



4 QUALITY EDUCATION



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GOAL



CHALLENGES



DATA



ACTIONS



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

The goal of achieving inclusive quality education for all is based on the firm conviction that education is one of the most powerful driving forces proven to guarantee sustainable development. To this end, the goal seeks to ensure that all children complete primary and secondary education free of charge by 2030. It also aims to provide equal access to affordable technical training and eliminate gender and income inequality, and to achieve universal access to quality higher education.

One of the ways of achieving this is to construct and adapt school facilities meeting the needs of children and the disabled. Facilities that take into consideration gender issues and offer safe, non-violent learning environments that are inclusive and effective for all.

For 2020, the goal is also to increase the number of grants worldwide for developing countries, in particular the least developed countries.

Education for change

The fourth Sustainable Development Goal is currently one of mankind's greatest challenges. Although it is true that there

are more urgent ones (in the short term, the eradication of disease or hunger might take priority), we must bear in mind that training is the future of society. Education is the most powerful tool for reducing poverty and consolidating economic growth guaranteeing the basic needs of all human beings.

It is particularly alarming that:

- There are still more than sixty million children with no schooling.
- More than half of the children with no schooling live in sub-Saharan Africa.
- A third of the world's population of children live in countries where, even though the first cycle of secondary education is compulsory, this

commitment is not assumed by those in positions of social responsibility.

In order to achieve this Goal, it is essential to have a sufficient stable financial system, designed by public policies based on the global development agenda, with the capacity to motivate the leaders of our community.

Aware of this, Auren organises seminars devoted to training so that the members of our firm might acquire knowledge with sufficient guarantees and pass this on to society through improved work. Furthermore, we actively collaborate with organisations whose main goal is to ensure that, each year, there are more people who can create, reflect and imagine.





The following are some of the most significant targets:

Worldwide:

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

By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.

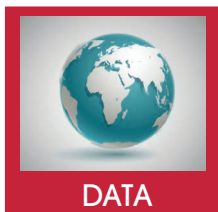
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.

By 2030, ensure all learners acquire 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.

On a local level:

- Reinforcing the early detection of learning difficulties and applying personalised support and reinforcement mechanisms.
- Guaranteeing a fair education system through specific measures for students in the most difficult social conditions.
- Implementing quality in compulsory education through a holistic view of learning.
- Improving investment in education.
- Enabling preferential access to the schooling stage from the age of 0 to 3 for children from difficult backgrounds or families with low sociocultural capital.
- Offering integrated support to youngsters in order to avoid the early abandonment of studies.
- Ensuring quality education for those with disabilities, along with training in order to enter the job market and social participation.
- Enabling students to choose academic options free from gender-related conditioning factors.
- Constructing education on the basis of the pillars of a culture of peace, freedom, solidarity, tolerance, human rights, gender equality and respect for cultural diversity.





Global:

- 69 million new teachers are needed worldwide in order to achieve the 2030 Education goals.
- 15% of adults worldwide (758 million people) cannot read or write. Two thirds of them are women.
- 263 million children and youngsters have not been schooled.
- In low-income countries, only 14% of youngsters complete secondary education.
- 35% of children who have not been schooled live in conflict-affected areas.

Only 42 countries explicitly refer in their Constitutions and laws to the inclusive education of people with disabilities. However, the interpretation of inclusive education varies significantly from one to another, as do the policies established and the results obtained.

Local:

Spain has a child school enrolment rate of 95% (children aged 3) and 97% (children aged 4). The average OECD percentages are lower (78% and 86%, respectively).



The highest employment rate in Spain corresponds to those qualifying in Health and Wellbeing, 86% of whom find jobs, followed by Information and Communication Technology (ICT), with 84%. The lowest rates correspond to those qualifying in Education, Arts and Humanities, Social Sciences, Journalism and Information, with 77%.

The employment rate is closely related to the level of studies: in Spain, it is 76% among those with higher education, 68% among those with secondary education, and 60% among those with a basic education. The average percentages of OECD countries are 83%, 76% and 59% respectively.



