

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		
Human rights and labour standards	Name and description of selected priority	Comments on selected priority indicator
Target 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.		
<p>UDHR, Art. 26: (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. (...) (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship</p> <p>ICESCR Art. 13 (1): The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace. 2): The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right: a): Primary education shall be compulsory and available free to all; b): Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education; (...) d): Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education; e): The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved. Art. 14: Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all.</p> <p>CEDAW Art. 10: States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to</p>	<p>Percentage of children/young people at the end of each level of education achieving at least a minimum proficiency level in (a) reading and (b) mathematics. Disaggregations: sex, location, wealth (and others where data are available)</p>	<p>Explicit human rights referenced in the emphasis on right to education benchmarks, cf. also General Comment 13 on the right to education on essential skills.</p> <p>The indicator does not sufficiently reflect that education should be free.</p> <p>See also SR on the right to education, A /68/294, par. 72¹: <i>“The post-2015 development agenda should contain firm commitments by Governments to fostering social justice and equity and accordingly devise national implementation strategies for effectively regulating privatization in education.”</i></p> <p>The reference to “where data is available” should be deleted, as target 17.18. explicitly aims at building capacity for data disaggregation by 2020</p>

¹ <http://undocs.org/A/68/294>

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<p>ensure, on a basis of equality of men and women: (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training; (b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality; (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods; (d) The same opportunities to benefit from scholarships and other study grants; (e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women; (f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely; (g) The same opportunities to participate actively in sports and physical education; (h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.</p> <p>CRPD, art. 24.1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning (...). 2) In realizing this right, States Parties shall ensure that: a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability; b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live; c) Reasonable accommodation of the individual's requirements is provided; d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education; d) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.</p> <p>ICRMW, art. 30: Each child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned. Access to public pre-school educational institutions or schools shall not be refused or limited by reason of the irregular situation</p>		

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<p>with respect to stay or employment of either parent or by reason of the irregularity of the child's stay in the State of employment.</p> <p>CRC Article 28 (1): States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) Make primary education compulsory and available free to all; (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (d) Make educational and vocational information and guidance available and accessible to all children; (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates. (2) States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention. (3) States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries. Art. 29.1.: States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment. 2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions (...)</p> <p>UNDRIP Article 14 (1): Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2). Indigenous individuals, particularly children, have the</p>		

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right to all levels and forms of education of the State without discrimination. 3). States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language. Art. 15(1): Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.		
Target 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		
Same as above	Percentage of children under 5 years of age who are developmentally on track in health, learning	Explicit human rights reference in the emphasis on disaggregation. Also with reference to CRC Art. 28 (1) and the right to education ICESCR Art. 13 (1) and 14.
Target 4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university		
<p>UDHR, Art. 26: (1) Everyone has the right to education. (...) Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship</p> <p>ICESCR Art. 6(2): The steps to be taken by a State Party to the present Covenant to achieve the full realization of this right [to work] shall include technical and vocational guidance and training programmes</p> <p>ICESCR Art. 13 (1): c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education</p> <p>CEDAW Art. 10: States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education (...): (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this</p>	Participation rate of adults in formal and non-formal education and training in the last 12 months	<p>Explicit human rights reference with respect to availability. See also: "Fundamental education, therefore, is an integral component of adult education and lifelong learning". Gen.Comment 13.</p> <p>The indicator does not cover the educational specificity mentioned in the target. The aspect of affordability is only indirectly covered. The gender equality aspect of the target is not addressed in the indicator.</p>

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<p>equality shall be ensured in (...), technical, professional and higher technical education, as well as in all types of vocational training;</p> <p>Art. 14, 2 (d): To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency</p> <p>CRC art. 28 (1):: (c) Make higher education accessible to all on the basis of capacity by every appropriate means;</p> <p>CRPD art. 24 (5): States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.</p> <p>ICRMW, art. 43 1. Migrant workers shall enjoy equality of treatment with nationals of the State of employment in relation to: a) Access to educational institutions and services subject to the admission requirements and other regulations of the institutions and services concerned; b) Access to vocational guidance and placement services; c) Access to vocational training and retraining facilities and institutions;</p> <p>Art. 45.1. 1. Members of the families of migrant workers shall, in the State of employment, enjoy equality of treatment with nationals of that State in relation to: (b) Access to vocational guidance and training institutions and services, provided that requirements for participation are met;</p> <p>UNDRIP Art. 21(1): Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including , inter alia, in the areas of vocational training and retraining</p>		
Target 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		
<p>Human Resources Development Convention, 1975 (No. 142). This ILO Convention requires ratifying states to adopt and develop comprehensive and coordinated policies and programmes of vocational guidance and vocational training, closely linked with employment, in particular through public employment services.</p>	<p>Percentage of youth/adults with ICT skills by type of skill</p>	<p>Human rights relevant.</p> <p>The indicator does not relate to all skills aspects mentioned in the target.</p>

