

Snapshot Report: SDGs in the UNECE region





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Disclaimer

This document provides a brief snapshot of some aspects of SDG performance in the UNECE region. It covers the SDGs that will be discussed at the 2019 Regional Forum on Sustainable Development for the UNECE region but it does not attempt to provide an exhaustive assessment. It only uses the available information in the UN SDG Global Database and the sources referenced there to illustrate a selected number of SDG issues. In a very few cases, when no data is available from this database and associated sources, information from other international organizations is used to provide some context to the discussions.

Publishing Date: 8 March 2019

4 QUALITY EDUCATION



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

The goal on education includes multiple targets, which address both domestic and international cooperation dimensions. It emphasises the importance of meeting specific learning outcomes and hence the critical dimension of the **quality of education**, as opposed to just formal enrolment. Education is relevant for **all age groups**, so the goal also considers the **acquisition of skills** by adults.

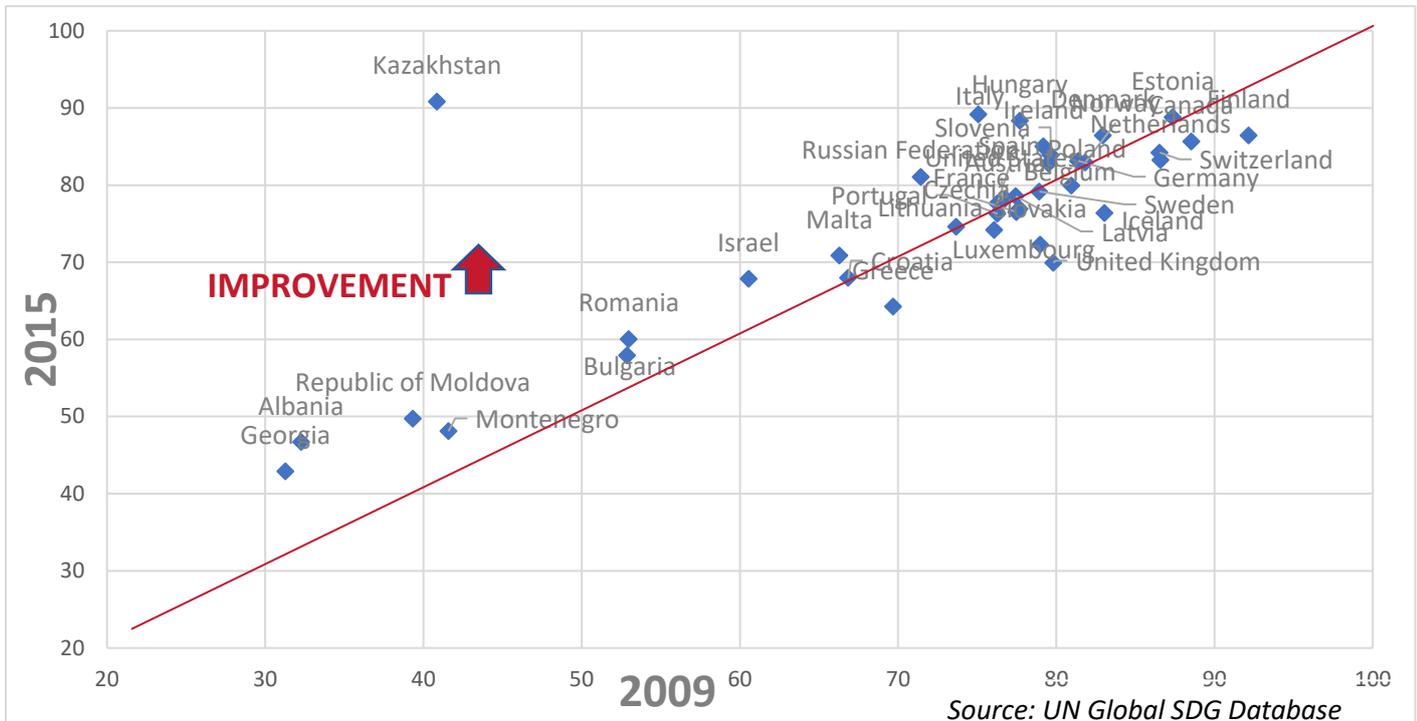
Particular attention is paid to ensuring **equitable access** to all types of education and the elimination of disparities in educational outcomes among all groups, including in particular those that affect the most vulnerable.

