

Education, Its Targets and Interrelation with other Sustainable Development Goals

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Abstract: After completion of MDG 2015, The 2030 Agenda for Sustainable Development has been launched at the end of 2015. The 17 goals set out global actions for people and the planet, from gender equality to sustainable cities to peace and justice. And one of the goals is quality education. Goal 4 has two key components; access to quality education. Each goal cannot be achieved without the other and many overlap in their implementation and outcomes. Quality education is one of them, because without education our societies will be less peaceful, and without gender equality we'll never reach quality education. This paper will show it's vital for development. Education enables individuals, especially women, to live and aspire to healthy, meaningful, creative and resilient lives. It strengthens their voices in community, national and global affairs. It opens up new work opportunities and sources of social mobility. In short, the effects of education are significant across many development sectors.

Keywords: quality education, social mobility, gender equality, implementation

INTRODUCTION

15 years ago the UN launched the Millennium Development Goals (MDGs). The eight goals set out global targets that would stretch and challenge development work in a joint effort to reduce extreme poverty.

Today many of those goals have been met, and some even superseded. More women survive childbirth. More communities have access to drinkable water. And more children are receiving a primary education. There's no doubt about it. The world has come a long way and we're seeing some exciting progress towards ending extreme poverty. And the next UN planned the next 15 years of goals – the Sustainable Development Goals. The 17 goals set out global actions for people and the planet, from gender equality to sustainable cities to peace and justice. And one of the goals is quality education. Goal 4 has two key components; access to quality education.

Each goal cannot be achieved without the other and many overlap in their implementation and outcomes. Quality education is one them, because without education our societies will be less peaceful, and without gender equality we'll never reach quality education. Promoting literacy must stand at the heart of this new agenda," said IRINA BOKOVA, DIRECTOR-GENERAL, UNESCO said that *"The benefits of education permeate all walks of life right from the moment of birth. If we are to eradicate poverty and hunger, improve health, protect our planet and build more inclusive, resilient and peaceful societies, then*

every individual must be empowered with access to quality lifelong learning, with special attention to opportunities for girls and women. The evidence is unequivocal: education saves lives and transforms lives; it is the bedrock of sustainability. This is why we must work together across all development areas to make it a universal right."

So, "All of these people, whatever their age, deserve the chance to learn to read. When we give them that opportunity, we will create more productive, stable and secure societies for all," said the Secretary-General.

Objectives

In this present paper we will discuss about the objectives given below:

- To Study to Targets, Goals and Achievements related to Education since 2000.
- To study the interrelation and impact of between Goal of Education on other SDG goals.

Explanation and Discussion

Education Related Targets

15 years ago the UN launched the Millennium Development Goals (MDGs). The eight goals set out

global targets that would stretch and challenge development work in a joint effort to reduce extreme poverty. And the 2nd goal was related to Education.

MDG 2: Achieve universal primary education

To ensure that children universally – including both boys and girls – will be able to complete a full course of primary education by 2015.

Some of the achievements of MDG 2 include

- An increase in the primary school net enrolment in the developing world from 83 percent in 2000 to 91 percent in 2015.
- Nearly 50 percent decrease in the number of out-of-school children or primary school age globally, from 100 million in 2000 to around 57 million in 2015.
- Remarkable improvement in primary education in Sub-Saharan Africa since the establishment of the MDGs. The net enrolment rate increased from 8 percent in the period between 1990 and 2000 to 20 percent in the period between 2000 and 2015.
- Global increase in the literacy rate among youth aged 15 – 24 from 83 percent in 1990 to 91 percent in 2015. At the same time, the gap between men and women has lessened.

Some facts and figures in 2015: Some facts and figures after completion of MDG[20]

- Enrolment in primary education in developing countries has reached 91 per cent but 57 million children remain out of school.
- More than half of children that have not enrolled in school live in sub-Saharan Africa
- An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas.
- 103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women.

SDG 4: Ensure inclusive and quality education for all and promote lifelong learning

Sustainable Development Goal 4 has 10 targets encompassing many different aspects of education. There are seven targets which are expected outcomes and three targets which are means of achieving these targets.

