

<b>Global Education Monitoring Report</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>6</b>
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**Education for people and planet:  
Creating sustainable futures for all**



**#SDG4All**  
**@GEMReport**

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*17 November 2016*

*Educaid Conference*



Global  
Education  
Monitoring  
Report

Hello, my name is Katarzyna Kubacka and I am a researcher on the Global Education Monitoring Report team.

A year ago, in September 2015, the member states of the United Nations agreed on a new sustainable development agenda with 17 goals to be achieved by 2030.

Member states also outlined a process to follow up and review progress, globally and by goal.

When representatives of the international education community convened the World Education Forum in May 2015, it gave the Global Education Monitoring Report (or GEM Report) a mandate to monitor education commitments in the new sustainable development agenda.

The first report in this fifteen-year series, Education for people and planet: Creating sustainable futures for all, was launched in September 2016.

In October we launched the Gender Review, which is supported by UNGEI and based on the full report, with additional content from specially commissioned background papers.

In this presentation I will give you a brief overview of both reports.

## 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

The fourth Sustainable Development Goal (SDG4) focuses on education and aims to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. SDG4 merges and significantly expands upon the Millennium Development Goals and the Education for All agendas in education, which guided the international community until 2015.

There are **7 Targets (4.1 – 4.7)** and **3 Means of Implementation (4a-c)** under **SDG4**; with **11 Global Indicators** and **32 Thematic Indicators** measuring them, though these have not yet been finalised.

The 2016 GEM Report does two things – it analyses each target and their respective indicators in detail, raising issues and identifying gaps where further work is needed. And it considers – in great depth – how education interacts with the sustainable development agenda and the other SDGs. This presentation will look at both of these in turn, and then presents some of the findings from the Gender Review.



Responding to its official mandate, half of the 2016 GEM Report is devoted to monitoring the new education goal in the Sustainable Development Agenda.

The second half looks at the multiple links and synergies between education and the other development goals in the sustainable development agenda. These are grouped as you can see here on this slide, and split into chapters focusing on education and the planet, and education and prosperity, people, peace, places and partnerships.

This presentation will go through each in turn.

## Monitoring SDG4: Select Findings



### Target 4.1: Primary and secondary education

**263 million children, adolescents and youth are out of school**

**84% completed upper secondary school in high income, while 43%, 38% and 14% in upper, lower middle and low income countries in 2008-2014**



### Target 4.5: Equity

**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**

There is an entire chapter on each target in the monitoring section of the report. I will present only very select findings here, and it is important to preface this by saying that as many indicators have not yet been measured on a global scale the report aims to inform the ongoing debate.

- “ Against the first target (4.1) of universal completion of primary and secondary education by 2030, there are still 263 million children, adolescents and youth out of school according to UIS in 2014. Only 43% of young people complete upper secondary school.
- “ Against the fifth target on inequalities in education, vast wealth gaps remain: in low income countries, for every 100 of the richest youth, only 36 of the poorest youth are completing primary education and only 7 complete secondary education.
- “ Against the seventh target on education for sustainable development and global citizenship, new analysis indicates the challenge of mainstreaming Education for Sustainable Development and Global Citizenship Education in curricula: only half of curricula include ‘climate change’, while the terms ‘global citizenship’ or ‘global identity’ appeared in the curricula of only 42% of countries.

And we are still far from providing the education facilities and learning environments envisaged in target 4.a: 3 out of 10 primary schools lack an adequate water supply.

## Monitoring SDG4: Select Findings



**Target 4.7: Sustainable development / global citizenship**  
**Half of curricula make no mention of climate change**  
**Almost half of secondary schools textbooks mentioned human rights over 2000-2013**



**Target 4a: Education facilities and learning environments**  
**3 in 10 primary schools lack an adequate water supply**  
**Schools were used in military purposes in 26 countries between 2005 and 2015**

Against the seventh target on education for sustainable development and global citizenship, new analysis indicates the challenge of mainstreaming Education for Sustainable Development and Global Citizenship Education in curricula: only half of curricula include 'climate change', while the terms 'global citizenship' or 'global identity' appeared in the curricula of only 42% of countries.

And we are still far from providing the education facilities and learning environments envisaged in target 4.a: 3 out of 10 primary schools lack an adequate water supply.

