

## Proposed Thematic Indicators

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

The present indicators are complementary to the proposed Global Indicators. Global indicators need not be repeated as thematic indicators.

#### 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	TAG Indicator	Proposed thematic indicators	Rationale
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	Percentage of children who achieve minimum proficiency standards in reading/ mathematics at end of: (i) primary and (ii) lower secondary school	Percentage of children who achieve <b>proficiency</b> in (a) literacy and (b) numeracy skills, at the end of (i) primary (ii) secondary, <b>according to national standards (*)</b>	We highlight that proficiency levels and methodologies must be determined at <b>national level</b> , respectful of <b>multi-cultural and linguistic contexts</b> . We also highlight that testing should <b>NOT</b> be applied to children smaller than the last year of primary education.
	Percentage of countries that have organised a nationally-representative learning assessment at the end of (i) primary and (ii) lower secondary school during the last 3 years	Countries with legal framework setting broad school quality standards (primary, lower secondary, higher secondary) (#)	The emphasis on quality in the new framework means that these standards must include not only learning outcomes, but other aspects of the functioning of education institutions and the educational system essential for delivering quality.
		% schools complying with these standards (desegregated as above) (#)	It is important to not only have standards, but also ensure that educational institutions comply with these standards. The present indicator will look at the extent of compliance with the same.
		Per child state expenditure on education (controlled for purchasing power parity). (Primary/ Lower Secondary/ Upper Secondary) (#)	This indicator serves as a measure of systemic investment in ensuring quality of the education system.
	Gross intake ratio to the last grade	<i>We agree with the proposed indicator (*)</i>	

	(primary, lower secondary)		
	Completion rate (primary, lower secondary, upper secondary)	<i>We agree with the proposed indicator (*)</i>	
	Out-of-school rate (primary, lower secondary)	<i>We agree with the proposed indicator (*)</i>	
	Percentage of children over-age for grade (primary, lower secondary)	-	We feel that there is scope for shortening the list of indicators that pertain to whether children are attending school. Completion rate (the strongest indicator), gross intake rate, out of school rate and over age all address the similar issues. We propose removal of over-age for grade to replace with additional measures.
		Mean Years of education (*)	Mean years of education provides a good indication of educational inequality across the stages of education
	Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks	Countries with legislation to guarantee at least nine years of free compulsory education(primary, lower secondary, higher secondary)	This structural indicator addresses the element of compulsory education and complements our earlier proposed global indicator that looks at free education.
		% of schools that are <b>free</b> , disaggregated by level (*)	A central proposition of target 4.1 is the accomplishment of 12 years of <b>free</b> 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. This indicator has also been proposed as a global indicator.
<b>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</b>	Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being	We recommend prioritising other indicators as below.	Tracking learning in ECCE will entail testing, as some actors have been defending. Testing small children will be counterproductive and contradict evidence that shows play and socialisation are core dimensions in ECCE
	Percentage of children under 5 years of age experiencing responsive and stimulating parenting	Countries with a legal framework setting minimum quality standards for ECCE provisioning	What constitutes responsive and stimulating parenting is culturally determined. Most measures of parenting current rely on western notions of parenting that do not apply to the whole world. A global measure of “responsive parenting” is neither feasible nor desirable.

