



SDG 4 Namibia

COUNTRY PROFILE



List of SDG 4 global indicators

Primary and secondary education	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		
Learning	4.1.1	1.	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
Early Childhood	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		
Readiness for primary school	4.2.1	8.	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
Participation	4.2.2	10.	Participation rate in organized learning (one year before the official primary entry age), by sex
TVET and Higher Education	Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university		
Participation	4.3.1	15.	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
Skills for work	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		
Skills	4.4.1	16.2	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
Equity	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		
Policy	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 education indicators on this list that can be disaggregated
Literacy and Numeracy	Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy		
Skills	4.6.1	22.	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
Global Citizenship	Target 4.7 By 2030, ensure all learners acquire 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		
Provision	4.7.1	25.	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
School Environment	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		
Resources	4.a.1	31.	Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes
		32.	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities
		30.	Proportion of schools with access to: (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
Scholarships	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, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries		
Numbers	4.b.1	36.	Volume of official development assistance flows for scholarships by sector and type of study
Teachers	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		
Trained	4.c.1	39.	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex


Additional information


<http://sdg4monitoring.uis.unesco.org>

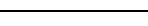
<http://tellmaps.com/sdg4/#/topic/TARGETS>

SDG 4 Namibia


AT A GLANCE

 <p>Sources: ERCE⁵, PASEC¹, PIRLS², PISA³, SACMEQ⁴ and TIMSS⁶</p>	Primary and secondary education	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					
	Learning (4.1.1)	Proportion of children and young people (a) in Grade 2 or 3 achieving at least a minimum proficiency level in (i) reading MF	Source	Proportion of children and young people (a) in Grade 2 or 3 achieving at least a minimum proficiency level in (i) reading M	Source	Proportion of children and young people (a) in Grade 2 or 3 achieving at least a minimum proficiency level in (i) reading F	Source
			Read.G2t3		Read.G2t3.M		Read.G2t3.F
		m	m	m	m	m	
		Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (i) reading MF	Source	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (i) reading M	Source	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (i) reading F	Source
			Read.Primary		Read.Primary.M		Read.Primary.F
		2010	86.1	4	88.8	4	83.2
		Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading MF	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading M	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading F	Source
			Read.LowerSec		Read.LowerSec.M		Read.LowerSec.F
		m	m	m	m	m	
		Proportion of children and young people (a) in Grade 2 or 3 achieving at least a minimum proficiency level in (ii) mathematics MF	Source	Proportion of children and young people (a) in Grade 2 or 3 achieving at least a minimum proficiency level in (ii) mathematics M	Source	Proportion of children and young people (a) in Grade 2 or 3 achieving at least a minimum proficiency level in (ii) mathematics F	Source
			Math.G2t3		Math.G2t3.M		Math.G2t3.F
		m	m	m	m	m	
		Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (ii) mathematics MF	Source	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (ii) mathematics M	Source	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (ii) mathematics F	Source
			Math.Primary		Math.Primary.M		Math.Primary.F
		2010	52.3	4	52.2	4	52.4
		Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (ii) mathematics MF	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (ii) mathematics M	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (ii) mathematics F	Source
			Math.LowerSec		Math.LowerSec.M		Math.LowerSec.F
		m	m	m	m	m	


	Early Childhood	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					
	Readiness for primary school (4.2.1) (Sources: MICS, DHS and UNICEF. Data are analysed by the UNICEF)		Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being On track 3 domains, MF	Qualifier			
			OnTrack.three.domains				
		m	m				
	Participation (4.2.2) (Source: UIS)		Participation rate in organized learning (one year before the official primary entry age) Adjusted net enrolment rate, AgM1, MF	Qualifier	Participation rate in organized learning (one year before the official primary entry age) Adjusted net enrolment rate, AgM1, M	Qualifier	Participation rate in organized learning (one year before the official primary entry age) Adjusted net enrolment rate, AgM1, F
			NERA.AGM1.cp		NERA.AGM1.M.cp		NERA.AGM1.F.cp
		2013	48		46.4		49.7


	TVET and Higher Education	Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university					
	Participation (4.3.1)		Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex, MF	Qualifier	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, M	Qualifier	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, F
		m	m		m		m


Source: Eurostat

	Skills for work	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					
	Skills (4.4.1)		Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill Who have copied or moved a file or folder	Qualifier	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill Who have connected and installed new devices	Qualifier	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill Who have created electronic presentations with presentation software
			yadult.porcentICTskill.copi		yadult.porcentICTskill.connec		yadult.porcentICTskill.creat
		Latest year	m		m		m
Sources: Eurostat and ITU			m		m		m

	Equity	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					
			Proportion of children and young people (a) in grades 2/3 of primary education achieving at least a minimum proficiency level in (i) reading Parity Index (Girls/Boys)	Source	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (i) reading Parity Index (Girls/Boys)	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading Parity Index (Girls/Boys)
		Latest year	m		2010		m
			m		0.94	4	m
			Proportion of children and young people (a) in grades 2/3 of primary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Girls/Boys)	Source	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Girls/Boys)	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Girls/Boys)
		Latest year	m		2010		m
			m		1	4	m

 <p>Sources: The sources for these indexes are the same as for those indicators that compose the indexes.</p>	Policy (4.5.1)		Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy by sex	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy by sex	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy by sex	Qualifier
			Gender Parity Index		Geographic Location Parity Index		Parity Index (Low Socio-Economic Status/High Socio-Economic Status)	
			yadult.profiliteracy.sex		yadult.profiliteracy.loc		yadult.profiliteracy.sta	
		Latest year	m		m		m	
			m		m		m	
			Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (b) numeracy skills by sex	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (b) numeracy skills by sex	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (b) numeracy skills by sex	Qualifier
			Gender Parity Index		Parity Index (Low Socio-Economic Status/High Socio-Economic Status)		Geographic Location Parity Index	
			yadult.profinumeracy.sex		yadult.profinumeracy.sta		yadult.profinumeracy.loc	
		Latest year	m		m		m	
			m		m		m	
			Percentage of teachers who are trained	Qualifier	Percentage of teachers who are trained	Qualifier	Percentage of teachers who are trained	Qualifier
			Pre-primary, Gender Parity Index		Primary, Gender Parity Index		Total secondary, Gender Parity Index	
			TRTP.02.gpi		TRTP.1.gpi		TRTP.2t3.gpi	
		Latest year	m		2010		m	
			m		1.02		m	

