework, including a section on the decisions taken by the EDSC since 2016 regarding reporting and refinement of SDG 4 indicators and methodological progress. The paper then proceeds with the findings of a preliminary comprehensive review of the thematic indicators' framework proposing actions that could be taken.

2. Global and thematic indicators to monitor SDG 4

Monitoring SDG 4 is based on universal principles and emphasizes a participatory framework in which all stakeholders can recognize their shared responsibility in achieving the SDGs. SDG 4 has 10 targets including three means of implementation, and several indicators within each target. SDG 4 framework currently includes 46 indicators, among which: 13 are global indicators (one indicator is under Target 1.a), and 1 indicator comes from the [Education 2030 - Framework for Action](#). The current list of indicators is presented in **Annex 1**.

Together, global and thematic indicators provide greater alignment between education targets and national priorities and contexts, while maintaining cross-national comparability. Global indicators address the key outcome at stake with each target, while thematic indicators act as reference indicators that allow for a more comprehensive and nuanced view related to potential levers for policy change by including different policy-based indicators.

Both global and thematic indicator frameworks are designed to facilitate cross-national monitoring of progress towards targets. Indicators selected meet a range of standards to ensure technical strength, feasibility, frequency of reporting, cross-national comparability and interpretability, and availability of data over time. Every country is encouraged to report on both sets of indicators, but a country may choose from the list of thematic indicators the ones that are most relevant for its policy needs. International organizations (UIS and its partners) will continue to collect the available country data for cross-national comparisons and to report on trends and levels.

The UIS is the custodian of 7 and co-custodian of 4 global SDG 4 indicators.

3. IAEG-SDGs 2025 Comprehensive Review Process of global SDG indicators

In accordance with [GA Resolution 71/313](#), the IAEG-SDGs needs to conduct the 2025 Comprehensive Review of the global indicator framework throughout 2024 and will submit its proposed refinements, revisions, replacements, additions and deletions to the 56th session of the United Nations Statistical Commission in March 2025 for its consideration.

The IAEG-SDGs conducted a review of the availability of data for all indicators in the global indicator database (as of October 2023) to assess country and population coverage for each region for which those indicators were relevant. The review highlighted the following in terms of indicator classification:

- Ten indicators met the criteria for being reclassified from tier II to tier I¹: **4.3.1, 4.c.1, 5.1.1, 8.3.1, 8.5.1, 8.7.1, 8.8.2, 11.3.1, 11.6.1 and 11.7.1.**
- One indicator was reclassified from tier I to multi-tier (i.e. different components of the indicator are classified in different tiers) after a subcomponent was downgraded from tier I to tier II: **4.1.1a.**

The IAEG-SDGs agreed on a [set of specific criteria](#) to guide the 2025 Review, among which:

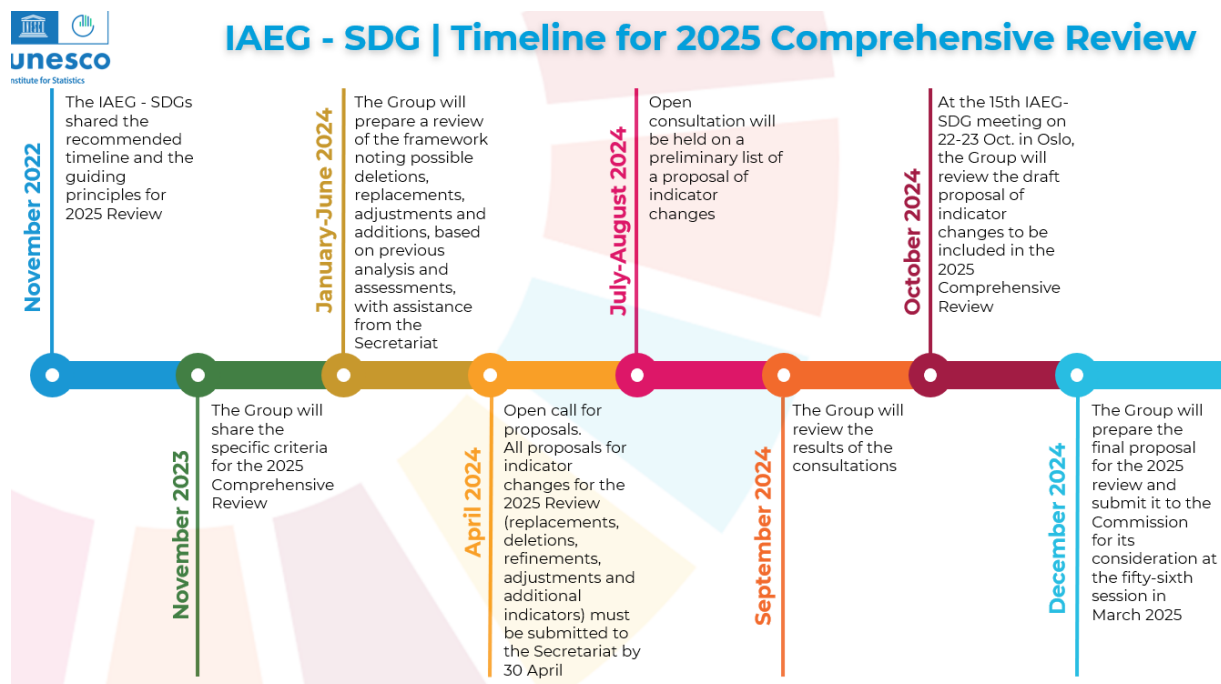
1. Maintain the same number of indicators currently in the framework.
2. Data must be available for at least 40% of countries and of the population across the different regions where the indicator is relevant and suitable for global monitoring.
3. Deletion may be considered in some cases of a tier II indicator.
4. Addition of a sub-indicator within an existing one is discouraged.

