

## EXAMPLE 38.1: Targets

### UN SDG GOAL 4 TARGETS

#### 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

#### 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

#### 4.3

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

#### 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

#### 4.5

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

#### 4.6

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

#### 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

### THE Goal 4 Targets

FTE numbers based on calendar year 2017 or academic year 2016-2017 for programs starting in mid-year

4.ii. Number of graduates, including bachelors, masters or doctoral or equivalent, and postgraduate

4.ii Number of graduates at all levels with primary school teaching qualifications, including post-graduate teaching qualifications

4.iii Lifelong learning opportunities provided; answer yes//no, provide comment and link to evidence, date policy created was and date last reviewed; includes

- access to library resources for non-university community,
- events for the general public,
- executive education,
- outreach programs to the community
- Anti-discrimination policy – activities accessible to all

4.iv Number of students starting a first degree (bachelor's level three years or more) calculated as FTEs and subset of all FTEs

4.iv Number of first-generation students starting first degree, calculated as FTE s and a subset of all FTEs

Uses UNESCO's [ISCED](#) definitions (International Standard Classification of *Education 2011*)

[Targets from Data Collection Portal: THE Impact Rankings](#) (November 2018) ver. 1.3

## **SDG 4 Targets, continued**

### **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.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.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