

Education for people and planet: Creating sustainable futures for all



Katarzyna Kubacka

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Education and the SDGs

Vienna, Austria

#SDG4All

@GEMReport



Global
Education
Monitoring
Report

Sustainable Development Goals

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

Sustainable Development Goals

Principles

- **Universally-relevant**
- **Rights-based** and a **public good**



Scope

- Expanded **access** to all levels of education
- Holistic and **lifelong learning** approach

Equity

- Renewed focus on **inclusion, equity** and **gender equality**

Quality

- Renewed focus on **effective acquisition of foundational skills**
- New focus on **relevance of learning for decent jobs**
- New focus on **relevance of learning for social and civic life**

Different indicators for each SDG target

Four types of indicators to monitor progress in SDGs (see Synthesis Report of UN Secretary General)

- **Global indicators**
(in SDG4 11)

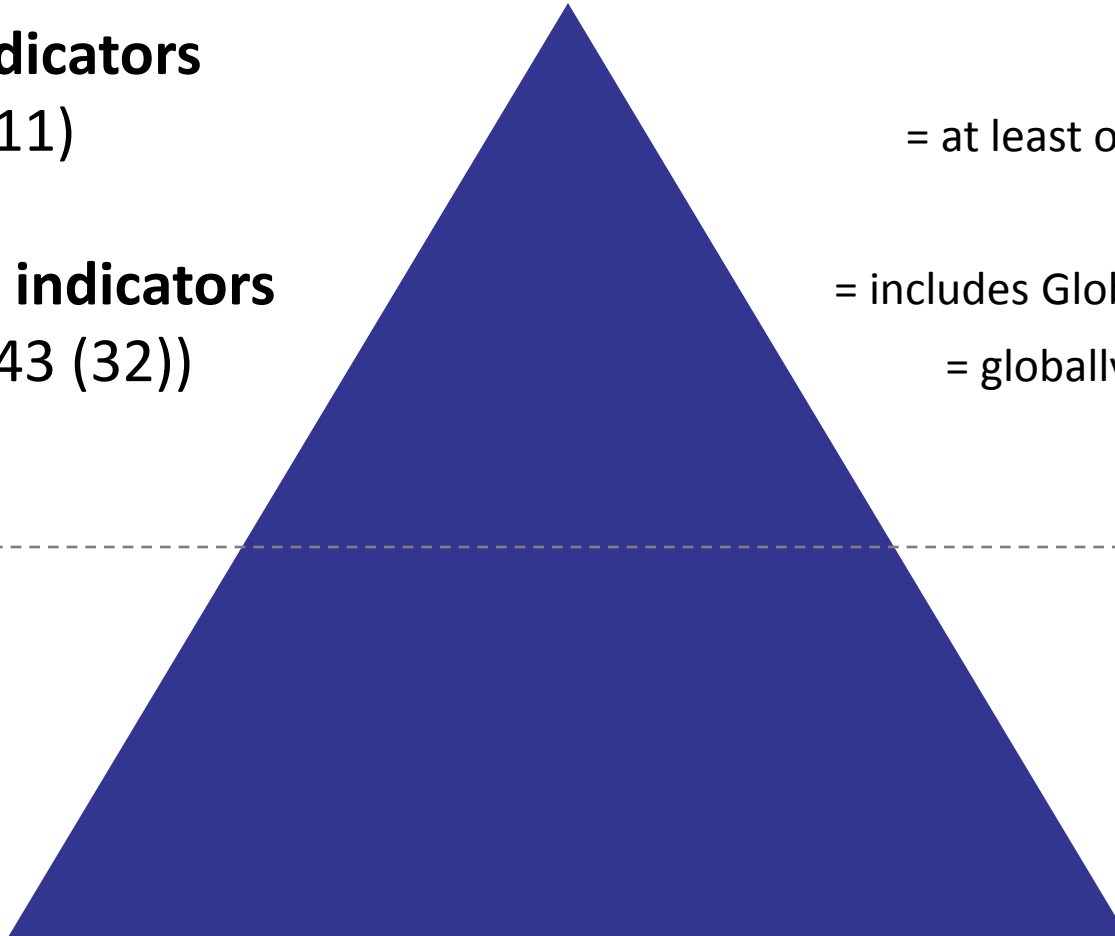
= at least one per target

- **Thematic indicators**
(in SDG4 43 (32))

= includes Global Indicators
= globally comparable
indicators

- **Regional**

- **National**



2016 GEM Report: Content



Monitoring SDG 4

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



Planet:
environmental
sustainability



Peace:
political participation,
peace and justice



Prosperity:
inclusive and
sustainable
growth



Places:
inclusive and
sustainable cities



People: inclusive
social
development



Partnerships for
sustainable
development

MONITORING SDG 4: SELECT FINDINGS (1)



Target 4.1: Primary and secondary education
263 million children, adolescents and youth are out of school.



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.

MONITORING SDG 4: SELECT FINDINGS (2)



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.