¹ The IAEG-SDGs established a tier system and grouped indicators into three categories:

- Tier I: indicators for which an established methodology exists, and data are already widely available;
- Tier II: indicators for which a methodology has been established but for which data are not easily available;
- Tier III: indicators for which an internationally agreed methodology has not yet been developed.

The IAEG-SDGs also discussed detailed submission requirements for the 2025 Comprehensive Review process and will hold an open consultation on a preliminary list of a proposal of indicator changes, the results of which will be reviewed in September 2024. The IAEG-SDGs timeline leading to the 2025 Comprehensive Review is illustrated in **Figure 1** below.

Figure 1. Timeline for the 2025 Comprehensive Review of global SDG indicators



Source: UIS based on [IAEG-SDGs page](#) on the 2025 Comprehensive Review Process

A note on the coverage of global SDG 4 indicators

As mentioned above, one of the criteria guiding the 2025 Comprehensive Review is the coverage of indicators, as this will determine the actions to be taken for the indicator, such as refinement or deletion from the monitoring framework. In terms of coverage, the IAEG-SDGs specified that data must be available for at least 40% of countries and of the population across the different regions where an indicator is relevant and suitable for global monitoring. Below are some of the findings related to SDG 4 global indicators' coverage.

There are two global indicators with low coverage in population terms:

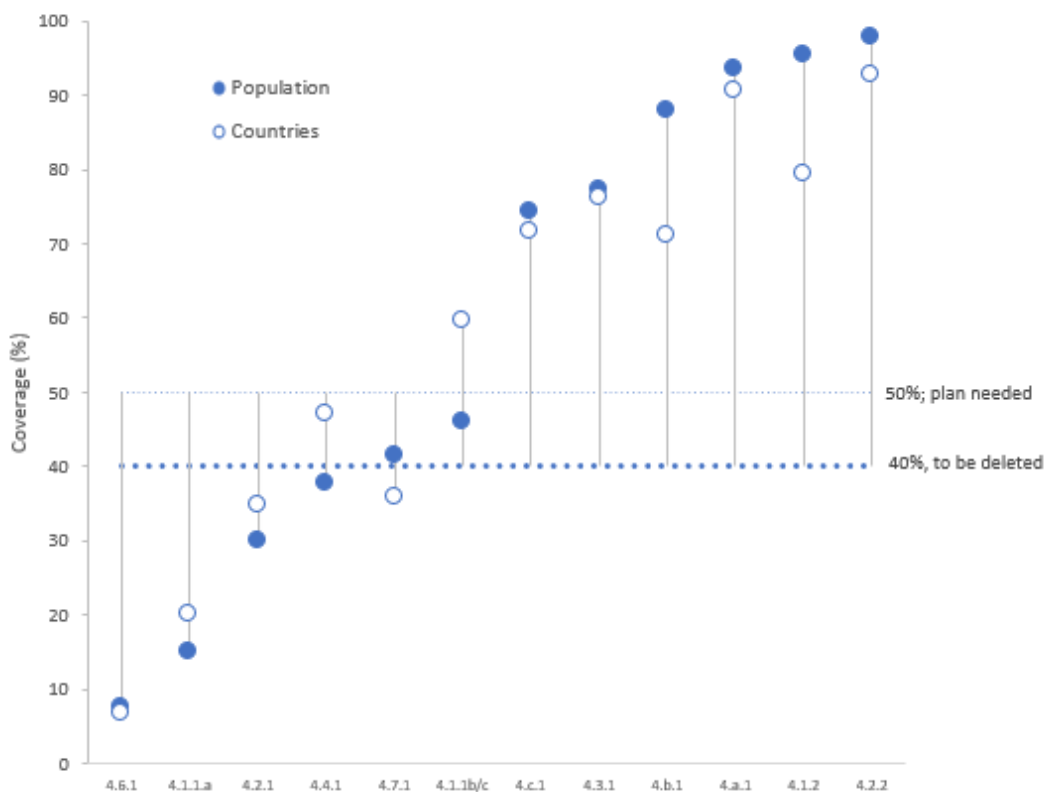
- Children developmentally on track (4.2.1) at 35%, none of which is a high-income country.
- Functional literacy and numeracy proficiency (4.6.1) at 7%, all of them upper-middle- and high-income countries. Given very low coverage, the youth/adult literacy rate (indicator 4.6.2) may be proposed as a replacement global indicator, as its coverage is high (81%), except in high-income countries (27%) where literacy rates are close to universal and therefore the indicator is less relevant.

