



## GOAL 2030

Ensure universal access to **inclusive and equitable quality education**

Education is the most powerful tool for eradicating poverty, correcting its devastating consequences, and achieving a more just society.

Despite the SDG progress made in recent years, **more than 265 million children are not in school. Globally, six out of ten children do not have basic reading and mathematical skills.**

Each year, Lasallians focus on one of the United Nations' Sustainable Development Goals. The campaign this year centers on SDG 4 which encourages countries to **guarantee an inclusive, equitable, and quality education by 2030 for all children, and to promote lifelong learning opportunities for everyone.**

To build a sustainable future for the world, everyone needs a quality education.



An inclusive and equitable quality education for all

# EDUCATION let's build our future together



## Let's build the future



### Educating for Development is a pedagogical process that facilitates our understandings of a globalized world.

Combining an openness to change with informed discernment of realities, Educating for Development promotes an empowered, active global citizenship. It focuses on collective social issues and generates new models based on social justice, equity, and solidarity.

To better understand the implications of SDG 4, Education 2030, the concepts of quality education, inclusive education, and equitable education should be differentiated.

### Quality Education

**Education is the cornerstone on which most of the United Nations' Sustainable Development Goals rest.** When people access quality education, they can escape the cycle of poverty, reduce inequalities, and achieve gender equality.

Quality Education empowers people around the world to enjoy healthier and more sustainable lives. Education is the key to promoting tolerance among people and creating peaceful societies.



## No one separated from others



### Inclusive Education

**Inclusive education is based on the fact that all students are different.**

Every individual has their own unique characteristics, capacities, and learning needs, so educational systems must take this into account. An inclusive school should be responsive to diverse students and make appropriate accommodations to ensure appropriate educational access for all.



Inclusive education seeks to ensure that all students are educated together in the same school, regardless of their socioeconomic background, culture, origin, gender, or ethnicity. Appreciating these differences as well as any differences in physical, intellectual, or sensory abilities, educational institutions should not discriminate in their entry requirements, selection criteria, or access to activities.

### Equitable Education

**Equitable education means educating according to the differences and needs of each student,** so that socioeconomic, demographic, geographic, ethnic, or gender conditions do not hinder learning.

Equity is not the same as equality. Equality seeks to ensure that each person is treated equally. Equity assumes that different people require different kinds of support to successfully achieve the same goal. Equity is, therefore, the differentiated treatment given to students, according to their circumstances and characteristics, in order to eliminate barriers and injustices.



## No one left behind



### Girls and women

Although nearly all countries in the world have achieved almost equal enrollment of girls and boys in primary schools, **in sub-Saharan Africa only 23% of girls living in impoverished rural areas complete primary school.**<sup>[1]</sup>

When young women suffer educational disadvantages, they lack appropriate training and have reduced capacities for entry into the labor market.

For this reason, gender equality in education cannot be measured only through the percentage of girls who enter and graduate from school. Educational opportunities must always be available because continuous learning expands the possibilities of enjoying a productive and full life.



### Special needs children

Children with special needs should have the same rights as other children. Unfortunately, however, they historically are one of the most marginalized groups in educational systems. In many countries, a high percentage of special needs students are not educated. This is especially true among children with more complex disabilities.

**In some regions, special needs children are twice as likely to be excluded from education.** In Nepal, for example, 85% of out-of-school children have some form of functional needs.<sup>[2]</sup>

In the United States during the 2017-18 academic year, the number of students ages three to 21 who received special education service under the Individuals with Disabilities Education Act (IDEA) was 7.0 million, or 14% of all public school students. Among all students with disabilities, approximately 3% are placed in separate schools or residential facilities for students with disabilities.<sup>[3]</sup>



[1] UN Women.  
<https://www.unwomen.org/en>

[2] Global Campaign for Education.  
<https://www.campaignforeducation.org/en/>

[3] National Center for Education Statistics.  
[https://nces.ed.gov/programs/digest/d18/tables/dt18\\_204.60.asp](https://nces.ed.gov/programs/digest/d18/tables/dt18_204.60.asp)