# 4 QUALITY EDUCATION

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

## I. SUMMARY

According to estimation by the Population Division of the United Nations Department for Economic and Social Affairs, the Asia-Pacific region's population has increased from 3.7 billion in 2000 to 4.5 billion in 2018 and will be 4.9 billion by 2030. Among the total population, school age population (5-17 years) constitutes almost 20.9 per cent (2015), even though such proportion is a drop from 22.1 per cent in 2010 and is projected to further drop to 18 per cent by 2030. However, in pre-demographic dividend[1] countries such as Afghanistan, the share of children in the total population is still growing because of high fertility rate, putting pressure on the public system for delivery of services like health and education. In addition, there is a significant proportion of the economically active population (around 57 per cent) in the region who will require continuous upskilling in order to keep up with the rapidly changing labour market and technological advances. To this effect, there will be increasing need for countries to expand provisions of post-basic education and skills development through specialized training and lifelong learning provisions, while there continues to be a need also to increase the quality of basic education.

To provide quality education for every child and youth in the developing countries of Asia-Pacific, ESCAP estimates that in the 43 countries with data available, education spending for pre-primary to upper secondary would have to rise from US$606 billion in 2015 to an annual average of US$737 billion in 2016-2030. The increase reflects higher enrolment (by 2030, about 230 million students more in pre-primary to upper-secondary) and an increase in per pupil spending in line with higher incomes. In addition, reasonable access to quality post-secondary education would cost an annual average of US$1.2 trillion in 2015-2030. While domestic public and private financial resources are sufficient to cover this increase in most countries in East Asia, external financing will continue to play a big role in the Pacific Island States and across lower income countries[2] such as Afghanistan and Pakistan, to fill the resource gap.

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1   Demographic dividend refers to the growth in an economy that is the resultant effect of a change in the age structure of a country's population. The change in age structure is typically brought on by a decline in fertility and mortality rates.
2   ESCAP, *Economic and Social Survey of Asia and the Pacific 2019* (forthcoming).

This goal profile has been developed by:

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# II. CURRENT STATUS

• The Asia-Pacific region has fully embraced SDG4-Education 2030 and its 10 targets have been localized in most of the Member States. National and regional coordination mechanisms have been set up to support the implementation of SDG 4 targets. Tremendous resources have been invested in the education sector, yet complex challenges remain.

• Despite steady progress made in access to and participation in education, improving the quality of education presents a major challenge for all countries at every level of education. In addition, gender disparity persists while disparities by location and wealth are more severe in other cases, hindering the realization of equitable access and quality education for all.

• The mission of delivering lifelong learning, including technical and vocational education and training (TVET), tertiary education and skills development, is ambitious but unnegotiable. Without ensuring effective outcomes leading to the productive participation of individuals in socio-economic development, education will not be able to meet its expectation of eliminating poverty.

