FORMAT			
1. Name of resource	**Quick Guide to Education Indicators for SDG 4**		
2. Location	http://uis.unesco.org/sites/default/files/documents/quick-guide-education-indicators-sdg4-2018-en.pdf		
3. Alternative location	https://gdc.unicef.org/resource/quick-guide-education-indicators-sdg-4		
4. Author[s]	UNESCO Institute for Statistics (UIS)		
5. Publisher/producer/ host	UNESCO Institute for Statistics (UIS)		
6. Year	2019		
7. Suggested citation	UNESCO Institute for Statistics (2019). Quick Guide to Education Indicators for SDG 4. UNESCO UIS, available at http://uis.unesco.org/sites/default/files/documents/quick-guide-education-indicators-sdg4-2018-en.pdf		
8. Languages in which available	English		
9. Geographic area resource relates to	Global		
10. Does the resource relate to a specific time frame?	2015-30		
11. Type	Report		Yes
	Toolkit/Framework/Roadmap		Yes
	Sign-post to other resource (database)		Yes
	Case studies		
	Other		
12. If this is part of an initiative, what is the initiative?			
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/archives	No		
15. Types of institutions the resource covers	Museums		X
	Archives		X
	Libraries		X
	Other		X
16. Types of collections/disciplines the resource covers	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and	X	

	recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can support the development of learning curricula in collecting institutions, as well as to monitor and report information relating to educational activities that can contribute to reporting for the SDGs, at different levels.	

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT	
18. Collections-related activities the resource relates to (mark all that apply)	
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example 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 and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	X
vii. security, disaster preparedness and risk reduction	

Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	X
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	

AIMS AND CONTENT	
20. What issues does the resource aim to address?	**"This guide serves as a quick reference on how to monitor progress towards Sustainable Development Goal 4 (SDG 4) on quality education. It provides basic explanations of SDG 4 targets, their indicators, how they are created and where to find the information needed for these indicators." (p.3)**
21. Intended audience of resource	**[Those involved in the monitoring and reporting on educational activities relating to the SDGs]**
22. Process of development	
23. Organisation/structure/contents	1. What is SDG 4? 7 2. What tools exist to measure progress towards SDG 4? 11 3. What is the UIS' role in SDG 4 monitoring? 17 4. How are SDG 4 indicators developed and calculated? 20 4.1 Free, equitable and quality primary and secondary education 22 4.2 Quality early childhood development, care and pre-primary education 25 4.3 Quality TVET and tertiary education 28 4.4 Technical and vocational skills 30 4.5 Equal access to all levels of education and training for the vulnerable 32 4.6 Youth and adult literacy and numeracy 34 4.7 Knowledge and skills needed to promote sustainable development 36 4.a School environment 38 4.b Scholarships 39 4.c Qualified teachers 40

	Annex. Targets and indicators of Sustainable Development Goal 4 on education 41 References 44
FRAMEWORKS	
24. Framework structure	Each of the 10 SDG 4 targets are presented in terms of: The official indicator[s] The concept of the indicator[s] Definition Calculation method Interpretation Data sources [links or directions towards contributing data sources] Methodological challenges
25. Relevant policy considerations	Yes
26. Resources for implementation identified	No
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes

33. SDG indicators specifically mentioned?	Yes

SDGs AND SDG TARGETS AND LINKAGES

34. Comments on SDG linkages	The resource is closely linked to all ten targets within SDG 4, as well as SDGs 12.6 (which includes adopting sustainability reporting), 17.14 (policy coherence for sustainable development), 16.6 (effective, accountable and transparent institutions), 16.10 (public access to information and protecting fundamental freedoms), 16.B (supporting policies and laws for sustainable development) and 17.19 (monitoring sustainable development beyond GDP).

35. SDGs and SDG targets the resource helps advance

SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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	Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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	Number of programmes drawing on collections that support early childhood development. Number of programmes drawing on collections that aim to prepare children for primary education.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.3 By 2030, ensure equal access for all women and	Number of learning programmes in schools, colleges and universities that make use of collections. Proportion of learning programmes in schools and colleges making use of collections that prioritise disadvantaged areas.

men to affordable and quality technical, vocational and tertiary education, including university	Gender balance of students in learning programmes. Number of programmes using collections that aim to encourage people to participate in education in schools, colleges and universities.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Number of programmes drawing on collections to support literacy and numeracy among youth. Number of programmes drawing on collections to support literacy and numeracy among adults. Number of programmes drawing on collections to support literacy and numeracy among marginalized groups.

SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island	Number of scholarships available to developing countries, for enrolment in programmes that make use of collections and collections-based institutions, in both developing and developed countries.

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	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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.	Number of trainee teachers supported each year by collections-based institutions, especially those from, or who intend to work in, developing countries.
SDG 12 Ensure sustainable consumption and production patterns 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle	Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity. Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents. Commitments to be in line with local, regional, national and/or international targets and ambitions. Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.

SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels	***16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services*** Access to information, and accountability policies and mechanisms, in place. Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place. Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. Effective arrangements in place to fulfil legal and social obligations and responsibilities. Effective arrangements in place for transparent communication and reporting of institutional performance. Effective arrangements in place for transparent decision-making and accountability.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements	Adopt and implement constitutional, statutory and/or policy guarantees for public access to information. Plans in place, and plans implemented to enhance public access to information relating to collections. Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation. Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions. Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.	***16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law***

16.B Promote and enforce non-discriminatory laws and policies for sustainable development	Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.
SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development	Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets. Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.
SDG 17. Partnerships for the goals 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries	Identification and implementation of measures for sustainable development incorporating social and environmental considerations. Identification and implementation of both quantitative and qualitative measures of sustainable development.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	