 <p>Sources: PIAAC, STEP</p>	Literacy and Numeracy	Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy						
	Skills (4.6.1)		Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy	Qualifier
			MF		M		F	
			yadult.profiliteracy					
		m	m		m		m	
			Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (b) numeracy skills	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (b) numeracy skills	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (b) numeracy skills	Qualifier
			MF		M		F	
			yadult.profinumeracy					
		m	m		m		m	

	Global Citizenship	Target 4.7 By 2030, ensure all learners acquire 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			
	<u>Provision</u> <u>(4.7.1)</u>		Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	Qualifier	
			§§		
			m		


§§ : Please note that this indicator is still in development and will not be available until the end of 2017.




Source: UIS

School Environment	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									
		Percentage of primary schools with access to: (a) electricity (%)	Qualifier	Proportion of schools with access to: (b) Internet for pedagogical purposes; Primary	Qualifier	Proportion of schools with access to: (c) computers for pedagogical purposes Primary	Qualifier			
		Primary								
		SchBSP.1.Pu.Welec		SchBSP.1.Pu.WIntern		SchBSP.1.Pu.Wcomput				
Latest year		2012		m		m				
		58.3		m		m				
		Percentage of lower secondary schools with access to: (a) electricity (%)	Qualifier	Proportion of schools with access to: (b) Internet for pedagogical purposes; Lower Secondary	Qualifier	Proportion of schools with access to: (c) computers for pedagogical purposes Lower secondary	Qualifier			
		Lower Secondary								
		SchBSP.2.Pu.Welec		SchBSP.2.Pu.WIntern		SchBSP.2.Pu.Wcomput				
Latest year		2012		m		m				
		79.8		m		m				
		Percentage of upper secondary schools with access to: (a) electricity (%)	Qualifier	Proportion of schools with access to: (b) Internet for pedagogical purposes; Upper secondary	Qualifier	Proportion of schools with access to: (c) computers for pedagogical purposes Upper secondary	Qualifier			
		Upper secondary								
		SchBSP.3.Pu.Welec		SchBSP.3.Pu.WIntern		SchBSP.3.Pu.Wcomput				
Latest year		m		m		m				
		m		m		m				
		Percentage of total secondary schools with access to: (a) electricity (%)	Qualifier	Proportion of schools with access to: (b) Internet for pedagogical purposes; Total secondary	Qualifier	Proportion of schools with access to: (c) computers for pedagogical purposes Total secondary	Qualifier			
		Total secondary								
		SchBSP.2t3.Pu.Welec		SchBSP.2t3.Pu.WIntern		SchBSP.2t3.Pu.Wcomput				
Latest year		m		m		m				
		m		m		m				
		Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities Primary	Qualifier	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities Lower Secondary	Qualifier	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities Upper Secondary	Qualifier			
		§§		§§		§§				
m		m		m		m				
		Percentage of primary schools with access to: (e) potable water (%)	Qualifier	Percentage of primary schools with (f) single-sex toilets (%)	Qualifier	Percentage of primary schools with (g) hand washing facilities (%)	Qualifier			
		SchBSP.1.Pu.WPoWat		SchBSP.1.Pu.WSToil		SchBSP.1.Pu.WHF				
Latest year		2012		2012		m				
		77.4		84.8		m				
		Percentage of lower secondary schools with access to: (e) potable water (%)	Qualifier	Percentage of lower secondary schools with (f) single-sex toilets (%)	Qualifier	Percentage of lower secondary schools with (g) hand washing facilities (%)	Qualifier			
		SchBSP.2.Pu.WPoWat		SchBSP.2.Pu.WSToil		SchBSP.2.Pu.WHF				
Latest year		2012		2012		m				
		87.6		97.6		m				
		Percentage of upper secondary schools with access to: (e) potable water (%)	Qualifier	Percentage of upper secondary schools with (f) single-sex toilets (%)	Qualifier	Percentage of upper secondary schools with (g) hand washing facilities (%)	Qualifier			
		SchBSP.3.Pu.WPoWat		SchBSP.3.Pu.WSToil		SchBSP.3.Pu.WHF				
Latest year		m		m		m				
		m		m		m				

[Resources \(4.a.1\)](#)

	Scholarships	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, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries		
	Numbers (4.b.1)		Volume of official development assistance flows for scholarships by sector and type of study (Constant Prices - 2014 USD)	Qualifier
			odaflow.volumescholarship	
		2014	1602227	

Source : OECD

	Teachers	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							
	Trained (4.c.1)		Percentage of trained teachers, Pre-primary, MF	Qual.	Percentage of trained teachers, Pre-primary, M	Qual.	Percentage of trained teachers, Pre-primary, F	Qual.	
			TRTP.02		TRTP.02.M		TRTP.02.F		
		m	m		m		m		
			Percentage of trained teachers, Primary, MF	Qual.	Percentage of trained teachers, Primary, M	Qual.	Percentage of trained teachers, Primary, F	Qual.	
			TRTP.1		TRTP.1.M		TRTP.1.F		
		2010	96.4		95.3		96.9		
			Percentage of trained teachers, Lower secondary, MF	Qual.	Percentage of trained teachers, Lower secondary, M	Qual.	Percentage of trained teachers, Lower secondary, F	Qual.	
			TRTP.2		TRTP.2.M		TRTP.2.F		
		m	m		m		m		
			Percentage of trained teachers, Upper secondary, MF	Qual.	Percentage of trained teachers, Upper secondary, M	Qual.	Percentage of trained teachers, Upper secondary, F	Qual.	
			TRTP.3		TRTP.3.M		TRTP.3.F		
		m	m		m		m		
			Percentage of trained teachers, Total secondary, MF	Qual.	Percentage of trained teachers, Total secondary, M	Qual.	Percentage of trained teachers, Total secondary, F	Qual.	
			TRTP.2i3		TRTP.2i3.M		TRTP.2i3.F		
		m	m		m		m		

Source: UIS

Legend

- * : National estimation
- ** : UIS estimation
- m : data not reported / not deemed publishable
- z : category not applicable
- 0 : nil or negligible
- \$\$: Indicator is not available yet.