• The region needs to produce more data with sufficient quality, introduce more results-based investments, and establish more flexible coordination systems. The education sector must reach out to other development sectors and coordinate efforts to ensure that education outcomes impact/influence the progress of other sectors (e.g. health, gender equality, income, labour, climate change etc.).
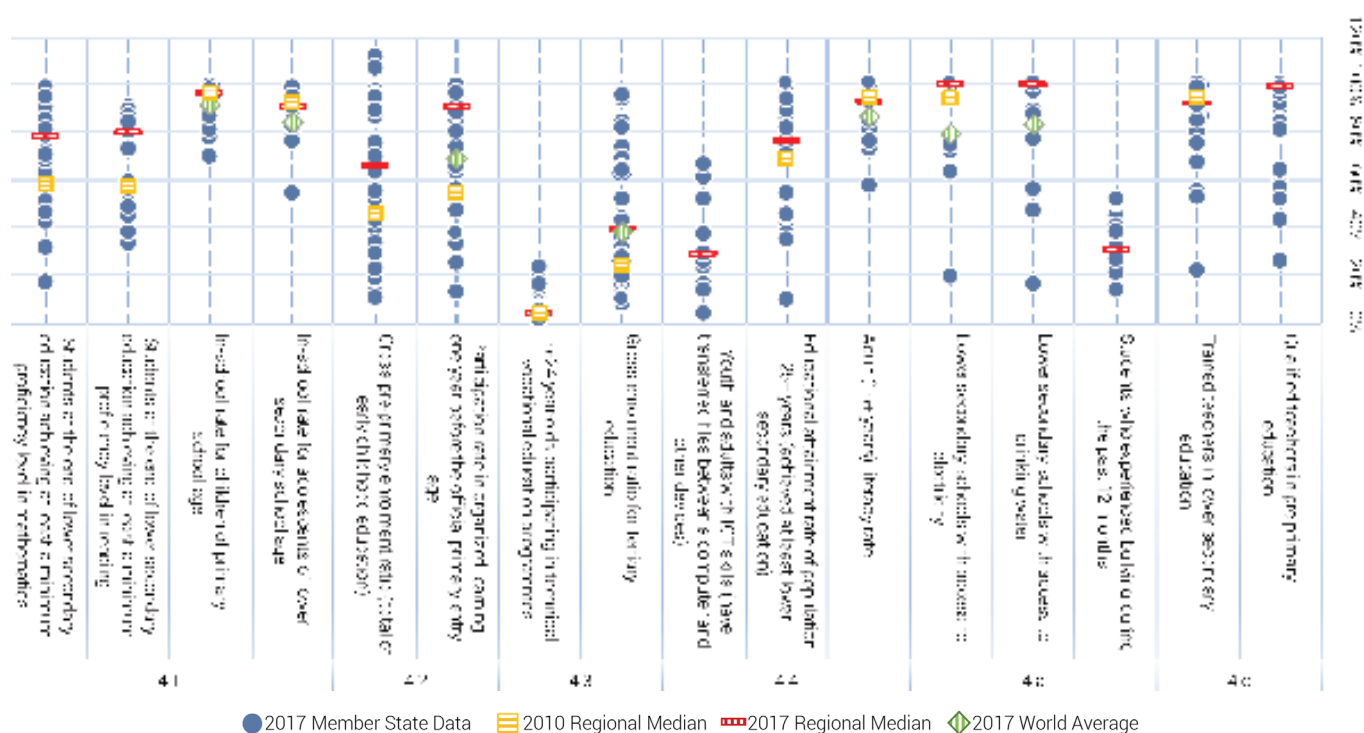
## A.     AREAS WHERE GOOD PROGRESS IS MADE



● 2017 Member State Data     ▤ 2010 Regional Median     ▭ 2017 Regional Median     ◈ 2017 World Average

*Figure 1. Country data of selected SDG 4 indicators, 2017[3]*

• **Many countries in the Asia-Pacific region show better access to and participation in basic education (target 4.1 and target 4.2).**

For target 4.1 (quality primary/secondary education for all), 36 out of 43 countries with data available, have reported their OOSC[4] rate for the primary age population as being lower than the world average (9 per cent). For target 4.2 (early childhood care and education [ECCE] and pre-primary education), 25 out of 34 countries with data available, were able to attain a higher participation rate in organized learning (one year before the official primary age) than the world average in 2017 (69 per cent). The median of the Asia-Pacific region for this indicator has increased from 54 per cent in 2010 to 90 per cent in 2017 showing a clear progress for this indicator. Similarly, in 34 out of 37 countries

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3    Target 4.5 is not included in this section's discussion. A separate discussion on this target can be found in Section B.
4    Out-of-school children

with data available, the OOSC rate for the lower secondary age population was lower than the world average of 16 per cent. These could be (partly) attributed to the increasing number of young children having access to one year of organized learning at early childhood prior to primary school and are better prepared for school. Although the region can reduce OOSC rate for both primary and lower secondary age population, progress has stagnated. There is no significant change in the regional median for OOSC rate for primary age in 2010 and 2017. However, for the lower secondary age population, the median has increased to 10 per cent in 2017 compared to 8 per cent in 2010.

Nonetheless, a large variance lies among the Member States. For pre-primary education, the difference between the highest and the lowest gross pre-primary enrolment ratio is 101 percentage points.[5] Similarly, there is an 87-percentage point difference between the highest and the lowest participation rate in one-year organized learning. For primary education, some Pacific Island countries are struggling to reduce their primary school out-of-school rate, such as the Solomon Islands (30 per cent), Papua New Guinea (22 per cent), and Micronesia (21 per cent). For secondary education, especially at lower secondary, low-income countries such as Pakistan, half of their adolescents (46 per cent) are still out of school. Overall, only 12 out of 20 countries with data available in the region performed better than the world average in all three indicators,[6] which indicate that despite improvements made in access to and participation in basic education, the region still has a long way to go before all countries would achieve SDG 4.

