GLOBAL CAMPAIGN FOR
EDUCATION
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Education International
Internationale de l'Education
Internacional de la Educación

Proposed Global Indicators

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

These recommendations are made jointly by the Global Campaign for Education and by Education International.

NOTE ON RECOMMENDATIONS REGARDING DISAGGREGATION

- Items marked with an asterisk (*) sign must be disaggregated. This is to be done by income quintile, gender, race/ethnicity, disability, rural and urban place of residence. Additional categories may be identified at the national level. Furthermore, the extent to which the gap between the highest and lowest groups is being closed (eg. first and fifth income quintile) should be assessed.

- Items marked with a pound/number/hashtag (#) sign must be disaggregated by rural and urban location; disaggregation by province/region is desirable at the national level.

- 'Disaggregated by level' refers to disaggregation according to pre-primary, primary, lower secondary, higher secondary and tertiary, unless otherwise specified.

Targets	IAEG-SDG Priority Indicator[1]	Proposed global indicators	Rationale
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	Percentage of children who achieve minimum proficiency standards in reading and mathematics at end of: (i) primary (ii) lower secondary	% of schools that are **free**, disaggregated by level (*)	A central proposition of target 4.1 is the accomplishment of 12 years of **free** publicly funded primary and secondary education; this is similarly the case for target 4.2 and its proposition of one year free pre-primary. An indicator that is able to track this dimension is of paramount importance. The principle of gratuity is a pillar of education human rights treaties and the positive impact of ensuring free education is incontestable
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	Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial wellbeing		
		Transition rates between pre-primary and	**Transition rates** tackle crucial moments of

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Enrolment ratios by level and type of education (TVET and tertiary (a) participation rate of 15-24 year olds in TVET and (b) gross enrolment ratio in tertiary education	primary/ primary and secondary/ secondary and tertiary (*)	progression through the education systems, where drop out tends to be concentrated, and to an extent indicate the extent of quality of education
		Completion rate in one year of pre- primary, primary, secondary and tertiary education (*)	**Completion remains** a core challenge and an unfinished business that is carried through the EFA and MDG goals approved in past decades. To assess this dimension remains a key priority
		Percentage of children who achieve **proficiency** in (a) literacy and (b) numeracy skills, at the end of (i) primary (ii) secondary, **according to national standards (*)**	We highlight that proficiency levels and methodologies must be determined at **national level**, respectful of **multi-cultural and linguistic contexts**. We also highlight that testing should **NOT** be applied to children smaller than the last year of primary education.
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	The percentage of people in a given age-range (eg 25-64 years) participating in education or training in the 12 months prior to being interviewed	Existence of **legislation or national plans** for TVET and tertiary education which include clear provisions to guarantee **non-discrimination** and support for students from low-income backgrounds	A structural indicator is best placed to capture progress made in prioritizing TVET and tertiary education, especially considering the overcoming of multiple barriers that impede access to these levels and modalities 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	Parity indices (female/male, urban/rural, bottom/top wealth quintile] for all indicators on this list that can be disaggregated	Parity indices (female/male, urban/rural, bottom/top wealth quintile, **race/ethnicity and disability**] for all indicators on this list that can be disaggregated	This indicator is of central importance to an agenda that has equitable and inclusive education at its heart. In accordance to target 4.5, emphasis must also be placed on the indigenous population as well as persons with disability; thus the importance of disaggregating data for these two populations as well.
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills	Percentage of the **youth and adult** population achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, **according to national standards** (*)	Clear reference to the youth and adult population must be made, to ensure adequate attention to both populations. We highlight that proficiency levels and methodologies must be determined at national level, respectful of multi-cultural and linguistic contexts
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	Percentage of 15- year old students showing proficiency in knowledge of environmental science and geoscience	% of teaching hours dedicated to education for sustainable development, global citizenship education, human rights education (as per UNGA resolution 59/113) **and comprehensive sexuality education** (#)	This qualitative dimension of the target is best captured through assessing the extent to which school systems dedicate teaching hours to these issues.

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 develop			
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all	Percentage of schools with access to (i) electricity; (ii) drinking water; and (iii) single-sex sanitation facilities (as per the WASH)	Percentage of schools with access to (i) electricity; (ii) drinking water; and (iii) single-sex sanitation facilities (as per the WASH indicator definitions) **(iv) adapted infrastructure and materials for people with disability (v) adequate pedagogical materials and learning facilities (#)** **Existence of education sector plans integrating responses for disaster risk reduction, climate change adaptation and safety during conflict**	Adaptable infrastructure and adequate materials and facilities are also known to be key dimensions for inclusive education, thus the importance of including these dimensions alongside the others. The right to education encompasses preparedness for emergencies and conflicts. Being a universal right, education must be guaranteed during all times and in all settings. This is being indicated through an additional structural indicator.
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	Volume of ODA flows for scholarships by sector and type of Study	*NO PROPOSAL*	We suggest prioritizing other indicators that have been spelt out
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	Percentage of trained teachers by level of education according to national standards	% of **qualified teachers** by level of education according to national standards (*)	The use of the term 'qualified' is more appropriate, as it is in accordance to target 4.c. This indicator is a central one, as it is cross-cutting and represents a quality indicator for the different levels of education, as it is widely evidenced that availability of qualified teachers directly impacts the provision of quality education