



SDG 4: Quality education

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



With 193 governments coming together to agree a common framework to tackle 17 major world issues by 2030, business engagement to achieve them is seen as critical. So how do you understand the implications of the SDGs and prioritise them? How do you quantify and minimise the potential risks, and explore the opportunities?

This is an extract from PwC's Navigating the SDGs: a business guide to engaging with the UN Global Goals 2016 on SDG 4 Quality education. For more on the other 16 SDGs, go to www.pwc.com/globalgoals



What's the global challenge?

- The global number of **out-of-school children** of primary school age rose by 2.4 million between 2010 and 2013 to reach more than **59 million**, of which 30 million lived in sub-Saharan Africa and 10 million in South and West Africa. Efforts to reduce the gender gap have also faltered recently – and of those children of primary school age, 1 in 10 girls and 1 in 12 boys are not in school.
- Around **250 million children** are not learning **basic skills**, even though half of them have spent at least four years in school. The annual cost of this failure is estimated to be US\$129 billion.¹
- **Illiteracy** will cost the global economy \$1.2tn in 2015. More than 796 million people are either completely illiterate, meaning they can't read or write, or functionally illiterate, meaning they can't perform basic tasks such as reading

a medicine label. People in both rich and poor countries can become trapped in a cycle of poverty with **limited opportunities for employment or income generation**.²

- **Increased educational attainment** accounts for about **50 per cent of the economic growth** in OECD countries over the past 50 years, over half of which is due to **girls experiencing greater access to education**. But still, for the majority of women, significant gains in education have not translated into better labour market outcomes.³
- Technological breakthroughs and knowledge-based economies call for **new types and levels of skills and competencies**. Insufficient opportunities to access appropriate learning and development are resulting in a **knowledge divide** among and within countries, with major economic and employment consequences.⁴

Why does it matter for business? And what can business do?

Education is fundamental to the development of future workforces. It supports higher levels of productivity, adaptability and innovation. Education also fosters more stable and prosperous societies, i.e. larger and more sustainable markets for products and services.

- ▶ In 2012 the **global skills gap** comprised: nearly 40 million too few college educated workers in the global labour market; a 45 million shortfall of workers with secondary and vocational education in developing countries; and up to 95 million workers that lack the skills needed for employment in advanced economies.⁵ It's no wonder therefore, that **72% of CEOs are concerned** about the availability of key skills.⁶

- ▶ Many companies are already responding: education is the issue most commonly addressed by company actions taken to advance UN goals, demonstrating that the business community views education as a top global development priority.⁷

? *Have you thought about how the global skills gaps could be affecting your value chain now and in 5-10 years' time? What are the risks or unrealised opportunities?*

? *What are you doing to develop your talent pipeline? Could increased or refocused investment in your workforce's training and development support your company's sustained growth?*

? *How will technological change impact your business and what are the implications for your workforce's training and development needs?*

? *Do you need to invest more widely in education to develop people with the skills you will need in the future, e.g. through apprenticeships or through the provision of community-based education programmes?*

? *Are there risks in your supply chain, such as poor health and safety standards or low productivity, which education or skills development would help address, benefiting your business as well as your suppliers and their employees? Could you support your suppliers to deliver this?*

- ▶ Increasingly businesses with a strong commitment to changing education, **work with partners** to maximise the impact of their investments. Many programmes are focused broadly on promoting **economic development** and **driving market growth** in low-income countries, by bringing previously **marginalised groups**, such as the poor or women, into the formal economy through education and employment.⁸

? *Are there opportunities for you to partner with others to deliver education programmes into developing countries where you already operate or want to invest? Could this help you create future employees or customers for your business?*

- ▶ Some companies are using education and **behaviour-change programmes** to address societal needs, such as health, nutrition or sanitation, at the same time as building a **new market** for their products.

? *Could you use education and skills development to meet a social or environmental need and create a new customer base for your products or services?*

You could also think about:

? *Whether you can support more women and girls, in the communities in which you operate or source from, to access education and training opportunities.*

? *Focusing more investment on developing skills in your workforce⁹ such as adaptability, problem solving and systems thinking that will help your business flourish in our constantly changing world, driven by megatrends including demographic and social change, rapid urbanisation and climate change and resource scarcity.*

? *Whether you could support more sustainable lifestyles by educating your consumers on using, recycling or disposing of your products or accessing and making best use of your services.*

Key links to other SDGs:



Goal 3 – Good health and well-being: behaviour-change based education programmes are effective in addressing the risks associated with both infectious and non-communicable diseases. Education and training of medical professionals is essential for building effective health systems.

Goal 5 – Gender equality: accessing education helps women access employment and incomes, helping them achieve greater economic equality. Education also empowers women to take a more active role in society.

Goal 8 – Decent work and economic growth: education and skills development equip people for productive and sustained employment and entrepreneurship. Employment and entrepreneurship are, in turn, core drivers of economic growth.