Seven Outcome Targets

4.1 Universal primary and secondary education by 2030 ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

4.2 Early childhood development and universal pre-primary education by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

4.3 Equal access to technical/vocational and higher education by 2030; ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

4.4 Relevant skills for decent work by 2030 substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

4.5 Gender equality and inclusion by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 Universal youth literacy by 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

4.7 Education for sustainable development and global citizenship by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Three means of implementation

4.a Effective learning environments Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

4.b Scholarships By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

4.c Teachers and educators By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

Interrelation of Education goal with other Sustainable Development Goals

As Ban ki-moon, United Nations secretary-general said about the importance of Education target is *“Education is a fundamental right and the basis for progress in every country. Parents need information about health and nutrition if they are to give their children the start in life they deserve. Prosperous countries depend on skilled and educated workers. The challenges of conquering poverty, combatting climate change and achieving truly sustainable development in the coming decades compel us to work together. With partnership, leadership and wise investments in education, we can transform individual lives, national economies and our world.”*

An important step can be seen in the outcome document of the Open Working Group on Sustainable Development Goals (released in July 2014), which reiterates that education is not only an end in itself but also a means to achieving a broad global development agenda. This policy paper provides a succinct, evidence-based overview of the numerous ways in which education can advance the proposed post-2015 sustainable development goals. It underscores the notion that sustainable development for all countries is only truly possible through comprehensive cross-sector efforts that begin with education.

Now we will see how the Education goal is closely connected with other goals and helps to find the other sustainable development goals.

Proposed goal 1

End poverty in all its forms everywhere

In developing countries the proportion of the people living on less than US\$1.25 a day fell from 47% in 1990 to 22% in 2010 and almost 1 billion people are still likely to be extremely poor in 2015. The Open Working Group is proposing the eradication of extreme poverty by 2030. Education is among the strategies to achieve this goal. It does so indirectly by lowering fertility and the number of dependents per family. But schooling also directly equips people with competencies that increase their income.

Education enables those in paid formal employment to earn higher wages to reward them for their higher productivity. On average, one year of education is associated with a 10% increase in wage earnings so there is need to invest in education in the region. Education also offers better livelihoods for those in the non-formal sector. Many of the poor work as daily labourers or run microenterprises. The more educated they are, the more likely it is that they will start a business and that their businesses will be profitable. In Uganda, owners of household enterprises

who had completed primary education earned 36% more than those with no education, and those who had completed lower secondary education earned 56% more.

Education also boosts the income of farmers. Educated farmers can better interpret and respond to new information, for example to better utilise fertilizers, adopt soil conservation and erosion-control measures, cultivate cash crops or introduce new seed varieties. Education also enables rural households to take up opportunities to diversify their income sources. Education is critical to escape chronic poverty. For some people, poverty is transitory. But the more vulnerable remain poor for long periods, even all their lives, passing on their poverty to their children. Education is a key way of reducing chronic poverty. Raising levels of education has made a difference. Between 1994 and 2009, for example, rural households where the household head had completed primary education were 16% less likely to be chronically poor. Education also prevents the transmission of poverty between generations. In particular, the sons of educated mothers in rural areas were 27% more likely to find off-farm employment[2].

Proposed goal 2

End hunger, achieve food security and improved nutrition, and promote sustainable agriculture: The proportion of people who suffer from hunger fell from 23% in 1990/92 to 15% in 2010/12. Yet, one in four children under the age of 5 suffers from moderate or severe stunting and poor nutrition affects their brain development and ability to learn. But the solution is not just about growing more food. Education is also essential. Education leads parents to apply appropriate health and hygiene practices and Education helps ensure a varied diet that includes vital micronutrients. In high income countries, education helps reduce obesity. A different manifestation of poor nutrition, obesity, has increased in many high-income countries, especially among children. Evidence from Australia, Canada, the Republic of Korea and the United Kingdom shows that education contributes to lower obesity levels. Receiving advice on healthy eating and weight control tends to be more effective with better-educated people[17].

The Zero Hunger Challenge launched at the Rio+20 Summit in June 2012, the UN initiative aims to step up efforts to end hunger for an estimated 1 billion people. It has five objectives: 100% access to adequate food for all, all year round; an end to stunting for children under the age of two years, sustainable food systems, doubling smallholder productivity and income, and the end of food waste. And The Scaling Up Nutrition Movement Launched in 2010, 41 countries have committed to the UN initiative, and US\$25 billion has been raised to help achieve its objectives. A

roadmap provides the principles and direction for increased global support at the country level, enabling governments and their supporters to better achieve impact.