MONITORING SDG 4: SELECT FINDINGS (3)



Target 4.7: Sustainable development and global citizenship
Half of curricula make no mention of climate change



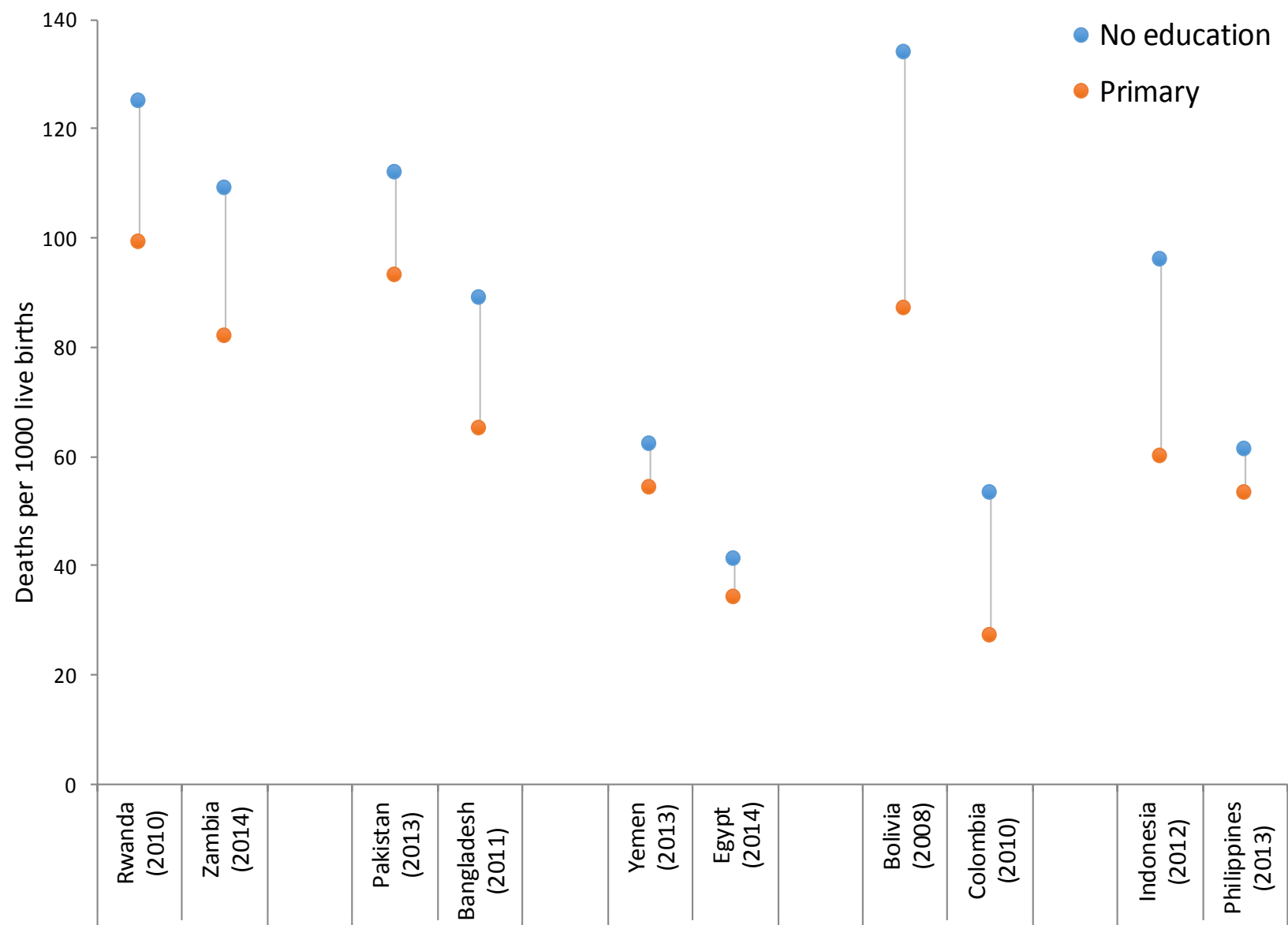
Target 4a: Education facilities and learning environments
3 in 10 primary schools lack an adequate water supply



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.

