



**NetApp**<sup>®</sup>  
Goal 4 Impact Partner

Total time

60  
minutes

Age range

10+  
years



# BE A FACT-IVIST!

Dive into the data on Global Goal 4



## WE NEED YOU!

Our education system is in crisis. Too many are missing out on learning and not enough are developing skills they need for the modern world. We need you to help students understand this crisis and share their views. We will then share their messages with the world, to drive change.

## WHY ARE WE FOCUSING ON DATA?

Students can use data to understand the global 'learning crisis' and speak up for their own education. By teaching your students how to work with data, you can empower them to become 'fact-ivists' and use information to make change! In doing so, you are helping them develop data literacy, a crucial skill for the modern world.

## WHO IS IT FOR?

The project has been designed for students aged 10+. The activities can be delivered by teachers with no prior experience using data, with extension opportunities if you want to go deeper.

## HOW LONG DOES IT TAKE?

Around 1 hour, with options to extend

Step 1 : Introduce data for the first time

Step 2 : Handle a data set and create an infographic

Step 3 : Use data to make change

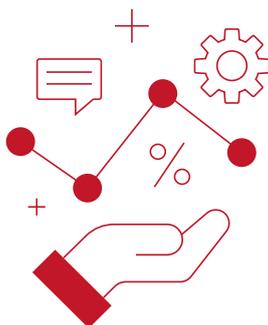
Feel free to adapt the activities so that they work best for you and your students. If you can, spend more time on Step 3 to hone some brilliantly creative data visualisations!

## SHARING YOUR STUDENTS' WORK WITH THE WORLD

We will share your students' work with thousands via the World's Largest Lesson social media accounts and we'll take it to international education events like the Transforming Education Summit during the United Nations General Assembly. Connect with us [@TheWorldsLesson](https://twitter.com/TheWorldsLesson) or email us [lesson@project-everyone.org](mailto:lesson@project-everyone.org)

Thank you for being a part of the World's Largest Lesson!

## LEARNING OBJECTIVES



**Step 1:** Understand what data is

**Step 2:** Learn how to handle data

**Step 3:** Use data to make change

## CONTENTS:

### Step 1: Introducing Data

An introduction for complete beginners. Students create data sets by answering everyday questions. You can skip this section if needed.

### Step 2: Handling Data

A simple data handling activity. Students create an infographic to visualise a data set that they can all relate to: global school closures during COVID-19.

### Step 3: Using Data to Make Change

Using data to make a difference for SDG 4. Students explore a new data set and use their creative skills to raise awareness of an important issue. Then share their work with the world!

### Taking it further

A set of resources and suggested activities to help you extend the learning, including data sets to explore and tools to use.

### Appendix

Data charts, visual prompts and worksheets.

### CODAP

Throughout this lesson plan we've provided opportunities to use the free tool CODAP to visualise and explore the data. [Click here for more information on CODAP and how to use it.](#)

### LEARNING OBJECTIVES:

- I understand what data is and why it is useful
- I know how to collect and group data in different ways
- I recognise my own role in creating data

### ACTIVITY: INTRODUCING DATA

Stand up if you answer yes to the following questions.

- Do you prefer cats to dogs?
- Did you walk to school today?
- Do you use social media every day?
- Did you discover a new hobby during lockdown?

Collect this data using a tally chart with a row for each question and two columns for Yes and No.

 **Discuss:** Now we have four sets of 'data'. What information do they tell us about our class? Why might it be useful to know these things about our class?

Next let's collect data in a different form. Line up in order of birthdays, from earliest in the year to latest.

Now we have a different kind of data set. Instead of two options (Yes / No) we have a whole range of answers, and you've presented them as a human graph! It tells us new information, for example who has the earliest / latest birthday.

Finally, group together if you share the same birth month. Again, now we have a different data set, which tells us new information about our class. For example, ask which is the most common month to be born in? What about the least common?

## DISCUSSION: WHAT IS DATA?



Ask students: So what is data?

Answer: Data is a collection of facts that can tell you information. Data starts as 'raw', messy and unorganised. Information is organised. For example, data is the number of people standing up for each question, information is what we can learn from those tallies.

Information maps out data to provide a big-picture view of how it all fits together. Data, on its own, is virtually meaningless. When it's analysed and interpreted, it becomes meaningful information. Once you have information, you can use it to change the world.

So why do we collect data? Where is data used? Can students give examples? What are governments and companies doing with data?

Answer: It's used everywhere, to make information, so that we can make decisions and solve problems. Governments collect data during elections to find out who has the most votes. Google collects data on its users so it knows what people are interested in and can target adverts effectively. One reason it's important to learn about data is so you know how your data is being used by others.

## DISCUSSION: INTRODUCING THE GLOBAL GOALS



Here's one final example: The Global Goals for Sustainable Development, or SDGs! Show the Global Goals grid in the Appendix.