Goal 12 – Responsible consumption and production: education has an important role to play in making people aware of how to live more sustainable lifestyles, including reducing the waste they produce.

Goal 13 – Climate action: education, awareness-raising and capacity-building is needed on a human and institutional level to help us mitigate and adapt to climate change.

Goal 16 – Peace and justice; strong institutions: education is a strong driver of social development in post-conflict settings.¹⁰

\$1.2tr

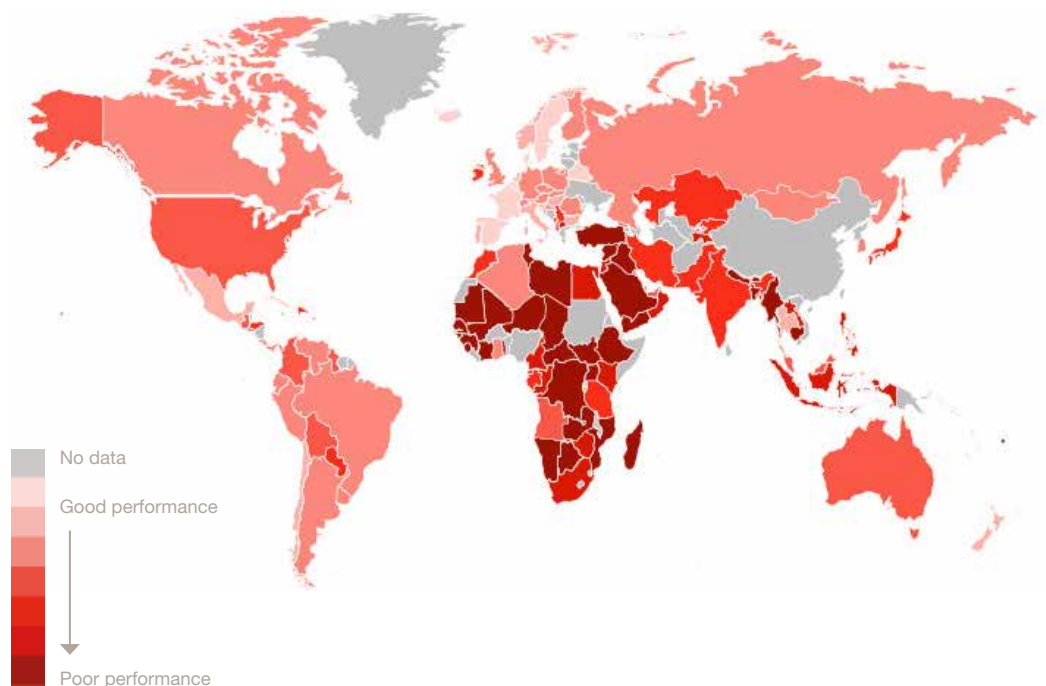
Illiteracy will cost the global economy \$1.2tr in 2015². What can business do to drive change?

Targets in focus

This SDG has ten targets, the first of which is “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”. The target shown in the heat map is 4.2; “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”. For details on the remaining targets, please see ‘Global Goals and targets’ on page 5.

The lie of the land – exploring the distance to cover to achieve

Target 4.2: 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



Global Goals and targets

Please note 'Targets' are referenced as n.1 n.2 n.3 etc. 'The means of implementing the targets' are referenced as n.a n.b n.c etc.



Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- 4.1 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 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 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- 4.4 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 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 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- 4.7 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
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- 4.a 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 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 programmes, in developed countries and other developing countries
- 4.c 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

Sources

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- Dobbs, R., Lund, S., & Madgavkar, A., Talent tensions ahead: a CEO briefing, 2015 <http://www.cornellhrreview.org/a-multilateral-approach-to-bridging-the-global-skills-gap/>
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- Institute for Global Environmental Strategies, IGES Issue Briefs on Sustainable Development Goals, 2013 <http://bit.ly/1Z8Lmnf>
- UNICEF, The Role of Education in Peacebuilding, 2011 <http://learningforpeace.unicef.org/resources/the-role-of-education-in-peacebuilding-2/>

How well are countries performing against the indicators that sit behind the SDG goals and targets?