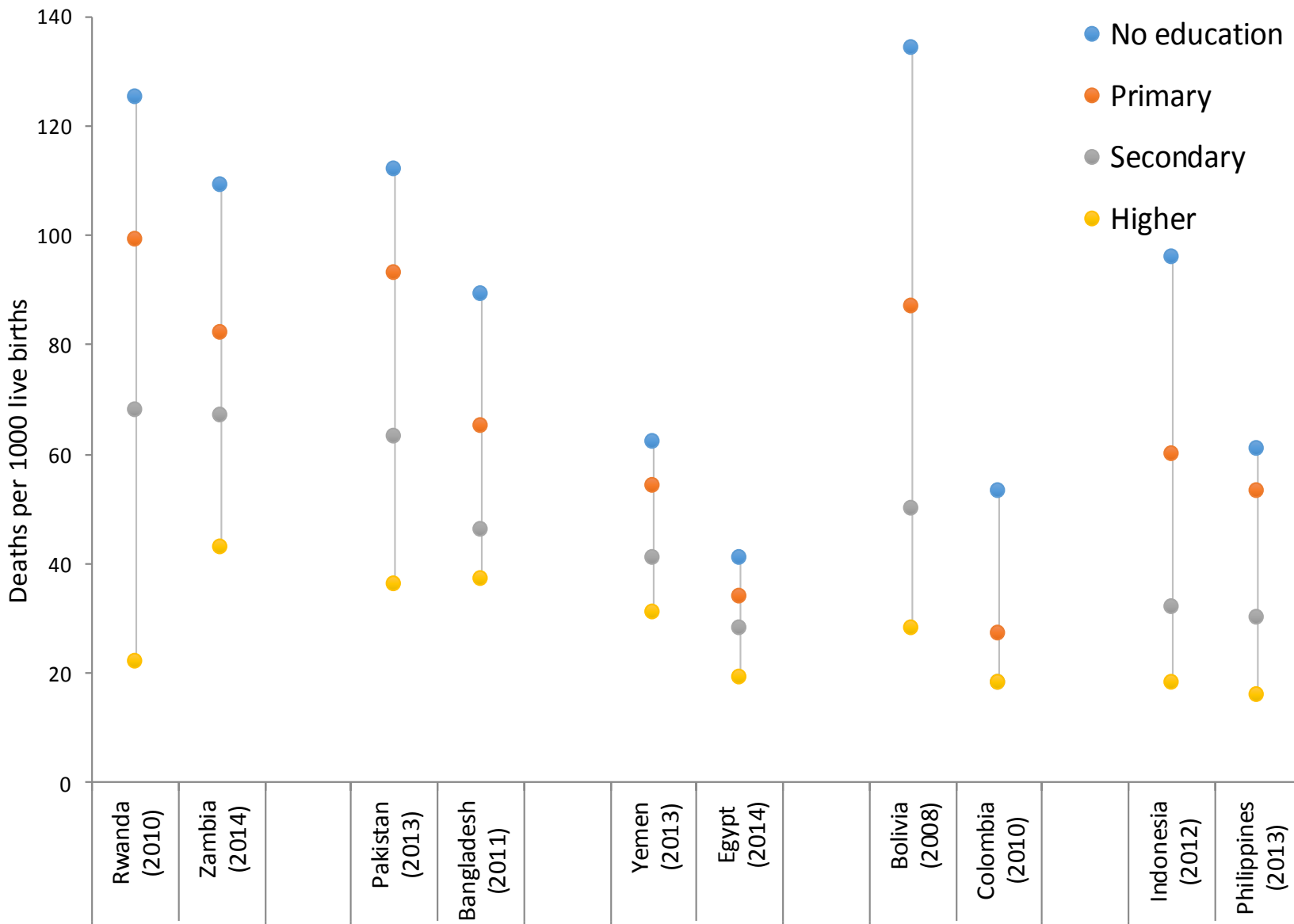
MONITORING EDUCATION IN OTHER SDGs

Education is associated with **desirable** development outcomes, e.g. child mortality rates by maternal education



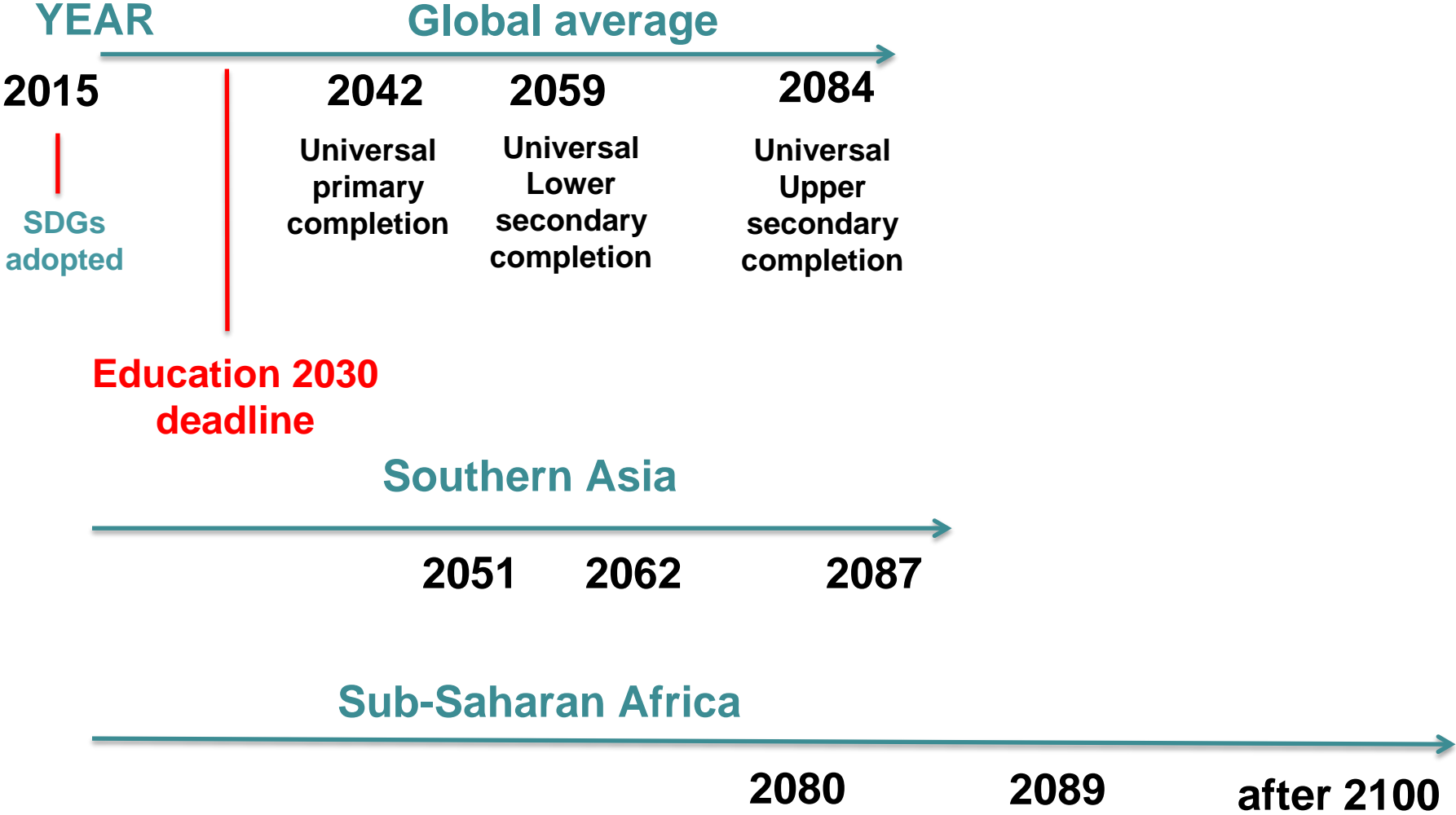
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PROJECTIONS FOR EDUCATION 2030

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



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.
6. Use **national education accounts** approach to improve monitoring of spending.