- **Majority of children in half of the countries with data available[7] met the minimum competencies in mathematics and reading at the end of lower secondary education; however, many countries are still lagging behind (target 4.1 and target 4.6).**

For target 4.1, 10 out of 19 countries with data available, reported that at least 78 per cent of their children met the minimum competencies in mathematics at the end of lower secondary. Likewise, 9 out of 17 countries with data available, reported that at least 80 per cent of their children met the minimum competencies in reading at the end of lower secondary. The median for both indicators in the region has improved by more than 20 percentage points from 2010 to 2017 (mathematics 20 percentage points, reading 22 percentage points). However, a great disparity in reading and mathematics can be seen among the countries in the region. For target 4.6 (youth & adult literacy), 11 out of 19 countries with data available have higher adult (15+) literacy rates than the world average (86 per cent), while the lowest performing country was at 53 per cent. In general, availability of data on learning outcomes is still very limited in the region, an issue that is discussed further below.

- **Access to and participation in TVET programmes and tertiary education in the region are generally better than the world average but the level varies across subregions (target 4.3).**

For target 4.3 (equal access to TVET & higher education), 15 out of 31 countries with data available, have more youth participating in technical vocational education and training programmes than the world average (4 per cent). However, at the subregional level, SSWA[8] and the Pacific Island countries had the lowest participation rate in TVET at only 2 per cent. Regarding tertiary education, 26 out of 38 countries, with data available, have higher gross enrolment ratio for tertiary education than the world average (38 per cent). However, there is a significant difference between the highest and lowest gross enrolment ratio for tertiary education, which was 87 percentage points.

- **There are at least eight countries where full access to electricity and safe drinking water facilities have been achieved in both primary and lower secondary schools (target 4.a).**

For target 4.a (safe & inclusive learning environments), 11 out of 18 countries with data available have full access to electricity in lower secondary schools. Similarly, 9 out of 16 countries with data available have full access to drinking water in lower secondary schools. Data from eight countries showed that they have achieved full access to both. The median of the region is far above the world's average (electricity 21 per cent, water 16 per cent). However, there are still countries in the region that are lagging behind the world average. For target 4.c (professional development of teachers), among the 26 countries with data available, 11 countries showed that more than 80 per cent of the teachers at the lower secondary education level are trained and 80 per cent are qualified teachers in pre-primary education.

# B.    AREAS REQUIRING SPECIFIC ATTENTION AND ASSOCIATED KEY CHALLENGES

- **Equity.**

Despite evidence of steady progress overall in access to and participation in education, the regional countries are struggling to ensure equity in education. While many countries have achieved gender parity in primary education,

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5       Due to over-age participation, the gross enrolment ratio of pre-primary education is above 100 per cent. For instance, in Solomon Islands, the gross enrolment ratio of pre-primary education is 111 per cent.
6       Out-of-school rate of primary school age, out-of-school rate of lower-secondary age, and participation rate in organized learning one year before the official primary entry age.
7       19 countries for mathematics and 17 countries for reading with data available
8       SSWA: South and South-West Asia, subregion group of ESCAP