SUSTAINABLE DEVELOPMENT GOAL 4

TARGET 4.1





4.1.1 PROPORTION OF CHILDREN AND YOUNG PEOPLE (A) IN GRADE 2 OR 3; (B) AT THE END OF PRIMARY EDUCATION; AND (C) AT THE END OF LOWER SECONDARY EDUCATION ACHIEVING AT LEAST A MINIMUM PROFICIENCY LEVEL IN (I) READING AND (II) MATHEMATICS, BY SEX

Definition :

Percentage of children and young people in Grade 2 or 3 of primary education, at the end of primary education and the end of lower secondary education achieving at least a minimum proficiency level in (a) reading and (b) mathematics. The minimum proficiency level will be measured relative to new common reading and mathematics scales currently in development.

Minimum proficiency level is the benchmark of basic knowledge in a domain (mathematics or reading) measured through learning assessments.

The indicator shows data published by each of the agencies and organizations specialised in cross-national learning assessments. Unless otherwise indicated, the same cut-off level is used for both reading and mathematics in a given learning assessment.

Purpose:

The indicator is a direct measure of the learning outcomes achieved in the two subject areas at the end of the relevant stages of education

Additional information

<http://sdg4monitoring.uis.unesco.org>

<http://tellmaps.com/sdg4/#!/topic/TARGETS>



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

	SDG4 4.1.1					
Year	Proportion of children and young people (a) in Grade 2 or 3 of primary education achieving at least a minimum proficiency level in (i) reading MF	Source	Proportion of children and young people (a) in Grade 2 or 3 of primary education achieving at least a minimum proficiency level in (i) reading M	Source	Proportion of children and young people (a) in Grade 2 or 3 of primary education achieving at least a minimum proficiency level in (i) reading F	Source
Namibia	Read.G2t3		Read.G2t3.M		Read.G2t3.F	
2010	m		m		m	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015 ³	m		m		m	
2015 ⁶	m		m		m	

Note : Results for this indicator should only be compared within the same type of learning assessment. For example, PISA results with PISA, TIMSS results with TIMSS, etc.

Sources: ERCE⁵, PASEC¹, PIRLS², PISA³, SACMEQ⁴ and TIMSS⁶

	SDG4 4.1.1					
Year	Proportion of children and young people b) at the end of primary education achieving at least a minimum proficiency level in (i) reading MF	Source	Proportion of children and young people b) at the end of primary education achieving at least a minimum proficiency level in (i) reading M	Source	Proportion of children and young people b) at the end of primary education achieving at least a minimum proficiency level in (i) reading F	Source
Namibia	Read.Primary		Read.Primary.M		Read.Primary.F	
2010	86.1	4	88.8	4	83.2	4
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015 ³	m		m		m	
2015 ⁶	m		m		m	

Note : Results for this indicator should only be compared within the same type of learning assessment. For example, PISA results with PISA, TIMSS results with TIMSS, etc. For some countries, the measurement point does not correspond exactly to the end of primary but is one grade higher or lower.

Sources: ERCE⁵, PASEC¹, PIRLS², PISA³, SACMEQ⁴ and TIMSS⁶

	SDG4 4.1.1					
Year	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading MF	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading M	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading F	Source
Namibia	Read.LowerSec		Read.LowerSec.M		Read.LowerSec.F	
2010	m		m		m	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015 ³	m		m		m	
2015 ⁶	m		m		m	


Note : Results for this indicator should only be compared within the same type of learning assessment. For example, PISA results with PISA, TIMSS results with TIMSS, etc. For some countries, the measurement point does not correspond exactly to the end of lower secondary, but is one grade higher or lower.

Sources: ERCE⁵, PASEC¹, PIRLS², PISA³, SACMEQ⁴ and TIMSS⁶

Legend

m : data not reported / not deemed publishable

0 : nil or negligible

	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					
	SDG4 4.1.1					
Year	Proportion of children and young people (a) in Grade 2 or 3 of primary education achieving at least a minimum proficiency level in (b) mathematics MF	Source	Proportion of children and young people (a) in Grade 2 or 3 of primary education achieving at least a minimum proficiency level in (b) mathematics M	Source	Proportion of children and young people (a) in Grade 2 or 3 of primary education achieving at least a minimum proficiency level in (b) mathematics F	Source
Namibia	Math.G2t3		Math.G2t3.M		Math.G2t3.F	
2010	m		m		m	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015 ³	m		m		m	
2015 ⁶	m		m		m	

Note : Results for this indicator should only be compared within the same type of learning assessment. For example, PISA results with PISA, TIMSS results with TIMSS, etc.

Sources: ERCE⁵, PASEC¹, PIRLS², PISA³, SACMEQ⁴ and TIMSS⁶

	SDG4 4.1.1					
Year	Proportion of children and young people b) at the end of primary education achieving at least a minimum proficiency level in (ii) mathematics MF	Source	Proportion of children and young people b) at the end of primary education achieving at least a minimum proficiency level in (ii) mathematics M	Source	Proportion of children and young people b) at the end of primary education achieving at least a minimum proficiency level in (ii) mathematics F	Source
Namibia	Math.Primary		Math.Primary.M		Math.Primary.F	
2010	52.3	4	52.2	4	52.4	4
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015 ³	m		m		m	
2015 ⁶	m		m		m	

Note : Results for this indicator should only be compared within the same type of learning assessment. For example, PISA results with PISA, TIMSS results with TIMSS, etc. For some countries, the measurement point does not correspond exactly to the end of primary but is one grade higher or lower.