These are a to-do list for people and the planet, from reducing poverty and inequality to tackling climate change and protecting nature. All the United Nations members (193 countries!) agreed to these Goals and they, along with the United Nations itself, are tracking their progress using data.

In this project you're going to focus on the one Goal you all know most about, because you're in it! SDG 4: Quality Education. The aim of this Goal is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

## WATCH THE VIDEO INTRODUCING GLOBAL GOAL 4

Find the video on the World's Largest Lesson website or [click here](#).

### LEARNING OBJECTIVES:

I understand how data is collected at a global level

I can visualise data to make it easier to learn from

I can use data to discover information

*If you are starting at Step 2 and skipping Step 1, introduce this step with the quick 'What is data?' discussion and watch the Goal 4 Intro Video from Step 1 above.*

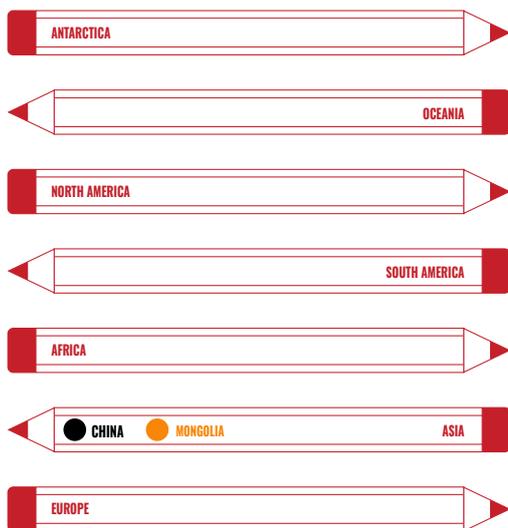
### INTRO: DIVE INTO THE DATA ON SCHOOL CLOSURES DURING COVID-19

Together we're going to look at data on SDG 4: Quality Education. Why? Because young people have a right to learn about the education system and say what you think about it - and how you think it should change.

To start off you're going to use some data that you're a part of. As we learned from the video, due to COVID-19 children and young people have missed 2 trillion hours of learning. How many hours do you think you missed? Let's look at the data on school closures to see what it looked like around the world.

### ACTIVITY: VISUALISE THE DATA

**DATE: FEB 2020**



Display or hand out the COVID-19 schools closures data and the 'pencils' worksheets (Appendix). Students will use the worksheets to visualise the data. Each worksheet represents a different date and each pencil represents a different region.

Alternatively, you could ask students to draw four big flowers, each with seven petals. Every flower represents a date and every petal represents a region.

Students can colour in the pencils with light colours. Then they have to add different colour spots where there have been full or partial closures due to covid, and label the spots with the country names. (You can ignore the 'academic breaks').

For example, in Asia in February there were closures in two countries - partial closures in China and complete closures in Mongolia. There were no other school closures around the world.

If students are more confident with data, or older, you can skip to the discussion below, using the COVID-19 schools closures data (Appendix) to find the answers.

## Discussion: What does the data tell us?

Using your infographics (the pencils) or the data chart, what information can you learn?

- On which continent were schools fully/partially closed first?
- When were most schools closed ?
- When were least schools closed?
- On which continent were schools closed last?
- Is there anything else interesting you've learned from the data?

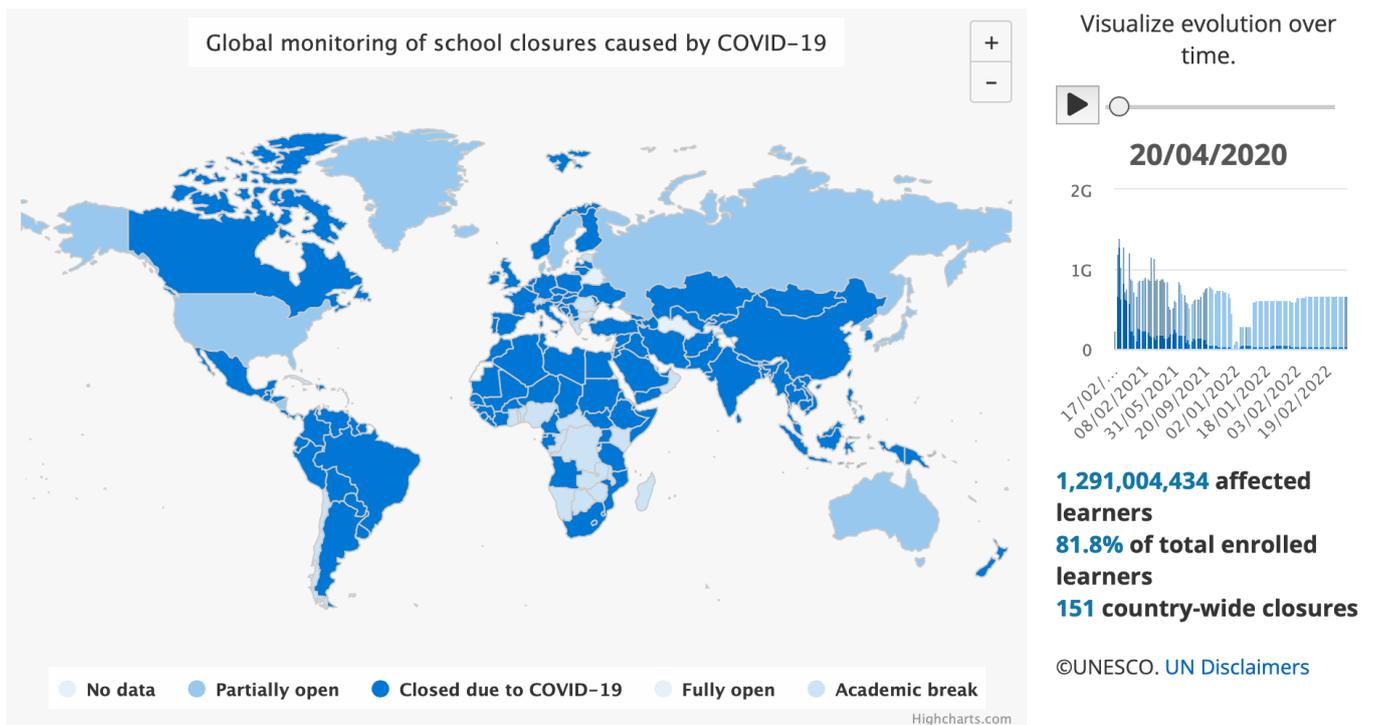
Congratulations, you have used data to discover information!