Education, if formulated in the right way ...



CAN LEAD TO SUSTAINABLE DEVELOPMENT

Living sustainably requires a huge shift in mindset and education must be a part of that change



1

Planet:
environmental
sustainability



An inclusive education ensures economic growth is sustainable and doesn't leave anyone behind



2

Prosperity:
sustainable
and inclusive
economies



Progress in health, nutrition and gender equality is inextricably linked with progress in education

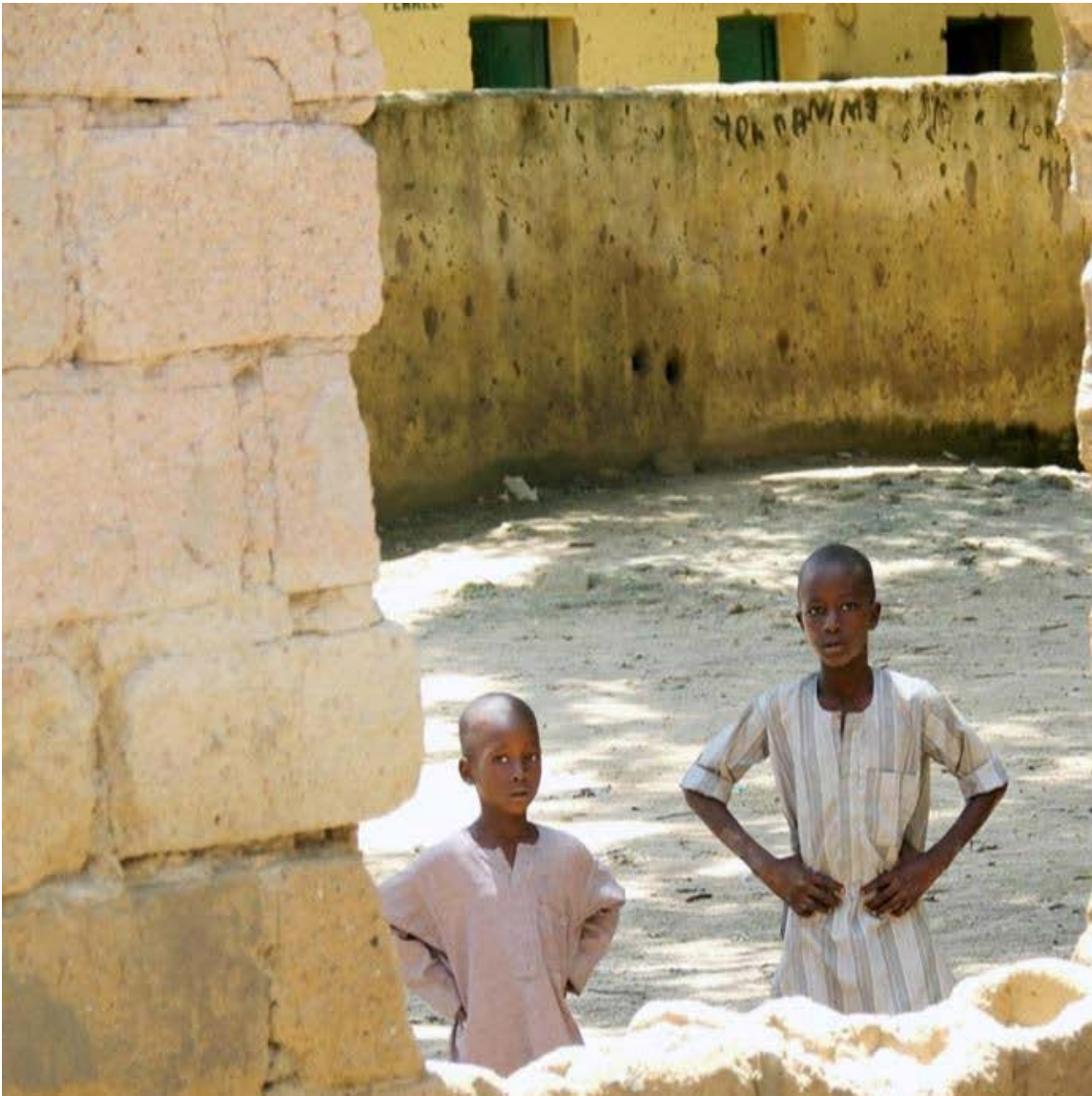


3

People:
inclusive social
development



An inclusive education is a powerful preventive tool and antidote for violence



4

Peace: political participation, peace and access to justice

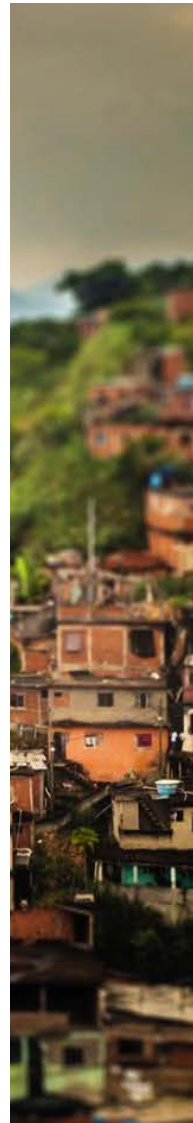


Education must be integrated into urban planning to create sustainable cities



5

Place: inclusive
and sustainable
cities



We must pull together if we are to achieve the 2030 Agenda for Sustainable Development