widening disparities are reported for other parity indices (i.e. poor versus rich, rural versus urban and migrants versus non-migrants) (Figure 2). In addition, the degree/scope of inequity may be more significant within a country than between countries. Many countries are also unclear with the concept of equity and/or parity and overlook the magnitude of complexity of inequity caused by the compounded disadvantages that a learner may be subjected to - gender, language and location, migration. For example, a student of ethnic minority origin may be failing to achieve the minimum proficiency level in reading at the end of lower secondary school, because s/he has to take the test in a language other than her/his mother tongue.
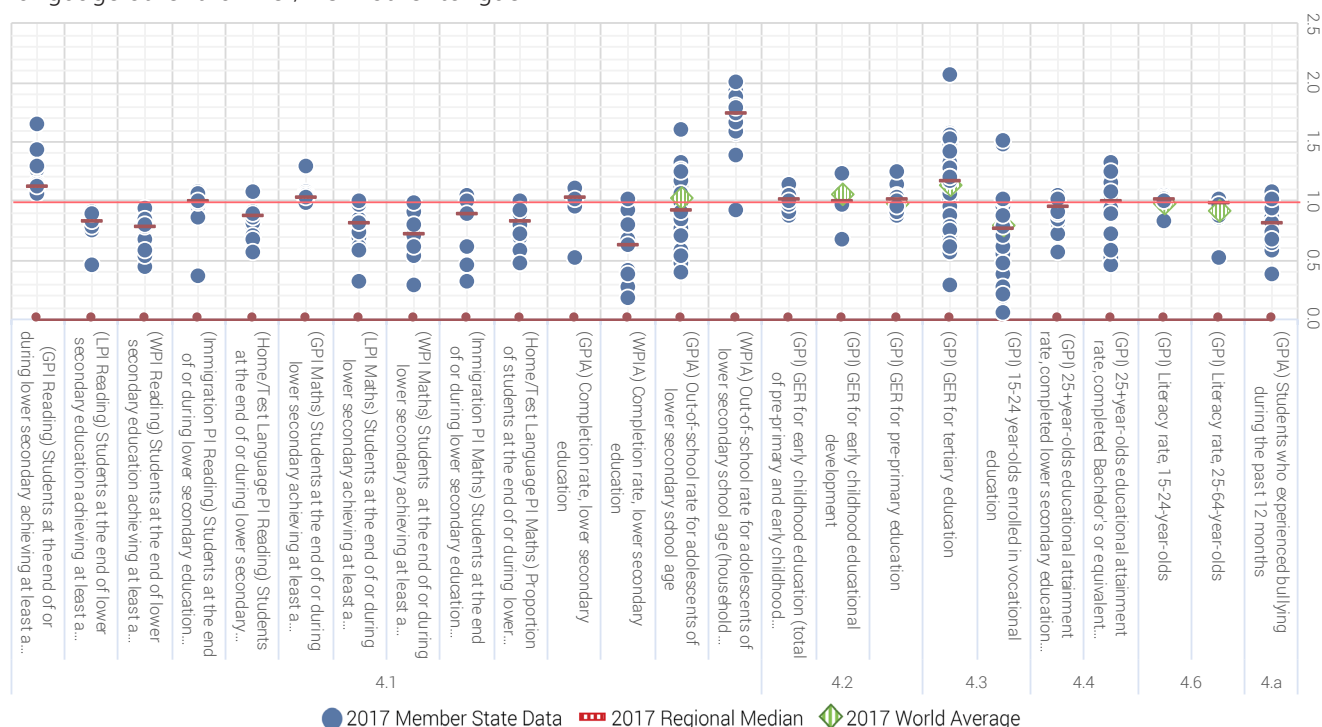


*Figure 2. Country Data by Parity Indices (Gender, Location, Wealth, Migration Status, and Language) for Selected SDG 4 Indicators[9]*

- ## Quality.

Improving learning outcomes is a major concern for many countries in the region. The status in meeting the minimum competency varies among countries. In 2017, the difference between the countries with highest and lowest proportion of students at lower secondary level in meeting the minimum proficiency level is 82 percentage points in mathematics[10] and 58 percentage points in reading (Figure 1).[11] In fact, the Asia-Pacific region holds more than 60 per cent of illiterate adults,[12] and the median literacy rate of countries is regressing by one percentage point in the past seven years (Figure 1). In addition, available data shows that, students from rural (LPI) or poor households (WPI) usually lag behind those from urban and rich households in achieving minimum competencies in both reading and mathematics (Figure 2). Moreover, there is currently no standardized regional assessment administered. There is strong recognition among all stakeholders that teachers play a critical role in delivering quality education. However, policy interventions to increase and ensure the supply of qualified and trained teachers are yet to show significant results in the region. Teachers in some countries still fall short on the national minimum training or qualifications. Sixty-three per cent of countries in the region with available data have a larger pupil-trained teacher ratio than pupil-teacher ratio in primary education, which means that there are fewer trained teachers in service than those untrained.[13]

- ## Skills and lifelong learning.

SDG 4 envisions a holistic and comprehensive lifelong learning system that ensures the provision of education and training through various types and forms of delivery, including non-formal education, TVET, higher education, etc. With the current status and trends, the road to attain the ambitious goal will however not be easy. In 16 of 31 countries in the region for which data are available, less than 3.5 per cent of their population aged 15 to 24 years old have been participating in TVET programmes (Figure 1), a stagnating trend between 2010 and 2017. Female participation is even lower. In more than 40 per cent of 29 countries for which data are available, for every 10 males, there are only

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9    The data series on the red line across Figure 2 means in this particular country, this particular indicator exact parity is achieved.
10   With 19 countries have data (South Asia countries such as India, Bangladesh, Afghanistan, Maldives, Sri Lanka NOT included)
11   With 17 countries have data (Afghanistan, Bhutan, India, Maldives, Sri Lanka NOT included)
12   UNESCO Institute of Statistics (UIS) indicator on Adult illiterate population, 15+ years, both sexes (number)
13   UNESCO, *Paving the Road to Education: A target-by-target analysis of SDG4 for Asia and the Pacific* (2018).

