



TALScouts[™]
GUIDING YOUTH TO SERVE

M A S T E R C L A S S

4 QUALITY
EDUCATION



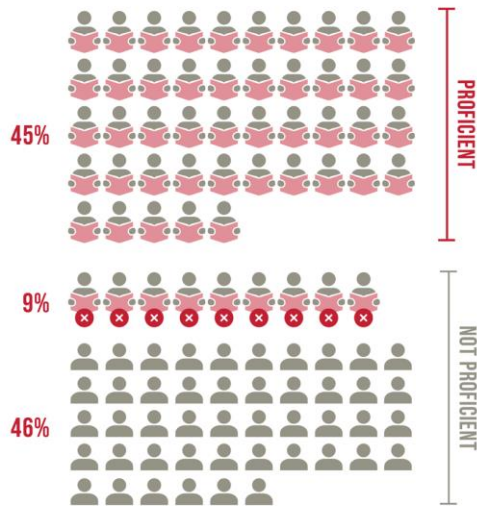
Quality Education

4 QUALITY EDUCATION



COVID-19 HAS WIPED OUT 20 YEARS OF EDUCATION GAINS

AN ADDITIONAL 101 MILLION OR 9% OF CHILDREN
IN GRADES 1 THROUGH 8 FELL BELOW
MINIMUM READING PROFICIENCY LEVELS IN 2020





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



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

BEFORE COVID-19

PROGRESS TOWARDS
INCLUSIVE AND EQUITABLE QUALITY
EDUCATION WAS **TOO SLOW**



OVER 200 MILLION CHILDREN WILL
STILL BE **OUT OF SCHOOL** IN 2030

COVID-19 IMPLICATIONS



SCHOOL CLOSURES KEPT
90% OF ALL STUDENTS OUT OF SCHOOL
REVERSING YEARS OF PROGRESS ON EDUCATION



ONLY 65% OF PRIMARY SCHOOLS
HAVE BASIC HANDWASHING FACILITIES
CRITICAL FOR COVID-19 PREVENTION

INEQUALITIES IN EDUCATION ARE
EXACERBATED BY COVID-19

IN LOW-INCOME COUNTRIES,
CHILDREN'S SCHOOL COMPLETION RATE IS



79% IN RICHEST
20% OF HOUSEHOLDS



34% IN POOREST
20% OF HOUSEHOLDS

REMOTE LEARNING REMAINS
OUT OF REACH FOR
AT LEAST
500 MILLION STUDENTS



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

617
MILLION

CHILDREN AND
ADOLESCENTS
LACK MINIMUM
PROFICIENCY
IN READING AND
MATHEMATICS

750 MILLION
ADULTS STILL
REMAIN
ILLITERATE



TWO
THIRDS
OF THEM
ARE
WOMEN



MORE THAN HALF
OF THE SCHOOLS
IN SUB-SAHARAN AFRICA
DO NOT HAVE ACCESS TO

- BASIC DRINKING WATER
- HANDWASHING FACILITIES
- THE INTERNET
- COMPUTERS



1 OUT OF **5** CHILDREN
BETWEEN 6 AND 17 YEARS
ARE NOT
ATTENDING SCHOOL



IN CENTRAL ASIA, **27% MORE GIRLS THAN BOYS**
OF PRIMARY SCHOOL AGE ARE NOT ATTENDING SCHOOL





Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. Learning benefits every human being and should be available to all.

Never before have so many children been out of school at the same time, disrupting learning and upending lives, especially the most vulnerable and marginalised. The global pandemic has far-reaching consequences that may jeopardize hard won gains made in improving global education.