6

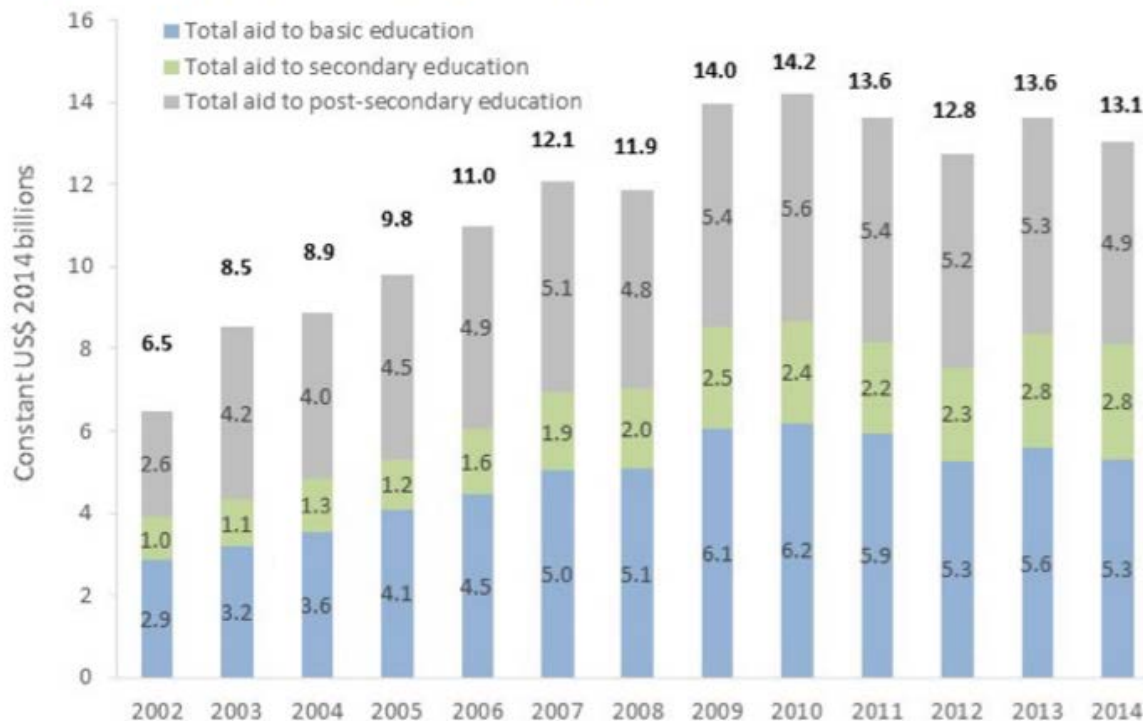
Partnerships:
enabling conditions
to achieve SDG 4
and the other SDGs



PARTNERSHIPS

Aid to education is declining and not effectively targeting those most in need

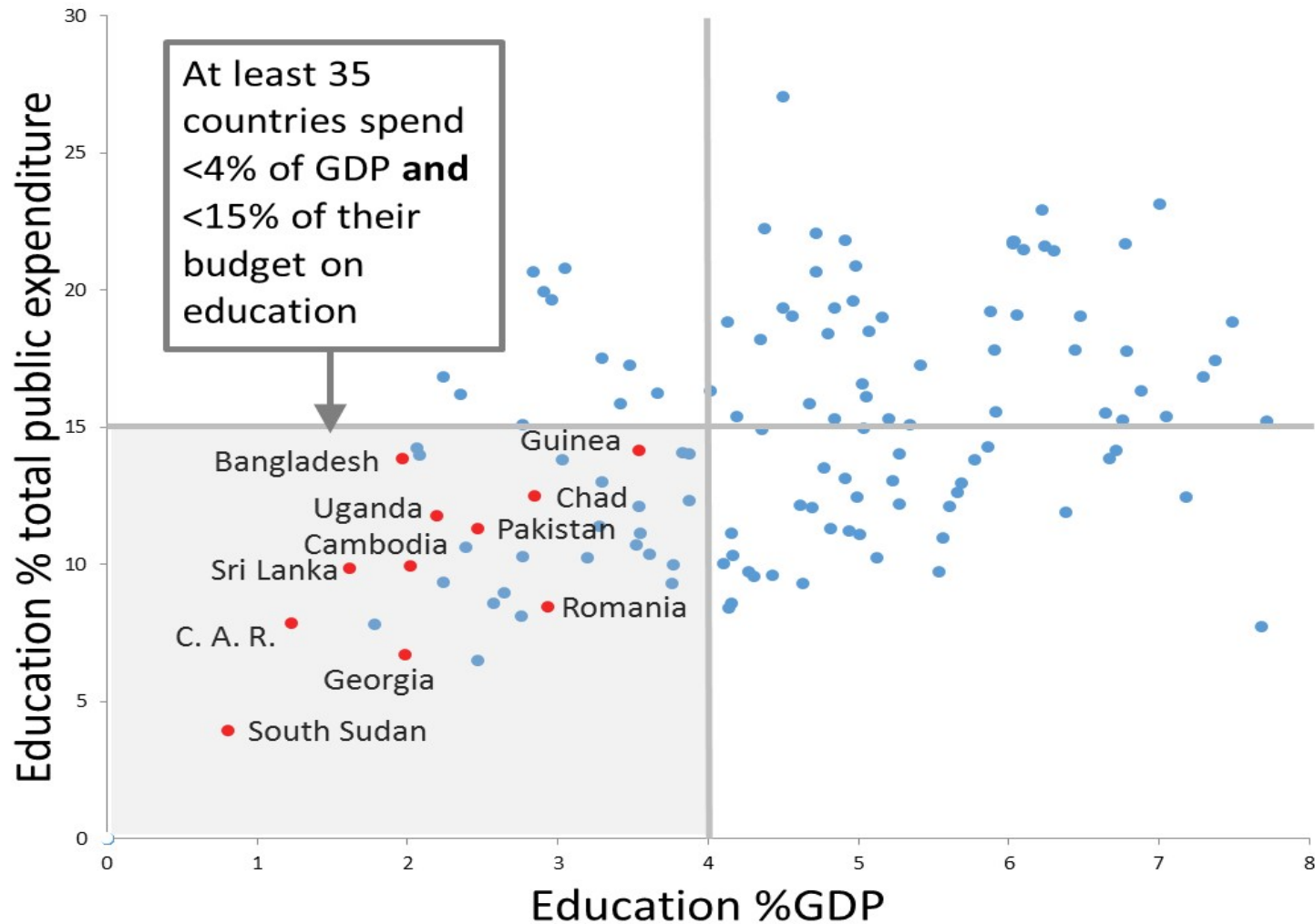
Total aid to education disbursements, 2002 to 2014



