

Education for people and planet: Creating sustainable futures for all ^[1]

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Source: UNESCO

Format: Report

Publication Date: 5 Sep 2016

AVAILABILITY

Full report PDF ^[2]

Full summary PDF ^[3]

Introduction

At the 70th Session of the United Nations General Assembly in September 2015, member states adopted a new global development agenda, Transforming our world: the 2030 Agenda for Sustainable Development. At its heart are 17 Sustainable Development Goals (SDGs), including SDG 4 on education. The SDGs establish development priorities to 2030 and succeed both the Millennium Development Goals and the Education for All (EFA) goals, whose deadlines expired in 2015.

The Global Education Monitoring Report (GEM Report), which builds on the experience of the previous EFA Global Monitoring Report series, received a new mandate to assess the progress of education under the 2030 Agenda. The 2016 GEM Report, the first of the new 15-year series, explores the complex relationship between education and other facets of sustainable development, along with the monitoring implications for SDG 4. It shows that education will not deliver its full potential to catapult the world forward unless school participation rates dramatically improve, learning becomes a lifelong pursuit and education systems fully embrace sustainable development.

The thematic part of the report highlights evidence, practices and policies that demonstrate how education can serve as a catalyst for the overall sustainable development agenda. It presents compelling arguments for the types of education that are vital for achieving the goals of poverty reduction, hunger eradication, improved health, gender equality and empowerment, sustainable agriculture, resilient cities and more equal, inclusive and just societies.

The monitoring part tackles the many challenges concerning how to assess progress on SDG 4, including concrete recommendations for policy change. Each of the seven education targets and three means of implementation in SDG 4 are examined in turn. In addition, education finance and education systems are analysed, as is the extent to which education can be monitored in the other SDG goals. Building blocks and potential synergies for a more effective and efficient global education monitoring agenda over the next 15 years are identified at the national, regional and international levels.

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