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Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159). This ILO Convention requires ratifying states to formulate, implement and periodically review a national policy on vocational rehabilitation and employment of disabled persons.		
Target 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.		
<p>General provisions regarding education and non-discrimination, as enshrined inter alia in:</p> <p>UDHR art. 26(1) ICESCR art. 13(1), 14 CEDAW, art. 10 CRC art. 28, 29 CPRD art. 24 ICRMW, art. 30, 43.1., 45.1., UNDRIP art. 14</p> <p>ILO Conventions:</p> <p>The Human Resources Development Convention, 1975 (No. 142). The Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159). The Indigenous and Tribal Peoples Convention, 1989 (No. 169)</p>	Parity indices (female/male, urban/rural, bottom/top wealth quintile] for all indicators on this list that can be disaggregated	The suggested indicator is implicitly human rights referenced, but will not capture all relevant aspects of vulnerability, and will also not measure the situation of persons with disabilities and indigenous peoples as reflected in the target, unless disaggregated data is specifically collected. The indicator is less specific on disaggregation compared to the target.
Target 4.6. By 2030, ensure that all youth and at least a substantial proportion of adults, both men and women, achieve literacy and numeracy.		
<p>UDHR, Art. 26: (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. (...)</p> <p>ICESCR Art. 13 (1): The States Parties to the present Covenant agree that (...) d): Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;</p> <p>ICESCR Art. 14: Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all.</p> <p>CEDAW Art. 10: States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to</p>	<p>Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills.</p> <p>Disaggregations: sex, location, wealth (and others where data are available))</p>	<p>Explicit human rights reference. Literacy and numeracy are part of the essential learning skills defined in General Comment 13.</p> <p>The indicator reflects the general formulations of the target.</p>

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<p>ensure, on a basis of equality of men and women (e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women; (f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school</p> <p>CRPD art. 24</p>		
<p>Target 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</p>		
<p>UDHR, Art. 26: (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship</p> <p>ICESCR Art. 13 (1): The States Parties to the present Covenant (...) agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace</p> <p>CEDAW: States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women (...) (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods; (...) (h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.</p> <p>CRPD art. 24 (3): 3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including: a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of</p>	<p>Percentage of 15-year old students enrolled in secondary school demonstrating at least a fixed level of knowledge across a selection of topics in environmental science and geoscience. The exact choice/range of topics will depend on the survey or assessment in which the indicator is collected.</p> <p>Disaggregations: sex and location (and others where data are available))</p>	<p>Implicit human rights reference in the emphasis on disaggregation.</p> <p>The indicator only addresses a few topics of the range of knowledge and skills areas mentioned in the target. One key area left out is human rights, in spite of very explicit requirements in the Universal Declaration on Human Rights and ICESCR for education to “strengthen the respect for human rights and fundamental freedoms”. Given the universality of human rights, it will be easy to identify a selection of human rights topics, against which a fixed level of knowledge can be assessed, Hence, human rights should be mentioned specifically in the indicator along with environmental science and geoscience.</p>

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<p>communication and orientation and mobility skills, and facilitating peer support and mentoring; b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community; c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.</p> <p>UNDRIP Art. 15(1): Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education (...)</p>		
Target 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		
<p>ICESCR Art. 13 (1): The States Parties to the present Covenant agree that (...) e): The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved</p> <p>CRPD art. 9: 1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment (...) inter alia; b) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;</p>	<p>Percentage of schools with access to (i) electricity; (ii) Internet for pedagogical purposes (iii) basic drinking water and (iv) basic sanitation facilities; and (v) basic hand washing facilities (as per the WASH indicator definitions)</p>	<p>Human rights relevant rather than referenced. No strong correspondence between the emphasis of the target on disability, gender, and safety and the indicator.</p> <p>The indicator should be strengthened to also address the disability and gender aspects of the target, particularly with regards to sanitation facilities.</p> <p>General Comment 13: “..for example, all institutions and programmes are likely to require buildings or other protection from the elements, sanitation facilities for both sexes, safe drinking water, trained teachers receiving domestically competitive salaries, teaching materials..; while some will also require facilities such as a library, computer facilities and information technology..”</p>

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Target 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.		
<p>ICESCR Art. 13 (1): The States Parties to the present Covenant agree that (...) e): an adequate fellowship system shall be established</p> <p>CEDAW Art. 10: States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women: (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas(...) (d) The same opportunities to benefit from scholarships and other study grants</p> <p>CRC, article 28 (3): States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.</p>	<p>Volume of ODA flows for scholarships by sector and type of study; Total net official development assistance (ODA) for scholarships and student costs in donor countries (types of aid E01 and E02). Data expressed in US dollars at the average annual exchange rate.</p>	<p>Human rights relevant, not referenced.</p> <p>Correspondence between the way the target is formulated without reference to human rights except in terms of overlapping substance, and the formulation of the indicator.</p> <p>The Special Rapporteur on the right to education writes: <i>“The .. post-2015 development agenda should also advance a framework of international development cooperation., International support is critically important in assisting the developing world in achieving the right to education, especially the poorest and most fragile States. Financial and technical support must be provided to least developed countries... to implement their national education plans and programmes...”</i> A /68/294, par. 72.²</p>
Target 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		
<p>ICESCR Art. 13 (1): The States Parties to the present Covenant agree that e): (...) the material conditions of teaching staff shall be continuously improved</p>	<p>Percentage of teachers in (i) pre-primary (ii) primary, (iii) lower</p>	<p>Implicit human rights reference in the emphasis on disaggregation.</p>

² <http://undocs.org/A/68/294>

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<p>CRPD art. 24.4.; In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.</p>	<p>secondary and (iv) upper secondary education who have received at least the minimum organized teacher (i.e. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country. Disaggregations: sex (and others where data are available)</p>	<p>Corresponds to OHCHR process indicators under attributes of primary education and under Curriculum and educational resources.</p> <p>The indicator reflects the target, but expands on it.</p>