Three global indicators have relatively higher coverage that still falls below 50%:

- Minimum proficiency level in reading and mathematics (4.1.1);
- ICT skills (4.4.1); and
- Extent to which global citizenship education and education for sustainable development are mainstreamed in policy, curricula, teacher education, and assessment (4.7.1).

Coverage of indicator 4.1.1 is sufficiently high at the end of primary/lower-secondary education (4.1.1b and c), at 46% of the population and 60% of countries. But it is low at grades 2/3 (4.1.1a), at 16% of the population and 20% of countries. Coverage is related to the level of income. The percentage of population in countries covered with at least one data point between 2018 and 2022 is 33% in low-, 35% in lower-middle-, 50% in upper-middle- and 92% in high-income countries. **Figure 2** shows the coverage of all SDG 4 global indicators as a percentage of population and as a percentage of countries.

Figure 2. Population and country coverage of global SDG 4 indicators



Source: UIS based on UIS database March 2024 release and IAEG-SDGs Report to the UNSC (2024)

4. SDG 4 thematic indicator framework review

a) Developments to date

The thematic indicator framework is overseen by the Education Data and Statistics Commission (EDSC), formerly known as the Technical Cooperation Group on SDG 4 indicators (TCG): composed of 28 Member States, the Commission makes recommendations and decides on the necessary actions to improve data quality and availability, as well as design and development of methodologies. It is co-chaired by the directors of UIS and GEM Report and its Secretariat is the UIS.

Since 2016, the EDSC made significant methodological developments with the indicators, contributing crucially to their transition from Tier III to Tier II or I. **Figure 3** below gives a glimpse of some of the EDSC decisions that have impacted the education indicator framework.

Figure 3. Education Data and Statistics Commission (formerly TCG) decisions 2016-2023 on education indicator framework



Source: UIS based on the information found on the EDSC (formerly TCG) [website](#)

Annex 2 and **Annex 3** show the development of global and thematic indicators respectively since 2016 and **Table 1** gives the number of decisions taken by the EDSC involving the approval of reporting, addition, deletion, methodology or refinement of indicators in the SDG 4 framework.

In 2016, a total of 18 thematic indicators were approved for reporting: this included the completion rate which was later upgraded to a global indicator. In 2018, four more thematic indicators were approved for reporting (4.6.3, 4.7.2, 4.a.2 and 4.a.3). In 2020, 6 more indicators were added for reporting (4.5.2, 4.5.3, 4.7.4, 4.7.5, 4.c.5, 4.c.7). Three indicators were added to the framework in 2022 (4.5.6, 4.7.3 on greening education, 4.a.4). Indicators 4.7.3 on human rights and 4.b.2 on scholarships were never approved for reporting and were deleted in 2021 and 2019 respectively.

Table 1. Number of decisions taken by the TCG by type of decision

Type	Decisions	Number
Initial list		29
Addition		16
Deletion		4
Methodology/Refinement		89
Other		7
Grand Total		145

b) Review of thematic indicators: Guiding principles, criteria, initial assessment, and proposed actions

The 2025 SDG 4 Framework Review presents an opportune moment to enhance the education indicators framework, increase and prioritize coverage for the coming 5 years facilitating global monitoring of the 2030 education agenda.

- Guiding principles*

The guiding principles for the review include:

1. Ensuring that the revised framework does not significantly burden national statistical work.
2. Allowing room for improvements while maintaining or reducing the size of the framework.
3. Maintaining focus on implementing the framework at the country level to achieve the SDGs.

- Key criteria*

The review aims to maintain or reduce the number of indicators, avoiding significant alterations to the original framework and minimizing the reporting burden on national statistical systems. Key criteria include:

1. Indicators must have a robust methodology.
2. Data must be for at least 30% of countries or the population.
3. A third important criterion could be considered – the relevance of indicators to the post-2030 agenda. In fact, the EDSC should seize the moment to address neglected SDG 4 areas and take into account emerging policy priorities. The EDSC could then propose new indicators accordingly.

- Initial assessment and potential actions of thematic indicators*

The challenges and proposed actions for the SDG 4 thematic indicators are presented in **Table 2** below. The working groups are required to review the assessment and the proposed actions of each indicator.