PROPOSED GOAL 3

Ensure healthy lives and promote well-being for all at all ages: Policy-makers focusing on health often neglect the fact that education is itself a health intervention. Educated people are better informed about specific diseases, so they can take measures to prevent them or act on early signs. They also tend to seek out and use health care services more often and more effectively. Most of all, educated people tend to have healthier children.

Mothers' education has saved millions of children's lives. Educated mothers are more likely to give birth with the help of a midwife or other skilled birth attendant. Educated mothers are also likely to ensure their children are vaccinated. Pneumonia is the largest cause of child deaths, accounting for 18% of the total worldwide. Pneumonia is the largest cause of child deaths, As little as one extra year of maternal education is associated with a 14% decrease in the pneumonia death rate, equivalent to 170,000 child lives saved every year. Likewise, educated mothers can prevent and treat childhood diarrhoea, the third biggest killer of children, accounting for 0.8 million or 11% of child deaths[8].

Apart from helping their children survive, education plays a major role in helping mothers themselves survive the risks of pregnancy and birth. Between 1990 and 2010, the maternal mortality ratio fell by 3.1% per year on average, well below the annual decline of 5.5% required to achieve the global goal. If all women had completed primary education, maternal mortality would have fallen from 210 to 71 deaths per 100,000 births, or by 66%[3,9].

Education plays a major role in containing communicable and non-communicable disease. According to the World Health Survey, completing lower secondary school increased the odds of not reporting poor health by 18% compared with having no education or less than primary education. In the early phases of the HIV/AIDS epidemic, when knowledge about HIV was scarce, the better educated were more vulnerable to the virus. Since then, however, those with more education have tended to avoid risky behaviour because they understood its consequences better, and women have been able to exercise more control over their sexual relationships. Education is a powerful tool to prevent from the deceases like Malaria, HIV/AIDS epidemic, ischaemic heart disease, Lung cancer and other non-communicable diseases[16,17].

Proposed goal 5

Achieve gender equality and empower all women and girls: Education can be part of a social transformation process involving men, women, boys and girls towards developing a more gender just society. Education can empower women to overcome forms of gender discrimination so they can make more informed choices about their lives. Such empowerment benefits women but also benefits the living conditions of their children and strengthens society[4,16].

As all we know Education becomes a passport for women to enter the labour force. For example In Mexico, while 39% of women with primary education are employed, the proportion rises to 48% of those with secondary education. Education helps women have a voice. In India, young women with at least secondary education are 30 percentage points more likely to have a say over their choice of spouse than women with no education[1].

Women's education helps avert child marriage. Around 2.9 million girls are married by the age of 15 in sub-Saharan Africa and South and West Asia, equivalent to one in eight girls in each region. If all girls had secondary education in these two regions, child marriage would fall by 64%, from almost 2.9 million to just over one million. Education also gives women more control over when to have their first child. And The Education can boost women's confidence and perception of their freedom.

Education ultimately influences women's choice of family size. In Pakistan, while only 30% of women with no education believe they can have a say over the number of their children, the share increases to 52% among women with primary education and to 63% among women with lower secondary education. In Brazil, around 70% of the fertility decline during the 1960s and 1970s can be explained by improvements in schooling. The women with higher levels of education are less likely to get married or have children at an early age.

Proposed goal 6

Ensure availability and sustainable management of water and sanitation for all.

Proposed goal 7 ensures access to affordable, reliable, sustainable, and modern energy for all

TED TURNER, Founder and Chairman, United Nations Foundation said that "Education is a foundation for sustainable development. Not only does quality education, especially for girls, help to improve health and livelihood outcomes, it also contributes to active and informed global citizens. Educating the next generation of leaders about the importance of protecting our environment and combating climate change is a key

investment for a sustainable planet and future for us all.”

The links between education and sustainable use of water and energy resources have not been studied in great detail and vary according to context. Education can have an impact on how people make use of these resources, especially in areas of resource scarcity. In semi-arid areas of China, for example, educated farmers were more likely to use rainwater harvesting and supplementary irrigation technology to alleviate water shortages. Educated households are also more likely to use different methods of water purification through filtering or boiling[10].