## Recommendations for monitoring SDG4

### Build capacity

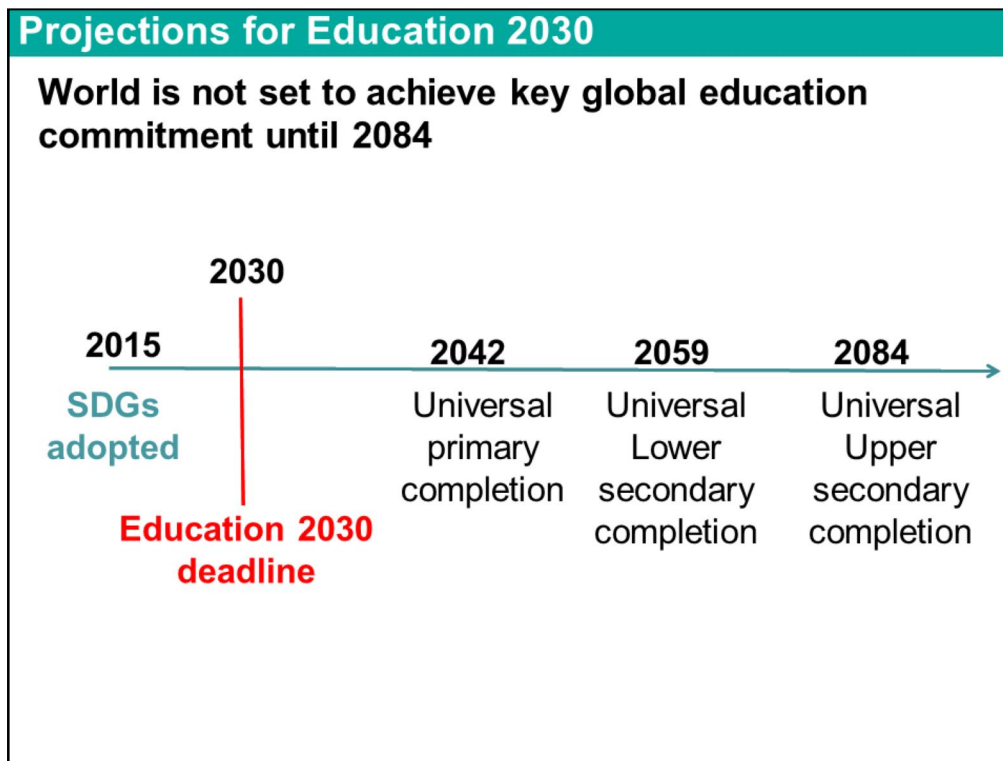
1. Use household surveys to monitor **inequality** in education systems.
2. Improve the quality of **national learning assessments**.
3. A focus on education **quality** needs to review curricula and textbooks.
4. Monitor a range of **lifelong learning** opportunities.
5. Share best practices of **education policy and systems**.
6. Use **national education accounts** to improve monitoring of spending.



Analyzing the measurement challenges target by target can be overwhelming. To help governments, the Report identifies six key steps that they should take to strengthen national monitoring of education in the next 3 to 5 years. Chapter 23 of the report looks at the recommendations for monitoring the education agenda in greater detail.

For example, assessing the **quality** of education cannot be reduced to just monitoring learning outcomes. It should include looking at curricula, textbooks and teacher education programmes, assessing how they address tolerance, human rights, and sustainability.

Schooling alone cannot deliver all the expected outcomes from improved education by 2030. We need to focus on **lifelong learning**, yet at present, education opportunities available to adults are barely being monitored at all.