Table 2. Challenges and proposed actions for the SDG 4 thematic indicators

Indicator	Robust methodology	Coverage	Relevant to SDG target	UIS notes	Actions to consider?
Indicator 4.1.0: Proportion of children/young people prepared for the future, by sex	Yes	Low coverage in some regions	Yes	Indicator is a by-product of global indicators 4.1.1 and 4.1.2	No action needed
Indicator 4.2.3: Percentage of children under 5 years experiencing positive and stimulating home learning environments	Yes	Low coverage	Yes	Low coverage	Deletion
Indicator 4.3.3: Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex	No	Yes	Yes	The indicator must report on formal and non-formal education and training but reports only on formal education based on the UIS Education Survey	Refine the metadata to reflect its current reporting
Indicator 4.4.2: Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	Yes	Low coverage	Yes	Low coverage and as 4.4.1 has expanded to cover more skills (although self-reported).	Deletion
Indicator 4.5.3: Existence of funding mechanisms to reallocate education resources to disadvantaged populations	Yes	Low coverage in some regions	Yes	Low coverage in some regions	No action needed
Indicator 4.5.4: Expenditure on education per student by level of education and source of funding	Yes	Low coverage in some regions	Yes	Low coverage in some regions	No action needed
Indicator 4.5.5: Percentage of total aid to education allocated to least developed countries	Yes	Low coverage	Yes	Low coverage but by definition, not all countries are expected to report	No action needed
Indicator 4.6.2: Youth/adult literacy rate	No	Low coverage in some regions	Yes	<ul style="list-style-type: none"> - There is no global definition of literacy; - Reported according to national definitions; data model (GALP) used and mixed among other data 	Major revision: <ul style="list-style-type: none"> - Set global definition of literacy; - Report modeled data in a separate data series

EDSC/SMS/3.1

Indicator	Robust methodology	Coverage	Relevant to SDG target	UIS notes	Actions to consider?
Indicator 4.7.2: Percentage of schools that provide life skills-based HIV and sexuality education	No	Low coverage in some regions	Yes	It may be difficult to accurately measure the percentage of schools providing such education as it requires comprehensive data collection efforts across a wide range of educational institutions	Major revision: Report with a policy indicator; e.g., "Extent to which life skills-based HIV and sexual education are mainstreamed in curriculum documents" taking advantage of existing information.
Indicator 4.7.4: Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability	Yes	Low coverage	Yes	Low coverage; reporting mainly in UMIC and HIC	Deletion
Indicator 4.7.5: Percentage of students in lower secondary showing proficiency in knowledge of environmental science and geoscience	Yes	Low coverage	Yes	Low coverage; reporting mainly in UMIC and HIC	Deletion
Indicator 4.a.2: Percentage of students experiencing bullying in the last 12 months in a) primary, and b) lower secondary education	Yes	Low coverage in some regions	Yes	Low coverage in some regions	No action needed
Indicator 4.c.2: Pupil-trained teacher ratio by education level	No	Yes	Yes	No global definition; reported according to national standards	Major revision: To be replaced with "Qualified teachers" according to global standard (ISCED 6) once data will be made available
Indicator 4.c.3: Percentage of teachers qualified according to national	No	Yes	Yes	No global definition; reported according to national standards	Teacher Task Force will work on the definition