			Furthermore, the framework currently lacks indicators of quality of ECCE programmes. This we propose doing through a structural indicator.
		% ECCE centres/preschools complying with these standards (#)	This indicator will address the quality of educational centres that adhere to their national standards in practice.
	Participation rate in organised learning (from 24 months to official primary school entry age)	Percentage of children under age 5 attending an early childhood education programme (*)	We feel that the term “organised learning” should be replaced with ECCE to bring it in line with existing terminology, eg. Moscow World Conference on Early Childhood Care and Education
	Gross pre-primary enrolment ratio	<i>We agree with the proposed indicator (*)</i>	
	Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks	<i>We agree with the proposed indicator (*)</i> % of ECCE institutions that do not charge fees or levy indirect costs. (#)	We feel it is essential to likewise understand the extent to which early childhood education is free in practice. This has been included as a global indicator.
<b>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</b>	Gross enrolment ratio for tertiary education	<i>We agree with the proposed indicator (*)</i>	
	Participation rate in technical-vocational education programmes (15- to 24-year-olds)	<i>We agree with the proposed indicator (*)</i>	
	Participation rate of adults in formal and non-formal education and training	<i>We agree with the proposed indicator (*)</i>	
		Countries with legal and policy frameworks for TVET which include clear provisions to guarantee non-discrimination and provide for affirmative action for marginalised groups	TVET should be incorporated in national educational policies and include clear provisions for delivering quality and ensuring equity.
		% of TVET institutions meeting national standards (#)	This indicator will test the extent of adherence of TVET institutions with their national standards
<b>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</b>	Percentage of youth/adults with ICT skills by type of skills	Percentage of young and adults receiving vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training, (*)	It is unclear why ICT skills are being singled out as the only technical and vocational skill needed for employment, jobs and entrepreneurship globally. A measure of the number of youth and adults receiving training may be a more appropriate measure that will tap into the range of vocational streams and training options available.
<b>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education</b>	We recommend the parity index (female/male, rural/ urban, bottom/top wealth quintile] for all	Parity indices (female/male, urban/rural, bottom/top wealth quintile, <b>race/ethnicity and disability</b> ) for all indicators on this list that can	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

<b>and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</b>	indicators on this list that can be disaggregated	be disaggregated	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.
	Percentage of students in primary education whose mother tongue is the language of instruction	<i>We agree with the proposed indicator (*)</i>	
	Percentage of countries which have an explicit formula-based policy reallocating education resources to disadvantaged populations	Countries with laws, policies and resourced plans that provide for equal opportunities and affirmative action for marginalised groups	While proactive efforts to ensure equity in financial allocations is appreciated, it is essential to ensure non-discrimination and affirmative action policies exist in all aspects of the education system and at all stages. These additional aspects are reflected in the proposed indicator.
	Percentage of total education expenditure borne by households	<i>We agree with the proposed indicator. Disaggregated by level. (*)</i>	
		Countries where there are mechanisms in place to investigate complains pertaining to discrimination and other violations of the right to education.	Additional indicator looks at the availability of remedies to the marginalised communities in instances of discrimination or violation of their educational rights
	Percentage of total aid to education allocated to low-income countries	Percentage of total aid to education allocated to countries with average income of less than US\$2 per capita per day	55.9% of the world's poor lived in lower middle Income countries in 2010 (compared to only 29.5% in LICs; MICs account for 70.5% of the poor overall). A narrowing to only LICs will leave the majority of the world's poor outside the purview of aid flows <sup>1</sup> . The present proposal is in line with recommendations made for measurement of poverty <sup>2</sup>
<b>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</b>	Percentage of youth/adults proficient in literacy skills	Percentage of the <b>youth and adult</b> population achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, <b>according to national standards (*)</b>	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
	Percentage of youth/adults proficient in numeracy skills		
	Youth / adult literacy rate	Countries with legal or institutional frameworks which make access to literacy and lifelong learning a fundamental right and provide for a funded operational framework for its implementation.	

<sup>1</sup>LDCs and Fragile states account for 30.8% and 32.1% of the world's poor respectively; conflict and post conflict countries account for 11.8% <http://www.oecd.org/dac/POST-2015%20multidimensional%20poverty.pdf>