6 or less female participating in TVET. In regard to tertiary education, the region has made great progress in terms of access. The number of students in tertiary education in the region more than doubled between 2000 and 2016 (from 46 million to 112 million). Higher education is indeed one of the key backbones for development of science and technologies, innovations and industrial development. However, increased enrolment does not necessarily lead to greater equity; there is large disparity reported between the most privileged and disadvantaged group, with young men from rich urban household more likely to complete than their peers from poor households.[14] In addition, access to tertiary education programmes is still very limited in some of the countries in the region (e.g. Cambodia, Afghanistan, Pakistan, Nepal).

- ### Quality data.

SDGs have put strong emphasis on the need for quality data for evidence-based policymaking, planning and timely monitoring and evaluation at national, regional and global levels. However, producing quality data from different sources (administrative, household survey) is challenging. Only 44 per cent of the 11 global indicators[15] were available in the region. Comparable indicators that measure both quantity and quality of education remained elusive; only a few countries were able to report on student learning outcomes. Moreover, disaggregated data required for monitoring equity in education are even more scarce, especially for disadvantaged groups such as people with disabilities. More work is also needed in order to assess difficult to measure characteristics such as language and migrant status. Household surveys (e.g. Multiple Indicator Cluster Survey [MICS] and Demographic Health urvey [DHS]) can provide better disaggregated data but use of such alternative data sources is still limited.

# III. PROMISING INNOVATIONS AND BEST PRACTICES

- ### ASEAN declaration on out-of-school children and youth.

In supporting the implementation of SDG4-Education 2030 Agenda, the ASEAN Member States (AMS) endorsed the ASEAN Declaration on Strengthening Education for Out-of-School Children and Youth (OOSCY) at the 28th ASEAN Summit, held on 6 September 2016 in Vientiane, Lao PDR. The Declaration is a joint subregional commitment and collective action to address the issue of out-of-school children and will guide AMS in implementing seven key principles as the bases for promoting education for OOSCY: i) inclusivity; ii) equity; iii) accessibility; iv) continuity; v) quality; vi) flexibility; and vii) sustainability. The Declaration suggests innovative programmes and practices, such as flexible learning strategies, equivalency framework and information and communication technology-based approaches, as well as mechanisms for implementation, coordination and collaboration.

- ### Promoting international recognition of tertiary qualifications in Asia-Pacific.[16]

Based on estimates from 2016, the Asia-Pacific region accounts for 40 per cent of internationally mobile tertiary students in the world. The largest number of students studying abroad in 2016 was from China (869,000), India (306,000), the Republic of Korea (105,000), Kazakhstan (90,000) and Viet Nam (82,000). In total, about 2.3 million students in this region were enrolled in tertiary education institutions outside their country of origin, an increase of 1.5 million since 2000. For many students, the lack of clear and transparent criteria about foreign qualifications can be an obstacle to having credentials recognized. The UNESCO Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education, also known as the Tokyo Convention, responds to this challenge by providing a legal framework to help countries in the region facilitate cross-border mobility based on the shared values of fair and transparent recognition practices.

The convention, adopted in Tokyo in 2011, is a revision of an earlier convention adopted in Bangkok, Thailand, in 1983. The revised convention reflects major changes in higher education such as the diversity of public and private education providers and growth qualifications earned through open, online and distance learning. As of December 2017, five countries in Asia-Pacific (Australia, China, Japan, New Zealand, and the Republic of Korea) have ratified the Tokyo Convention.

- ### Regional initiative on innovative financing of early childhood and development.

Despite the known benefits and advantages of investing in ECCE and the recent global commitment to expand quality ECCE, remains the most underfunded sector in most countries of the region. The Putrajaya Declaration and the Kathmandu Statement of Action, from the Second and Third Asia-Pacific Regional Policy Forum on ECCE, calls for developing creative solutions and coordination mechanisms to promote ECCE, increase investments and the efficient use of resources, and monitor regional progress towards SDG target 4.2.

