

Statistics for the SDGs - global indicators



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| Name of the indicator | 4.5.1 Gender parity indices in education |
| Sustainable Development Goal | Goal 4. Quality 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 |
| Definition | The ratio of selected indicator values in education for women and men. |
| Unit | [-] |
| Available dimensions | total |
| Methodological explanations | <p>Parity (<i>paritas</i> in Latin - equality) - equalization of two or more quantities referring to given groups.</p> <p>Parity index is a ratio of one quantity to the other (within a given index). The quantity referring to the group in a less privileged situation is usually captured in the numerator of a fraction. When the index equals 1, there is equality between the groups. The more the index value differs from 1, the bigger the disproportion between the groups.</p> <p>Gender parity index is a ratio of given index values for women and men.</p> <p>The gender parity indices in education are calculated on the basis of the following indicators:</p> <ul style="list-style-type: none"> • 4.1.1.b Percentage of students achieving at least a minimum proficiency level in reading for gender parity index in reading at the end of lower-secondary school, • 4.1.1.c Percentage of students achieving at least a minimum proficiency level in mathematics - for gender parity index in mathematics at the end of lower-secondary school, • 4.2.2 Participation rate in organized learning (one year before the official primary entry age) - for gender parity index in pre-primary education for 6-year-old children. |
| Data source | Statistics Poland / the Ministry of Education and Science |
| Data availability | Annual data since 2010 – for child participation in pre-primary education. Data every several years since 2009 – for achievement in reading and writing at the end of lower-secondary school. |
| Notes | |

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