## DISCUSSION: VISUALISING THE ENTIRE DATA SET



Now present the whole global data set on school closures during COVID-19. This could be presented using [this online tool](#), using printouts (see Appendix) or [CODAP](#). It uses data from UNESCO global Institute of Statistics, an agency of the United Nations.

Can we learn anything new from these visualisations? Why might it be useful to visualise data in this way?  
Who might find it helpful?



Now we've seen how you can take data in its pure form, learn from it and then visualise it in ways that make it easier to understand. In the next section you'll have a chance to explore another element of Global Goal 4: Quality Education, and learn how to use the information you discover to change the world!

## STEP 3: USING DATA TO MAKE CHANGE

25+ mins

### LEARNING OBJECTIVES:

- I've learned more about SDG 4 through data
- I can use data to create a compelling piece of 'fact-ivism'
- I have shared my 'fact-ivism' with the world to help make change

### INTRO: WE NEED YOU!

Explain that the World's Largest Lesson are asking for messages from young people about why they think education is important, and how it should change. They want to share your data visualisations - or infographics - on education with the world!

They will share the best ones on social media to reach a global audience, work with artists to make new infographics inspired by yours, and take them to Paris and New York where the United Nations Education summits will be held.

### DISCUSSION: CHOOSE A NEW DATA SET ABOUT THE LEARNING CRISIS



Global Goal 4 covers all aspects of education around the world. The aim of this Goal is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". How will we know whether this Goal is met? When we have data to prove it.

But so far we've only been learning about those who are in school. So next we're going to focus on those who can't access school at all. Together we're going to dive into one aspect of SDG 4 and find out what the data can tell us. Then we'll use the information we discover to try to make a change.

Choose a topic in advance, or ask students to vote on which interests them most:

- Children who can't go to school at all
- Girls who can't access school, compared to boys
- Children who can't access the Internet to learn from home

Once you have chosen your issue, share the headline for that topic.  
(More information on each topic is in the Appendix.)

- 1: Before the pandemic, 258 million children and youth were out of school
- 2: Millions more girls than boys are prevented from going to school
- 3: Two thirds of the world's children do not have internet connection in their home



**Discuss your headline:**

- **What do students think about it? Are they surprised?**
- **Has this issue affected them or people they know? Can they imagine what it would be like to be affected by this issue?**
- **What do they think the causes might be? What about the effects?**

## DISCUSSION: BE A FACT-IVIST!



Now it's time to use data to change the world, through 'fact-ivism'!

Facts + Activism = Fact-ivism. It means using facts to raise awareness about a topic and bring about change. To do this, we can use data and information visually as an infographic, in order to change people's minds.

A great infographic visualises data in order to grab attention and send a message. Here are the ABC's of a really effective infographic:

- A) A clear message or headline
- B) A visualisation which helps you understand the data
- C) Something to make you care

Share the examples of Factivism from the Appendix.

**Discuss: Are the infographics achieving AB and C? If yes, how? If no, why not?**



- E.g. The shocking statistic that nearly 1 billion people don't have enough to eat
- E.g. The clear visualisation of the windows, with grey pollution covering 2/3rds of them
- E.g. The emotive image of a fisherman on a dried out lake, showing a victim of the situation

## ACTIVITY: BRING THE DATA TO LIFE

Now it's your turn! First, close your eyes. Think about the issue we've been working on.

