

2022 FACTSHEET

4 QUALITY EDUCATION



WHERE WE STAND

- COVID-19 has caused a **global education crisis**, with severe disruptions in education systems worldwide.
- **School closures** brought by the pandemic have had devastating consequences for children's learning and wellbeing.
- School closures disproportionately impacted **girls, children from disadvantaged backgrounds, those living in rural areas, children with disabilities and children from ethnic minorities**.
- Despite improvements, **gender disparities in educational participation and outcomes** are persistent.
- **Basic school infrastructure** is far from universal.



FACTS AND FIGURES

- It is estimated that **147 million** children missed more than half of their in-class instruction over the past two years.
- Learning losses from COVID-19 could cost this generation of students close to **\$17 trillion** in lifetime earnings in present value.
- The participation rate in early childhood education rose steadily in the years before COVID-19, **from 69 per cent in 2010 to 75 per cent in 2020**, but with considerable variation between. This progress is threatened by the COVID-19 pandemic. In most countries, early education facilities and schools were partially or fully closed for more than a full school year.
- Basic school infrastructure is **far from universal**: In 2020, approximately **a quarter** of primary schools globally did not have access to basic services such as electricity, drinking water and basic sanitation facilities. **Half** of primary schools lack ICT facilities and disability adapted infrastructure.
- The percentage of young people completing upper secondary school increased **from 54 per cent in 2015 to 58 per cent in 2020**, slowing down relative to its progress in the preceding five-year period.
- For the lower secondary completion rate, **only one sixth of countries with data** had parity between rural and urban areas, and **almost no countries** achieved parity between children of the richest and poorest households. Insufficient skills are often mentioned as an impediment to effective Information Communication Technology (ICT) use.
- Data from 73 (mostly low- and middle-income) countries for the period of 2013-2021, indicate that **around 7 in 10 children aged 3 and 4 are developmentally on track**.
- Based on data for 2017-2020, in only **10 per cent of countries, more than 70 per cent of individuals** can carry out one of the activities that compose basic skills in the last three months, such as sending an e-mail with an attachment.
- In **only 15 per cent of countries, more than 40 per cent of people** have standard ICT skills, such as creating an electronic presentation with presentation software.

4 QUALITY EDUCATION



[CLICK HERE FOR THE LATEST SUSTAINABLE DEVELOPMENT GOALS REPORT 2022.](#)

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

SDG4 is one of the five Sustainable Development Goals (SDGs) under in-depth review at the 2022 High-Level Political Forum on Sustainable Development (HLPF), held under the theme 'Building back better from the coronavirus disease (COVID-19) while advancing the full implementation of the 2030 Agenda for Sustainable Development'.



HIGH-LEVEL POLITICAL FORUM
ON SUSTAINABLE DEVELOPMENT

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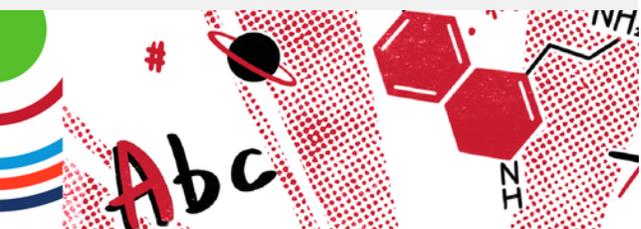


SPOTLIGHT

Improving Early Grade Literacy in Rural and Remote Schools

United Nations International Children's Emergency Fund (UNICEF), Government of Australia, Government of Indonesia | Indonesia

In support of the Indonesian Government's efforts to improve learning outcomes, UNICEF, with support from the Australian Government, implemented an Education Programme Initiative for Remote and Rural Areas in Papua and West Papua Provinces. Aiming to test approaches for improving learning outcomes in early grade literacy in rural and remote areas, the pilot targeted 120 schools in six districts and compared them with a control group. Two models were tested. Model A, for rural schools, combined cluster training with school-based support and supervision by mobile training teams. Model B, for remote and isolated schools, provided on-the-job training (OJT) in schools. Results include changes in teachers' behaviour and improved literacy skills for students in all intervention schools compared with control schools.



FOR MORE INFORMATION

Visit UNDESA's relevant databases below to learn more about actions, initiatives and partnerships that advance the SDGs:

- [SDG Good Practices Database](#)
- [SDG Acceleration Actions Database](#)
- [UN System SDG Implementation Database](#)
- [Voluntary National Reviews Database](#)



United Nations

Department of
Economic and
Social Affairs



UN SYSTEM IN ACTION

- To ensure that learning continues for the more than 1.5 billion students and youth across the planet affected by school and university closures, United Nations Educational, Scientific and Cultural Organization (**UNESCO**) launched **the Global Education Coalition**, a platform for collaboration and exchange to protect the right to education during this unprecedented disruption and beyond. It brings together more than 175 members from the United Nations family, civil society, academia and the private sector to ensure that #LearningNeverStops.
- **UNICEF** and International Telecommunications Union (**ITU**) have launched **Giga**, an ambitious global initiative to connect every school to the internet and every young person to information, opportunity and choice. Working with 14 corporate and non-profit partners, Giga maps schools' Internet access in real time, creates models for innovative financing, and supports governments contracting for connectivity. It is part of ITU's **Partner2Connect Coalition**, UNICEF's **Reimagine Education** initiative, and the UN Secretary-General's **Common Agenda** and **Roadmap for Digital Cooperation**.
- United Nations Environment Programme (**UNEP**) and TED-Ed have come together with more than 50 collaborators to produce "**Earth School**", which takes parents, students and educators on an adventure consisting of 30 interactive quests to help them re-connect with nature.
- Currently chaired by United Nations Department of Economic and Social Affairs (**UN DESA**) and Sulitest Association, the **Higher Education Sustainability Initiative (HESI)** is an open partnership between several UN system entities (UNESCO, UNEP, UNU, UN-Habitat, UNCTAD, UNITAR, UNOP, UNGC-PRME) and the higher education community aiming to raise the profile of higher education sector in sustainable development, convening multi-stakeholder discussions and action, and sharing best practices.
- United Nations Industrial Development Organization (**UNIDO**), in collaboration with Swedish International Development Cooperation Agency and various private sector businesses, launched the **Learning and Knowledge Development Facility (LKDF)**, a platform promoting industrial skills development among young people in emerging economies and supporting the establishment and upgrading of local industrial training academies to help meet the labour market's increasing demand for skilled employees, ultimately contributing to inclusive and sustainable industrial development.
- **UNESCO** hosted **the Transforming Education Pre-Summit** from 28 to 30 June 2022, as a precursor to the Secretary-General's Transforming Education Summit (TES), to be held in September at the UN General Assembly in New York. Over 140 Ministers of Education met, together with policy and business leaders, youth activists from around the world, to build a roadmap to transform education globally.