



Goal 4: Quality Education

Ensure inclusive and quality education for all and promote lifelong learning

Goal 4 has a total of 10 targets that defines the goals to which collective contribution to inclusive and quality education for all. Altogether there are 12 indicators where 5 of 12 possible indicators were available (Table 4). All of which were retrieved through the MICS 2019 survey.

Table 4 Summary of SDG Indicators for Goal 4

Short name	Indicator	Target	Status	Data availability
Achieving proficiency in reading and mathematics	4.1.1 ¹ Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex			
	Percentage of children who successfully completed three foundational reading tasks			
	Age 7-14	100	62.9	Yes ³⁰
	Age for grade 2/3		60.6	
	Attending grade 2/3		46.9	
	Percentage of children who successfully completed four foundational number tasks			
	Age 7-14		52.4	
Completion rate	Age for grade 2/3		40.3	
	Attending grade 2/3		25.4	
	4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)	100	98.2 91.9 44.1	Yes ³⁰
Ensuring children are developmentally on track	4.2.1 Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex	100	78.6	Yes ³⁰
Participation in pre-primary education	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	100	96.7	Yes ³⁰
Equal access to further education	4.3.1 ¹ Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex		NA	No
Information and communications technology (ICT) skills	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill			
	a) Women age 15-24		51.7	Yes ³⁰
	b) Women age 15-49		39.6	
	a) Men age 15-24		24.8	
	b) Men age 15-49		25.4	

³⁰ Fact Sheet – Tonga MICS (Preliminary Results), 2019, Tonga Statistics Department

Short name	Indicator	Target	Status	Data availability
Universal literacy and numeracy	4.6.1 ¹ Proportion 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		NA	No
Short name	Indicator	Target	Status	Data availability
Scholarships for developing countries	4.b.1 ¹ Volume of official development assistance flows for scholarships		NA	No
Supply of qualified teachers	4.c.1 ¹ Proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country		NA	No



UN definition: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

4.1.1 Achieving proficiency in reading and mathematics

Effect and relevant learning as an outcome of free and quality education is the focus of this target. Achieving minimum proficiency in reading and mathematics (indicator 4.1.1) is the metrics used to indicate the level of effectiveness of learning as well as the school completion rate of children at primary and secondary education (indicator 4.1.2). In 2019, the proportion of children aged 7-14 years old that were able to complete three foundation reading task was 62.9% (Table 4). Majority of children (60.6%) aged for grade 2 and 3 completed three foundational reading and 46.9% for children attending grade 2 and 3 in the same year. 52% of children aged 7-14 completed four foundation number tasks in 2019 (Table 4). Children at a suitable age for grade 2 and 3 that completed four foundational reading activities was 40.3%, while children attending grade 2 and 3 was only 25.4% in the same year. Reading and mathematics proficiency was measured in the survey using three reading and four number activities followed by a series of questions to test the child's understanding.

The rate of students completing primary and lower secondary education (form 1- 4) was very high in 2019 (98.2% and 91.9% respectively) as opposed to the much lower proportion of students completing upper secondary which was 44.1% (Table 4). These high completion rates may be due to the compulsory education for all aged 4-18 years old and free primary education provided by the government. However, despite the very high completion rate for primary and lower secondary, reading and math proficiency level of such children (aged 7-14 years) is at average.