Good quality education requires **appropriate infrastructure** that is also adapted to the needs of students with disabilities and provides a gender-sensitive and safe environment. It also demands a supply of well-trained teachers. For some of the countries in the UNECE region, official development assistance can provide additional opportunities to students.



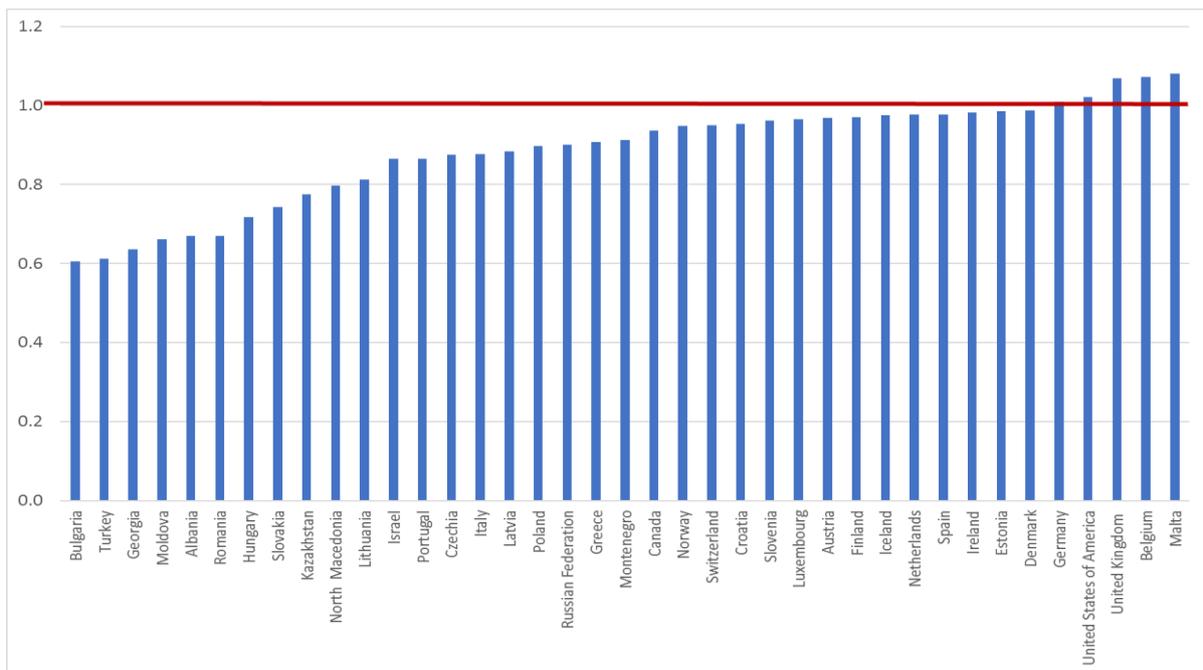
In most countries of the UNECE region, mathematics proficiency has improved but there are large country differences across the region.