- What is your message?
- How can you visualise the data?
- What makes you care?

Give students a short amount of time to think about each of these three questions on their own and write down their thoughts. Then students can work on their own or in groups to create their infographics. With less confident students you can work through the ABC together, step by step. Make sure you include the Global Goals / SDG 4 logo!

### Extension: Dive into the data

If you are confident working with data and want to spend more time exploring SDG 4, some tools are provided in the following section: 'Take It Further'. You could come up with new headlines for the three issues using the data sets and tools provided, or explore the data on other issues within SDG 4.

If you have some more time, get creative with your infographics! You could bring your headline to life with a 3D graph, or a performance, or a giant piece of art, or bake a cake and cut it like a pie chart!

## TELL THE WORLD

When they are complete, send photos/videos of your students work to [lesson@project-everyone.org](mailto:lesson@project-everyone.org) so we can share them with the world! You can also share on social media [@theworldslesson](https://twitter.com/theworldslesson)

## REFLECTION

Congratulations, you are now fact-ivists! You've shown how data can be used to make a change. Now it's time to reflect on the lesson today. On your own, write down your answers to the following three questions.

- I've learned... I wonder... I wish...

## TAKING IT FURTHER

### DIVE DEEPER INTO THE DATA (AGE 10+)

Spend some more time exploring the data on SDG 4 and see what else your students can uncover. The three data sheets in the Appendix include:

- A **global statistic** or **headline** about that issue
- A simple **explanation** of how that global stat is calculated using the data set provided
- Some **wider context** on that issue
- A **simplified data set** for students to compare different regions/continents
- A link to the **full data set**, so they can go into more depth if needed
- A link to explore on **CODAP**

### DISCUSSION POINTS



#### ***What do we know?***

What did you learn from the data?  
Compare regions, what are the differences?  
Compare high and low income groups, what are the differences?  
Compare dates, to see progress over time

#### ***What can we 'infer'?***

What could be the causes of these differences / changes over time?  
What role might individuals play?  
What role might governments and other institutions play? What role might other countries play?  
Are there cultural factors? Are there economic factors?  
What might the effects be?  
What information do you need to prove whether this is true?

#### ***How does it relate to you?***

Do you have personal experiences that relate to these issues?  
How might things be different for you if you lived in another region?  
Why do you think it is important to know this information?  
How could you use this information to make a change?

Or you could explore a new issue within SDG 4 and share what you learn!

You can find more SDG 4 statistics are on the next page.

Here are some other useful links for exploring SDG 4 data:

[CODAP](#)  
[UN SDG 4](#)  
[UNESCO Institute of Statistics Database](#)  
[UNICEF Children During Covid-19 Tracker](#)  
[Global Goals Factivism](#)  
[Gapminder](#)  
[New York Times: What's Going On In This Graph?](#)

### TAKE PART IN THE TRANSFORM LEARNING SURVEY (AGE 10+)

Invite students to share their views on their own education data through a [playable global survey](#).

### JOIN IN WITH WORLD CHILDREN'S DAY ON 20TH NOV (AGE 8-14)

Invite students to design and [teach their own lesson!](#)

## MORE EDUCATION STATISTICS

### **Are children really learning? Exploring Foundational Skills in the midst of a learning crisis – UNICEF, 2022**

- As the pandemic enters its third year, nearly 670 million schoolchildren continue to be affected by full or partial school closures
- The majority of children worldwide have not mastered foundational skills in either reading or numeracy by time they reach Grade 3
- In low and middle-income countries, school closures have left up to 70% of 10-year-olds unable to read or understand a simple text

### **Catalysing Education 4.0: Investing in the Future of Learning for a Human-Centric Recovery – WEF, 2022**

- An additional 69 million teachers will need to be recruited to achieve SDG 4
- Since early 2020, education budgets have been cut in 65% of low and lower-middle income countries, as well as 33% of high- and upper-middle income countries (WEF 2021)
- Only 2% of global investment goes toward learning, and most of that investment occurs in high-income economies (UNESCO, 2015)

### **Stepping Up: Refugee Education In Crisis – UNHCR, 2019**

- Of the 7.1 million refugee children of school age, 3.7 million (more than half) do not go to school

### **UNESCO Institute of Statistics**

- Less than 30% of the world's STEM (science, technology, engineering and mathematics) researchers are women

### **Reducing global poverty through universal primary and secondary education – UNESCO and GEM, 2017**

- World poverty could be cut in half if all adults completed secondary education

### **Global Education Monitoring Report, 2020**

- Only 17% of countries have laws to ensure the inclusion of students with disabilities in mainstream schools
- One third of 11- to 15-year-olds have been bullied in school. Those perceived as differing from social norms or ideals are the most likely to be victimized

### **Global Education Monitoring Report, 2021**

- Only about 30% of students have reached 'proficiency' in knowledge of environmental science (2019 TIMSS)
- 12% of families have to borrow to pay for education in low-income countries
- In 34 middle- and high-income countries, three quarters of people would prefer more public spending on education
- In a survey of over 20,000 teachers in 165 countries, 39% stated that their physical, mental and emotional well-being had suffered during the pandemic.

