

Table S1 Indicators for SDG 4. Source: Sustainable development goals official website
(https://sdgs.un.org/goals/goal4#targets_and_indicators)

Target code	Target	Indicator code	Indicator
4.1	Universal primary and secondary education	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
		4.1.2	Completion rate (primary education, lower secondary education, upper secondary education)
4.2	Early childhood development and universal pre-primary education	4.2.1	Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex
		4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex
4.3	Equal access to technical/vocational and higher education	4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
4.4	Relevant skills for decent work	4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
4.5	Gender equality and inclusion	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
4.6	Universal youth literacy	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
4.7	Education for sustainable development and global citizenship	4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment
4.a	Effective learning environments	4.a.1	Proportion of schools offering basic services, by type of service
4.b	Scholarships	4.b.1	Volume of official development assistance flows for scholarships by sector and type of study
4.c	Teachers and educators	4.c.1	Proportion of teachers with the minimum required qualifications, by education level