Sources: ERCE⁵, PASEC¹, PIRLS², PISA³, SACMEQ⁴ and TIMSS⁶

	SDG4 4.1.1					
Year	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (ii) mathematics MF	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (ii) mathematics M	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (ii) mathematics F	Source
Namibia	Math.LowerSec		Math.LowerSec.M		Math.LowerSec.F	
2010	m		m		m	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015 ³	m		m		m	
2015 ⁶	m		m		m	

Note : Results for this indicator should only be compared within the same type of learning assessment. For example, PISA results with PISA, TIMSS results with TIMSS, etc. For some countries, the measurement point does not correspond exactly to the end of lower secondary, but is one grade higher or lower.

Sources: ERCE⁵, PASEC¹, PIRLS², PISA³, SACMEQ⁴ and TIMSS⁶

Legend

m : data not reported / not deemed publishable
0 : nil or negligible



SUSTAINABLE DEVELOPMENT GOAL 4

TARGET 4.2





4.2.1 PROPORTION OF CHILDREN UNDER 5 YEARS OF AGE WHO ARE DEVELOPMENTALLY ON TRACK IN HEALTH, LEARNING AND PSYCHOSOCIAL WELL-BEING, BY SEX

The MICS ECDI presently defines “on track” as the percentage of children aged 36-59 months who developmentally on-track in at least three of the following four domains: literacy-numeracy, physical, socio-emotional and learning. Other measures use different definitions, with varying empirically and conceptually driven perspectives on how best to define “on track”.

There is not yet a globally-accepted definition of “developmentally on track.”

At present, the MICS Early Childhood Development Index defines “on track” as a child is developmentally on track in literacy-numeracy if they can identify at least 10 letters of the alphabet, read 4 simple words and recognise and name all numbers from 1 to 10.

A child is developmentally on-track physically if they can pick up small objects easily and are generally well enough to play.

A child is developmentally on-track in socio-emotional development if they are able to undertake simple activities independently, get along with other children and do not usually kick, bite or hit other children or adults.

A child is developmentally on-track in learning if they participate in any type of organized learning including early childhood education, kindergarten or community care.

However, this definition is not universally accepted, and other measures use alternative definitions of “on track.”

Purpose:

The indicator is a broad measure of children’s development and their preparedness to begin school.

Available data for global tracking are typically collected from individual-level data through direct assessment of children in many regional or national-level assessments, or reported by mothers/primary caregivers or teachers, which are then used to calculate an indicator that represents a composite measure across a range of agreed characteristics in the areas of health, learning and psychosocial well-being.

4.2.2 PARTICIPATION RATE IN ORGANIZED LEARNING (ONE YEAR BEFORE THE OFFICIAL PRIMARY ENTRY AGE), BY SEX

Definition:

Percentage of children in the given age range who participate in one or more organized learning programme, including programmes which offer a combination of education and care. Participation in early childhood education and in primary education are both included. The age range will vary by country depending on the official age for entry to primary education.

An organized learning programme is one which consists of a coherent set or sequence of educational activities designed with the intention of achieving pre-determined learning outcomes or the accomplishment of a specific set of educational tasks. Early childhood and primary education programmes are examples of organized learning programmes.

Early childhood and primary education are defined in the 2011 revision of the International Standard Classification of Education (ISCED 2011). Early childhood education is typically designed with a holistic approach to support children’s early cognitive, physical, social and emotional development and to introduce young children to organized instruction outside the family context. Primary education offers learning and educational activities designed to provide students with fundamental skills in reading, writing and mathematics and establish a solid foundation for learning and understanding core areas of knowledge and personal development. It focuses on learning at a basic level of complexity with little, if any, specialisation.

The official primary entry age is the age at which children are obliged to start primary education according to national legislation or policies.

Where more than one age is specified, for example, in different parts of a country, the most common official entry age (i.e. the age at which most children in the country are expected to start primary) is used for the calculation of this indicator at the global level.


Purpose:

The indicator measures children’s exposure to organized learning activities in the year prior to the start of primary school.

Additional information

<http://sdg4monitoring.uis.unesco.org>

<http://tellmaps.com/sdg4/#!/topic/TARGETS>

	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		
	SDG4 4.2.1		
Year	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being.	Qualifier	
Namibia	OnTrack.three.domains		
2010	m		
2011	m		
2012	m		
2013	m		
2014	m		
2015	m		
2016	m		

Sources: ECDI

	SDG4 4.2.2					
Year	Participation rate in organized learning (one year before the official primary entry age)	Qualifier	Participation rate in organized learning (one year before the official primary entry age)	Qualifier	Participation rate in organized learning (one year before the official primary entry age)	Qualifier
	MF		M		F	
Namibia	NERA.AGM1.cp		NERA.AGM1.M.cp		NERA.AGM1.F.cp	
2010	m		m		m	
2011	m		m		m	
2012	41		39.9		42.1	
2013	48		46.4		49.7	
2014	m		m		m	
2015	m		m		m	
2016	m		m		m	

Source: UIS

Legend

- * : National estimation
- ** : UIS estimation
- m : data not reported / not deemed publishable
- z : category not applicable
- 0 : nil or negligible



SUSTAINABLE DEVELOPMENT GOAL 4

TARGET 4.3





4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

Definition:

- Percentage of youth and adults in a given age range (e.g. 15-24 years, 25-64 years, etc.) participating in formal or non-formal education or training in a given time period (e.g. last 12 months).
- *Formal education and training* is defined as education provided by the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous 'ladder' of full-time education for children and young people, generally beginning at the age of 5 to 7 and continuing to up to 20 or 25 years old. In some countries, the upper parts of this 'ladder' are organized programmes of joint part-time employment and part-time participation in the regular school and university system.
- *Non-formal education and training* is defined as any organized and sustained learning activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to people of all ages. Depending on national contexts, it may cover educational programmes to impart adult literacy, life-skills, work-skills, and general culture.