In response to the financing challenges, UNESCO Bangkok with South-East Asian Ministries of Education Organization

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14      Ibid., p.54
15      UIS (2016).
16      See UNESCO, *Paving the Road to Education: A target-by-target analysis of SDG4 for Asia and the Pacific* (2018), p.54.

Regional Centre for Early Childhood Care Education and Parenting (SEAMEO CECCEP) have been developing the regional guidelines on innovative financing mechanisms and partnerships for ECCE. The guidelines provide a step-by step guide to conducting a situation analysis; setting achievable targets/goals; assessing the gap; identifying and piloting an innovative financing programme; and monitoring and evaluating the impact of the programme. The guidelines also provide regional case studies for different innovative financing options (direct government financing, taxes/earmarked funding, voluntary contributions, front loading impact bonds and debt management systems and partnerships) from 15 countries (Australia, Bhutan, Cambodia, Fiji, India, Indonesia, Lao PDR, Mexico, Mongolia, the Philippines, Singapore, South Africa, Sri Lanka, Thailand, and Viet Nam) to apply and/or adapt to fulfil the financial gaps to achieve target 4.2.

- **Development of National Strategies for Development of Education Statistics.**

To strengthen the national education statistical systems to produce quality data, countries in the region have started to develop comprehensive National Strategies for Development of Education Statistics (NSDES). This will help to ensure that countries have systematic and clearly targeted strategies for production of education data and statistics for planning, implementation and monitoring of education policies in a well-coordinated manner. It is a policy instrument designed by government and its partners - namely, the education data platform - which provides a medium-term vision for where the National Education for Statistics System (NESS) should be in three to five years. The NSDES is structured under a results-oriented framework and it includes the related costed plans. The strategy combines (1) statistical production activities necessary to produce the required data for monitoring national, regional and global education goals and (2) the capacity development activities identified for ensuring that data are produced according to recognised quality standards. It is based on a sound country-led analysis of the current NESS situation, i.e. Data Quality Assessment of the different potential data sources and suggestions for improvement.

- **Subregional learning assessment for South-East Asia countries.[17]**

The Southeast Asia Primary Learning Metric (SEA-PLM) is a large-scale assessment for grade 5 students. The first regional assessment for South-East Asia was developed to capture a holistic picture of where countries stand on inclusive and equitable quality education as students near the end of primary education. Specifically, SEA-PLM gathers nationally representative data based on regional standardized items, across four domains: mathematics, reading, writing and global citizenship. It identifies student achievement levels in cognitive and non-cognitive skills, disaggregated by sex, location, socio-economic status and subnational geographical unit.

The assessment is designed to provide system level monitoring of achievements towards SDG4 target indicator 4.1.1(b) learning achievement at the end of primary school. Implemented in close collaboration with education ministries, the assessment helps governments strengthen their capacity to administer assessments and improve the quality and management of national assessment learning system. In the 2019-2020 period, the assessment will cover the following countries: Cambodia, Lao PDR, Malaysia, Myanmar, Philippines, and Viet Nam.

# IV. PRIORITIES FOR ACTION

Based on the analyses of existing data, policies and practices in the region as above, the following six policy recommendations are put forward to accelerate the achievement of SDG4-Education 2030 Agenda in the region.

1. **Accelerate efforts to remove systemic and non-systemic barriers that hinder equity, inclusion and quality at all levels of education through ensuring participation of diverse stakeholders.**
   The persistent inequalities in society in general and in education in particular perpetuate the marginalization of disadvantaged groups. Rural-urban disparities, discrimination against individuals based on their sexual orientation or gender identity and negative cultural and societal norms create barriers for those in vulnerable situations, persons with disabilities, remote rural areas, ethnic minorities, the poor, women and girls, undocumented, stateless and migrant populations and displaced persons. It is vital to accelerate efforts to develop and implement effective policy interventions that work to remove any form of barrier (direct and indirect) to education, and to significantly increase equitable access to quality learning opportunities, particularly during early years and pre-primary level. The participation of diverse stakeholders is key in the facilitation of fair and equitable policy making processes, both at the national and sub-national levels. Addressing quality also requires consistent and persistent attention to pedagogy, language of instruction, curricula, teaching and learning materials, assessment (going beyond core competencies to capture a variety of skills, learning outcomes and multiple intelligences), teachers' professional development, school leadership and effective management, parental engagement and community participation, and infrastructure.