By increasing awareness and concern, education can encourage people to reduce their impact on the environment by taking action such as using energy and water more efficiently. Study of households in 10 OECD countries found that those with more education tended to save water, and there have been similar findings in Spain[11].

Sustainable Energy for All Launched by UN Secretary-General Ban Ki-moon in 2011, this initiative has three objectives to be achieved by 2030: universal access to modern energy services; doubling the global rate of improvement in energy efficiency; and doubling the share of renewable energy in the global energy mix. So far, 80 countries have partnered with the initiative.

Economic growth

Proposed Goal 8 of Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all and Proposed Goal 9 of Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation:

Economic growth is necessary, even if not sufficient, for poverty reduction. Education generates productivity gains that fuel economic growth. An increase in the average educational attainment of a country's population by one year increases annual per capita GDP growth from 2% to 2.5%. This is equivalent to increasing per capita income by 26% over a 45-year period, roughly the working lifespan of an individual. These estimates take into account factors such as the level of income at the beginning of the period, the share of the public sector in the economy and the degree of openness to trade. Differences in initial education levels can help explain some of the differences in the pace of economic growth between regions. In 1965, the average level of schooling was 2.7 years higher in East Asia and the Pacific than sub-Saharan Africa. Over the following 45-year period, average annual growth in income per capita was 3.4% in East Asia and the Pacific. By contrast, it was only 0.8% in sub-Saharan Africa. The

difference in initial education levels could help explain about half of the difference in growth rates[5].

Quality of education is also vital for economic growth. Spending more time in school, while important, is not enough. Children need to be learning. Some analysts have suggested that a proof of the economic effect of education would require measures of quality and learning outcomes. Countries need to monitor their students' learning over a sufficiently long period in order to assess the effects of education and quality on economic growth. Where the quality of education is low, the skills base of the economy cannot become an engine of growth[12].

Dr. Jim Yong Kim, President of the World Bank Group said that *“Every child should have the opportunity not only to go to school but to acquire the knowledge and skills she needs to lead a healthy, productive life, care for her and her family, and become an empowered citizen. At the national level, countries need workforces with the skills and competencies required to keep farms and factories producing, create jobs, fuel innovation and competitiveness, and drive economic growth that benefits everyone.”*

Inequality reduction

PROPOSED GOAL 10 of Reduce inequality within and among countries: In many contexts, the income distribution starts initially from a broadly equal basis, since all people are relatively poor. Inequality increases as the country develops and people move into non-agricultural sectors that pay higher wages. This process of increasing inequality gradually begins to reverse when a sufficiently large section of the population completes the transition out of agriculture. Education plays a major role in this process. It facilitates the structural transformation of the economy and encourages educated workers to make the transition into the non-agricultural sector. A review of 64 studies confirms that a more equitable distribution of education opportunities reduces income inequality[13].

The expansion of education has played an important role in helping narrow global income inequality by reducing poverty and creating a middle class in middle income countries. However, such expansion has not reduced global income inequality as fast as it reduced income inequality within countries because, at a global level, education is still very unequally distributed among adults.

Urban development

PROPOSED GOAL 11 of Make cities and human settlements inclusive, safe, resilient and sustainable

Education has traditionally expanded earlier and more extensively in urban areas and thus acted as a

motivating source for migration. The flourishing of education in cities also pulls in ambitious, risk inclined and talented individuals and can encourage vitality, innovation and creativity in the labour market. From a contrasting perspective, poor quality education in certain city districts have been a key driver of spatial inequality, sparking feelings of relative deprivation. Reducing inequalities in the delivery of quality education services is one policy response used to spearhead efforts at urban renewal[15].

The concentration of educated populations in urban areas drives local economic development and innovation. Analysis of manufacturing from the United States indicates that a 1% increase in the proportion of tertiary education graduates living in a city was associated with a 0.5 percentage point increase in output. Education helps respond to the problems of urban life. Among 42 cities in China which reported pollution statistics over the period 2001-2011, the higher the percentage of tertiary education students in the total population, the higher the air pollution index. Crime is another negative and costly consequence associated with life in cities. Schooling increases the returns to work and therefore can reduce the incidence of crime by making illicit behaviour less attractive, especially if the penalty is certain imprisonment. Equitable education service delivery is critical to tackle the roots of discontent in cities. Threats to personal or family security are often the result of discontent that follows from widespread exclusion and high levels of intra-urban inequality[14].