Purpose:

- To show the level of participation of youth and adults in education and training of all types.

Additional information

<http://sdg4monitoring.uis.unesco.org>

<http://tellmaps.com/sdg4/#!/topic/TARGETS>

	Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university					
	SDG4 4.3.1					
Year	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.	Qualifier	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.	Qualifier	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.	Qualifier
	MF		M		F	
Namibia						
2010	m		m		m	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015	m		m		m	
2016	m		m		m	

Source: Eurostat

Legend

m : data not reported / not deemed publishable

0 : nil or negligible



SUSTAINABLE DEVELOPMENT GOAL 4

TARGET 4.4





4.4.1 Proportion of youth/adults with information and communications technology (ICT) skills, by type of skill

Definition:

Percentage of youth (aged 15-24 years) and adults (aged 15 years and above) that have undertaken certain computer-related activities in a given time period (e.g. last three months).

Computer-related activities to measure ICT skills include:

- Copying or moving a file or folder
- Using copy and paste tools to duplicate or move information within a document
- Sending e-mails with attached files (e.g. document, picture, video)
- Using basic arithmetic formulae in a spreadsheet
- Connecting and installing new devices (e.g. modem, camera, printer)
- Finding, downloading, installing and configuring software
- Creating electronic presentations with presentation software (including text, images, sound, video or charts)
- Transferring files between a computer and other devices
- Writing a computer program using a specialised programming language

A *computer* refers to a desktop computer, a laptop (portable) computer or a tablet (or similar handheld computer). It does not include equipment with some embedded computing abilities, such as smart TV sets or cellphones.


Purpose:

ICT skills determine the effective use of information and communication technology. The lack of such skills continues to be one of the key barriers keeping people, and in particular women, from fully benefiting from the potential of information and communication technologies.

Additional information

<http://sdg4monitoring.uis.unesco.org>

<http://tellmaps.com/sdg4/#!/topic/TARGETS>

	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					
	SDG4 4.4.1					
Year	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill Who have copied or moved a file or folder	Qualifier	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill Who have connected and installed new devices	Qualifier	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill Who have created electronic presentations with presentation software	Qualifier
Namibia	yadult.porcentICTskill.copi		yadult.porcentICTskill.connec		yadult.porcentICTskill.creat	
2010	m		m		m	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015	m		m		m	
2016	m		m		m	

Sources: Eurostat and ITU

Legend

m : data not reported / not deemed publishable

0 : nil or negligible



SUSTAINABLE DEVELOPMENT GOAL 4

TARGET 4.5





4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintiles and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

Definition:

Parity indices require data for the specific groups of interest. They represent the ratio of the indicator value for one group to that of the other. Typically, the likely more disadvantaged group is the numerator. A value of exactly 1 indicates parity between the two groups.


Purpose:

To measure the general level of disparity between two sub-populations of interest with regard to a given indicator.

Additional information

<http://sdg4monitoring.uis.unesco.org>

<http://tellmaps.com/sdg4/#!/topic/TARGETS>

	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											
	SDG4 4.5.1											
Year	Proportion of children and young people (a) in grades 2/3 of primary education achieving at least a minimum proficiency level in (i) reading Parity Index (Girls/Boys)	Source	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (i) reading Parity Index (Girls/Boys)	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading Parity Index (Girls/Boys)	Source	Proportion of children and young people (a) in grades 2/3 of primary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Girls/Boys)	Source	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Girls/Boys)	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Girls/Boys)	Source
Namibia												
2010	m		0.94	4	m		m		1.00	4	m	
2011	m		m		m		m		m		m	
2012	m		m		m		m		m		m	
2013	m		m		m		m		m		m	
2014	m		m		m		m		m		m	
2015 ³	m		m		m		m		m		m	
2015 ⁶	m		m		m		m		m		m	

Sources: The sources for these indexes are the same as for those indicators that compose the indexes. ERCE⁵, PASEC¹, PIRLS², PISA³, SACMEQ⁴ and TIMSS⁶

Year	Proportion of children and young people (a) in grades 2/3 of primary education achieving at least a minimum proficiency level in (i) reading Parity Index (Students of rural school/Students of urban school)	Source	Proportion of children and young people (a) in grades 2/3 of primary education achieving at least a minimum proficiency level in (i) reading Parity Index (Low socio-economic status / High socio-economic status)	Source	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (i) reading Parity Index (Students of rural school/Students of urban school)	Source	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (i) reading Parity Index (Low socio-economic status / High socio-economic status)	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading Parity Index (Students of rural school/Students of urban school)	Source	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading Parity Index (Low socio-economic status / High socio-economic status)	Source
Namibia												
2010	m		m		0.88	4	0.82	4	m		m	
2011	m		m		m		m		m		m	
2012	m		m		m		m		m		m	
2013	m		m		m		m		m		m	
2014	m		m		m		m		m		m	
2015	m		m		m		m		m		m	
2016	m		m		m		m		m		m	

Sources: The sources for these indexes are the same as for those indicators that compose the indexes. ERCE⁵, PASEC¹, PIRLS², PISA³, SACMEQ⁴ and TIMSS⁶

Year	Proportion of children and young people (a) in grades 2/3 of primary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Students of rural school/Students of urban school)	Qualifier	Proportion of children and young people (a) in grades 2/3 of primary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Low socio-economic status / High socio-economic status)	Qualifier	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Students of rural school/Students of urban school)	Qualifier	Proportion of children and young people (b) at the end of primary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Low socio-economic status / High socio-economic status)	Qualifier	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Students of rural school/Students of urban school)	Qualifier	Proportion of children and young people (c) at the end of lower secondary education achieving at least a minimum proficiency level in (ii) mathematics Parity Index (Low socio-economic status / High socio-economic status)	Qualifier
Namibia												
2010	m		m		0.58	4	0.48	4	m		m	
2011	m		m		m		m		m		m	
2012	m		m		m		m		m		m	
2013	m		m		m		m		m		m	
2014	m		m		m		m		m		m	
2015	m		m		m		m		m		m	
2016	m		m		m		m		m		m	