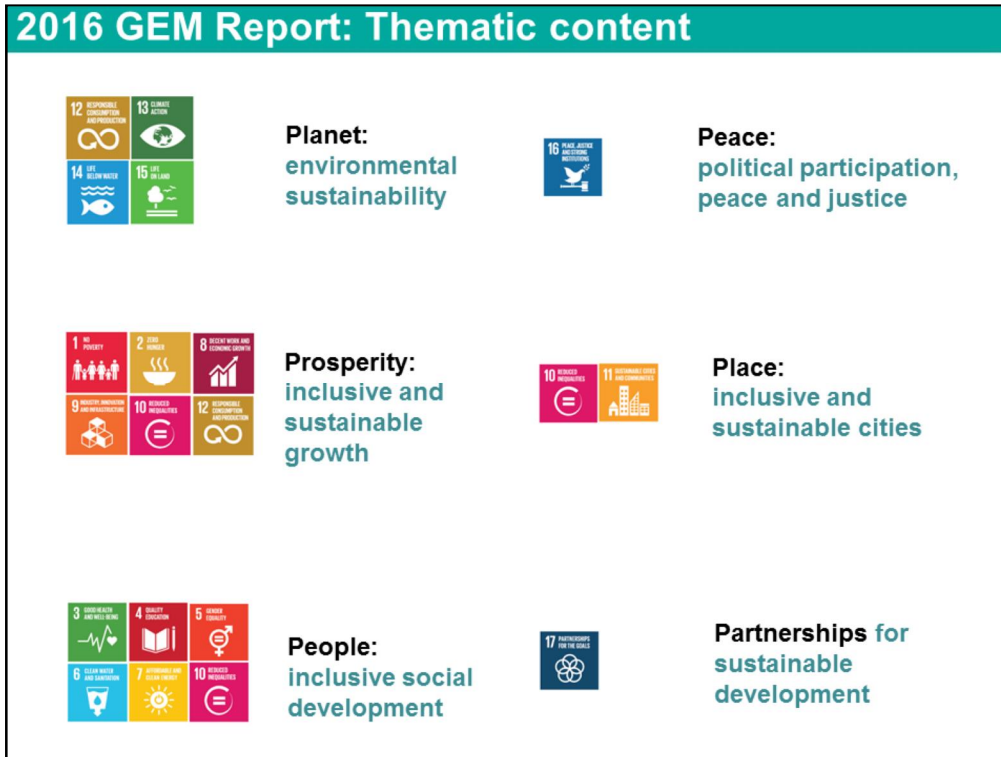
The monitoring section of the report shows that there is much to be done.

The 2016 GEM Report has assessed the likelihood of achieving the first target of universal primary and secondary completion by 2030 and the message is stark:

If past rates continue, not even the EFA goal of universal primary completion will be achieved by 2030. The world is set to achieve universal upper secondary completion half a century late.

It is clear that we need an unprecedented break with past trends if commitments are to be fulfilled.





This delay will come at a great cost – not just for education but for all sectors.

The other half of the Report looks at the multiple links and synergies between education and the remaining 16 goals in the sustainable development agenda. It examines both how education will contribute to the other SDGs, and how education itself needs to transform in order to better support this ambitious new agenda.

These are grouped, as you can see on this slide into six chapters focusing on the planet, prosperity, people, peace, place and partnerships.





It's important that the sustainable development agenda draws together those working on human development and the environment for the first time.

Education can help with the shift to a more sustainable way of living.

It shapes values and perspectives, and is proven to be the best tool for climate change awareness. Schools help students understand environmental problems, their consequences and the types of action required to address them. Further, education does not just bring awareness but also helps develop skills that can limit unsustainable practices and build resilience.

But one key takeaway is that we must stop thinking of learning as something that only happens in school if we are to start living in a more sustainable manner. The most critical decisions in the next 15 years will be taken by people who have already left school. Certainly, schools must become more green, change their pedagogy, link up with communities and increase their connections with nature. But beyond formal education, government agencies, religious organizations, non-profit and community groups, labour unions and employers can all help change individual and collective behavior through non-formal education and learning.



Education also has a role for making production and consumption sustainable, for supplying skills for the creation of green industry and orienting higher education and research towards innovation.

Education is vital to ensuring economic growth does not leave anyone behind.

The greening of today's industries and the growth of new green companies will require new skills and calls for continuing education and training for workers, often on the job.

Through research and innovative development, education can support the shift to green growth. It is estimated that governments need to increase energy research and development by up to fivefold annually to achieve a quick transition to low carbon intensity. This requires education investment.

A sector that urgently needs to become more sustainable is agriculture, which accounts for 33% of greenhouse gas emissions. Farmers need help to step up their productivity without damaging the environment. Education give farmers the right skills and knowledge, and producing innovative agricultural research. Field schools and extension programmes have helped farmers increase productivity by 12% and their net income by 19%.



Inclusive social development requires universal provision of critical services such as education, health, water, sanitation, energy, housing and transport.

Educating women is at the heart of social development, and the Gender Review looks at this in more depth.

