

# SDG 4 Quality Education

# Why Quality Education?

- **Disparities (differences) in access to education by rich and the poor**
- **Rural Urban disparities (differences) in access to quality education**
- **Gender disparities in access to education and quality education**
- **Although India has made progress in school education, yet there are close to 50 million children at primary level who do not have foundational literacy and numeracy skills (ASER 2019)**
- **Children who are in war zones (North Africa, Sub-Saharan Africa) and Refugee Camps are worst affected**

# Facts and Figures (UNDP, 2020)

- Enrollment in primary education in developing countries has reached **91 percent**
- Still, **57 million primary-aged** children remain out of school, more than half of them in **sub-Saharan Africa**
- In developing countries, **one in four girls** is not in school
- About **half (50%) of all out-of-school children** of primary school age live in conflict-affected areas
- **103 million youth worldwide** lack basic literacy skills, and more than **60 percent** of them are women
- **6 out of 10 children** and adolescents are not achieving a minimum level of proficiency in **reading and maths**

## Goal 4: Quality Education

**Ensure inclusive, equitable quality education and promote life long learning opportunities for all**

## 4.1 – Free Primary and Secondary Education

**By 2030, free, equitable quality education for all boys and girls in primary and secondary education which is relevant for their learning**

## 4.2 Equal Access to Quality Pre-primary Education

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

## 4.3 Equal Access to Affordable Technical, Vocational and Higher Education

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

## 4.4 Increase the Number of People with Relevant Skills for Financial Success

**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 Eliminate all Discrimination in Education

**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/tribal peoples, religions, and children in vulnerable situations.**

## 4.6 Universal Literacy and Numeracy

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

## 4.7 Education for Sustainable Development and Global Citizenship

**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 Inclusive and Safe Schools

**Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments** for all.

## 4.B Expand Higher Education Scholarships for Developing Countries

**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 Increase the Supply of Qualified Teachers in Developing Countries

**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.**