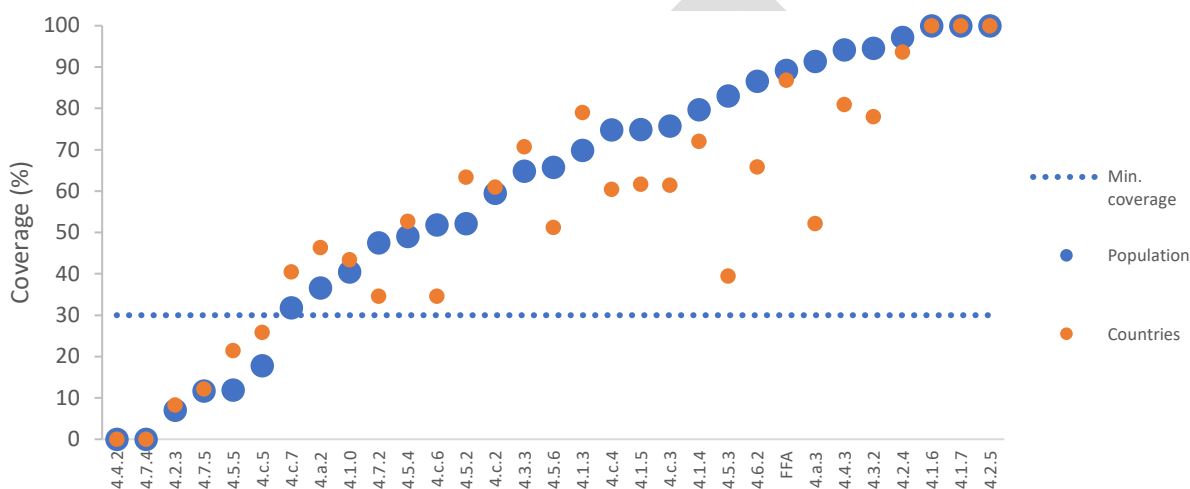
EDSC/SMS/3.1

Indicator	Robust methodology	Coverage	Relevant to SDG target	UIS notes	Actions to consider?
standards by education level and type of institution					of trained teacher in 2024.
Indicator 4.c.4: Pupil-qualified teacher ratio by education level	No	Yes	Yes	No global definition; reported according to national standards	
Indicator 4.c.5: Average teacher salary relative to other professions requiring a comparable level of qualification	Yes	Low coverage	Yes	Low coverage	Deletion
Indicator 4.c.6: Teacher attrition rate by education level	No	Low coverage in some regions	Yes	"Percentage of teachers at a given level of education leaving the profession in a given school year". This indicator does not provide information about the reasons why teachers leave the profession (retirement, other field of work, etc.)	Teacher working group might want to assess alignment with construct and coverage.
Indicator 4.c.7: Percentage of teachers who received in-service training in the last 12 months by type of training	No	Low coverage in some regions	Yes	Indicator title "Percentage of teachers who received in-service training in the last 12 months by type of training" is not coherent with indicator definition "Percentage of students whose teachers have received in-service training in the past 12 to 24 months as reported in cross-national assessments (CNAs) and teacher surveys". The UIS Education Survey is collecting "Teachers" but not for type of training	Major revision: a) Revise definition of reference period b) Drop reporting of "by type of training" as currently is not reporting c) consider the inclusion of a policy indicator assessing the main dimensions of CPD (compulsory, content, funding) to the extent possible

A note on the coverage of thematic SDG 4 indicators

As mentioned previously, one of the criteria guiding the review of the thematic indicator framework is the coverage of indicators as this will determine the actions that would need to be taken (e.g., refinements/deletion from the monitoring framework). In terms of coverage, the criterion is that data must be available for at least 30% of countries or the population. **Figure 4** shows the coverage² of SDG 4 thematic indicators as a percentage of population and as a percentage of countries. **Annex 4** presents the coverage of SDG 4 thematic indicators by region.

Figure 4. Coverage of SDG 4 thematic indicators



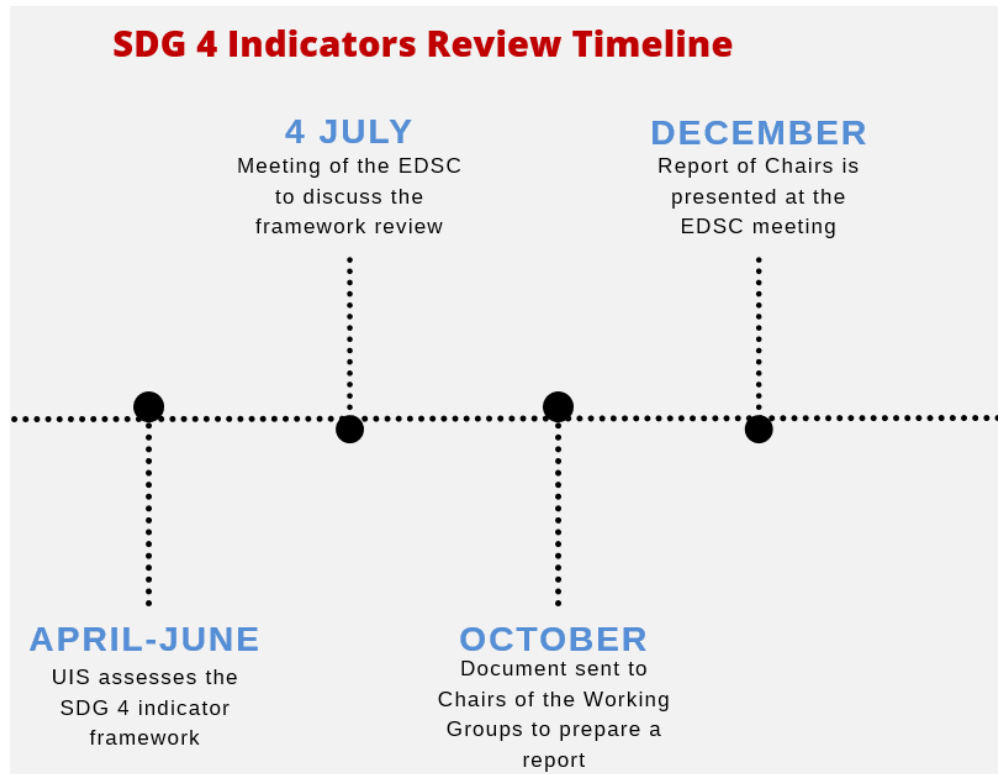
Source: UIS database

c) Timeline

In April 2024, the UIS initiated the review process of the SDG 4 thematic indicators to complement the efforts of the IAEG-SDGs' in its 2025 Comprehensive Review of the global indicator framework. On 4 July 2024, the EDSC's meeting will discuss the proposed indicators' refinements summarized in the present paper. Following the meeting, the refinements will be taken forward in a document which will be shared with the Chairs of the EDSC's working groups in mid-October. The Chairs will then prepare a report with the final version of the proposed refinements to be presented at the EDSC's meeting in December. **Figure 5** depicts the timeline for the review of thematic indicators.

² Coverage is defined as the availability of at least one data point in the last 4 years, for administrative data, or 5 years, for other data source.