### **Learn for our planet: A global review of how environmental issues are integrated in education - OECD 2021**

- Across 46 countries, over half of education policies and curricula studied made no mention of climate change

### **PISA 2018: Insights and Interpretations – OECD**

- One in five 15-year-old students reported feeling like an outsider at school
- Only 54% of 15 year olds surveyed in OECD countries showed they could distinguish between facts and opinions



What other SDG4 information might be interesting to research? What issues are students most passionate about in education? What is the situation in your country?

Invite students to search for their own statistics and then share your 'fact-ivism' with the world! When you are researching, remember to always ask whether the sources are reliable.

## COVID-19 SCHOOL CLOSURES: DATA

Continent	Country	Closed / Partially Closed / Open			
		Apr 2020	Sep 2020	Mar 2021	Jul 2021
Europe	UK	Open	Open	Open	Open
	France	Open	Open	Open	Academic break
	Portugal	Open	Open	Closed	Academic break
	Italy	Partially Closed	Open	Partially open	Academic break
	Slovenia	Open	Partially open	Partially open	Academic break
Asia	China	Closed	Open	Partially open	Open
	India	Open	Partially open	Partially open	Partially open
	Japan	Partially Closed	Open	Open	Open
	Kazakhstan	Closed	Partially open	Partially open	Academic break
	Mongolia	Closed	Open	Partially open	Academic break
Africa	Egypt	Closed	Open	Closed	Academic break
	Mozambique	Closed	Partially open	Academic break	Partially open
	Ghana	Academic break	Partially open	Partially open	Academic break
	Madagascar	Academic break	Partially open	Open	Partially open
	Sudan	Closed	Closed	Open	Academic break
North America	Mexico	Closed	Closed	Closed	Academic break
	Canada	Closed	Partially open	Partially open	Academic break
	Honduras	Closed	Partially open	Closed	Closed
	Cuba	Academic break	Partially open	Partially open	Partially open
	USA	Partially open	Partially open	Partially open	Academic break
South America	Brazil	Closed	Closed	Partially open	Partially open
	Bolivia	Closed	Closed	Partially open	Partially open
	Argentina	Closed	Partially open	Partially open	Partially open
	Ecuador	Closed	Closed	Partially open	Partially open
	Chile	Academic break	Partially open	Partially open	Academic break
Australasia	Australia	Partially open	Open	Open	Academic break
	Vanuatu	Open	Open	Open	Open
	New Zealand	Closed	Open	Open	Academic break
	Fiji	Academic break	Open	Open	Closed
	Papua New Guinea	Closed	Open	Open	Open