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17    Ibid., p.32

2. **Diversify learning pathways including both formal and non-formal education to eradicate illiteracy.**
This region is still home to more than 60 per cent percent of adult illiterates in the world and women are at a disadvantage. The pace in improving literacy is less than optimal; projected timelines at the current rate for this region set 2060 as the year for the eradication of illiteracy. There are serious social equity and human rights implications if the situation is left neglected. A poorly educated population with an unskilled workforce will hinder sustainable development. It is crucial to employ a systems-based approach in the implementation of effective literacy programmes (formal or non-formal) that are of high quality, tailored to learners' needs in an empowering learning environment and linked to skills development for decent work and livelihood. Flexible education programmes that allow students to continue to formal education should also be provided as a viable option. New technologies and innovative solutions need to be considered to accelerate the outreach and improve the pace of eradication of illiteracy, but this needs to be done with appropriate regulatory mechanisms to ensure equity of opportunity.

3. **Increase and ensure the supply of motivated, qualified, adequately resourced and empowered teachers supported by an enabling environment.**
Teachers play a vital role in preparing our future generation, but they are not the only adults in learners' lives. Innovative approaches must be explored on how to build communities of educators, social workers, counsellors and caregivers all working to support diverse learners. In particular, a better diversification and better managed deployment of the education workforce would ensure that teachers can spend more contact hours with students engaging in the teaching and learning process, while other tasks such as administrative and reporting duties for example, could be performed by support-staff. Rigorous policies that address diversity and build teacher capacity with effective strategies and interventions must be supported by adequate resources. Teachers, as well as caregivers and facilitators for early learning/ECD, must be accorded better holistic support, incentives, protection policies and resources for their continuous professional development, decent working conditions, and career pathways. Teachers and unions should also be empowered by implementing relevant normative instruments such as the ILO/ UNESCO Joint Recommendation concerning the Status of Teachers (1966) to engage meaningfully in policy development and dialogue that affects not only their own professional development but for ensuring an inclusive and equitable quality learning environment for all learners.

4. **Increase investment, by reaffirming the global commitment to allocate at least 4-6 per cent of gross domestic product and/or at least 15-20 per cent of total public expenditure to education and ensure an efficient, transparent and equitable resource allocation and accountability in expenditures.**
Full realization of SDG 4 and reversing the stagnation of funding to the education sector require an increased, sustained, innovative and well-targeted financing. Domestic resources will remain the most important source for funding education. The most marginalized groups require more resources; hence financing should be targeted towards them particularly during early years and basic education. Governments have the primary obligation to ensure the right to education and a central role to ensure effective accountability systems are in place for transparent allocation and efficient use of resources. As much as possible, the financial burden of education on families should be minimized and the pros and cons of expansion of privatization of education must be carefully reviewed and regulated where needed to ensure quality and equity of provisions.

5. **Strengthen monitoring of inclusion, equity and quality by ensuring that adequate resources, mechanisms and capacity are available.**
To comprehensively and systematically track progress and address inequalities, high-quality and more disaggregated data based on gender/sex, ethnicity, language, wealth, disability status, and geographical location must be available to planners, decision makers and stakeholders. Strengthening education management information systems and capacity of government officials on data collection using multiple sources (e.g. administrative, household, etc.), processing, analysis, and the effective utilization of data are also crucial in ensuring evidenced-based policies. Due to variance among the monitoring systems of states and ministries, better collaboration is needed in order to measure the different aspects of the functioning of the education system.

Greater investment is therefore needed in national statistical systems that are struggling to meet the demand for more and better data for the education goals and targets. This includes increasing funding to line ministries and national statistical offices for the training, resources and support needed to collect and use data for their own education priorities. Standards and tools must also be in place to produce the data needed to sufficiently and appropriately monitor and track progress towards SDG 4 in the context of national education policies and plans. The new agenda also calls for use of diversified data sources to review progress and enhance accuracy based on an agreed framework and processes at different levels

(global, regional and national). Transparency in data will encourage accountability and the engagement of diverse communities in furthering progress towards SDG4.