Sources: The sources for these indexes are the same as for those indicators that compose the indexes. ERCE⁵, PASEC¹, PIRLS², PISA³, SACMEQ⁴ and TIMSS⁶

Year	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy by sex Gender Parity Index	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy by sex Geographic Location Parity Index	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy by sex Parity Index (Low Socio-Economic Status/High Socio-Economic Status)	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (b) numeracy skills by sex Gender Parity Index	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (b) numeracy skills by sex Parity Index (Low Socio-Economic Status/High Socio-Economic Status)	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (b) numeracy skills by sex Geographic Location Parity Index	Qualifier
Namibia	yadult.profiliteracy.sex		yadult.profiliteracy.loc		yadult.profiliteracy.sta		yadult.profinumeracy.sex		yadult.profinumeracy.sta		yadult.profinumeracy.loc	
2010	m		m		m		m		m		m	
2011	m		m		m		m		m		m	
2012	m		m		m		m		m		m	
2013	m		m		m		m		m		m	
2014	m		m		m		m		m		m	
2015	m		m		m		m		m		m	
2016	m		m		m		m		m		m	

Sources: PIAAC, STEP

Year	Percentage of teachers who are trained	Qualifier	Percentage of teachers who are trained	Qualifier	Percentage of teachers who are trained	Qualifier	Participation rate in organized learning (one year before the official primary entry age)	Qualifier
	Pre-primary		Primary		Total secondary			
	Gender Parity Index		Gender Parity Index		Gender Parity Index		Gender Parity Index	
Namibia	TRTP.02.GPI		TRTP.1.GPI		TRTP.2t3.GPI			
2010	m		1.02		m		m	
2011	m		m		m		m	
2012	m		m		m		1.06	
2013	m		m		m		1.07	
2014	m		m		m		m	
2015	m		m		m		m	
2016	m		m		m		m	

Source: UIS

Legend

- * : National estimation
- ** : UIS estimation
- m : data not reported / not deemed publishable
- z : category not applicable
- 0 : nil or negligible



SUSTAINABLE DEVELOPMENT GOAL 4

TARGET 4.6





4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

Definition:

Percentage of youth (aged 15-24 years) and of adults (aged 15 years and above) have achieved or exceeded a given level of proficiency in (a) literacy and (b) numeracy. The minimum proficiency level will be measured relative to new common literacy and numeracy scales currently in development.

The *fixed level of proficiency* is the benchmark of basic knowledge in a domain (literacy or numeracy) measured through learning assessments. Currently, there are no common standards validated by the international community or countries. The indicator shows data published by each of the agencies and organizations specialised in cross-national learning assessments.


Purpose:

The indicator is a direct measure of the skill levels of youth and adults in the two areas: literacy and numeracy.

Additional information

<http://sdg4monitoring.uis.unesco.org>

<http://tellmaps.com/sdg4/#!/topic/TARGETS>

	Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy			
	SDG4 4.6.1			
Year	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy by sex	Qualifier	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (b) numeracy skills, by sex	Qualifier
	MF		MF	
Namibia	yadult.profiliteracy		yadult.profinumeracy	
2010	m		m	
2011	m		m	
2012	m		m	
2013	m		m	
2014	m		m	
2015	m		m	
2016	m		m	

Sources: PIAAC, STEP

Legend

m : data not reported / not deemed publishable
0 : nil or negligible



SUSTAINABLE DEVELOPMENT GOAL 4

TARGET 4.7





■ **4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies (b) curricula (c) teacher education and (d) student assessments.**

– **Definition:**

- Extent to which countries mainstream global citizenship education (GCED) and education for sustainable development (ESD), including climate change education, human rights and gender equality, in their education systems, specifically in policies, curricula, teacher education and student assessment.
- It seeks to measure the quantity and quality of country inputs as well as whether the quality of GCED and ESD provision is adequate to fulfil their transformational potential.
- *Education for Sustainable Development (ESD)*: empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education.
- *Global Citizenship Education (GCED)*: nurtures respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.


– **Purpose:**

- The indicator provides important information on the level of national commitment towards the attainment of this target (for example whether political will/decisions and resources available have been translated into concrete policies, curricula, assessment) as well as the quality of the programmes provided, can predict the likelihood that desired student outcomes will be achieved. This indicator can be complemented by other thematic indicators on GCED and ESD that UNESCO proposes, which seek to assess learning outcomes more directly in the cognitive, socio-emotional and behavioural domains. The indicator could be used to assess inputs to formal as well as non-formal education systems.

Additional information

<http://sdq4monitoring.uis.unesco.org>

<http://tellmaps.com/sdq4/#!/topic/TARGETS>

	Target 4.7 By 2030, ensure all learners acquire 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	
	SDG4 4.7.1	
Year	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	Qualifier
Namibia	§§	
2010	m	
2011	m	
2012	m	
2013	m	
2014	m	
2015	m	
2016	m	

Source:

§§ : Please note that this indicator is still in development and will not be available until the end of 2017.