Figure 5. Timeline for the review of thematic indicators



Source: UIS

Annex 1: List of indicators to monitor education (as of October 2023)³

FFA	Education 2030 Framework for Action
(*)	Government expenditure on education as a percentage of GDP
Target 1.a	By 2030, ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions
1.a.2 ^(*)	Proportion of total government spending on essential services (education)
Target 4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
4.1.0	Proportion of children/young people prepared for the future, by sex
4.1.1 ^(*)	Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
4.1.2 ^(*)	Completion rate (primary education, lower secondary education, upper secondary education)
4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)
4.1.4 ^(*)	Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)
4.1.5	Percentage of children over-age for grade (primary education, lower secondary education)
4.1.6	Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks
Target 4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
4.2.1	Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex
4.2.2 ^(*)	Participation rate in organized learning (one year before the official primary entry age), by sex
4.2.3	Percentage of children under 5 years experiencing positive and stimulating home learning environments

³ Notes:

- (*) Benchmark indicator
- (**) Benchmark indicator is 'Gender gap in upper secondary completion rate'
- (***) Benchmark indicator is 'Proportion of schools with access to Internet for pedagogical purposes'

4.2.4	Net early childhood education enrolment rate in (a) pre-primary education and (b) early childhood educational development
4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks
Target 4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
4.3.2	Gross enrolment ratio for tertiary education by sex
4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex
Target 4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
4.4.2	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
4.4.3	Youth/adult educational attainment rates by age group and level of education
Target 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
4.5.1 ^(**)	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
4.5.2	Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as language of instruction
4.5.3	Existence of funding mechanisms to reallocate education resources to disadvantage populations
4.5.4	Expenditure on education per student by level of education and source of funding
4.5.5	Percentage of total aid to education allocated to least developed countries
4.5.6	Expenditure on education by source of funding (public, private, international) as a percentage of GDP
Target 4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
4.6.2	Youth/adult literacy rate

Target 4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education
4.7.3	Extent to which green policy intentions are mainstreamed in curriculum documents
4.7.4	Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability
4.7.5	Percentage of students in lower secondary showing proficiency in knowledge of environmental science and geoscience
Target 4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
4.a.1^(***)	Proportion of schools offering basic services, by type of service
4.a.2	Percentage of students experiencing bullying in the last 12 months in a) primary, and b) lower secondary education
4.a.3	Number of attacks on students, personnel, and institutions
4.a.4	Proportion of school attending children receiving school meals
Target 4.b	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study
Target 4.c	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
4.c.1^(*)	Proportion of teachers with the minimum required qualifications, by education level
4.c.2	Pupil-trained teacher ratio by education level
4.c.3	Percentage of teachers qualified according to national standards by education level and type of institution
4.c.4	Pupil-qualified teacher ratio by education level
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification
4.c.6	Teacher attrition rate by education level

4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training
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Annex 2: Development of global indicators to monitor education

Indicator	Tier III	Tier II	Tier I
1.a.2 Proportion of total government spending on essential services (education, health and social protection)		Apr. 2016	Nov. 2022: education Tier I
4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Apr. 2016 Nov. 2016	Mar. 2017: (b) and (c) upgraded Nov. 2017: (a) need additional work Nov. 2018: (a) upgraded Oct. 2023: (a) reclassified as Tier II	Oct. 2019 Nov./Dec. 2019 (WebEx meeting)
4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)			2020: - Added as global indicator in comprehensive review - Number change from 4.1.4 to 4.1.2
4.2.1 Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex	Apr. 2016 Nov. 2016		
	Mar. 2019: multi-tier classification. Tier II (24–59 months) / Tier III (0–23 months)		
		2020 (UNSC 51): Delete 0–23 months	
4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex		Nov. 2016	Apr. 2016 (proposed as Tier I) Mar. 2017 (upgraded to Tier I)
4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex		Apr. 2016	Oct. 2023
4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill		Apr. 2016	

EDSC/SMS/3.1

Indicator	Tier III	Tier II	Tier I
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	Apr. 2016: multi-tier (I/II/III)		
		Nov./Dec. 2019 (WebEx meeting): multi-tier (I/II)	
4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex		Apr. 2016 Oct. 2020: proposal of mini-LAMP to generate data	
4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment	Apr. 2016 Nov. 2018 Dec. 2018 (WebEx meeting)	Nov./Dec. 2019 (WebEx meeting)	
4.a.1 Proportion of schools offering basic services, by type of service		Apr. 2016: multi-tier (I,II)	
			Mar. 2020 Refinement (name change to align with target) Nov. 2020
4.b.1 Volume of official development assistance flows for scholarships by sector and type of study			Apr. 2016
4.c.1 Proportion of teachers with the minimum required qualifications, by education level		Nov. 2017 (reclassified as Tier II) 2020: Refinement (name change)	Apr. 2016 (proposed as Tier I) Oct. 2023