QUALITY EDUCATION: Is it possible to improve education?

We will base ourselves on the experts:

In general, whenever we think of Finland and South Korea, one of the first things that springs to mind is the word education. Both head the lists of countries with the best results in education. The school dropout and failure rate is barely 2%, and there is a high percentage of university students.

However, as regards education, when we think of Spain and people speak of international evaluation, such as the PISA report, we hang our heads, hoping the results are better than in previous years. In our country, almost 30 out of every 100 students fails to complete Compulsory Secondary Education, and university fees are so high that many students cannot access higher studies.

Education is the basis for improving our lives and sustainable development. Therefore, access to quality education must be universal. What can we do to improve the education system and receive quality education?

1. A great agreement on education. Education should not depend on the type of government that is in power, changing in accordance

with one ideology or another. A series of minimum criteria should be established prepared by true teaching professionals unrelated to any political ideology, to be applied to both public and private spheres.

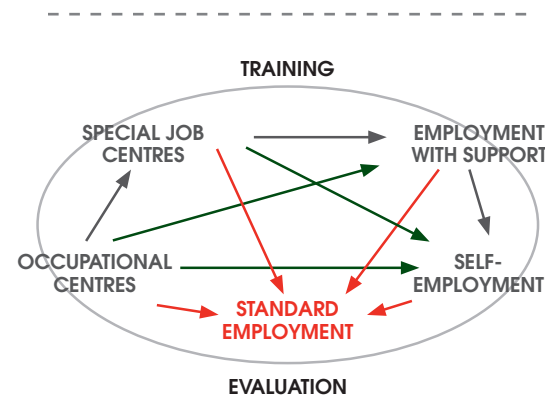
2. Highly-valued professionals. Education is a prestigious profession and teachers have authority not only at school but in society in general.
3. Increasing investment in education. Education is a basic right fundamental for development. Studies show that in countries with better education, compulsory education is totally free of charge, as are the textbooks, and school meals are also paid for by the government, regardless of the family's financial circumstances.
4. Education, a basic pillar of development. Investing a significant part of the Gross Domestic Product (GDP) in research and innovation in this field.
5. Psychology should be more present. Every child should be motivated to go to school, keen to learn and have a good time. School should be a safe environment in which children can express themselves freely. In Finland, there are two psychologists and one
6. Families should be greatly involved in the education of their children. Raising a child is one of the most delicate and important tasks that exists in present-day society. The skills of home and school educators that are decisive in children and social workers for each centre of education, allowing difficulties to be detected quickly in all types of students. In Spain, there are cases of one psychologist for every three centres, meaning only the most severe cases can be attended to, and the others pass by unnoticed, meaning the situation worsen subsequently.



youngsters becoming educated people, with good values and capable of integrating into a world that is developing at an increasing pace and requires greater intellectual, social and personal capacities.

7. As regards the starting age of compulsory education. In Spain, children aged five should already be starting to read, write and perform their first mathematical operations, despite it still being questioned whether, at these ages, children are mature enough for this. This means that many children already by the second school cycle cannot follow the pace and start considering the idea of repeating a year.
8. Education must be taken seriously, but time must be taken for leisure and rest. Students should have time for everything. In Finland, primary school pupils only have 3 to 4 hours of classes, and barely have any homework, and secondary students organise their school time as they prefer. In contrast, in South Korea, parents require their children to be the best, and students have days with 16 hours of classes between school and academies. They are subject to

a great deal of pressure, especially in the final years of teaching before moving on to higher education. Such is the pressure from teachers and families that the suicide rate in adolescents in South Korea is one of the highest in the world.



Source image: <http://laimportanciade-laaceptacionlaboral.blogspot.com.es/>

If we think that training is only a matter for parents, government, teachers and society, we are wrong. Companies can also contribute. “Entering the job market is a key element to social integration”.