More educated mothers are more likely to seek prenatal care, have a trained birth attendant, immunize their children – and are likelier to protect them from health risks by, for example, boiling water and avoiding unsafe food. Evidence from Guatemala, Mexico, Nepal, Venezuela and Zambia shows that literacy predicts mothers’ ability to read printed health messages, comprehend radio messages, seek medical care and explain their child’s condition to a health professional.

The GEM Report projections show that if women achieved universal upper secondary education by 2030 in sub-Saharan Africa, it would prevent 3.5 million child deaths.

We need to integrate education with actions such as health and social protection programmes that seek to reduce risk and vulnerability. In Kenya, girls who received deworming treatment were 25% more likely to pass the national primary school exam.

Schools have huge potential to be used to deliver health and nutrition interventions. By one estimate, it costs one tenth the amount to deliver simple health interventions through teachers, than through mobile health teams.



Education can also be a powerful preventative tool for violence and conflict; and can lead to more constructive political processes.

Countries with wider education gaps are more likely to be in conflict. The content of education is crucial in laying the foundation for and maintaining peace. However, education can also exacerbate grievances. For example, if the language in textbooks discriminates against certain population groups.

Equitable and quality education can give people the literacy and related skills to access political information. Across 102 countries, adults with a tertiary education were 60% more likely to request information from the government than those with a primary education or less.

Open and collaborative teaching, and well-designed civics education have been shown to lead to greater participation in politics. Voter education programmes also can help inform about the mechanisms of voting and reduce electoral misconduct, particularly if targeted at marginalised members of the community.





Urbanization is one of today’s defining demographic trends – over half of the world lives in cities. In the coming decades most projected urban population growth will occur in cities in low income countries. Yet, the education sector is largely missing from key urban planning decisions. The report shows why education should be integrated into such discussions.

Fast urbanisation is putting a strain on education systems. More than one-third of urban residents in poorer countries live in slums or shanty towns, characterized by poor access to education, especially to education that is publicly provided.

Meanwhile, migrants face challenges such as discrimination, language barriers, unemployment and exploitation in the informal economy. This means they need skills only education can provide.

Education also has a positive social impact, particularly in reducing crime, as shown in the Report with examples from the United States, South Africa and Italy.



Achieving the 2030 Agenda for Sustainable development requires partnerships between governments, the private sector, academia and civil society. Inclusive partnerships that are built on principles and values that place people and the planet at the centre, are needed at the global, regional, national and local level.

The 2016 GEM Report pays special attention to the idea of developing integrated approaches across sectors, in order to solve the complex problems we face.

One key barrier standing in the way of progress is the persistent finance gap for all our development goals, including for education.

Mobilizing more domestic resources will be critical. In some cases, this can be done by increasing the priority given to education. In others, policies to raise tax revenue are needed. Education can improve taxpayer behaviour and increase compliance. Low literacy rates are associated with lower tax revenue rates.

However, increased aid to education will be needed to help the poorest countries reach the targets. And we know that it is not yet being targeted sufficiently to those populations facing the biggest education challenges.

## 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:
  - 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



The policy recommendations from the 2016 GEM Report suggest how education systems can contribute more effectively to sustainable development.

- “ *First*, since systemic problems require multiple actors and diverse perspectives, stronger efforts are needed to involve all partners, including ministries, experts, and civil society, at the local and national level, **across sectors**.
- “ *Second*, governments need to view formal as well as non-formal education and training as key to their efforts to tackle cross-sector problems. The new agenda focus attention on education beyond school and the notion of **lifelong learning**.
- “ *Third*, education systems need increased, predictable and equitable **financing** to universalize primary and secondary education completion by increasing the number of qualified, knowledgeable and motivated teachers, targeting policies to marginalized populations most in need, and adjusting the content of education to help prepare for the major challenges of this generation.
- “ Last, we need to revisit the **purpose** of education: what learning is needed to achieve the ambitious 2030 Agenda.

*In developing skills policies, education systems should address medium- and long-term needs and the implications of sustainable growth. Teaching green skills to students and providing workers with opportunities to retrain and improve their skills are needed. Civic, peace and sustainability education programmes can be important levers for SDG progress. Effectively implemented, they can ensure a more equitable justice system, build capacity, foster less violent and more constructive societies, increase understanding of the links between culture, economy and environment, and prioritize actions that will improve the lot of future generations.*





I'm going to switch now to share some of the findings from the Gender Summary of the 2016 GEM Report that was launched in October.