**AID TO EDUCATION
FELL 4% FROM 2013-14
INDIVIDUAL DONORS
DIFFER IN THEIR
PRIORITIES IN TERMS
OF EDUCATION LEVELS**
Bit.ly/FundSDG4

PARTNERSHIPS

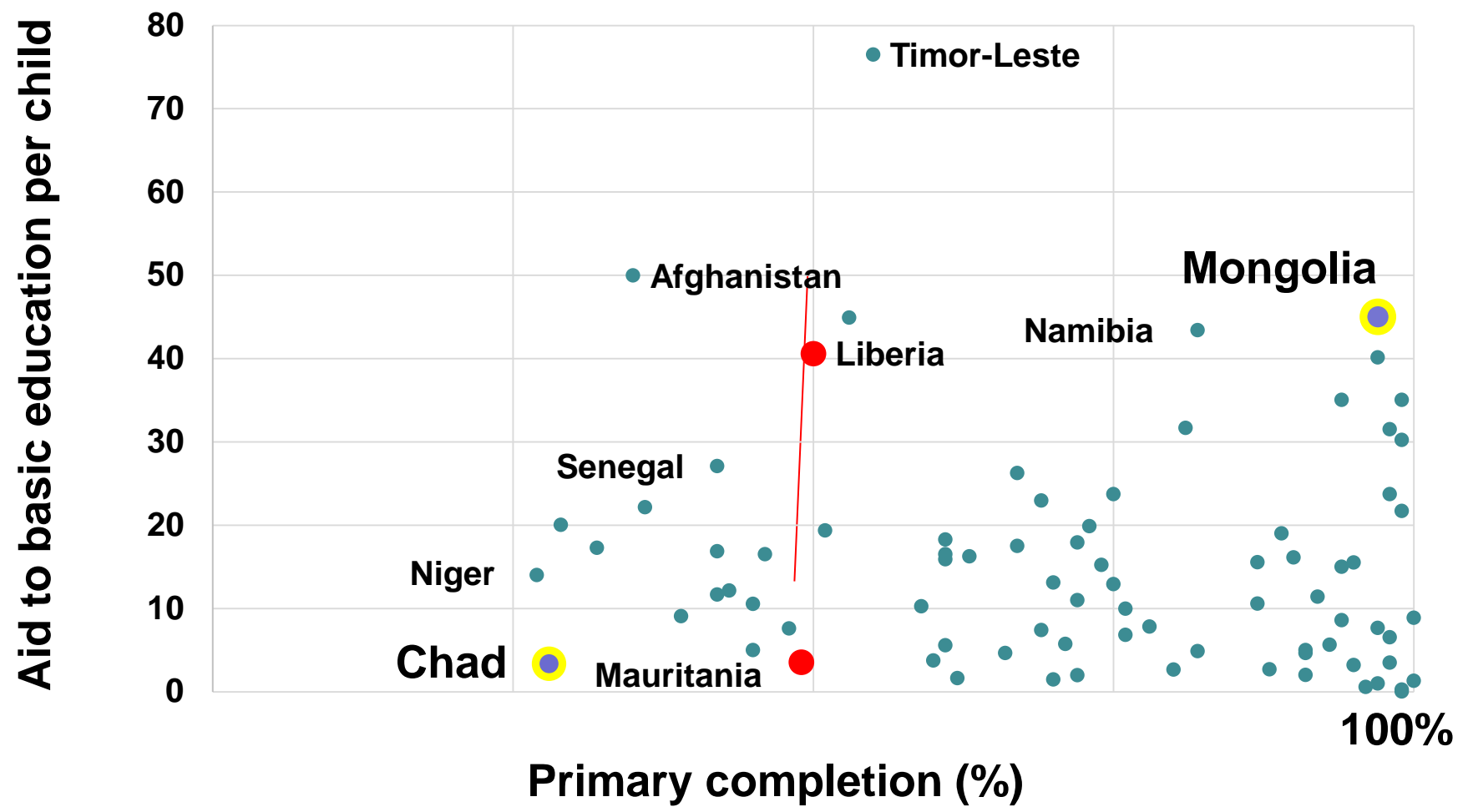
More domestic resources are needed if we are to achieve our goals



