Education for people and planet:
Creating sustainable futures for all

Aaron Benavot
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#SDG4All
@GEMReport
Sustainable Development Goals

• merge development (MDG 2000-2015) and environment (Rio 1992-) agendas
• 17 goals with 169 targets
• adopted by UN Member States in 2015
• to be achieved by 2030

SDG 4 on education

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

• 1 goal with 7 targets and 3 means of implementation
• merges and significantly expands development (MDG 2000-2015) and EFA (Jomtien/Dakar 1990-2015) agendas

Global Education Monitoring Report

• mandated to monitor and report on education progress in SDGs
Global goal SDG4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

7 Targets (4.1 – 4.7) and 3 Means of Implementation (4a-c) (in total 10 targets)

11 Global Indicators and 32 Thematic Indicators (not yet finalised)

Measures: specific data to measure each indicator
Target 4.1: Primary and secondary education
263 million children, adolescents and youth are out of school.

Target 4.2: Early childhood care and education
Pre-primary education is compulsory for at least a year in 50 countries

Target 4.3: TVET, higher education and adult education
207 million are now enrolled in tertiary education worldwide
Less than 1% from the poorest households complete 4 years or more of tertiary education.
Target 4.4: Skills for work
Possessing strong reading skills doubles the probability of having a decent job; only a third of adults are financially literate.

Target 4.5: Inequality
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 youth only 36 of the poorest youth complete primary education.

Target 4.6: Literacy and numeracy
Only 6% of adults in many poor countries participated in a literacy programme.
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 and global citizenship
Half of curricula make no mention of climate change
Education is associated with desirable development outcomes, e.g. child mortality rates by maternal education.
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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.


Bitly.com/EQCounts
PROJECTIONS FOR EDUCATION 2030

World is not set to achieve key global education commitments until 2084.

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

Southern Asia

<table>
<thead>
<tr>
<th>YEAR</th>
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<tr>
<td>2051</td>
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<tr>
<td>2062</td>
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<td>2087</td>
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Sub-Saharan Africa

<table>
<thead>
<tr>
<th>YEAR</th>
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<td>2080</td>
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<td>2089</td>
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<td>After 2100</td>
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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.
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.
Education also enhances people’s resilience to climate-related risks

![Graph showing a decrease in disaster deaths from 2010 to 2050. The graph indicates that if current trends continue, there will be between 30,000 to 50,000 fewer deaths per decade compared to the scenario where Sustainable Development Goals (SDG) are reached.](graph.png)
PLANET

Learning for the future of our planet must happen in schools, in communities and the workplace.
Education systems must be careful not to encourage unsustainable lifestyles

Relevant knowledge and sustainability practices can be learned from indigenous communities especially in farming, conservation and climate change mitigation.

Education systems should respect local cultures, integrate indigenous knowledge and provide instruction in local languages.
An inclusive education ensures economic growth is sustainable and doesn’t leave anyone behind.
PROSPERITY

Education can help economies transform and innovate 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
Farmers have increased productivity by 12% and net income by 19% with field schools. Education can help with the shift towards sustainable farming and food production.
Education increases economic growth

If low income countries achieved universal upper secondary education by 2030, we’d lift 60 million out of poverty by 2050.

- Trend scenario: education expanding at past trends
- SDG 4.1 scenario: universal upper secondary completion by 2030
Education increases economic growth that doesn’t leave anyone behind

If workers from rich and poor backgrounds had the same education, working poverty among the poor would be reduced by 39%
Education systems must be better aligned with shifting labour markets

By 2020 the world could have 40 million too few workers with tertiary education, relative to demand
Progress in health, nutrition and gender equality is inextricably linked with progress in education.
Educating women is at the heart of social development.

If women in sub-Saharan Africa achieved universal upper secondary education by 2030, it would prevent 3.5 million child deaths in 2050-60.
Children need to be healthy and well-fed in order to attend school and learn.

Meanwhile, it costs one tenth the amount to deliver simple health interventions through teachers, than through mobile health teams.
An inclusive education is a powerful preventive tool and antidote for violence

Peace: political participation, peace and access to justice

Credit: 2015 Bede Sheppard / Human Rights Watch
Conflict and violence are taking a disturbingly large toll on education systems.

35% of out of school children and 25% of out of school adolescents live in conflict-affected areas.

50% of refugee children and 75% of refugee youth are out of school.
Education can reduce violence and conflict; even more so when inclusive in access, language and content.

Conflict is less likely if education enrolment levels are high and more equitable.

Almost one-third of recent peace agreements do not mention education.
Education can help people participate peacefully 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 or shanty towns

6 in 10 refugees live in urban areas
Addressing inequalities in education can address urban problems, like unemployment and crime.

Teacher training can also reduce discriminatory attitudes that exacerbate social marginalisation.
Urban planning that considers education can transform cities

Education propels cities’ competitiveness and can make them more environmentally friendly
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
More domestic resources are needed if we are to achieve our goals.

Education can increase tax compliance.
Aid to education is declining and not effectively targeting those most in need.

Since 2003 aid to education in 170 countries has been associated with donor trade-related interests, and not numbers in school.
<table>
<thead>
<tr>
<th>Final Recommendations</th>
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<tbody>
<tr>
<td>For education to be transformative in support of the new sustainable development agenda, ‘education as usual’ will not suffice</td>
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<tr>
<td>1. Collaborate across sectors</td>
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<td>2. Governments need to view formal and non-formal education and training as key to their efforts to tackle cross-sector problems</td>
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<td>3. Education Ministries and Ministries of Labour should work together to reduce income inequality.</td>
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<td>4. Education systems need increased and predictable financing</td>
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<td>5. Improve equity</td>
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<td>6. Change the focus of education:</td>
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<td>a) In developing skills policies, consider both medium- and long-term needs and the implications of sustainable growth</td>
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<td>b) Civic, peace and sustainability education programmes can be important levers for SDG progress</td>
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