Figure 4.1: Selected countries: Children at the end of lower secondary achieving at least a minimum proficiency in mathematics, percentage, 2009 and 2015



Evidence suggests a rural-urban divide in educational achievement in most countries

Figure 4.2: Rural to urban parity index for achievement in reading, lower secondary education (ratio), 2015

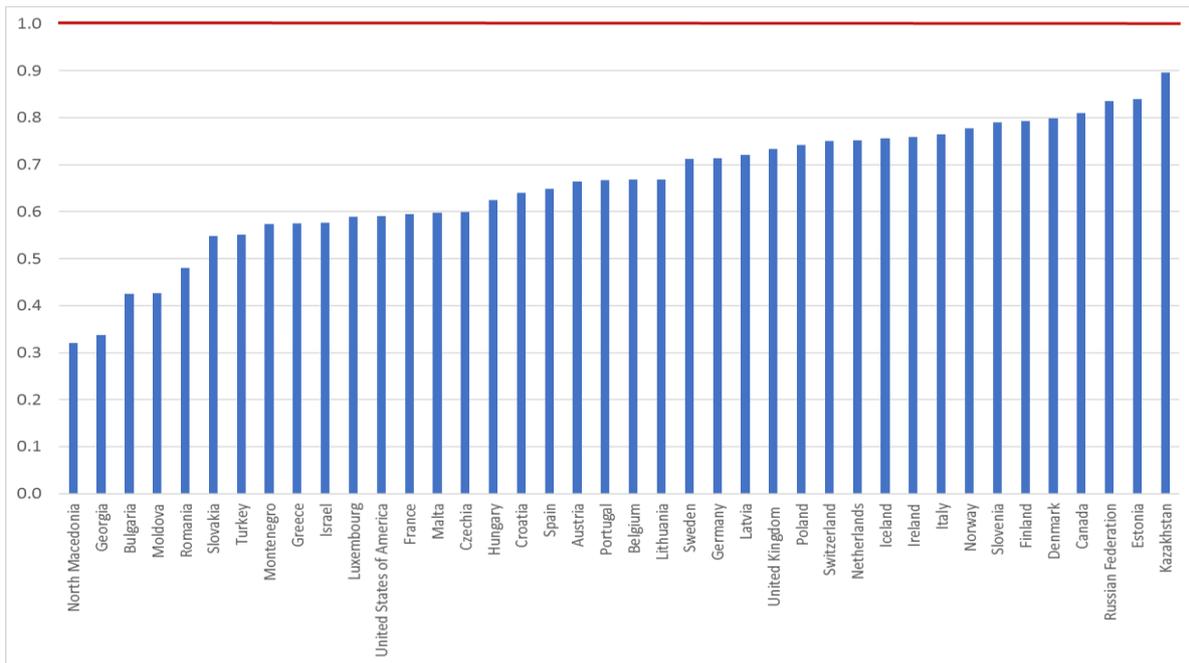


Source: UN Global SDG Database



Lower socio-economic status has a strong influence on underperformance

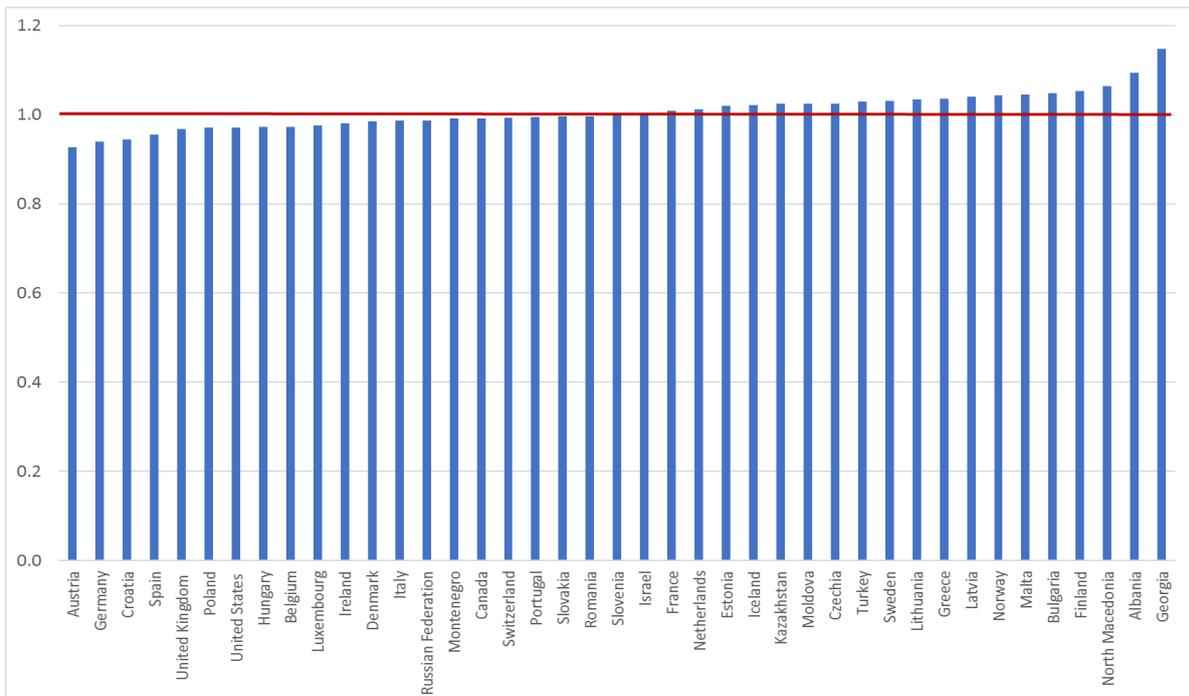
Figure 4.3: Low to high socio-economic parity status index for achievement in mathematics, secondary education level (ratio), 2015