As a result of decades of advocacy, policy work and investment, there has been substantial progress in getting girls into school and improving gender parity in pre-primary, primary and secondary education.

Gender parity has been achieved globally, on average in primary, lower secondary and upper secondary education. But the global averages mask disparities in many countries as can be seen in these pie charts, where the red indicates the percentage of countries that have not yet achieved gender parity.

The lack of gender parity is more prevalent in countries in secondary education than in primary. In 2014, 54% of countries had not achieved gender parity in lower secondary education and 77% in upper secondary. Very few countries have achieved gender parity in tertiary education, though globally more women are enrolled in tertiary study than men. And in fact, boys' disengagement is a growing concern. In many countries fewer boys complete lower secondary than girls, and boys are underachieving in reading and language arts. Boys have historically outperformed girls in mathematics in primary and secondary education – but that is changing, with the gap narrowing in some countries, including Norway and Slovakia. Girls and boys can perform equally well in reading, mathematics or science under the right conditions: there is no inherent difference in their capacities. To close the gap in reading, parents, teachers and policy-makers need to entice boys to read more. To close the gap in mathematics, progress in gender equality outside the classroom, notably in employment opportunities, could play a major role in reducing disparity.

**Achieving gender equality requires a major transformation, which cannot happen without education**

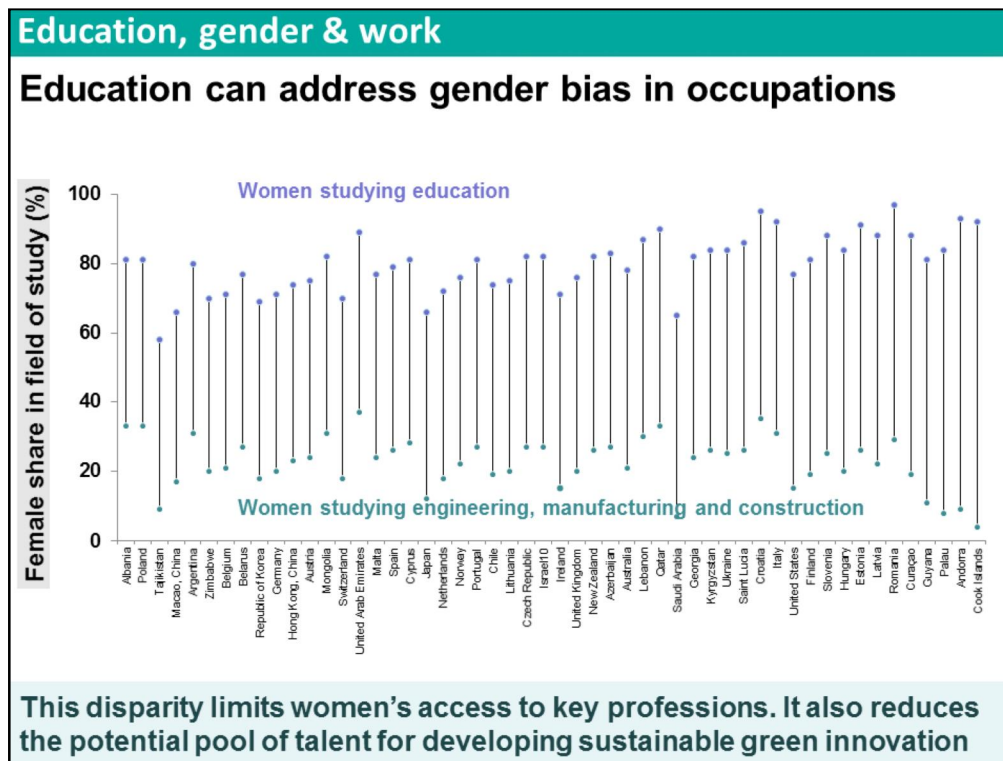


We will now turn from looking at parity in education, to equality. Gender equality is a matter of social justice and human rights. It drives development progress. It is vital for achieving peaceful, inclusive, resilient and just societies.

