Education for people and planet: Creating sustainable futures for all

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Executive Board, Paris
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#SDG4All
@GEMReport
Target 4.1: Primary and secondary education
263 million children, adolescents and youth are out of school
43% of youth complete upper secondary school

Target 4.2: Early childhood
Pre-primary education is compulsory in 50 countries
67% of children attend school the year before entry to primary

Target 4.3: TVET, higher education and adult education
207 million are now enrolled in tertiary education worldwide
...but less than 1% from the poorest households complete 4 years or more of tertiary education
Target 4.4: Skills for work
Strong reading skills double the probability of a decent job
Only a third of adults are financially literate

Target 4.5: Equity
In 2014, 63% of countries achieved gender parity in primary, 46% in lower secondary and 23% in upper secondary
For every 100 among the richest in low income countries:
- only 36 of the poorest complete primary education;
- only 7 of the poorest complete upper secondary education

Target 4.6: Literacy and numeracy
Only 6% of adults in the poorest countries participated in a literacy programme
15% of adults in OECD countries have very low literacy skills
Target 4a: Education facilities and learning environments
3 in 10 primary schools lack an adequate water supply

Target 4b: Scholarships
Fewer than 25,000 scholarships were offered by governments in 2015

Target 4c: Teachers
In 2014, 82% of teachers had the minimum qualifications required to teach in pre-primary education, 93% in primary, and 91% in secondary education.

Target 4.7: Sustainable development / global citizenship
Half of curricula make no mention of climate change
RECOMMENDATIONS FOR MONITORING SDG4

Build capacity

1. Education ministries should use the findings of household surveys to monitor inequality in their education systems.
2. Establish a national assessment framework that monitors a range of learning outcomes, including for those who left school early.
3. A focus on education quality means more than just a focus on learning outcomes: review curricula and textbooks as well.
4. Monitor a fuller range of lifelong learning opportunities, including adult education.
5. Share best practices of education policy and systems within organisations of regional cooperation.
How we can better monitor gender equality in education

1. Develop a more comprehensive set of indicators that document gender equality. Parity is not enough.

2. Systematically monitor gender norms, values and attitudes and improve access to education.

3. Institutions outside of education systems should promote gender equality through laws and policies, resource distribution and better teaching and learning practices.

4. Encourage closer links between those working on gender equality in education, and those working on gender equality.

5. Form a working group and a transnational network on measuring gender equality in education to share successful strategies.

World is not set to achieve key global education commitment until 2084

**YEAR**

<table>
<thead>
<tr>
<th>2015</th>
<th>2042</th>
<th>2059</th>
<th>2084</th>
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<tbody>
<tr>
<td>SDGs adopted</td>
<td>Universal primary completion</td>
<td>Universal Lower secondary completion</td>
<td>Universal Upper secondary completion</td>
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**Education 2030 deadline**

**Global average**

**Sub-Saharan Africa**

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<th>2080</th>
<th>2089</th>
<th>After 2100</th>
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2016 GEM REPORT: THEMATIC CONTENT

**Planet:**
- Environmental sustainability

**Prosperity:**
- Inclusive and sustainable growth

**People:**
- Inclusive social development

**Peace:**
- Political participation, peace and justice

**Place:**
- Inclusive and sustainable cities

**Partnerships for sustainable development**
Living sustainably requires a huge shift in mindset and education must be a part of that change.

Credit: Nuraini Yuwanita Wakan
Education can help with the shift to a more sustainable way of living.

Education is proven to be the best tool for climate change awareness.

Education is the most effective means for addressing population growth.
An inclusive education ensures economic growth is sustainable and doesn’t leave anyone behind.
Education can help economies transform and provide skills for green jobs

Governments need to increase energy research and development by up to fivefold annually to shift to low carbon intensity.
Progress in health, nutrition and gender equality is inextricably linked with progress in education.
If women in sub-Saharan Africa achieved universal upper secondary education by 2030, it would prevent 3.5 million child deaths in 2050-60.
An inclusive education is a powerful preventive tool and antidote for violence.
PEACE

Education can help people participate in political processes and justice systems

Those with higher education are more likely to channel discontent through non-violent protests
Education must be integrated into urban planning to create sustainable cities.
Fast urban growth is putting strain on education systems

More than one-third of urban residents in lower income countries live in slums where education is poorly provided.

Migrants face challenges and need education.
We must pull together if we are to achieve the 2030 Agenda for Sustainable Development.

Partnerships: enabling conditions to achieve SDG 4 and the other SDGs.
Partnerships

More domestic resources are needed

At least 35 countries spend <4% of GDP and <15% of their budget on education.

Education can increase tax compliance.
For education to be transformative in support of the new sustainable development agenda, ‘education as usual’ will not suffice

1. Sectors need to collaborate

2. Formal and non-formal education are key to tackle cross-sector issues

3. Education systems need increased, predictable and equitable financing

4. Revisit the purpose of education:
   a) In developing skills policies, consider the implications of sustainable growth in the medium- and long-term
   b) Civic, peace and sustainability education programmes are important levers for SDGs
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