Source: UN Global SDG Database

Girls overperform boys in mathematics...

Figure 4.4: Gender parity index for achievement in mathematics, lower secondary (ratio), 2015

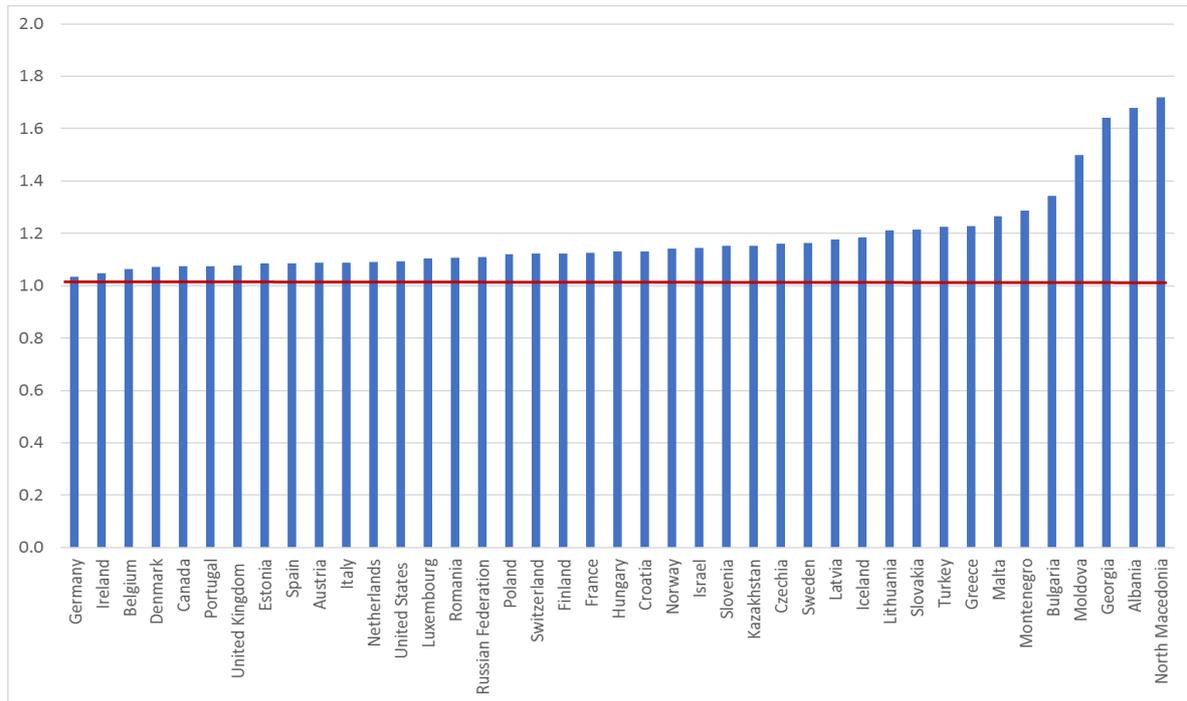


Source: UN Global SDG Database



....and girls' overperformance is generally stronger for reading