Annex 3: Development of thematic indicators to monitor education

Indicator number	Indicator name	Reporting 2016	Approval date	Deletion	Refinements
4.1.0	Proportion of children/young people prepared for the future, by sex		2020		
4.1.2	Administration of a nationally-representative learning assessment (a) in grade 2 or 3; (b) at the end of primary education; and (iii) at the end of lower secondary education	Yes	2016		2020: Number change to 4.1.6
4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)	Yes	2016		
4.1.4	Completion rate (primary education, lower secondary education, upper secondary education)	Yes	2016	-	2019: TCG 6 - Use model-based estimation to reconcile data 2020: Number change to 4.1.2 and became global indicator
4.1.5	Out-of-school rate (primary, lower secondary, upper secondary)	Yes	2016		2020: Number change to 4.1.4 and added a level of education (1 year before primary) 2021: TCG 9 - Approval on model estimates for countries that have not reported data during the last 5 years
4.1.6	Percentage of children over-age for grade (primary, lower secondary)	Yes	2016		2020: Number change to 4.1.5
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	Yes	2016		
4.2.3	Percentage of children under 5 years of age experiencing positive and stimulating home learning environment	No	2018		2018: TCG 5 - Agreement to use questions in MICS Family Care Indicators as the standard data collection instrument
4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) and early childhood educational development	Yes	2016		2022: Changed from GER to NER --> Net early childhood education enrolment rate in (a) pre-primary education and (b) early childhood educational development

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Indicator number	Indicator name	Reporting 2016	Approval date	Deletion	Refinements
4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	Yes	2016		
4.3.2	Gross enrolment ratio for tertiary education, by sex	Yes	2016		
4.3.3	Participation rate in technical-vocational education programmes (15- to 24-year olds) by sex	Yes	2016		
4.4.3	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	Yes	2016		
4.5.2	Percentage of students in primary education whose first or home language is the language of instruction	No	2020		2020: Name change to "Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as language of instruction"
4.5.3	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	No	2020		2020: Name change to "Existence of funding mechanisms to reallocate education resources to disadvantaged populations"
4.5.4	Education expenditure per student by level of education and source of funding	Yes	2016		
4.5.5	Percentage of total aid to education allocated to least developed countries	Yes	2016		
4.5.6	Expenditure on education by source of funding (public, private, international) as a percentage of GDP		2022		
4.6.2	Youth / adult literacy rate	Yes	Yes		
4.6.3	Participation rate of illiterate youth/adults in literacy programmes	No	2018	2022	
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education	No	2018		

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Indicator number	Indicator name	Reporting 2016	Approval date	Deletion	Refinements
4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA resolution 59/113)	No	N/A	2021	
4.7.3	Extent to which green policy intentions are mainstreamed in curriculum documents		2022		
4.7.4	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	No	2020		2020: TCG 7 - Name change to "Percentage of students in lower secondary showing adequate understanding of issues relating to global citizenship and sustainability"
4.7.5	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	No	2020		2020: TCG 7 - Name change to "Percentage of students in lower secondary showing proficiency in knowledge of environmental science and geoscience"
4.7.6	Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems		2020	2022	
4.a.2	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	No	2018		
4.a.3	Number of attacks on students, personnel and institutions	No	2018		
4.a.4	4.a.4 Proportion of school attending children receiving school meals		2022		
4.b.2	Number of higher education scholarships awarded by beneficiary country	No	N/A	2019	
4.c.2	Pupil-trained teacher ratio by education level	Yes	2016		

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Indicator number	Indicator name	Reporting 2016	Approval date	Deletion	Refinements
4.c.3	Proportion of teachers qualified according to national standards by education level and type of institution	Yes	2016		
4.c.4	Pupil/qualified teacher ratio by education level	Yes	2016		
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification	No	2020		
4.c.6	Teacher attrition rate by education level	Yes	2016		
4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training	No	2020		2020: TCG 7 - agreement to use TALIS and to add data from learning assessments' teacher questionnaires

Annex 4: Coverage of SDG 4 thematic indicators

Indicator/target number	Indicator/target description	World		Sub-Saharan Africa		Oceania		Northern Africa and Western Asia		Latin America and the Caribbean		Europe and Northern America		Eastern and South-Eastern Asia		Central and Southern Asia	
		% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries
Target 4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes																
4.1.0	Proportion of children/young people prepared for the future, by sex	40	43	37	33	47	6	40	33	88	41	93	82	34	44	17	21
4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)	70	79	62	67	9	82	69	79	61	72	97	93	34	78	99	93
4.1.4	Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)	80	72	87	67	100	78	79	63	91	70	100	84	74	67	99	74
4.1.5	Percentage of children over-age for grade (primary education, lower	75	62	87	68	100	68	80	54	92	69	75	50	74	56	99	71

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Indicator/target number	Indicator/target description	World		Sub-Saharan Africa		Oceania		Northern Africa and Western Asia		Latin America and the Caribbean		Europe and Northern America		Eastern and South-Eastern Asia		Central and Southern Asia	
		% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries
	secondary education)																
4.1.6	Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Target 4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education																
4.2.3	Percentage of children under 5 years experiencing	7	8	6	10	0	0	20	21	21	5	0	4	0	6	9	14