SUSTAINABLE DEVELOPMENT GOAL 4

TARGET 4.a





■ **4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)**

– **Definition:**

- Percentage of schools by level of education (primary, lower secondary and upper secondary education) with access to the given facility or service.
- *Electricity:* Regularly and readily available sources of power (e.g. grid/mains connection, wind, water, solar and fuel-powered generator, etc.) that enable the adequate and sustainable use of ICT infrastructure for educational purposes.
- *Internet for pedagogical purposes:* Internet that is available for enhancing teaching and learning and is accessible by pupils. Internet is defined as a worldwide interconnected computer network, which provides pupils access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files, irrespective of the device used (i.e. not assumed to be only via a computer) and thus can also be accessed by mobile telephone, tablet, PDA, games machine, digital TV etc.). Access can be via a fixed narrowband, fixed broadband, or via mobile network.
- *Computers for pedagogical use:* Use of computers to support course delivery or independent teaching and learning needs. This may include activities using computers or the Internet to meet information needs for research purposes; develop presentations; perform hands-on exercises and experiments; share information; and participate in online discussion forums for educational purposes. A computer is a programmable electronic device that can store, retrieve and process data, as well as share information in a highly-structured manner. It performs high-speed mathematical or logical operations according to a set of instructions or algorithms. Computers include the following types:
 - A desktop computer usually remains fixed in one place; normally the user is placed in front of it, behind the keyboard;
 - A laptop computer is small enough to carry and usually enables the same tasks as a desktop computer; it includes notebooks and netbooks but does not include tablets and similar handheld devices; and
 - A tablet (or similar handheld computer) is a computer that is integrated into a flat touch screen, operated by touching the screen rather than using a physical keyboard.
- *Adapted infrastructure* is defined as any built environment related to education facilities that are accessible to all users, including those with different types of disability, to be able to gain access to use and exit from them. Accessibility includes ease of independent approach, entry, evacuation and/or use of a building and its services and facilities (such as water and sanitation), by all of the building's potential users with an assurance of individual health, safety and welfare during the course of those activities .
- *Adapted materials* include learning materials and assistive products that enable students and teachers with disabilities/functioning limitations to access learning and to participate fully in the school environment. Accessible learning materials include textbooks, instructional materials, assessments and other materials that are available and provided in appropriate formats such as audio, braille, sign language and simplified formats that can be used by students and teachers with disabilities/functioning limitations.
- *Basic drinking water* is defined as a functional drinking water source (MDG 'improved' categories) on or near the premises and water points accessible to all users during school hours.
- *Basic sanitation facilities* are defined as functional sanitation facilities (MDG 'improved' categories) separated for males and females on or near the premises.
- *Basic handwashing facilities* are defined as functional handwashing facilities, with soap and water available to all girls and boys.

– **Purpose:**

- The indicator measures access in schools to key basic services and facilities necessary to ensure a safe and effective learning environment for all students.

Additional information

<http://sdg4monitoring.uis.unesco.org>

<http://tellmaps.com/sdg4/#!/topic/TARGETS>



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

SDG4 4.a.1

Year	Percentage of primary schools with access to: (a) electricity (%) Primary	Qualifier	Percentage of lower secondary schools with access to: (a) electricity (%) Lower secondary	Qualifier	Percentage of upper secondary schools with access to: (a) electricity (%) Upper secondary	Qualifier	Percentage of upper secondary schools with access to: (a) electricity (%) Total secondary	Qualifier
Namibia	SchBSP.1.Pu.Welec		SchBSP.2.Pu.Welec		SchBSP.3.Pu.Welec		SchBSP.2t3.Pu.Welec	
2010	59.3		59.8		m		m	
2011	m		m		m		m	
2012	58.3		79.8		m		m	
2013	m		m		m		m	
2014	m		m		m		m	
2015	m		m		m		m	
2016	m		m		m		m	

SDG4 4.a.1

Year	Proportion of schools with access to: (b) Internet for pedagogical purposes; Primary	Qualifier	Proportion of schools with access to: (b) Internet for pedagogical purposes; Lower secondary	Qualifier	Proportion of schools with access to: (b) Internet for pedagogical purposes; Upper secondary	Qualifier	Proportion of schools with access to: (b) Internet for pedagogical purposes; Total secondary	Qualifier
Namibia	SchBSP.1.Pu.WIntern		SchBSP.2.Pu.WIntern		SchBSP.3.Pu.WIntern		SchBSP.2t3.Pu.WIntern	
2010	m		m		m		m	
2011	m		m		m		m	
2012	m		m		m		m	
2013	m		m		m		m	
2014	m		m		m		m	
2015	m		m		m		m	
2016	m		m		m		m	

	SDG4 4.a.1							
Year	Proportion of schools with access to: (c) computers for pedagogical purposes; Primary	Qualifier	Proportion of schools with access to: (c) computers for pedagogical purposes; Lower secondary	Qualifier	Proportion of schools with access to: (c) computers for pedagogical purposes; Upper secondary	Qualifier	Proportion of schools with access to: (c) computers for pedagogical purposes; Total secondary	Qualifier
Namibia	SchBSP.1.Pu.Wcomput		SchBSP.2.Pu.Wcomput		SchBSP.3.Pu.Wcomput		SchBSP.3.Pu.Wcomput	
2010	m		m		m		m	
2011	m		m		m		m	
2012	m		m		m		m	
2013	m		m		m		m	
2014	m		m		m		m	
2015	m		m		m		m	
2016	m		m		m		m	

	SDG4 4.a.1							
Year	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities; Primary	Qualifier	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities; Lower Secondary	Qualifier	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities; Upper Secondary	Qualifier	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities; Total Secondary	Qualifier
Namibia	\$\$		\$\$		\$\$		\$\$	
2010	m		m		m		m	
2011	m		m		m		m	
2012	m		\$\$: Please note that this indicator is still in development and will not be available until the end of 2017.				m	
2013	m						m	
2014	m						m	
2015	m						m	
2016	m						m	

	SDG4 4.a.1							
Year	Percentage of primary schools with access to : (e) basic drinking water (%)	Qualifier	Percentage of lower secondary schools with access to: (e) basic drinking water (%)	Qualifier	Percentage of upper secondary schools with access to: (e) basic drinking water (%)	Qualifier	Percentage of secondary schools with access to: (e) basic drinking water (%)	Qualifier
Namibia	SchBSP.1.Pu.WPoWat		SchBSP.2.Pu.WPoWat		SchBSP.3.Pu.WPoWat		SchBSP.2t3.Pu.WPoW at	
2010	70.7		89.8		m		m	
2011	m		m		m		m	
2012	77.4		87.6		m		m	
2013	m		m		m		m	
2014	m		m		m		m	
2015	m		m		m		m	
2016	m		m		m		m	