## VISUALISE THE DATA

**ANTARCTICA**

**OCEANIA**

**NORTH AMERICA**

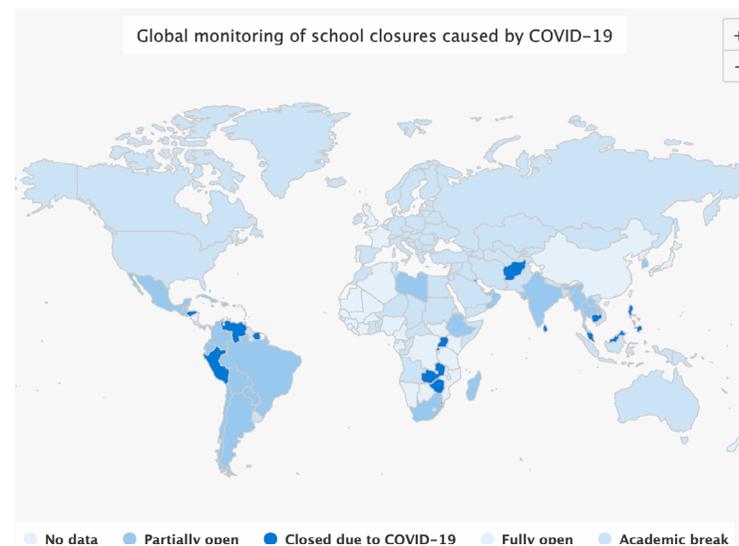
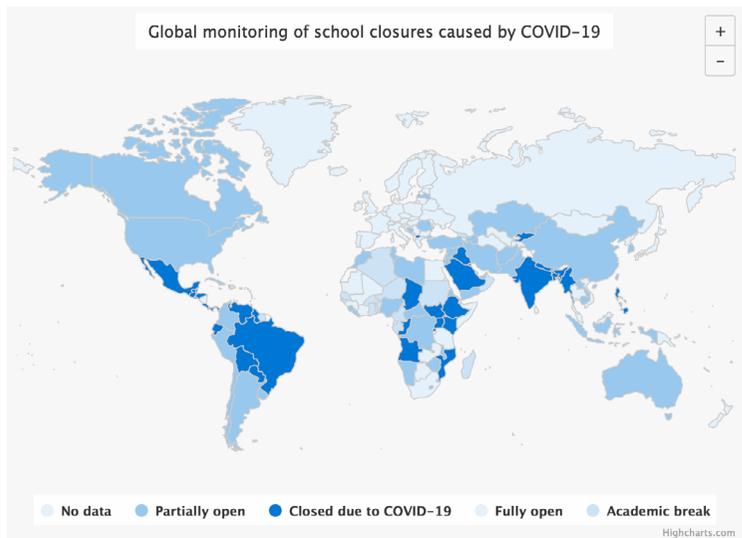
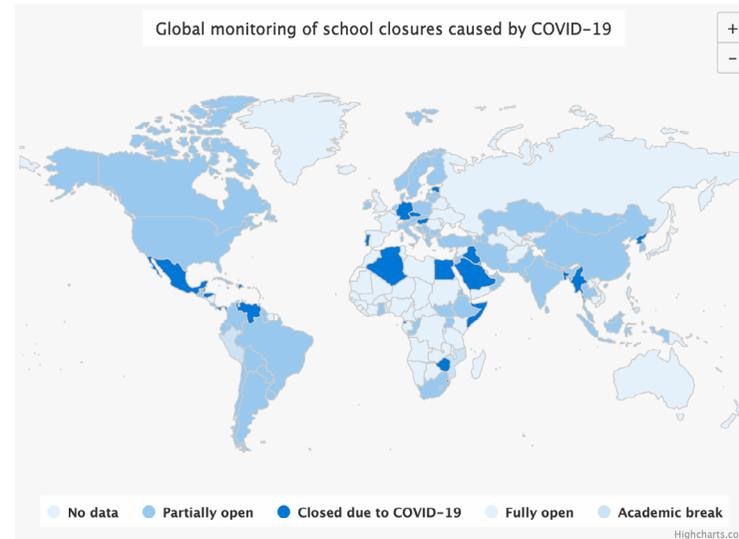
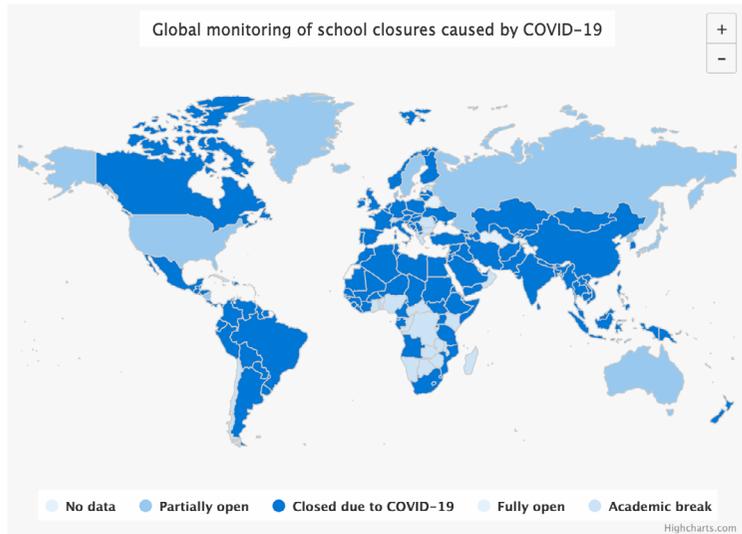
**SOUTH AMERICA**

**AFRICA**

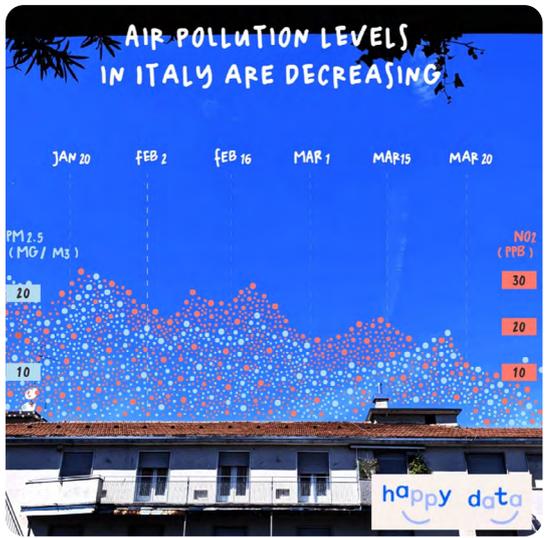
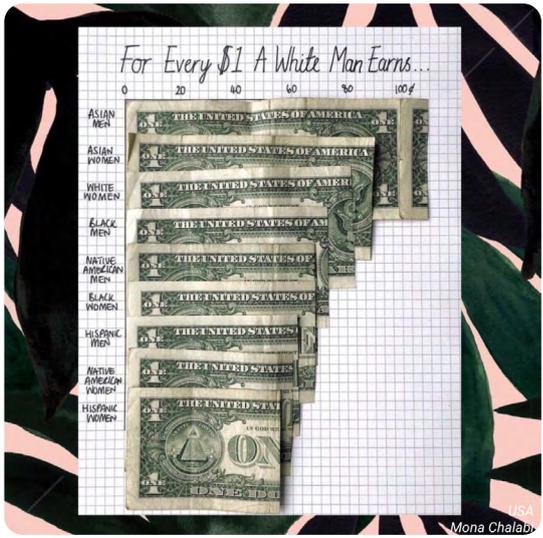
**ASIA**