The Gender Review looks at the relationship between education and gender equality through three angles: **work, political participation, and wellbeing.**

Education has a well-established positive effect on earnings, especially in poorer regions, such as sub-Saharan Africa. It can significantly reduce gender gaps in informal employment as well. **roviding inclusive education would reduce gender gaps in informal employment by in Ghana, for instance, and 3 in enya.**

But to achieve social cohesion and transformational change, prosperity must be conceived in ways that leave no one behind. **urrently, women often do twice as much unpaid wor than men, and tend** be over-represented in vulnerable employment, the informal economy and agriculture, without owning land and assets.



Women and men are concentrated in different labour market sectors with different levels of status, remuneration and security. Such occupational segregation was decreasing until the 1990s, but has since risen.

This graph provides a visual representation of the percentage of women studying education compared to the percentage studying engineering, manufacturing and construction in higher education.

**Such disparities in fields of study limit women's access to key professions. National initiatives have countered this bias, using mentorship, knowledge exchange and networking. The for instance** promotes engineering apprenticeship programmes and scholarships for women studying engineering.

While education and skills enhancement can help reduce wage differences between women and men, additional policy interventions are also required such as minimum wages and dismissal restrictions. An increasing number of countries have laws and policies to help equalize women's status at work. Virtually all countries have maternity leave legislation of some sort; and most also prohibit maternity-linked discrimination, such as harassing or pressuring pregnant workers or young mothers to resign. Paternal leave should also be supported to ensure equal parental responsibilities.



We now move to look at the relationship between education, gender and political participation.

In doing so, we must highlight the fact that, across the world, men continue to dominate positions of authority. Only 20% of members of lower or single legislative bodies, 19% of heads of state or government and 18% of ministers are women. In recent years, women's political representation has improved, but women still make up less than a quarter of people elected to national parliaments.

When chosen for ministerial positions, women are more often given policy areas such as education, health, gender and culture, rather than finance and defence portfolios. Research shows that having more women in parliament is good for the environment: countries with higher female parliamentary representation are more likely to ratify international environmental treaties.

In business, women hold less than 25% of seats on private company executive boards everywhere but Finland, Norway and Sweden.

Women are also often absent from or peripheral to decision-making in most cultures, social organizations and global institutions, in families and in major religions.

But education and lifelong learning opportunities can help give women skills needed to take on public leadership. Basic education can help foster confidence and communication skills. Schools can also give young people the chance to learn about and participate in leadership roles through school committees and groups.

Further education and professional, technical and legal training are often required for women to be considered credible, influential, leaders and decision-makers. A study of women leaders at various government levels in eight countries, found that those with higher education levels held office in the higher tiers of government.



**Education, gender & well-being**

**Gender-based violence is a threat to gender equality and affects education outcomes.**

In conflict, girls' schools are targeted 3 times more often than boys'



**School-related gender-based violence severely undermines gender equality.**

**Across 18 sub-Saharan African countries, gender-based violence in the form of intimate partner violence, early marriage and FGM was detrimental to girls' schooling.**

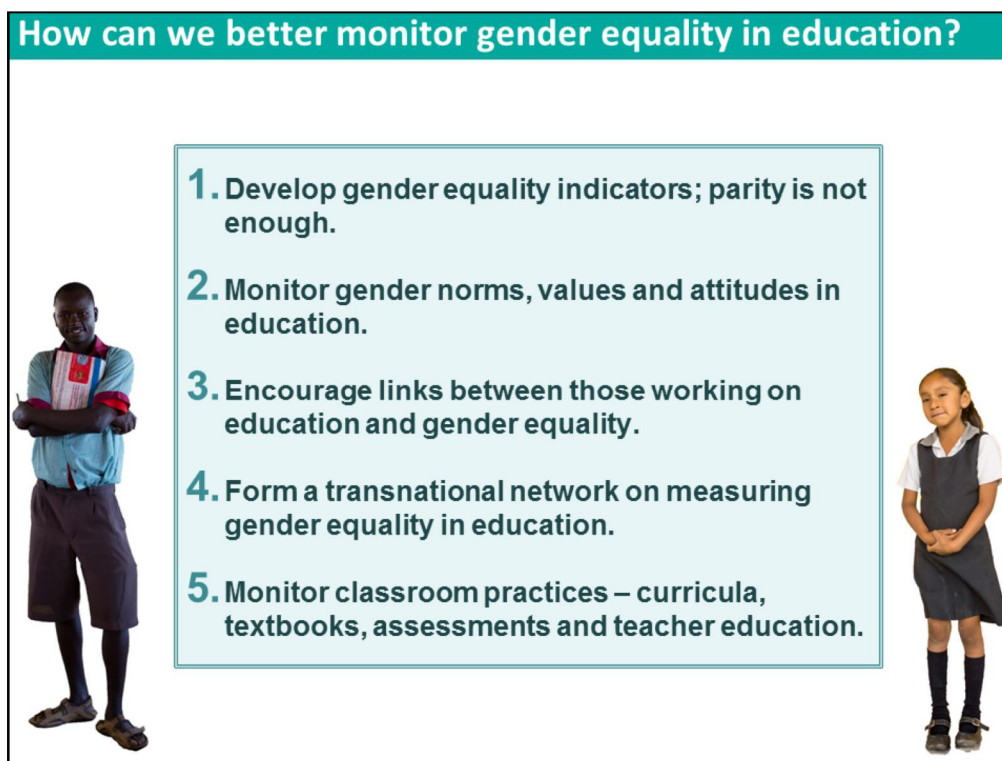
Finally, I'll talk about the relationship between education, gender and well-being – particularly gender based violence.

