



TALTransformers™
NURTURING SOCIAL INNOVATION MINDSET



Quality Education



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4 QUALITY EDUCATION



DESPITE SLOW PROGRESS,

THE WORLD IS FALLING FAR BEHIND IN ACHIEVING QUALITY EDUCATION



TALTransformers™
NURTURING SOCIAL INNOVATION MINDSET

WITHOUT ADDITIONAL MEASURES, BY 2030:



84 MILLION

CHILDREN AND YOUTH
WILL BE **OUT OF SCHOOL**



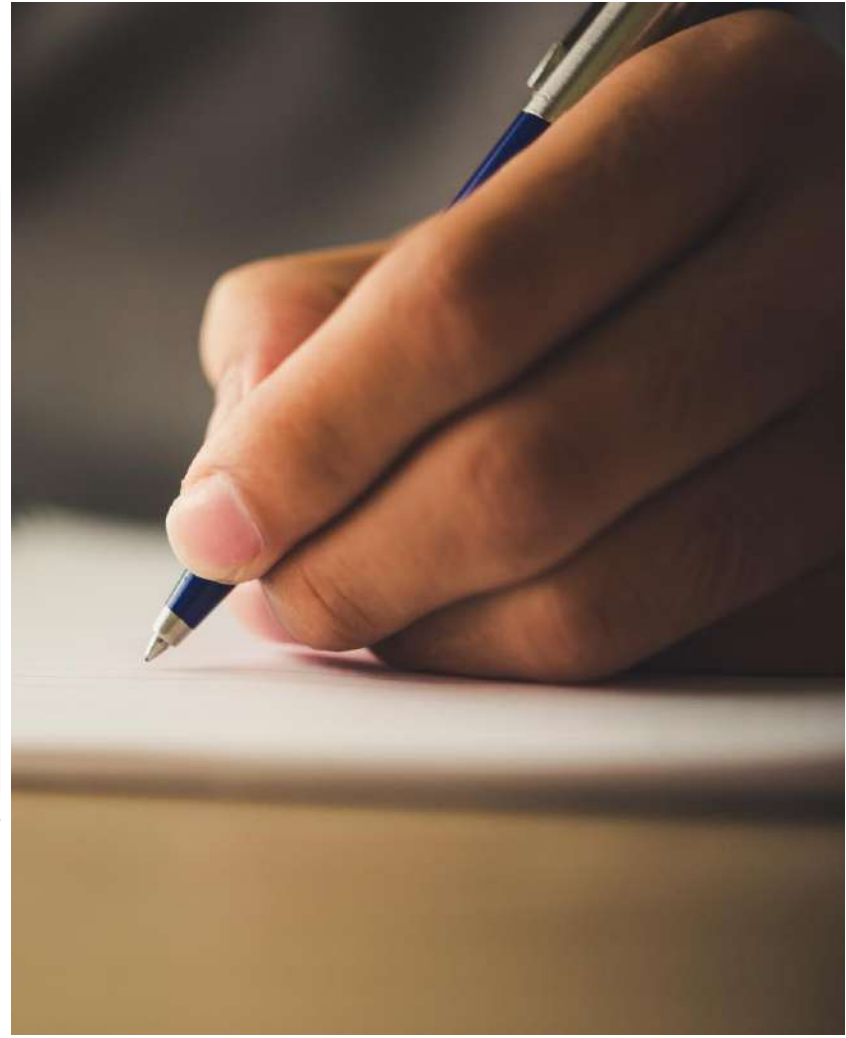
300 MILLION

STUDENTS WILL LACK
BASIC NUMERACY/LITERACY
SKILLS



ONLY 1 IN 6

COUNTRIES WILL
ACHIEVE UNIVERSAL
SECONDARY SCHOOL
COMPLETION TARGET



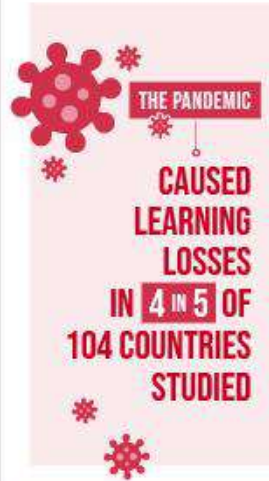
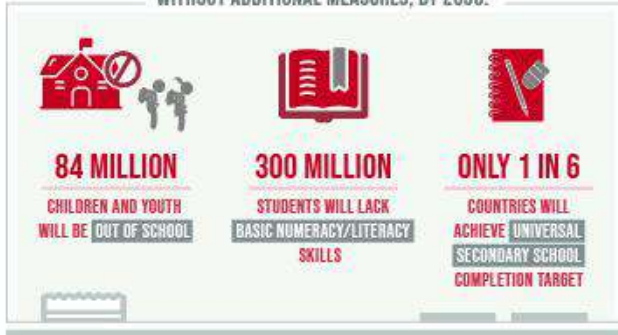