6.  **Promote greater engagement of diverse stakeholders including, but no limited to, young people, civil society, academia, media, private sector in the achievement of SDG4 and maximize synergies among SDGs.**
    Such exercises will enable countries to systematically assess their current situation and realign/mainstream their policy goals, toward SDG 4 targets in the context of sector wide policy and planning. This will also help countries in the region in redefining their priorities and ensuring that their policies and goals are aligned with their global commitment to SDGs. And finally: progress on implementation and monitoring of SDGs calls for a "localization" of the targets, so that greater participation of local stakeholders is encouraged in support of the ongoing efforts at a more central level.

# ANNEX

The SDG 4 Goal Profile uses a mix of global and proxy indicators (from thematic indicator set) to measure the progress as not all the global indicators are available in the region or the coverage of available global indicators are limited except for target 4.2 and target 4.c. For example, for target 4.1, only 19 countries have data for the global indicator whereas the proxy indicator – out of school rate for primary school age children - has a coverage of 43 countries. The coverage of indicators used is high for targets 4.1, 4.2, 4.3, 4.6 and 4.c, whereas the indicators for targets 4.4 and 4.a have limited coverage. Targets 4.7 and 4.b also do not have enough data to monitor the progress in the region. The UNESCO Institute for Statistics (UIS) is the custodian agency for collecting, compiling, generating and disseminating SDG 4 indicators. The main source of data used for analysing the progress come from UIS. For the purpose of this Goal Profile, UNESCAP received the data from UIS and made them available to UNESCO Bangkok and UIS-AIMS for analysis.

| Proxy | 4.1.P1 | Gross intake ratio to the last grade of lower secondary general education, female, Percentage |
| Proxy | 4.1.P1 | Gross intake ratio to the last grade of lower secondary general education, male, Percentage |
| Proxy | 4.1.P1 | Gross intake ratio to the last grade of lower secondary general education, Percentage |
| Proxy | 4.1.P1 | Gross intake ratio to the last grade of primary education, female, Percentage |
| Proxy | 4.1.P1 | Gross intake ratio to the last grade of primary education, male, Percentage |
| Proxy | 4.1.P1 | Gross intake ratio to the last grade of primary education, Percentage |
| Proxy | 4.1.P2 | Net enrolment in primary education, % of primary school age children |
| Proxy | 4.1.P3 | Pupils enrolled in lower secondary education who are at least 2 years over-age, female, Percentage |
| Proxy | 4.1.P3 | Pupils enrolled in lower secondary education who are at least 2 years over-age, male, Percentage |
| Proxy | 4.1.P3 | Pupils enrolled in lower secondary education who are at least 2 years over-age, Percentage |
| Proxy | 4.1.P3 | Pupils enrolled in primary education who are at least 2 years over-age, female, Percentage |
| Proxy | 4.1.P3 | Pupils enrolled in primary education who are at least 2 years over-age, male, Percentage |
| Proxy | 4.1.P3 | Pupils enrolled in primary education who are at least 2 years over-age, Percentage |
| Official | 4.2.2 | Participation rate in organized learning (one year before the official primary entry age), by sex |
| Proxy | 4.2.P1 | Free pre-primary education guaranteed in legal frameworks, Years |
| Official | 4.3.1 | Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex |
| Proxy | 4.3.P1 | Gross enrolment in tertiary education, % of tertiary school age population |
| Proxy | 4.3.P1 | Gross enrolment ratio in tertiary education, female, % of female tertiary school age population |
| Proxy | 4.3.P1 | Gross enrolment ratio in tertiary education, male, % of male tertiary school age population |
| Proxy | 4.4.P1 | Educational attainment, completed upper secondary education or higher, population 25+, both sexes, Percentage |
| Proxy | 4.4.P1 | Educational attainment, completed upper secondary education or higher, population 25+, female, Percentage |
| Proxy | 4.4.P1 | Educational attainment, completed upper secondary education or higher, population 25+, male, Percentage |
| Official | 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 … |
| Proxy | 4.6.P1 | Mean years of schooling, population 25+ years, female, Years |
| Proxy | 4.6.P1 | Mean years of schooling, population 25+ years, male, Years |
| Proxy | 4.6.P1 | Mean years of schooling, population 25+ years, Years |

| Official | 4.b.1 | Volume of official development assistance flows for scholarships by sector and type of study |
| --- | --- | --- |
| Official | 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… |

*Table 1. Official and proxy indicators for SDG 4 for which there is at least one data point for more than half of the countries in ESCAP region*

# ACKNOWLEDGEMENTS