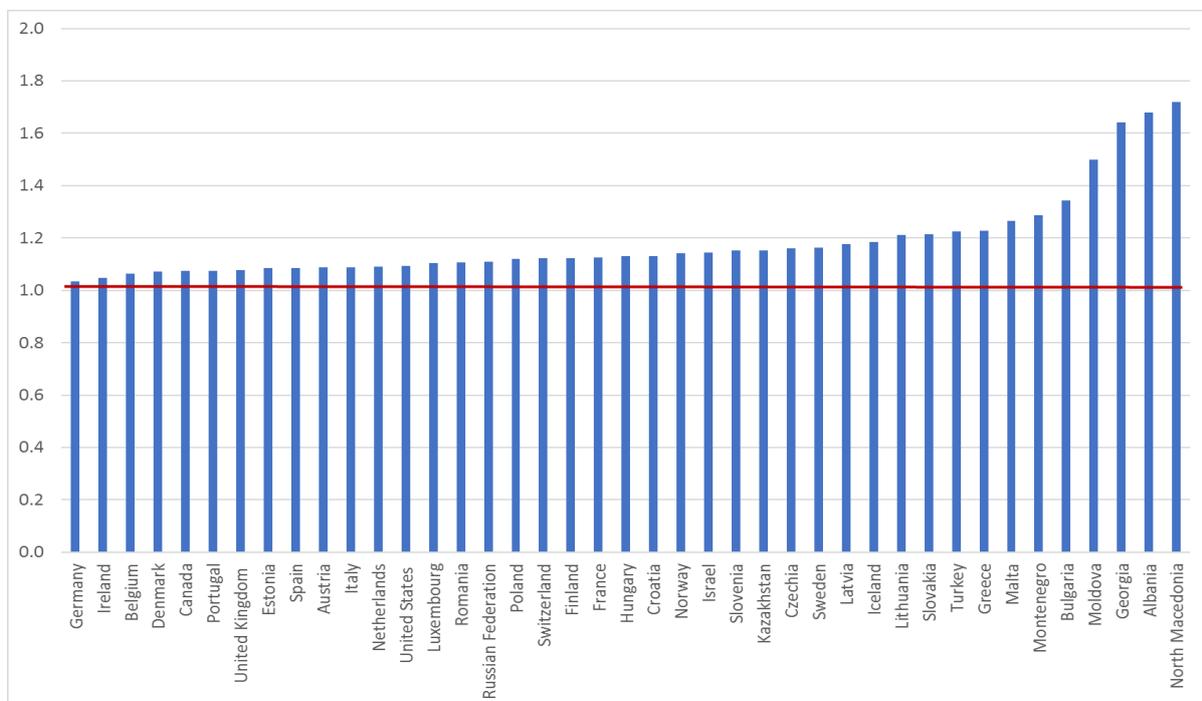
Figure 4.5: Gender parity index for achievement in reading, lower secondary (ratio), 2015



Source: UN Global SDG Database

Migrants fall behind in educational performance in most countries

Figure 4.6: Native parity index for achievement in reading, lower secondary (ratio), 2015