**EUROPE**

# COVID-19 SCHOOL CLOSURES: MAPS



# EXAMPLES OF FACT-IVISM



## SDG 4 DATA SHEET: ACCESS TO EDUCATION

### Global Headline:

Before the pandemic, 258 million children and youth were out of school (UNESCO, 2019)

### Explanation of how this is calculated:

This data is collected by UNESCO, from official government records in each country. Children and youth are considered 'out-of-school' if they don't belong to any school at all. Once they have the data for each country, UNESCO can calculate the global average, as a percentage. They can also create groups to compare differences, for example between different geographical regions or low, middle and high national income countries.

### Wider context:

About 258 million children and youth are out of school. The total includes 59 million children of primary school

age, 62 million of lower secondary school age and 138 million of upper secondary age (UNESCO, 2019). This number significantly shot up during the COVID crisis, but there are many other reasons why. These include conflict, lack of funding for schools and teachers, climate change and extreme weather, children having to work and discrimination against girls.

The World Bank coined the term "Learning Poverty" to describe the inability of a child to read and understand a simple text by age 10. In low and middle-income countries, school closures due to COVID-19 have left up to 70% of 10-year-olds unable to read or understand a simple text, up from 53% before the pandemic (The World Bank, UNESCO and UNICEF, 2021).

## Percentage of students out-of-school

	2000	2010	2020
<b>UNESCO Inst Statistics Regions</b>			
World	26.2 %	19.1 %	16.9 %
Arab States	27.9 %	19.7 %	16.6 %
Central and Eastern Europe	11.0 %	8.0 %	5.1 %
Central Asia	10.5 %	8.5 %	4.7 %
East Asia and the Pacific	17.2 %	10.1 %	8.5 %
Latin America and the Caribbean	11.8 %	9.1 %	8.5 %
North America and Western Europe	4.7 %	3.3 %	2.2 %
South and West Asia	39.4 %	27.7 %	21.3 %
Sub-Saharan Africa	46.9 %	33.3 %	31.7 %
Small Island Developing States	24.3 %	17.7 %	12.9 %
<b>World Bank Income Groups</b>			
Low income countries	53.2 %	35.4 %	33.6 %
Lower middle income countries	35.1 %	25.3 %	20.5 %
Middle income countries	26.6 %	19.2 %	16.2 %
Upper middle income countries	14.4 %	8.6 %	7.9 %
High income countries	5.6 %	3.6 %	2.4 %

### Full data Set

- [UNESCO Database: SDG4.1.4 out-of-school rate by school age and sex \(administrative data\)](#)
- [CODAP: SDG 4 Data And Example Lesson Plan](#)

## SDG 4 DATA SHEET: GENDER INEQUALITY

### Global Headline:

Millions more girls than boys are prevented from going to school (UNESCO, 2020)

### Explanation of how this is calculated:

UNESCO have collected data on the percentage of boys and girls who are out of school in each country. They can then calculate the average percentage of boys and girls who are out-of-school around the world. They can also create groups to compare differences, for example between different geographical regions or low, middle and high national income countries.

### Context

Girls are more likely than boys to be prevented from going to school, especially those in low income countries and from poor/rural backgrounds. Although the percentage difference may be small, there are hundreds of millions of girls around the world, so even a small percentage amounts to millions more girls than boys who are excluded from education.

There are many causes that prevent girls from attending school. For example, poverty can mean girls are more likely to stay at home or go into work instead. In at least 20 countries where data is available, almost no poor and rural female students complete upper secondary school (Global Partnership for Education, 2019).

In countries affected conflict girls are 2.5 times more likely to be out of school than boys (UNICEF, 2017). Girls can face discrimination if they attend school. Schools may be less safe for girls than boys and some girls are forced into early marriage and removed from school.

However, there has been great progress. As you can see from the data, the percentage of girls who are out of school has gone down. This means millions more girls are going to school and we are closer to equality than in the past. It should also be noted that in some regions boys are at a slight disadvantage to girls.

