SDG 4: Quality Education
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

An Overview
Obtaining a quality education is the foundation to improving people's lives and creating sustainable development. It is vital for quipping communities and individuals with the tools required to develop innovative solutions to the world's greatest problems.

Enrolment levels in primary education in developing countries has reached 91%, but 57 million primary age children remain out of school. Rates of primary school enrolment are especially low in sub-Saharan Africa and in conflict-affected areas (SDG 16). Although the world has achieved equality in primary education between girls and boys, few countries have achieved that target at all levels of education (SDG 5). Large proportions of those who do attend school, still lack basic skills in reading and mathematics - 617 million youths worldwide lack basic mathematics and literacy skills.

Consideration must also be given to Education for Sustainable Development – ensuring that education provides the knowledge and skills needed to tackle the SDGs and to ensure sustainable development. This can be delivered by schools and universities as well as community outreach, charities etc.

SDG 4 Keywords
This list is comprised of the Scopus queries generated by Elsevier in order to identify research that supports SDG 4, as part of the assessment undertaken by the global THE Impact League.

School OR Education OR Educational AND:			
school attendance	school enrolment	inclusive education	educational inequality
education quality	educational enrolment	adult literacy	numeracy rate
educational environment	educational access	development aid	teacher training
early childhood education	basic education	affordable education	educational financial aid
school safety	learning opportunities	gender disparities	empowerment
youth empowerment	women empowerment	equal opportunities	child labour
discriminatory	educational inequality	educational gap	poverty trap
special education needs	inclusive education system	ethnic disparities	racial disparities
education exclusion	education dropouts	global citizenship	sustainable development education
global citizenship	sustainable development education	environmental education	education policy
international education	education reform	educational governance	developing countries & education expenditure
developing countries and foreign aid	teacher training and developing countries	teacher attrition	

SDG 4 Targets & Indicators
Consider if your research could support a specific target in order to maximise impact.

TARGETS		INDICATORS	
4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary	4.1.1	Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and

	education leading to relevant and effective learning outcomes		(c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
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	**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
		4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex
4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	**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	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	**4.4.1**	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
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	**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	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	**4.6.1**	Percentage 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	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	**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
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	**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)
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	**4.B.1**	Volume of official development assistance flows for scholarships by sector and type of study
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	**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

Useful Links

- UN Educational, Scientific and Cultural Organization
- UN Children's Fund
- UN Development Programme
- Global Education First Initiative
- UN Population Fund: Comprehensive sexuality education
- UN Office of the Secretary General's Envoy on Youth