Environmental protection/resilience: proposed goals 12, 13, 14 and 15

- Ensure sustainable consumption and production patterns.
- Take urgent action to combat climate change and its impacts.
- Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
- Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

The multiple threats of environmental degradation and climate change have assumed an unprecedented urgency. By improving knowledge, instilling values, fostering beliefs and shifting attitudes, education has considerable power to change environmentally harmful lifestyles and behavior. As it becomes increasingly clear how much human action has led to environmental degradation and climate change, especially through the

release of greenhouse gases, attention turns to education and the need to tap its potential[21].

Education increases environmental awareness and concern. One vital role education can play is in improving understanding of the science behind climate change and other environmental issues. In 47 countries covered by the 2005–2008 World Values Survey, the higher a person's level of education, the more likely she was to express concern for the environment. Education helps change behaviour by making citizens more engaged. People with more education tend not only to be more concerned about the environment, but also to engage in activism that promotes and supports political decisions that protect the environment. Education also helps people adapt to the consequences of climate change. While evidence is difficult to bring to bear, education helps build resilience and reduce vulnerability in the face of climate change impacts. In that respect, strategies to mitigate natural and other forms of disaster must include education as a way to improving people's understanding of the risks, of the need to adapt and of measures that could reduce its impact on livelihoods[18].

Peaceful, just and inclusive societies

PROPOSED GOAL 16 of Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels:

Education's vital role in promoting human rights and the rule of law is enshrined in the Universal Declaration of Human Rights. It states that 'every individual and every organ of society ... shall strive by teaching and education to promote respect for these rights and freedoms'. Good quality education enables people to make informed judgements about issues that concern them and engage more actively and constructively in national and local political debates. Education strengthens inclusive, participatory and representative decision-making. Analysis of public opinion surveys in 36 countries in Africa, Asia and Latin America shows that education is associated with higher rates of voting[19].

Participation in decision-making is not just about voting. In India, education also had a positive effect on the probability of campaigning, discussing electoral issues, attending rallies and establishing contacts with local government officials in the states of Madhya Pradesh and Rajasthan. In the state of West Bengal the higher the level of household education, the more likely people were to attend the biannual village forum, and to ask questions. Education is a key mechanism promoting tolerance to diversity. Education helps prevent conflict and heal its consequences.

Education helps reduce political corruption. Education fosters support for the institutional checks and balances that are necessary to detect and punish abuses of office, and lowers tolerance towards corruption. Better-educated citizens are more likely to stand up to corruption by complaining to government agencies, primarily because they have information about how to complain and defend themselves. Education is essential for the justice system to function. More educated people are more likely to claim their rights and not be excluded from the legal system.

CONCLUSION

Education can accelerate progress towards the achievement of each of the proposed sustainable development goals for 2015 and beyond in a multiplicity of ways. Not only is education a basic human right but, as this paper has shown, it is vital for development. Education enables individuals, especially women, to live and aspire to healthy, meaningful, creative and resilient lives. It strengthens their voices in community, national and global affairs. It opens up new work opportunities and sources of social mobility. In short, the effects of education are significant across many development sectors.

Ertharin Cousin, Executive Director of the World Food Programme said *“Even the best schools and teachers cannot accomplish their goals if children remain absent or too hungry to learn. School feeding is an essential tool to provide children with the energy they need to learn and concentrate, and to motivate parents to send their children, especially girls, to class. The joint initiative between UNESCO, UNICEF and WFP, entitled Nourishing Bodies, Nourishing Minds, is an excellent example of how we can work holistically together to achieve education for all post 2015.”*

Erna Solberg, Prime Minister of Norway and Graça Machel, President, Foundation for Community Development & Founder, Graça Machel Trust said that *“Educated girls have children later and smaller families overall. They are less likely to die during pregnancy or birth, and their offspring are more likely to survive past the age of five and go on to thrive at school and in life. Women who attended school are better equipped to protect themselves and their children from malnutrition, deadly diseases, trafficking and sexual exploitation.”*

So the education deserves to be a prominent cornerstone in the post-2015 development framework.

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