

# Goal 4. Quality Education

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

## Labelling Instructions

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### Key Concepts of Goal 4

- Quality and free, equitable and quality primary and secondary education
- Quality and free pre-primary childhood development, care and education
- Access to tertiary education and university
- Equal access for men and women to vocational, technical and tertiary education
- Eliminate gender disparities in access to education and vocational training and for the vulnerable\*
- Relevant skills for employment and entrepreneurship for youth and adults
- Literacy and numeracy for youth and adults
- Learning knowledge and skills to promote sustainable development such as human rights, gender equality, promotion of cultural diversity, etc.
- Supply of qualified teachers and scholarships available to developing countries
- Education facilities that are safe and child, disability and gender sensitive To be labelled with  , a project should explicitly or implicitly refer to at least one of these. More detail on the specific targets is provided below.

### Labelling Tips

- Many projects will cover more than one Goal, but to be tagged as this Goal they must include at least one of the Key Concepts above. Further information on other goals can be found [here](#).
- The documents are research projects so it may not be clear whether they actually contribute to achieving a Goal. That is fine - we are interested work that either contributes to achieving a goal or generates knowledge directly related to the Goal.
- In some cases the distinction between  and  will not be 100% clear. That's fine. Just use your best judgement. You can always use the  button (although it is best to try to make a decision).

### Key terms (non-exhaustive)

education, quality, leaning, school, university, college, academic, vocational, training, education system, literacy, curriculum, STEM, ability, e-book, books, creativity, open learning, student, teacher training,

numeracy, access to education

## Not to be confused with

- 16. Peace, Justice and Strong Institutions
  - Concerns citizen's access to information and a free press

## Examples

Project description	Is Goal 4?
Project discussing the European infrastructure for open learning	Yes
Project discussing the creation of a game which aims to develop and deliver a curriculum in soft skills	Yes
Project discussing a collaboration ecosystem enabling EU creative SMEs to exchange multi-media content and create multi-plot, interactive apps for children	Yes
Project discussing building capacity for design enabled innovation in urban environments	No
Development of non-education related games for children	No

I Project discussing research training in a field I No I

## Things to Remember

The documents that we are labelling are research projects so it may not be clear whether they actually contribute to achieving a goal. That is fine - we are interested in knowing whether work is closely related to the goal, contributes knowledge to understanding the concepts of the goal, or If it satisfies any of these, please label it with  .

**Optional:** You do not need to read this section before labelling the data. It contains the official UN SDG targets for this Goal and are provided for reference. You may want to use them if you are particularly confused by a project.

### Goal 4. Targets and Indicators

- 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
  - Indicator 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

- 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
  - Indicator 4.2.1: Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
  - Indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex
- Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
  - Indicator 4.3.1: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, 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
  - Indicator 4.4.1: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
- 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
  - Indicator 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
- Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
  - Indicator 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
- 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 non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
  - Indicator 4.7.1: 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
- 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
  - Indicator 4.a.1: Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for

students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

- 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
  - Indicator 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
  - Indicator 4.c.1: 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

Source: <https://unstats.un.org/sdgs/metadata/>