Both women and men suffer from violence across the world but men overwhelmingly hold and use the means of violence. This is not to say all men are violent or all boys will grow up to be violent, but socially constructed notions of masculinity and male sexual entitlement play a central role in fuelling violence.

The intersection between violence and education is complex: education can incite violence or help prevent it; schools can be sites of violence; and conflict and localized violence can have a severely negative impact on children's education. Threats to personal safety on the way to and from school, as well as at school, obstruct access to education.

Many kinds of violence and conflict disrupt schooling. Deliberate destruction of education facilities has been a long-standing practice in conflicts, with girls' schools targeted three times more often than boys' schools between 2000 and 2014. Across 18 sub-Saharan African countries, gender-based violence – as measured by intimate partner violence, early marriage and female genital mutilation – had a negative impact on girls' schooling.

In many countries, social media is creating new spaces for bullying and sexual harassment, including homophobic harassment, in which both girls and boys are perpetrators and victims of violence and abuse. Recent reports suggest that 80% lesbian, gay, bisexual and transgender (LGBT) students in the USA experience homophobic and transphobic violence in schools.



The Gender Review argues that achieving gender equality and empowering women and girls are integral – albeit challenging – facets of inclusive sustainable development, and that good quality education and lifelong learning are a crucial part of this process.

And yet achieving gender equality and sustainable development requires addressing deep-rooted, long-standing gender discrimination and unequal power relations, including in education. It requires adequate and dedicated financial and other resources, political will and support structures to develop synergy, and collaboration within and across sectors, including education, health and environment, to address cross-cutting and intersectional issues. Communities, societies and institutions need to develop networks, share best practices, plan interventions and mobilize local, regional, national and global action.

Structural barriers that women and girls face across all goals and targets need to be understood and addressed to ensure that all people benefit equally from all interventions. Data collection, monitoring and evaluation systems related to measuring gender equality in education need to be scaled up and made more effective and comprehensive.

There are five key recommendations for improving how we monitor, and therefore, how we hold countries and organizations to account for 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. Encourage closer links between those working on gender equality in education, and



those working on gender equality.

4. Form a working group and a transnational network on measuring gender equality in education to share successful strategies.
5. Monitor practices inside the classroom – curricula, textbooks, assessments and teacher education. Include gender sensitivity assessments in classroom observation tools.


The commitment of the 2030 Agenda to leave no one behind means that no SDG target can be met if gender equality and empowerment are not realized. Full integration of these issues in international development policy is long overdue. Creating a more inclusive, just and equitable world – the essence of sustainable development – means ensuring that all people, regardless of gender, can lead empowered and dignified lives; and education – for all of us – has a vital role to play in that.

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The logo for the Global Education Monitoring Report features a stylized bar chart with five bars of increasing height in blue, green, yellow, red, and blue. Below the chart, the text 'Global Education Monitoring Report' is written in a sans-serif font, with 'Global' and 'Monitoring' in blue, 'Education' in green, and 'Report' in red.

We have come to the end of the presentation.

Thank you for listening. The findings and recommendation in this report speak to so many different audiences and sectors, and we will need all your support in helping us disseminate them widely.

Please do join in the conversation and find out more via our website, or on twitter with the hashtag #sdg4all.