### Percentage of boys and girls who are not enrolled in school

	2000 male	2000 female	2010 male	2010 female	2020 male	2020 female
<b>UNESCO Inst Statistics Regions</b>						
World	23.4 %	29.2 %	18.4 %	19.9 %	16.7 %	17.2 %
Arab States	23.6 %	32.4 %	17.4 %	22.0 %	15.0 %	18.3 %
Central and Eastern Europe	10.2 %	11.8 %	7.8 %	8.3 %	5.0 %	5.1 %
Central Asia	10.1 %	10.9 %	7.9 %	9.1 %	4.5 %	5.0 %
East Asia and the Pacific	16.1 %	18.3 %	10.4 %	9.8 %	9.4 %	7.4 %
Latin America and the Caribbean	11.8 %	11.8 %	9.8 %	8.5 %	9.2 %	7.8 %
North America and Western Europe	4.8 %	4.6 %	3.5 %	3.0 %	2.2 %	2.1 %
South and West Asia	33.7 %	45.6 %	27.0 %	28.5 %	21.7 %	21.0 %
Sub-Saharan Africa	42.6 %	51.4 %	30.2 %	36.4 %	29.6 %	33.9 %
Small Island Developing States	22.9 %	25.7 %	16.6 %	18.8 %	12.8 %	13.1 %
<b>World Bank Income Groups</b>						
Low income countries	46.7 %	59.8 %	31.2 %	39.7 %	30.6 %	36.5 %
Lower middle income countries	31.1 %	39.5 %	24.6 %	26.1 %	20.5 %	20.5 %
Middle income countries	23.8 %	29.6 %	18.8 %	19.6 %	16.4 %	15.9 %
Upper middle income countries	13.3 %	15.6 %	8.9 %	8.4 %	8.7 %	7.0 %
High income countries	5.8 %	5.5 %	3.9 %	3.4 %	2.5 %	2.3 %

### Full data Set

- [UNESCO Database: SDG4.1.4 out-of-school rate by school age and sex \(administrative data\)](#)
- [CODAP: SDG 4 Data And Example Lesson Plan](#)

## SDG 4 DATA SHEET: THE DIGITAL DIVIDE

### Global Headline:

Global Statistic: Two thirds of the world's children do not have an Internet connection in their home (UNICEF and ITU, 2020)

### Explanation of how this is calculated:

To find this out, researchers conducted national surveys of households in many countries around the world. They wanted to find out how many children were able to learn from home during the pandemic, so they did not include those with a mobile network connection as that would be unreliable for daily school work.

### Wider Context

The Internet is a key source of information and learning in the modern world, and it became even more important during COVID-19 when learning went online. But two thirds of the world's school-age children – or 1.3 billion children aged 3 to 17 years old – do not have Internet connection in their homes.(UNICEF and ITU)

2.9 billion people of all ages – or 37% of the world's population – have never used the Internet, and 96% of them live in developing countries. (ITU) Even among those Internet users, many hundreds of millions might only go online infrequently, using shared devices or facing connection speeds that hamper their Internet use.

### Percentage of households with Internet access at home

	2005	2012	2020
<b>Grouped by region</b>			
Africa	1.8%	8.6%	22.7%
Americas	34.4%	52.1%	75.9%
Arab States	10.5%	34.0%	62.4%
Asia-Pacific	12.3%	30.9%	64.1%
Eastern Europe and Asia (CIS)	14.4 %	54.3 %	81.7 %
Europe	39.0 %	70.5 %	87.6 %
<b>Grouped by level of economic development</b>			
World	19.6 %	39.2 %	65.7 %
Developed	44.9 %	73.1 %	87.8 %
Developing	9.0 %	26.7 %	57.8 %
Least Developed Countries	0.6 %	5.4 %	22.0 %
Land Locked Developing Countries	2.3 %	13.6 %	31.0 %
Small Island Developing States	Not available	Not available	48.4 %

### Full data Set

- [ITU Database: https://www.itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx](https://www.itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx)
- [CODAP: SDG 4 Data And Example Lesson Plan](#)

# THE GLOBAL GOALS

For Sustainable Development

<p><b>1</b> NO POVERTY</p> 	<p><b>2</b> ZERO HUNGER</p> 	<p><b>3</b> GOOD HEALTH AND WELL-BEING</p> 	<p><b>4</b> QUALITY EDUCATION</p> 	<p><b>5</b> GENDER EQUALITY</p> 	<p><b>6</b> CLEAN WATER AND SANITATION</p> 
<p><b>7</b> AFFORDABLE AND CLEAN ENERGY</p> 	<p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> 	<p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> 	<p><b>10</b> REDUCED INEQUALITIES</p> 	<p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES</p> 	<p><b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION</p> 
<p><b>13</b> CLIMATE ACTION</p> 	<p><b>14</b> LIFE BELOW WATER</p> 	<p><b>15</b> LIFE ON LAND</p> 	<p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p><b>17</b> PARTNERSHIPS FOR THE GOALS</p> 	 <p><b>THE GLOBAL GOALS</b> For Sustainable Development</p>