Facts and Figures

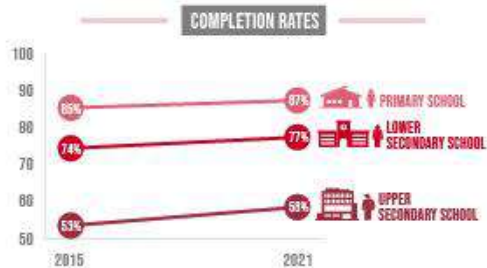
DESPITE SLOW PROGRESS,

THE WORLD IS FALLING FAR BEHIND IN ACHIEVING QUALITY EDUCATION

WITHOUT ADDITIONAL MEASURES, BY 2030:



PRIMARY AND SECONDARY SCHOOL COMPLETION RATES ARE RISING, BUT THE PACE IS SLOW AND UNEVEN



LOW- AND LOWER-MIDDLE-INCOME COUNTRIES FACE A NEARLY

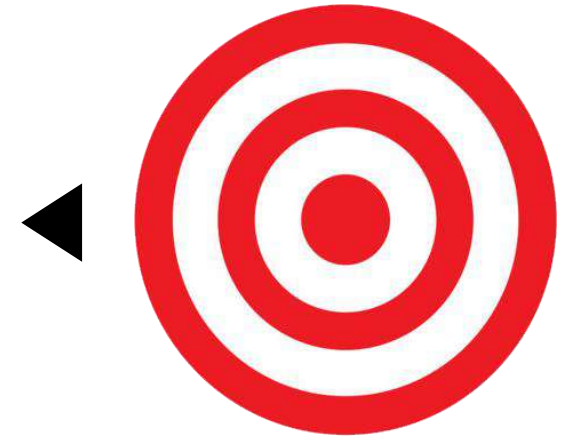
\$100 BILLION ANNUAL FINANCING GAP TO REACH THEIR EDUCATION TARGETS

- As per the latest data, over 250 million children and youth were out of school in 2023, increasing 6 million since 2021.
- The percentage of children completing primary education is currently 87% with an increase of less than 3 percentage points since 2015.
- The percentage of youth completing secondary education is 58% with an increase of less than 5 percentage points since 2015.
- Nearly 90% or more children completed primary education in most regions, except sub-Saharan Africa, where less than 2/3rd of children completed primary school.
- Poor learning outcomes are the cause for high dropout rates and delayed completion of education in impoverished regions.
- In Sub-Saharan Africa, even though 80% of primary-aged children are enrolled in school, only 62% of them graduate on time.
- Economic burdens such as expenses on books and uniforms, plus opportunity costs also contribute to children not completing education.

- Access to early childhood education has increased, even though the progress has been slow. As per current estimates, 3 out of 4 children are enrolled in organized learning one year before their entry into primary school.
- This figure has increased slightly from 70% in 2000 to 75% at present.
- As per current estimates (2021-2022), Sub-Saharan Africa and Northern Africa & Western Asia regions have the lowest pre-primary participation rates of 47% and 46% respectively.
- According to national education targets, the percentage of students attaining basic reading skills by the end of primary school is projected to rise from 51% in 2015 to 67% by 2030. However, an estimated 300 million children and young people will still lack basic numeracy and literacy skills by 2030.
- As of 2020, only 50% of the 187 countries and areas (with data) provided free pre-primary education. Failure to eliminate school fees increase the risk of inequalities getting cementing. Nearly 40% of countries have not achieved gender parity on the pre-primary participation front.
- As of 2020, 14% of teachers were still not qualified according to national norms. Sub-Saharan Africa faces the biggest challenge, with only 60% trained teachers in pre-primary, 69% in primary and 61% in secondary education. These figures are the lowest among all regions.
- 763 million youth and adults worldwide still lack basic literacy and numeracy skills – two-thirds of whom are women.
- In 10 low- and middle-income countries, children with disabilities were 19per cent less likely to achieve minimum proficiency in reading than those without disabilities.
- 4 million refugee children were out of school in 2017



<p>TARGET 4-1</p>  <p>FREE PRIMARY AND SECONDARY EDUCATION</p>	<p>TARGET 4-2</p>  <p>EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION</p>	<p>TARGET 4-3</p>  <p>EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION</p>	<p>TARGET 4-4</p>  <p>INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS</p>	<p>TARGET 4-5</p>  <p>ELIMINATE ALL DISCRIMINATION IN EDUCATION</p>
<p>TARGET 4-6</p>  <p>UNIVERSAL LITERACY AND NUMERACY</p>	<p>TARGET 4-7</p>  <p>EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP</p>	<p>TARGET 4-A</p>  <p>BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS</p>	<p>TARGET 4-B</p>  <p>EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES</p>	<p>TARGET 4-C</p>  <p>INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES</p>



TARGETS

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes



4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre primary education so that they are ready for primary education

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

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

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

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all



4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states





How do we achieve the
#GlobalGoals by 2030?

-  Mobilize everyone, everywhere
-  Demand urgency and ambition
-  Design new innovations and solutions



SUSTAINABLE DEVELOPMENT GOALS

