

SUSTAINABLE DEVELOPMENT GOALS

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

59 million children were out of primary school in 2013

26 million new primary school teachers needed by 2030

7 in 10 countries in Africa
face an acute shortage of
trained primary school
teachers



DEFINITIONS OF QUALITY EDUCATION

Quality education can merely mean that it is achieving its goals. This informs the SDG targets; for example, when they say they want children to go to school and there be learning outcomes.

Quality can also mean exceptional; that schools are achieving very high standards. Quality education is often also thought of as transformative, so that the amount of change observed within the student is the way to determine the quality of the education they received.

Quality can also mean accountability; that educational institutions make optimal use of resources to deliver the best outcomes.

TARGETS

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

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

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

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

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

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

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

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

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

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