OpenEMIS SDG Indicators

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			
Indicator Concept	Indicator Name	Global Indicator	OpenEMIS Source
Learning	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	4.1.1	Assessment
	2. Administration of a nationally-representative learning assessment (i) in primary education, (ii) at the end of primary and (iii) at the end of lower secondary		Assessment
Completion	3. Gross intake ratio to the last grade (primary, lower secondary)		Enrolment
	4. Completion rate (primary, lower secondary, upper secondary)		Enrolment
Participation	5. Out-of-school rate (primary, lower secondary, upper secondary)		Enrolment
	6. Percentage of children over-age for grade (primary, lower secondary)		Enrolment
Provision	7. Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks		
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			
Indicator Concept	Indicator Name	Global Indicator	OpenEMIS Source
Readiness	8. Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	4.2.1	
	9. Percentage of children under 5 years of age experiencing positive and stimulating home learning environment		
Participation	10. Participation rate in organized learning (one year before the official primary entry age), by sex	4.2.2	Enrolment
	11. Gross pre-primary enrolment ratio		Enrolment
Provision	12. Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks		

4.3. By 2030, ensure equal access for all women and men to affordable quality, technical, vocational and tertiary education, including university			
Indicator Concept	Indicator Name	Global Indicator	OpenEMIS Source
Participation	13. Gross enrolment ratio for tertiary education		Enrolment
	14. Participation rate in technical-vocational education programmes (15- to 24-year-olds)		Enrolment
	15. Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	4.3.3	Enrolment
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			
Indicator Concept	Indicator Name	Global Indicator	OpenEMIS Source
Skills	16.1. Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills		Assessment
	16.2. Proportion of youth and adults with ICT skills by type of skill	4.4.1	Competency
	17. Adult educational attainment rates by age- groups and levels of education		
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			
Indicator Concept	Indicator Name	Global Indicator	OpenEMIS Source
Equity cross targets	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)	4.5.1	Demographic
Policy	18. Percentage of students in primary education whose first or home language is the language of instruction		Demographic
	19. Existence of explicit formula-based policies which aim to reallocate education resources to disadvantaged populations		
	20. Education expenditure per student by level of education and source		Warehouse
	21. Percentage of total aid to education allocated to low-income countries		

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy			
Indicator Concept	Indicator Name	Global Indicator	OpenEMIS Source
Skills	22. Percentage of the population of a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	4.6.1	Competency
	23. Youth / adult literacy rate		
Provision	24. Participation rate of youth/adults in literacy programmes		
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 non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development			
Indicator Concept	Indicator Name	Global Indicator	OpenEMIS Source
Provision	25. Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	4.7.1	
Knowledge	26. Percentage of students of a given age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability		
	27. Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience		Competency
	28. Percentage of schools that provide life skills- based HIV and sexuality education		
	29. Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA resolution 59/113)		

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			
Indicator Concept	Indicator Name	Global Indicator	OpenEMIS Source
Resources	30. Proportion of schools with access to (i) basic drinking water; (ii) single-sex basic sanitation facilities; and (iii) basic handwashing facilities (as per the Water, Sanitation and Hygiene for All (WASH) indicator definitions	4.a.1	WASH
	31. Percentage of schools with access to (i) electricity (ii) Internet access for pedagogical purposes and (iii) computers for pedagogical purposes	4.a.1	Facilities
	32. Percentage of schools with adapted infrastructure and materials for students with disabilities	4.a.1	Infra
Environment	33. Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse		Behavior
	34. Number of attacks on students, personnel and institutions		Behavior
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			
Indicator Concept	Indicator Name	Global Indicator	OpenEMIS Source
Resources	35. Number of higher education scholarships awarded by beneficiary country		Scholarships
	36. Volume of official development assistance (ODA) flows for higher education scholarships by sector and type of study	4.b.1	

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			
Indicator Concept	Indicator Name	Global Indicator	OpenEMIS Source
Qualified	37. Percentage of teachers qualified according to national standards by education level and type of institution		Qualification
	38. Pupil-qualified teacher ratio by education level		Enrolment
Trained	39. Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; 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	4.c.1	Prof Dev
	40. Pupil-trained teacher ratio by education level		Enrolment
Motivated	41. Average teacher salary relative to other professions requiring a comparable level of education qualification		
	42. Teacher attrition rate by education level		Employment
Supported	43. Percentage of teachers who received in-service training in the last 12 months by type of training		Prof Dev