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Indicator/target number	Indicator/target description	World		Sub-Saharan Africa		Oceania		Northern Africa and Western Asia		Latin America and the Caribbean		Europe and Northern America		Eastern and South-Eastern Asia		Central and Southern Asia	
		% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries
	positive and stimulating home learning environments																
4.2.4	Net early childhood education enrolment rate in (a) pre-primary education and (b) early childhood educational development	97	94	99	96	100	100	92	96	91	90	96	93	96	89	100	93
4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Target 4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university																
4.3.2	Gross enrolment ratio for tertiary education by sex	95	78	93	73	60	35	66	79	92	67	100	98	100	94	99	93

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Indicator/target number	Indicator/target description	World		Sub-Saharan Africa		Oceania		Northern Africa and Western Asia		Latin America and the Caribbean		Europe and Northern America		Eastern and South-Eastern Asia		Central and Southern Asia	
		% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries
4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex	65	71	29	44	94	65	60	67	88	74	100	93	36	78	99	86
Target 4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship																
4.4.2	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4.4.3	Youth/adult educational attainment rates by age group and level of education	94	81	93	75	97	82	70	79	83	64	97	93	100	94	99	93
Target 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations																
4.5.2	Percentage of students in a) early grades, b) at the end of primary, and c)	52	63	58	50	60	35	57	71	90	54	100	91	40	83	29	43

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Indicator/target number	Indicator/target description	World		Sub-Saharan Africa		Oceania		Northern Africa and Western Asia		Latin America and the Caribbean		Europe and Northern America		Eastern and South-Eastern Asia		Central and Southern Asia	
		% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries
	at the end of lower secondary education who have their first or home language as language of instruction																
4.5.3	Existence of funding mechanisms to reallocate education resources to disadvantage populations	83	40	87	56	10	12	71	33	93	56	47	4	95	56	85	71
4.5.4	Expenditure on education per student by level of education and source of funding	49	53	19	27	57	24	43	46	82	62	100	91	9	39	81	57
4.5.5	Percentage of total aid to education allocated to least developed countries	12	21	0	0	56	12	22	25	0	0	81	71	7	17	1	7

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Indicator/target number	Indicator/target description	World		Sub-Saharan Africa		Oceania		Northern Africa and Western Asia		Latin America and the Caribbean		Europe and Northern America		Eastern and South-Eastern Asia		Central and Southern Asia	
		% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries
4.5.6	Expenditure on education by source of funding (public, private, international) as a percentage of GDP	66	51	65	41	92	26	22	40	93	50	99	82	16	39	99	57
Target 4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy																
4.6.2	Youth/adult literacy rate	87	66	89	92	5	24	79	79	88	51	35	47	95	83	99	86
Target 4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development																
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education	48	35	38	44	2	59	21	38	4	28	1	13	75	44	70	43
4.7.3	Extent to which green policy intentions are mainstreamed in																

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Indicator/target number	Indicator/target description	World		Sub-Saharan Africa		Oceania		Northern Africa and Western Asia		Latin America and the Caribbean		Europe and Northern America		Eastern and South-Eastern Asia		Central and Southern Asia	
		% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries
	curriculum documents																
4.7.4	Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4.7.5	Percentage of students in lower secondary showing proficiency in knowledge of environmental science and geoscience	12	12	4	2	56	12	46	42	2	3	42	11	7	28	3	7
Target 4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all																
4.a.2	Percentage of students experiencing bullying in the last 12 months	37	46	4	2	56	12	55	67	89	46	100	91	37	72	21	29

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Indicator/target number	Indicator/target description	World		Sub-Saharan Africa		Oceania		Northern Africa and Western Asia		Latin America and the Caribbean		Europe and Northern America		Eastern and South-Eastern Asia		Central and Southern Asia	
		% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries
	in a) primary, and b) lower secondary education																
4.a.3	Number of attacks on students, personnel, and institutions	91	52	99	81	35	6	98	83	94	41	45	27	94	50	97	71
4.a.4	Proportion of school attending children receiving school meals																
Target 4.c	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States																
4.c.2	Pupil-trained teacher ratio by education level	60	61	48	63	8	76	56	71	68	67	46	33	34	72	94	79
4.c.3	Percentage of teachers qualified according to national standards by education level	76	61	80	69	9	82	56	71	48	64	54	29	92	78	81	71

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Indicator/target number	Indicator/target description	World		Sub-Saharan Africa		Oceania		Northern Africa and Western Asia		Latin America and the Caribbean		Europe and Northern America		Eastern and South-Eastern Asia		Central and Southern Asia	
		% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries	% pop	% ctries
	and type of institution																
4.c.4	Pupil-qualified teacher ratio by education level	75	60	78	67	9	82	56	71	42	62	54	29	92	78	81	71
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification	18	26	11	15	57	18	15	13	48	31	70	49	13	28	1	7
4.c.6	Teacher attrition rate by education level	52	35	31	33	8	53	49	58	19	33	1	9	88	56	68	36
4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training	32	40	4	2	56	12	55	67	89	44	94	78	19	44	21	29