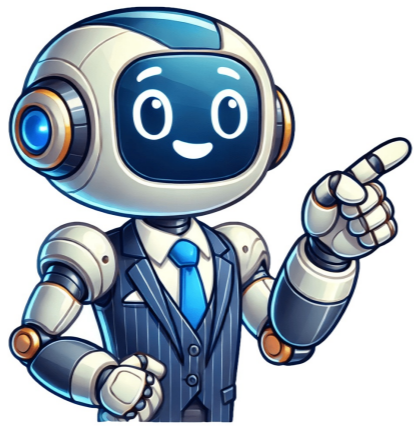


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SDG 4: Ensuring Quality Education for All The fourth Sustainable Development Goal (SDG) aims to provide quality education for all, as set forth by the United Nations. This goal is crucial for achieving overall human development and reducing inequality. The global perspective on SDG 4's progress can be seen in the visualizations and data presented below. Key Targets and Indicators The UN has established 10 targets and 11 indicators to track SDG 4's achievement. The targets specify the goals, while the indicators provide metrics to measure progress. For instance: * Target 4.1. Ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes. * Indicator 4.2.1. Completion rate of primary education, lower secondary education, and upper secondary education. Education Progress Over Time The interactive visualizations provide insight into the global progress on SDG 4 over time. Data is available for various indicators, including: * Proportion of children achieving minimum proficiency levels in reading and mathematics. * Completion rates of primary education, lower secondary education, and upper secondary education. By the United Nations, early childhood development progress is measured through a proxy indicator tracking children aged 36-59 months who are developmentally on-track in at least three of four domains: literacy-numeracy, physical, socio-emotional, and learning. The goal by 2030 is to ensure all girls and boys have access to quality early childhood education so they're ready for primary school. Additional research can be found on the Our World in Data topic page on Education. Another indicator, 4.2.2, measures participation rate in organized learning one year before a country's official entry age by sex. The goal is to ensure all girls and boys have access to quality early childhood education so they're ready for primary school. The SDG indicator 4.3.1 tracks the participation rate of youth and adults in formal and non-formal education and training over the past year, with a target of equal access to affordable and quality technical, vocational, and tertiary education by 2030. Lastly, the SDG indicator 4.5.1 measures parity indices for all education indicators by sex, disability status, indigenous peoples, conflict-affected areas, and more as data become available. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for everyone. The interactive visualizations show data on gender parity in primary school completion, lower secondary school completion, and upper secondary school completion. For instance, the first chart displays data on gender parity in primary school completion, which is a measure of the ratio of the value of this indicator for girls to boys. In other words, by 2030, it is essential to ensure that every individual has access to equal levels of education and vocational training. Moreover, our visualizations provide further insights into how different regions fare when it comes to primary school age children who are out of school, as well as gender parity in literacy skills for young people and adults. Additionally, we have included additional charts on youth literacy, which measures the extent to which global citizenship education is mainstreamed in national education policies, curricula, teacher education, and student assessment. This indicator aims to ensure that all learners acquire knowledge and skills necessary to promote sustainable development by 2030. Furthermore, the visualizations showcase data on the proportion of schools offering basic services such as access to electricity, handwashing facilities, and access to drinking water. The target is to build and upgrade education facilities that are child, disability, and gender sensitive, providing safe, non-violent, inclusive, and effective learning environments for all. The indicator tracks the disbursement of official development assistance (ODA) for scholarships to students and trainees from developing countries. ODA refers to financial aid awarded to individuals or contributing to trainees, meeting DAC criteria related to funding source, purpose, and concessional nature. Target: By 2020, substantially expand globally the number of scholarships available. SDG indicator 4.c.1 measures the proportion of teachers with minimum required qualifications by education level. The target is to substantially increase the supply of qualified teachers by 2030. More research can be found at Our World in Data's topic page on Financing Education and Teachers and Schools.

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