- Including within our business strategy training and entry into the job market for youngsters at risk of social exclusion, and training company employees. An employee that has received good training, whether externally or through their actual job by experimenting, is without doubt an asset that generates value for the organisation where they work. Training employees is unquestionably essential, as it increases workers’ productivity by improving their skills.
- Collaborating with insertion entities. These entities have arisen as a tool for fighting against poverty and social exclusion. They are business initiatives that combine business logic with methods for entry into the job market. They are companies that are not unfamiliar with the conventional processes of the economy, as they produce goods and services, improve the environment, reinforce services for people and favour a quality of life, and are profitable and competitive. Apart from valuing their financial



profitability, it is very important to emphasize the beneficial nature of the social aspects, since the beneficiaries ceasing being passive dependent people and contribute to society everything they had been denied.

- Generating employment for people with disabilities. Incorporating people with disabilities into the workplace provides: financial resources for families and an increase in the self-esteem of these people, which in turn results in benefits to their health and wellbeing, not only individually, but for all their family and those around them. The costs incurred by the authorities by way of assistance, health care expenses, etc., is directly reduced, and most importantly, the education that work colleagues receive cannot be bought with money, on discovering that, with a little effort, interest and a desire to overcome, great things can be achieved.
- Encouraging innovation, entrepreneurship and the use of technology. Spain still performs poorly in these three areas, according to international reports. Therefore, the Spanish business confederation (*Confederación*

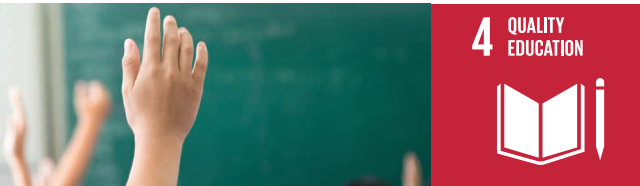


Española de Organizaciones Empresariales) (CEOE) is proposing clear actions such as promoting the potential of ICT in teaching practices; involving companies in the development of digital platforms for improving teaching; designing an entrepreneurial education policy; encouraging students to develop an entrepreneurial spirit, stimulating their creativity and their capacity to assume risks and to learn from their mistakes.

- Establishing internships in the school holidays. So that those students interested might learn about the

business and professional world in different areas of the company. Collaborating in the implementation of this system with those entities devoted to it.

- Collaboration of companies with University research groups, to strengthen R+D.
- Making financial donations related to third-world education projects, if possible, within the scope of action of the company itself, which would ensure it human resources for the future of its activity.



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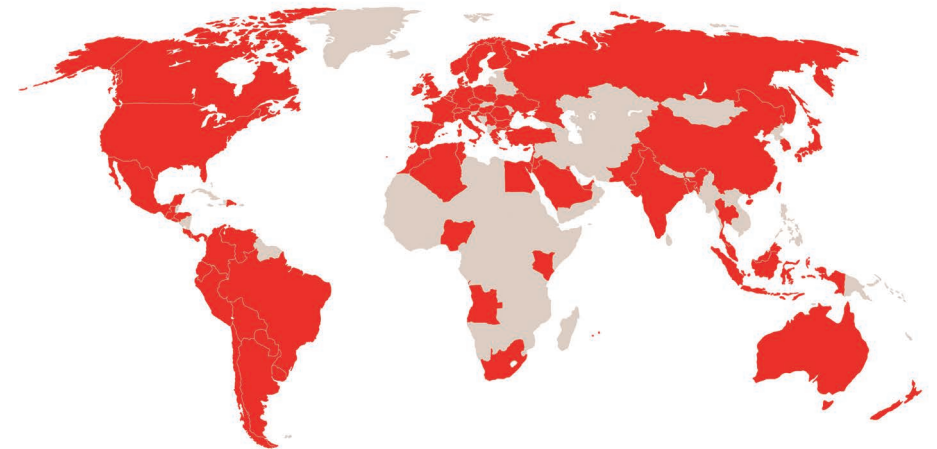
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