Generational Inequality

Wolfgang Lutz

Alpbach – Laxenburg Reflection Group
26 August 2014
Inequality by Gender, Age/Generation, Education

- People are different: **Diversity** is considered a good thing in Arts and Culture, in Science, in Business and in Civil Society.

- People do not have the same rights, entitlements and opportunities: **Inequity** is considered a bad thing.
Intergenerational Equity lies at the Heart of Sustainable Development

Well-being should not decline for future generations, when impacts of environmental change is also considered

UNDP Human Development Index:

• **Survival: Avoiding premature death**
  Life Expectancy (LE), Healthy LE, Happy LE
• **Material well-being** (beyond survival), purchasing power, access to energy, clean water etc., broadening choices
• **Empowerment through Education**:
  Schooling: Flow
  Human Capital: stock
World - Population by Age, Sex and Educational Attainment in 1970

3.7 Billion
World - Population by Age, Sex and Educational Attainment in 2010 - Global Education Trend - Scenario

6.9 Billion
World - Population by Age, Sex and Educational Attainment in 2050 - Global Education Trend - Scenario

9.2 Billion

No Education
Primary
Secondary
Tertiary

Males
Population in Millions
Females
India 2010 and 2060

India - 2010

India - 2060 GET

Population in Millions

Age (in Years)

No Education  Primary  Secondary  Tertiary

No Education  Primary  Secondary  Tertiary
The Demography of Educational Attainment and Economic Growth

Wolfgang Lutz,1* Jesus Crespo Cuaresma,2 Warren Sanderson3

Human capital, age structure and economic growth

- The age distribution of educational attainment plays a key role on the effects of human capital on growth.
- Strong effects of secondary education.
- A small simulation exercise for a stereotype African developing country:
Empowerment through Education reduces gender inequality and inter-generational inequality

Planned Sustainable Development Goal 2015:

“By 2030 ensure universal, free, equitable access to and completion of quality primary and secondary education for all girls and boys leading to effective learning outcomes”.
1970: Proportion of women aged 20-39 with at least junior secondary education
2010: Proportion of women aged 20-39 with at least junior secondary education