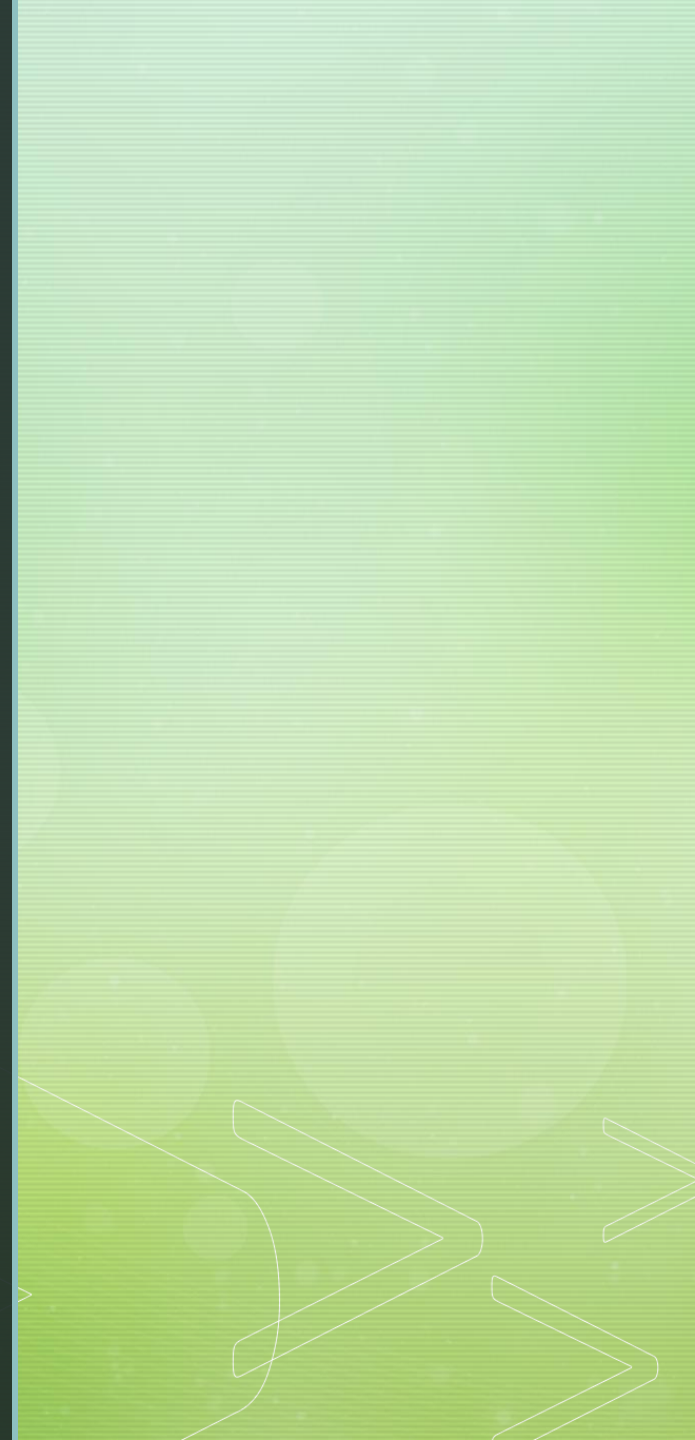


# GOAL 4

LEARNING SCHOOL





Despite the considerable progress on education access and participation over the past years, 262 million children and youth aged 6 to 17 were still out of school in 2017, and more than half of children and adolescents are not meeting minimum proficiency standards in reading and mathematics. Rapid technological changes present opportunities and challenges, but the learning environment, the capacities of teachers and the quality of education have not kept pace. Refocused efforts are needed to improve learning outcomes for the full life cycle, especially for women, girls and marginalized people in vulnerable settings.



▶

In 72 countries with recent data, approximately 7 in 10 children aged 3 and 4 were developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning.

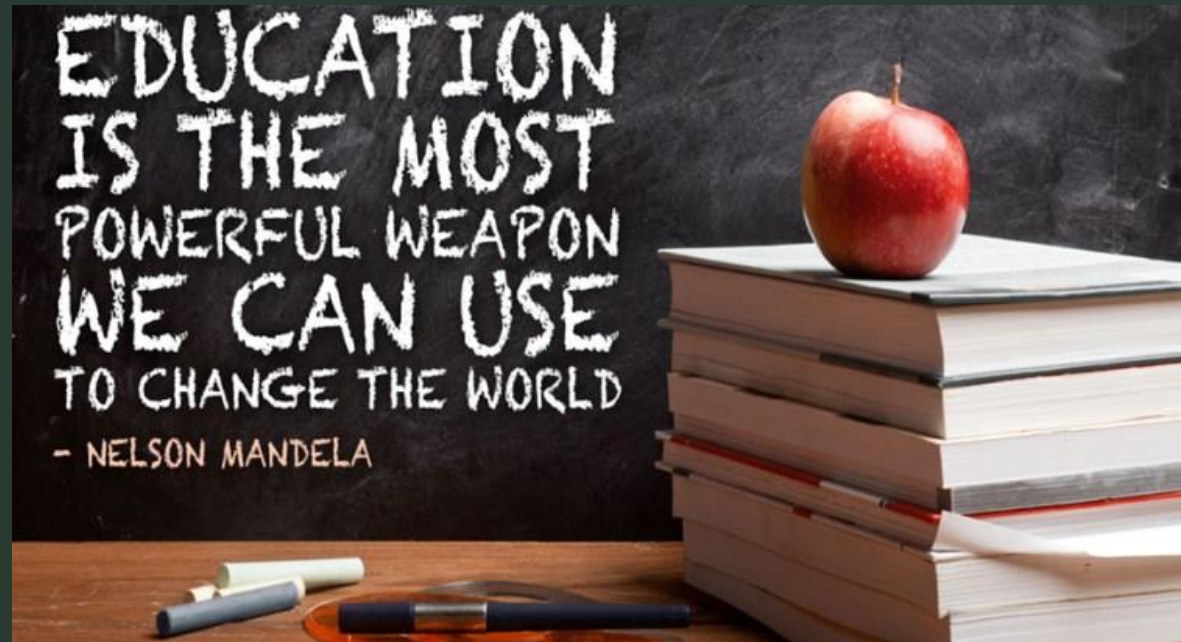
## 4 QUALITY EDUCATION



In 2015, an estimated 617 million children and adolescents of primary and lower secondary school age worldwide – more than 50 per cent – were not achieving minimum proficiency levels in reading and mathematics. Of these, about two thirds were attending school but were not learning in the classroom, or dropped out school.



- Some 750 million adults – two thirds of them women – remained illiterate in 2016. Half of the global illiterate population lives in South Asia, and a quarter live in sub-Saharan Africa.



- Globally, there has been little progress in the percentage of primary school teachers who are trained: it has been stagnating at about 85 per cent since 2015. The proportion is lowest in sub-Saharan Africa (64 per cent).

