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

Education is not just about knowledge acquisition—it changes attitudes and social norms, which accelerates progress toward many sustainable development goals.

NOTICING
COVID-19 wiped out 20 years of education gains. Learning losses are greatest among the most marginalized groups: girls, impoverished schools, refugees and internally displaced persons, LGBTQIA+, and students experiencing disabilities. The proportion of students completing school is slow—from 2015-2020, it increased just 3% in primary and secondary school. Basic infrastructure in schools, like electricity and hand-washing facilities, is lacking in many countries.

INTERPRETING/EMPATHIZING
Education is closely intertwined with many other goals. For example, gender equality—early marriage, gender-based violence, menstrual hygiene facilities, and rigid gender role ideology are all obstacles girls face in trying to get an education. Nearly half the world’s schoolchildren depend on a daily meal at school for adequate nutrition. Insecurity and displacement affect children’s ability to access education. And without education, progress towards ending poverty stagnates and children are vulnerable to child labor and trafficking.

TAKING ACTION
Providing education for all requires a whole-system approach. Embracing compassionate values, such as trust, kindness, patience, and inclusion can lay the foundations for this approach. Compassion calls us to connect with our common humanity, which draws to the fore efforts like gender-responsive education frameworks that empower girls to be strong, independent thinkers and leaders. This not only drives progress towards this goal, but also the goals of gender equality and ending poverty.

“NOTHING COMPARES TO BEING PRESENT. YOU CAN ADDRESS DOUBTS OR QUESTIONS RIGHT AWAY, AND THERE’S ALSO A HUMAN CONNECTION. SCHOOL IS NOT JUST ABOUT IMPARTING KNOWLEDGE, IT’S ALSO TO TEACH VALUES LIKE RESPECT, AND TO SOCIALIZE STUDENTS.”

- FABIO DE LIMA, SECONDARY SCHOOL TEACHER, SÃO PAULO, BRAZIL