<sup>2</sup>[www.wider.unu.edu/publications/working-papers/2013/en\\_GB/wp2013-062/files/92263300529586380/default/WP2013-062.pdf](http://www.wider.unu.edu/publications/working-papers/2013/en_GB/wp2013-062/files/92263300529586380/default/WP2013-062.pdf)

			realisation.
	Participation rate of illiterate adults in literacy programmes	<i>We agree with the proposed indicator. (*)</i>	
<b>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 develop</b>	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	Countries where human rights education, peace, global citizenship and education for sustainable development incorporated in education policy and curricula	Knowledge of environmental science and geoscience does not provide a full understanding of education for sustainable development. The indicator, furthermore, does not address the other dimensions that form part of the indicator including CSED, Human Rights education and sexuality education. This structural indicator is proposed to understand the extent of inclusion of these aspects in curricula and national policies. The time spent on teaching these aspects has been proposed as a global indicator.
	Percentage of 13-year-old students endorsing values and attitudes promoting equality, trust and participation in governance	<i>We agree with the proposed indicator. (*)</i>	
	Percentage of teaching hours dedicated to education for sustainable development/global citizenship education	<i>We agree with the proposed indicator. (#)</i>	
	Percentage of schools that provide life skills-based HIV and sexuality education	<i>We agree with the proposed indicator. (#)</i>	
		Percentage of teaching hours dedicated to education for sustainable development / global citizenship education/human rights and peace and comprehensive sexuality education (#)	This we suggest instead of including an indicator of the extent to which education for sustainable development, global citizenship education, human rights and peace, and comprehensive sexuality education are prioritised during instruction and time is given to them during the academic year.
		Countries implementing the framework on the World Programme on Human Rights Education (as per UNGA resolution 59/113)	<i>We agree with the proposed indicator.</i>
<b>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe,</b>	Percentage of schools providing (i) basic drinking water; (ii) adequate sanitation; and (iii) adequate	<i>We agree with the proposed indicator. (#)</i>	

<b>nonviolent, inclusive and effective learning environments for all</b>	hygiene services		
	Pupil-to-computer ratio by level	<i>We agree with the proposed indicator. (#)</i>	
	Percentage of schools with (i) electricity and (ii) Internet access for pedagogical purposes	<i>We agree with the proposed indicator. (#)</i>	
	Percentage of schools with adapted infrastructure and materials for people with disabilities	<i>We agree with the proposed indicator. (#)</i>	
	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	<i>We agree with the proposed indicator. (*)</i>	
	Number of attacks on students, personnel and institutions	<i>We agree with the proposed indicator. (*)</i>	
		Percentage of schools built since 2015 with a disaster resilient location, design, and construction. (#)	Proposed indicator will address disaster preparedness of schools and other educational settings. Doing so is critical in times of rapid climate change.
<b>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</b>	Number of higher education scholarships awarded by beneficiary country	<i>NO PROPOSAL</i>	We suggest prioritising other indicators that have been spelt out.
	Volume of official development assistance (ODA) flows for higher education scholarships by beneficiary country		
		Total volume of ODA directed to education	Any counting of the share of ODA for scholarship must be preceded by an indicator of the overall ODA value, not least to help to place the ODA flows to scholarships in context. `
<b>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</b>	Percentage of teachers qualified according to national standards (by level)	<i>We agree with the proposed indicator. (*)</i>	
	Average teacher salary relative to other professionals	<i>We agree with the proposed indicator. (*)</i>	We feel that the term “relative to other professionals” needs to be clarified to understand against what professions the comparison will be made.

		Countries with legal framework regulating the status of teachers	This structural indicator will assess the extent to which educators are prepared for instruction.
	Teacher attrition rate	<i>We agree with the proposed indicator. (*)</i>	
	Percentage of teachers trained according to national standards (by level)	Percentage of teachers that receive free continuous professional development and support (*)	The indicator should include availability of continuous professional support and not just in-service training which may not be reflective of teachers' real support needs
	Percentage of teachers trained according to national standards (by level)	% teachers trained on pedagogy, inclusive education, child rights and gender equality approaches (*)	The proposed indicator looks at the extent to which teachers are trained on subject knowledge and soft skills of child rights, gender and inclusive education.
		Percentage of decision-making national and sub-national education sector committees and working groups that include teachers' representatives (#)	The present indicator seeks to understand the extent of teacher empowerment and participation in policy making and implementation.