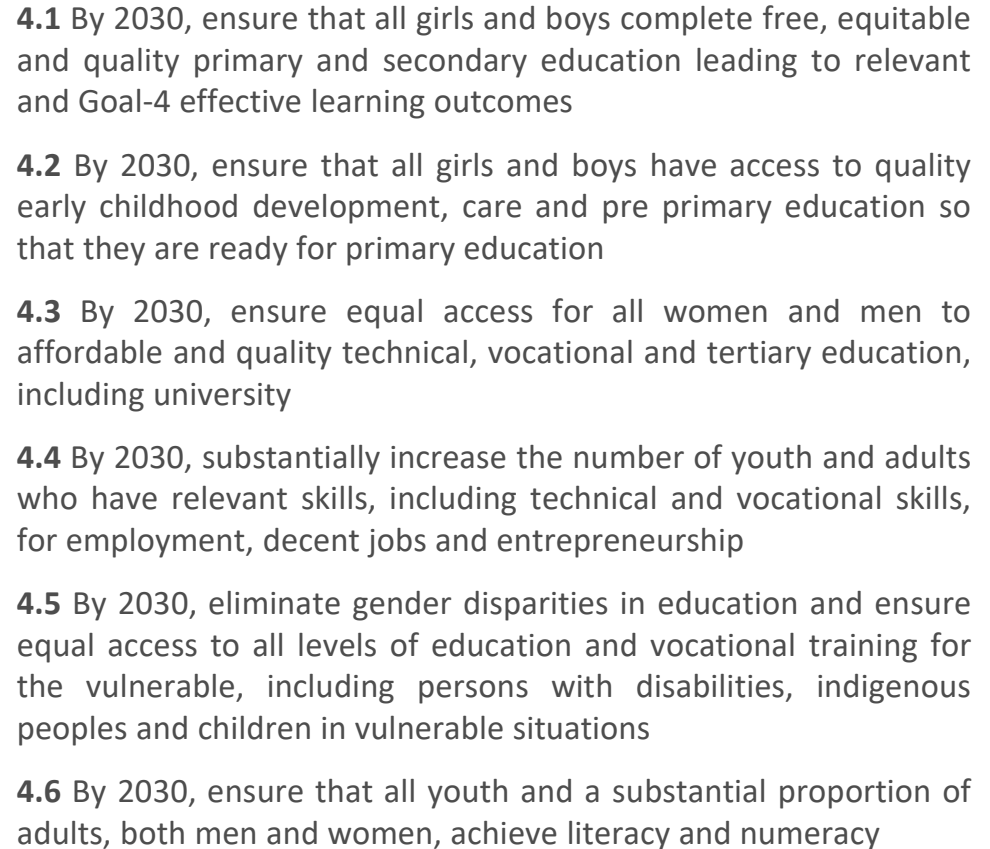
FACTS AND FIGURES :

- Before the coronavirus crisis, projections showed that **more than 200 million children would be out of school**, and only 60 percent of young people would be completing upper secondary education in 2030.
- Before the coronavirus crisis, the proportion of children and youth out of primary and secondary school had **declined from 26 percent in 2000 to 19 percent in 2010 and 17 percent in 2018**.
- More **than half of children that have not enrolled** in school live in sub-Saharan Africa, and **more than 85 per cent of children** in sub-Saharan Africa are not learning the minimum
- **617 million youth** worldwide lack basic mathematics and literacy skills.
- 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.
- In 10 low- and middle-income countries, **children with disabilities were 19 percent less likely** to achieve minimum proficiency in reading than those without disabilities.
- **4 million refugee children** were out of school in 2017



TARGET 4-1  FREE PRIMARY AND SECONDARY EDUCATION	TARGET 4-2  EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION	TARGET 4-3  EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION	TARGET 4-4  INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS	TARGET 4-5  ELIMINATE ALL DISCRIMINATION IN EDUCATION
TARGET 4-6  UNIVERSAL LITERACY AND NUMERACY	TARGET 4-7  EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP	TARGET 4-A  BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS	TARGET 4-B  EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES	TARGET 4-C  INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES







4.7 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 education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

4.B 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 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



International Day Of Education

January 24!





How do we achieve the
#GlobalGoals by 2030?

-  Mobilize everyone, everywhere
-  Demand urgency and ambition
-  Design new innovations and solutions



SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD





Youth Philanthropy and Social Entrepreneurship Program

Empowering Young Leaders to Make Social Impact



Volunteering

+



Philanthropy

+



Entrepreneurship

=



Social Impact

Join TALScouts Now