Education can increase tax compliance

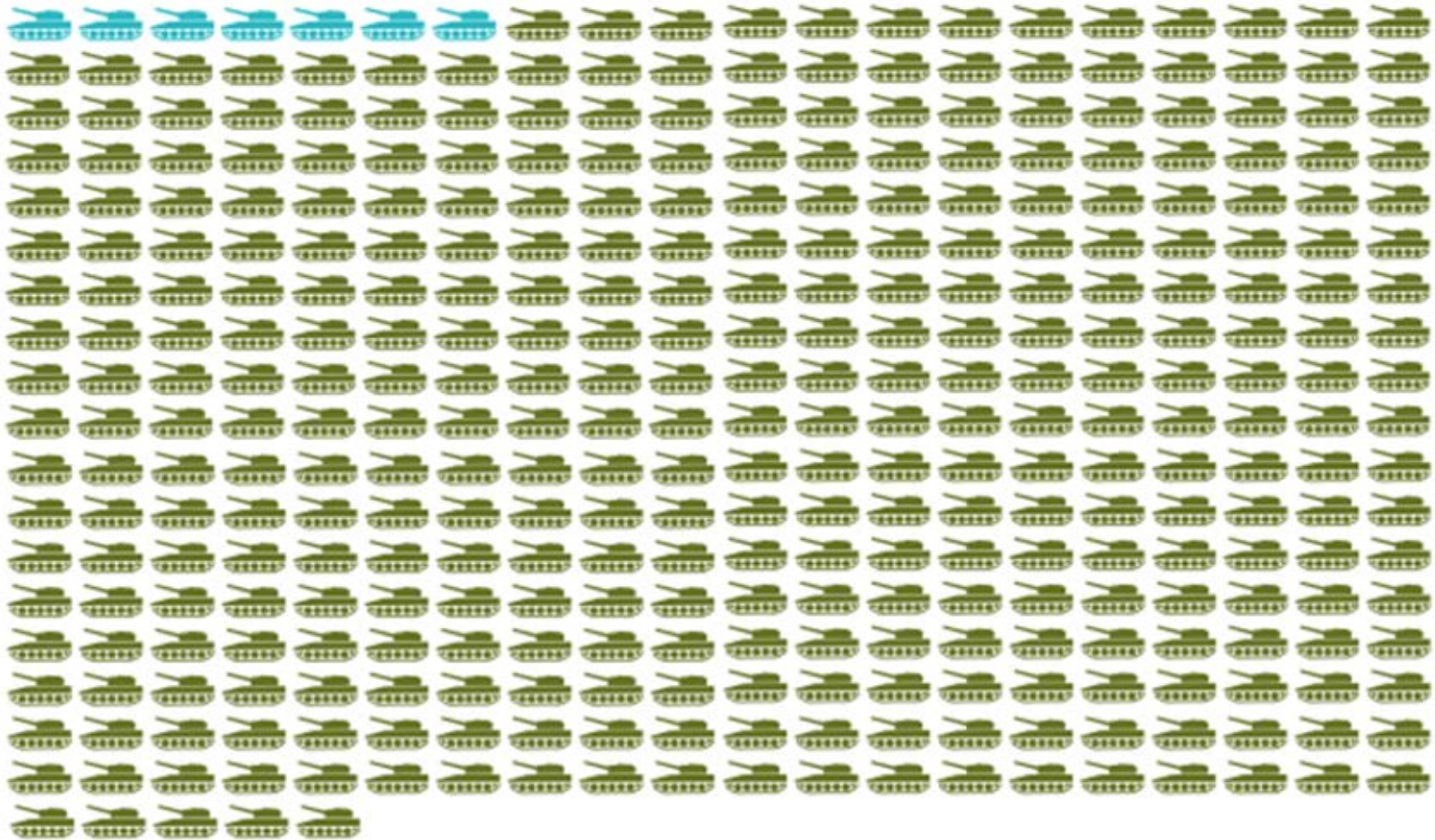
PARTNERSHIPS

Since 2003 aid to education in 170 countries has been associated with donor trade-related interests, and not numbers in school



FINANCE GAP FOR EDUCATION

For every child in low and lower middle income countries to benefit from 12 years of good quality education by 2030, there is an annual external funding gap of **US\$ 39 billion**



This is equivalent to **one week** of military spending

Policy recommendations

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:**
 - In developing skills policies, consider the implications of sustainable growth in the medium- and long-term
 - Civic, peace and sustainability education programmes are important levers for SDGs



Education for All Global Monitoring Report
Policy Paper 16
 February 2015

The paper analyses progress towards the 2015 education targets and sets proposed amendments to the technical work of the Institute for Data and Monitoring. It is available as part of the February 2015 EFA Global Monitoring Report, to be published in April 2015.

Where do the proposed education targets fall short?

Introduction

The proposed EFA (Education for All) targets for 2015 are ambitious and challenging. They are ambitious because they are set for all countries, rich and poor, and because they are set for all children, boys and girls. They are challenging because they are set for all children, boys and girls, and because they are set for all children, boys and girls, and because they are set for all children, boys and girls.

