0.a. Goal

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

0.b. Target

Target 4.5: By 2030, ensure equal access to education and training and vocational training for vulnerable people, including people with disabilities, ethnic minorities and children in Vulnerable circumstances (Global Goal 4.5)

0.c. Indicator

Indicator 4.5.1. Equality index in education and training

0.e. Metadata update

June 2021

1.a. Organisation

- Chairman: Ministry of Education and Training;

- Coordination: General Statistics Office.

2.a. Definition and concepts

Equality index in education and training is the ratio between the value of an indicator of education and training of one population group compared to another population group. The group at greater risk of disadvantage is usually placed in the numerator. The closer the index value is to 1, the higher the equality between the two groups; The closer to 0 the greater the inequality.

The equality index in education and training is approached according to the following factors: Gender, ethnicity.

3.a. Data sources

- Statistical reporting mode issued by the Ministry of Education and Training;

- Statistical investigation.

3.d. Data release calendar

Year

3.e. Data providers

Ministry of Education and Training

3.f. Data compilers

Ministry of Education and Training

4.a. Rationale

Gender equality in education has a positive influence on the quality of human resources of the future.

As gender inequality in education decreases, i.e. at each level of training, the ratio of women to men increases, and as the level and awareness of women in the family improve, the number and The quality of investment in children's education will be improved directly through the mother's upbringing as well as the mother's persuasive power or right to invest more in the education of her children.

In addition, the mother's level of education is higher, playing a decisive role in the care and nutrition of her children. In the long term, these impacts will improve the quality of human resources and increase the average labor productivity of the whole society.

4.b. Comment and limitations

Only data for a part of the gender equality indicator of the general school attendance rate and the right age attendance rate at all educational levels in 2016 and 2018 are available from the Results of the Vietnam Living Standards Survey.

4.c. Method of computation

Method of computation

Công thức tính:

$$\text{Chỉ số bình đẳng Y của chỉ tiêu i} = \frac{\text{Giá trị của chỉ tiêu i của nhóm d}}{\text{Giá trị của chỉ tiêu i của nhóm a}} \times 100$$

Trong đó:

Y: Giới tính, dân tộc;

i: Tỷ lệ học sinh đi học cấp tiểu học; tỷ lệ học sinh được công nhận hoàn thành chương trình tiểu học; tỷ lệ học sinh đi học cấp trung học cơ sở; tỷ lệ học sinh tốt nghiệp trung học cơ sở; tỷ lệ học sinh hoàn thành cấp trung học cơ sở, tỷ lệ chuyển cấp từ tiểu học lên trung học cơ sở;

d: Nhóm bất lợi hơn (nữ, dân tộc khác);

a: Nhóm có lợi thế hơn (nam, dân tộc Kinh).

5. Data availability and disaggregation

No data available from the Ministry of Education and Training.

6. Comparability/deviation from international standards

Indicator “4.5.1. Vietnam's education and training equality index" reflects a part of the global sustainable development indicator "4.5.1.Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated”.

7. References and Documentation

- Circular No. 03/2019/TT-BKHĐT dated January 22, 2019 stipulating the set of statistical indicators for sustainable development of Vietnam;

- https://unstats.un.org/sdgs/metadata/