	SDG4 4.a.1							
Year	Percentage of primary schools with :(f) single-sex basic sanitation facilities (%)	Qualifier	Percentage of lower secondary schools with :(f) single-sex basic sanitation facilities (%)	Qualifier	Percentage of upper secondary schools with :(f) single-sex basic sanitation facilities (%)	Qualifier	Percentage of secondary schools with :(f) single-sex basic sanitation facilities (%)	Qualifier
Namibia	SchBSP.1.Pu.WSToil		SchBSP.2.Pu.WSToil		SchBSP.3.Pu.WSToil		SchBSP.2t3.Pu.WSToil	
2009	m		m		m		m	
2010	70.4		68.3		m		m	
2011	m		m		m		m	
2012	84.8		97.6		m		m	
2013	m		m		m		m	
2014	m		m		m		m	
2015	m		m		m		m	
2016	m		m		m		m	

	SDG4 4.a.1							
Year	Primary school with : (g) basic handwashing facilities (as per the WASH indicator definitions)	Qualifier	Lower secondary school with : (g) basic handwashing facilities (as per the WASH indicator definitions)	Qualifier	Upper secondary school with : (g) basic handwashing facilities (as per the WASH indicator definitions)	Qualifier	Secondary school with : (g) basic handwashing facilities (as per the WASH indicator definitions)	Qualifier
Namibia	SchBSP.1.Pu.WHF		SchBSP.2.Pu.WHF		SchBSP.3.Pu.WHF		SchBSP.2t3.Pu.WHF	
2010	m		m		m		m	
2011	m		m		m		m	
2012	m		m		m		m	
2013	m		m		m		m	
2014	m		m		m		m	
2015	m		m		m		m	
2016	m		m		m		m	

Source: UIS

Legend

- * : National estimation
- ** : UIS estimation
- m : data not reported / not deemed publishable
- z : category not applicable
- 0 : nil or negligible



SUSTAINABLE DEVELOPMENT GOAL 4

TARGET 4.b





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

Definition:

Total net official development assistance (ODA) for scholarships in donor countries (types of aid E01). Data expressed in US dollars at the average annual exchange rate.


Purpose:

ODA is the accepted measure of international development co-operation. The data thus cover official international assistance to provide education places for developing country nationals in donor country educational institutions.

Additional information

<http://sdg4monitoring.uis.unesco.org>

<http://tellmaps.com/sdg4/#!/topic/TARGETS>

	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, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries	
	SDG4 4.b.1	
Year	Volume of official development assistance flows for scholarships by sector and type of study (Constant Prices - 2014 USD)	Qualifier
Namibia	odaflow.volumescholarship	
2010	482246	
2011	1156025	
2012	886604	
2013	1453033	
2014	1602227	
2015	m	
2016	m	
2017	m	

Sources: Economic Co-operation and Development (OECD)

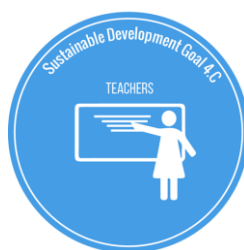
Legend

m : data not reported / not deemed publishable
 0 : nil or negligible



SUSTAINABLE DEVELOPMENT GOAL 4

TARGET 4.c





- **4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex**

Definition:

- Percentage of teachers by level of education taught (pre-primary, primary, lower secondary and upper secondary education) who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country. Ideally the indicator should be calculated separately for public and private institutions.


Purpose:

- Teachers play a key role in ensuring the quality of education provided. Ideally all teachers should receive adequate, appropriate and relevant pedagogical training to teach at the chosen level of education and be academically well-qualified in the subject(s) they are expected to teach. This indicator measures the share of the teaching work force which is pedagogically well-trained.

Additional information

<http://sdg4monitoring.uis.unesco.org>

<http://tellmaps.com/sdg4/#/topic/TARGETS>

	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					
	SDG 4.c.1					
Year	Percentage of trained teachers, Pre-primary MF	Qualifier	Percentage of trained teachers, Pre-primary, M	Qualifier	Percentage of trained teachers, Pre-primary, F	Qualifier
Namibia	TRTP.02		TRTP.02.M		TRTP.02.F	
2010	m		m		m	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015	m		m		m	
2016	m		m		m	

	SDG 4.c.1					
Year	Percentage of trained teachers, Primary MF	Qualifier	Percentage of trained teachers, Primary, M	Qualifier	Percentage of trained teachers, Primary, F	Qualifier
Namibia	TRTP.1		TRTP.1.M		TRTP.1.F	
2010	96.4		95.3		96.9	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015	m		m		m	
2016	m		m		m	

	SDG 4.c.1					
Year	Percentage of trained teachers, Lower secondary MF	Qualifier	Percentage of trained teachers, Lower secondary, M	Qualifier	Percentage of trained teachers, Lower secondary, F	Qualifier
Namibia	TRTP.2		TRTP.2.M		TRTP.2.F	
2010	m		m		m	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015	m		m		m	
2016	m		m		m	

	SDG4 4.c.1					
Year	Percentage of trained teachers, Upper secondary	Qualifier	Percentage of trained teachers, Upper secondary,	Qualifier	Percentage of trained teachers, Upper secondary,	Qualifier
	MF		M		F	
Namibia	TRTP.3		TRTP.3.M		TRTP.3.F	
2010	m		m		m	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015	m		m		m	
2016	m		m		m	

	SDG4 4.c.1					
Year	Percentage of trained teachers, Total secondary	Qualifier	Percentage of trained teachers, Total secondary,	Qualifier	Percentage of trained teachers, Total secondary,	Qualifier
	MF		M		F	
Namibia	TRTP.2t3		TRTP.2t3.M		TRTP.2t3.F	
2010	m		m		m	
2011	m		m		m	
2012	m		m		m	
2013	m		m		m	
2014	m		m		m	
2015	m		m		m	
2016	m		m		m	

Source: UIS

Legend

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