INTERNATIONAL DAY OF EDUCATION 2022

Theme: Changing Course, Transforming Education

AN OVERVIEW

1

Education is a key element that will **achieve many other sustainable development goals (SDGs).** [1]

2

Education is the most powerful **tool for battling poverty, social exclusion and inequality.** [2]

3

The right to education must be universal **without discrimination,** so that everyone **can build a better future in their life.** [2]

FACTS AND FIGURES

Enrollment in primary education in developing countries has reached **91 percent.** [3]

Still, **57 million** primary-aged children remain out of school, more than half of them in sub-Saharan Africa. [3]

In developing countries, **1 in 4 girls** is not in school. [3]

15 million girls are not in primary school right now, compared to **10 million boys.** [4]

About half of all out-of-school children of primary school age **live in conflict-affected areas.** [3]

103 million youth worldwide lack basic literacy skills, and more than **60 percent** of them are women. [3]
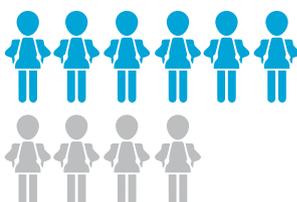
6 out of 10 children and adolescents are not achieving a minimum level of proficiency in reading and math. [3]
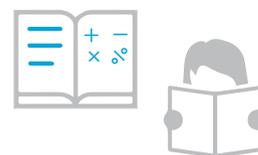
BARRIERS TO EDUCATION AROUND THE WORLD

Poverty [5][6]

Gender [5][6]

Disability [5]

Family catastrophes [5]

War and conflict [5][6]

Child marriage [6]
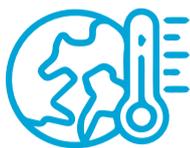
Climate change [6]

Unpaid teachers [6]

Outbreaks and epidemics [6]

WAYS TO HELP THE DISADVANTAGED CHILDREN FOR A GOOD QUALITY EDUCATION

Make learning outcomes the central goal of education policy. [7]

Invest in early childhood nutrition. [7]
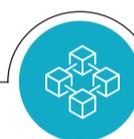
Improve connectivity and bridging the digital divide. [8]

Footnotes:

[1] https://aiesec.at/2019/04/05/sdg-4-education-matter/

[2] https://blogs.lse.ac.uk/internationaldevelopment/2019/11/25/why-sdg-4-quality-education-is-important-for-poverty-reduction/

[3] https://www.my.undp.org/content/malaysia/en/home/sustainable-development-goals/goal-4-quality-education.html

[4] https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs/sdg-4-quality-education

[5] https://www.un.org/en/academic-impact/education-all

[6] https://www.concernusa.org/story/barriers-to-education-around-the-world/

[7] https://www.worldbank.org/en/news/feature/2014/06/30/how-to-fix-poor-quality-education-in-south-asia

[8] https://en.unesco.org/news/unesco-warns-117-million-students-around-world-are-still-out-school

Further Readings

Dreesen, T., Akseer, S., Brossard, M., Dewan, P., Giraldo, J-P., Kamei, A., Mizunoya, S., & Ortiz, J. S. (2020). Promising practices for equitable remote learning. Emerging lessons from Covid-19 education responses in 127 countries, *Innocenti Research Briefs (2020-10)*. https://www.unicef-irc.org/publications/pdf/IRB%202020-10%20CL.pdf

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UNESCO. (2021). *2020 Global Education Meeting, extraordinary session on education post-COVID-19, 20-22 October 2020*: final report. https://bit.ly/2020-Global-Education-Meeting

UNESCO. (2018). *Ensuring the right to equitable and inclusive quality education*. https://unesdoc.unesco.org/ark:/48223/pf0000251463

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Bergman, B., Cudney, E., Harding, P., Zhen, H., & Saraiva, P. (2018). Global perspectives on quality in education. *Journal for Quality & Participation*, 41 (1), pp. 1-5. https://bit.ly/Global-perspectives-on-quality-in-education

Coady, D., & Dizioli, A. (2018). Income inequality and education revisited: persistence, endogeneity and heterogeneity. *Applied Economics*, 50 (25), pp. 2747-2761. https://bit.ly/Income-inequality-and-education-revisited

1 NO POVERTY

4 QUALITY EDUCATION

5 GENDER EQUALITY

10 REDUCED INEQUALITIES