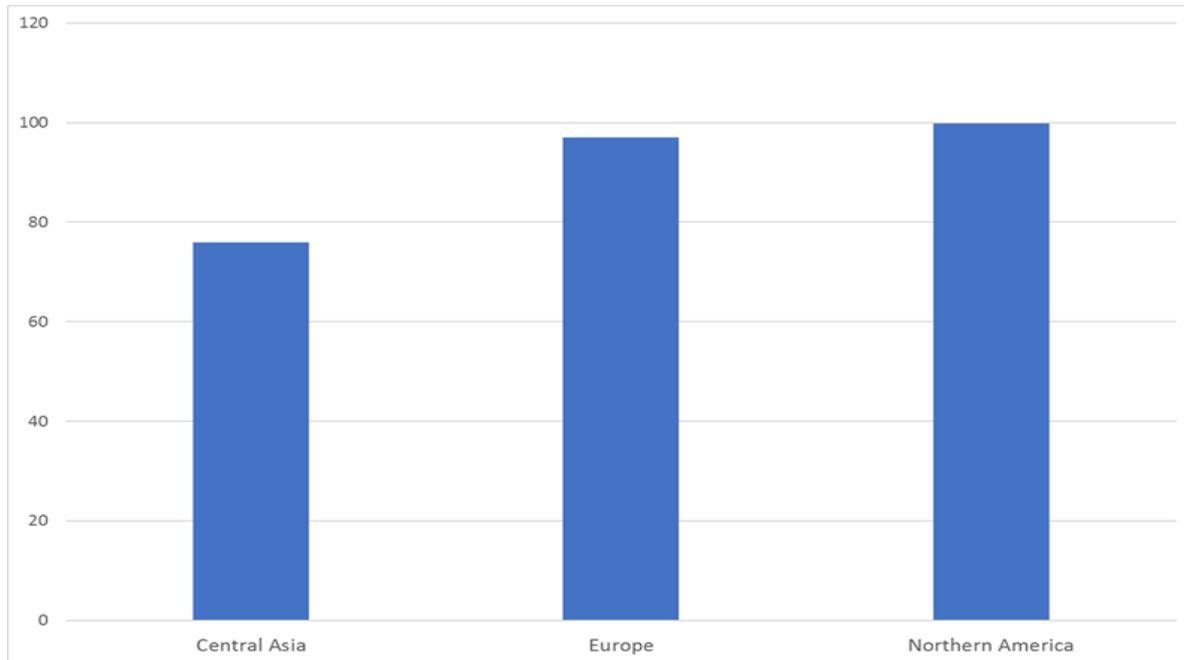


Source: UN Global SDG Database



Schools have access to Internet but there are still gaps in parts of the region

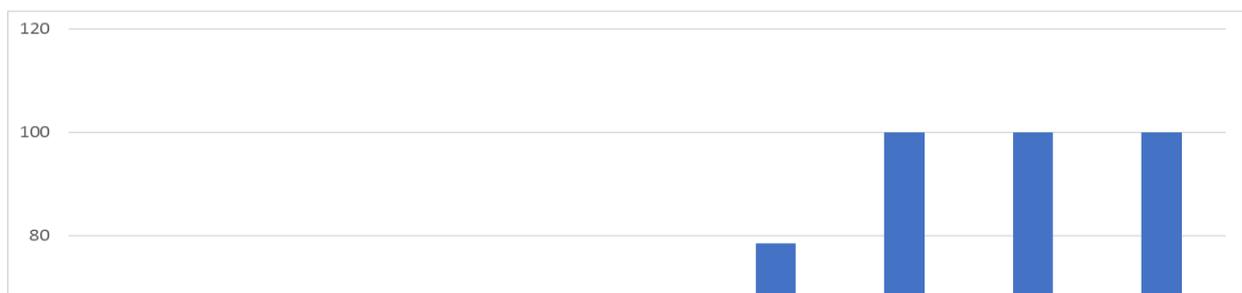
Figure 4.7: Proportion of lower secondary schools with access to Internet for pedagogical purposes



Source: UNESCO Institute for Statistics

Large gaps in accessibility for students with disabilities remain

Figure 4.8: Selected countries: Proportion of schools with access to adapted infrastructure and materials for students with disabilities, low secondary, 2016 or 2017, percentage



预览已结束，完整报告链接和二维码如下：

https://www.yunbaogao.cn/report/index/report?reportId=5_1185



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