Targets need to be specific and clear

Some of the proposed targets are too broad and do not specify what is to be achieved, by whom, and by when. They are also too general and do not specify what is to be achieved, by whom, and by when.

Some targets are not measurable

Some of the proposed targets are not measurable and cannot be tracked over time. They are also not measurable and cannot be tracked over time.

Education for All Global Monitoring Report
Policy Paper 17
 March 2015

School-related gender-based violence is preventing the achievement of quality education for all

Introduction

School-related gender-based violence (SRGBV) affects millions of children and adolescents worldwide. It is one of the most serious forms of gender discrimination and violence against children's rights. Education is critical in empowering and transforming the lives of young people, especially girls, and addressing gender-based violence in and around schools can help address the achievement of quality education and equitable education for all children.

The 2013 UN World Report on Violence Against Children (WVAC) showed that violence against children – including child abuse and neglect – is a global phenomenon. It is one of the most serious forms of gender discrimination and violence against children's rights. Education is critical in empowering and transforming the lives of young people, especially girls, and addressing gender-based violence in and around schools can help address the achievement of quality education and equitable education for all children.

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Education for All Global Monitoring Report
Policy Paper 18
 July 2015 update

Pricing the right to education: The cost of reaching new targets by 2030

The paper shows that there is an annual financing gap of US\$1.04 billion (or 0.2% of GDP) for reaching universal primary enrolment and secondary education quality targets and lower middle-income countries.

Introduction

The right to education is a fundamental human right. It is a right that is essential for the development of a country and for the well-being of its people. Education is a key to economic growth and social progress. It is a right that is essential for the development of a country and for the well-being of its people.

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Education for All Global Monitoring Report
Policy Paper 19
 April 2015

The challenge of teacher shortage and quality: Have we succeeded in getting enough quality teachers into classrooms?

The paper is being jointly released by the Education for All Global Monitoring Report (EMR) and the UNESCO Education Sector of the 12th Session of the Joint ILM/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) in Paris (2015). It addresses the challenge of recruiting and training quality teachers, using country average data collected by the UNESCO Institute for Statistics (UIS) since 1999 and demonstrates a wide variety of outcomes.

Introduction

Teachers are the backbone of education. They are the ones who bring knowledge and skills to the next generation. They are the ones who shape the future of a country. They are the ones who bring knowledge and skills to the next generation.

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Education for All Global Monitoring Report
Policy Paper 20
 May 2015

Education 2030: Equity and quality with a lifelong learning perspective

Insights from the EFA Global Monitoring Report's World Inequality Database on Education (WIDE)

Introduction

Education leads to better living standards and sustainable development goals (SDGs) for gender equality, health, families and reducing poverty in sustainable consumption, resilient cities and peaceful societies. The broad vision of sustainable development and quality education can make more educational progress in the proposed new education targets to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

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Education for All Global Monitoring Report
Policy Paper 21
 June 2015

Humanitarian Aid for Education: Why It Matters and Why More is Needed

With a growing proportion of the world's out-of-school children and adolescents living in conflict-affected countries, education should be a priority for humanitarian and development donors. However, as this paper documents, humanitarian and development donors' contribution to out-of-school children and adolescents is often insufficient or emerging in a fragmented, uncoordinated, and more and more targeted and less needed.

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Education for All Global Monitoring Report
Policy Paper 22
 July 2015

Investing in Teachers is Investing in Learning

A Prerequisite for the Transformative Power of Education

Background paper for the Oslo Summit on Education for Development

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Education for All Global Monitoring Report
Policy Paper 23
 July 2015

A growing number of children and adolescents are out of school as aid fails to meet the mark

The global number of children and young adolescents out of school is increasing

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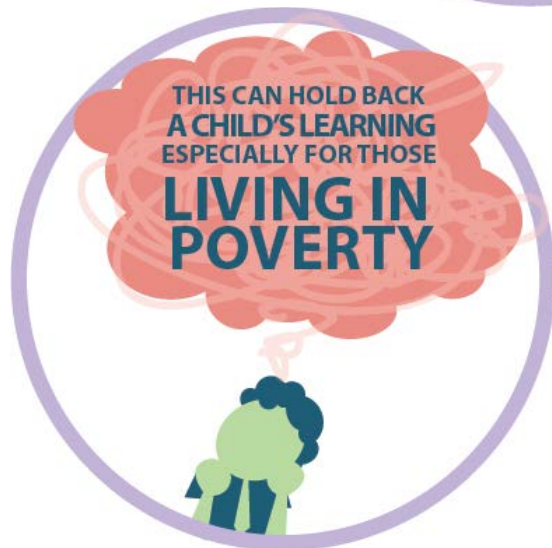
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**263 MILLION ARE OUT OF SCHOOL AROUND THE WORLD.
ONE IN THREE OF THESE CHILDREN AND YOUTH LIVE IN CONFLICT AFFECTED AREAS**

[Bit.ly/263million](https://bit.ly/263million)



MILLIONS ARE TAUGHT
AND TAKE TESTS IN
LANGUAGES THAT THEY
DO NOT SPEAK AT HOME.
THIS REINFORCES
LEARNING GAPS,
ESPECIALLY FOR THE
POOREST

[Bit.ly/MLD2016](https://bit.ly/MLD2016)



ALMOST TWO THIRDS OF THE WORLD'S REFUGEES RESIDE OUTSIDE OF CAMPS, LARGELY IN URBAN AREAS

INTERNAL DISPLACEMENT ALSO SEVERELY UNDERMINES EDUCATION

[Bit.ly/NoMoreExcuses](https://bit.ly/NoMoreExcuses)

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