SDG 4 Indicator Profile: Expected years of schooling

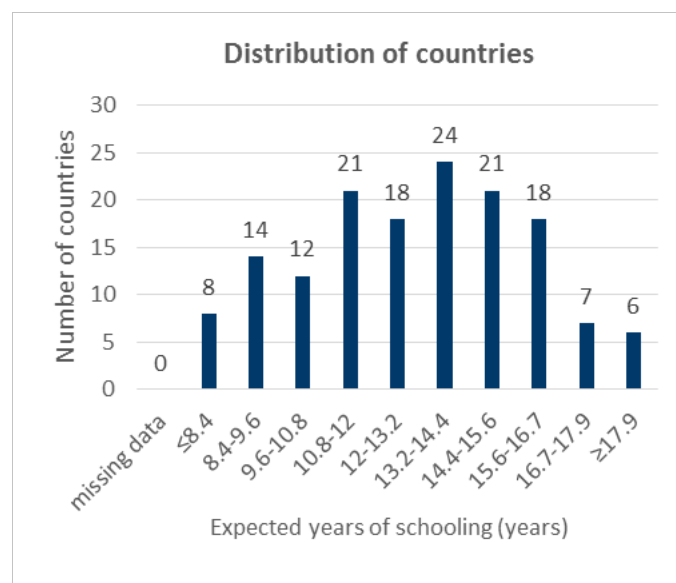
(NB. this table is from the SDG Index & Dashboards - Global Report)



Expected years of schooling (years)

Country	Value/Rating
Australia	20.2 ●
New Zealand	19.2 ●
Iceland	19 ●
Denmark	18.7 ●
Ireland	18.6 ●
Argentina	17.9 ●
Netherlands	17.9 ●
Greece	17.6 ●
Norway	17.5 ●
Spain	17.3 ●
Finland	17.1 ●
Korea, Rep.	16.9 ●
Slovenia	16.8 ●
Estonia	16.5 ●
Germany	16.5 ●
USA	16.5 ●
Czech Republic	16.4 ●
Lithuania	16.4 ●
Belgium	16.3 ●
Portugal	16.3 ●
Saudi Arabia	16.3 ●
UK	16.2 ●
France	16 ●
Israel	16 ●
Italy	16 ●
Canada	15.9 ●
Sweden	15.8 ●
Switzerland	15.8 ●
Austria	15.7 ●
Belarus	15.7 ●
Mauritius	15.6 ●
Poland	15.5 ●
Uruguay	15.5 ●
Hungary	15.4 ●
Singapore	15.4 ●
Japan	15.3 ●
Brazil	15.2 ●
Chile	15.2 ●
Latvia	15.2 ●
Montenegro	15.2 ●
Iran	15.1 ●
Slovakia	15.1 ●
Ukraine	15.1 ●

Country	Value/Rating
Kazakhstan	15 ●
Croatia	14.8 ●
Kuwait	14.7 ●
Russia	14.7 ●
Mongolia	14.6 ●
Tunisia	14.6 ●
Turkey	14.5 ●
Bulgaria	14.4 ●
Malta	14.4 ●
Serbia	14.4 ●
Ecuador	14.2 ●
Romania	14.2 ●
Venezuela	14.2 ●
Algeria	14 ●
Cyprus	14 ●
Costa Rica	13.9 ●
Luxemb.	13.9 ●
Georgia	13.8 ●
Lebanon	13.8 ●
Qatar	13.8 ●
Sri Lanka	13.7 ●
Bosnia and Herzegovina	13.6 ●
Oman	13.6 ●
South Africa	13.6 ●
Cabo Verde	13.5 ●
Colombia	13.5 ●
Egypt	13.5 ●
Jordan	13.5 ●
Thailand	13.5 ●
Zambia	13.5 ●
Macedonia	13.4 ●
Panama	13.3 ●
UAE	13.3 ●
Bolivia	13.2 ●
China	13.1 ●
Dominican Republic	13.1 ●
Mexico	13.1 ●
Peru	13.1 ●
Indonesia	13 ●
Malaysia	12.7 ●
Suriname	12.7 ●
Bhutan	12.6 ●
Botswana	12.5 ●



Country	Value/Rating	Country	Value/Rating
Gabon	12.5 ●	Cameroon	10.4 ●
Kyrgyzstan	12.5 ●	Guyana	10.3 ●
Jamaica	12.4 ●	Madagascar	10.3 ●
Nepal	12.4 ●	Rwanda	10.3 ●
Armenia	12.3 ●	Burundi	10.1 ●
El Salvador	12.3 ●	Iraq	10.1 ●
Trinidad and Tobago	12.3 ●	Bangladesh	10 ●
Togo	12.2 ●	Congo, Dem. Rep.	9.8 ●
Azerbaijan	11.9 ●	Uganda	9.8 ●
Moldova	11.9 ●	Liberia	9.5 ●
Paraguay	11.9 ●	Afghanistan	9.3 ●
Vietnam	11.9 ●	Mozamb.	9.3 ●
Albania	11.8 ●	Tanzania	9.2 ●
India	11.7 ●	Yemen	9.2 ●
Morocco	11.6 ●	Nigeria	9 ●
Ghana	11.5 ●	Cote d'Ivoire	8.9 ●
Nicaragua	11.5 ●	Gambia	8.8 ●
Angola	11.4 ●	Guinea	8.7 ●
Namibia	11.3 ●	Haiti	8.7 ●
Philippines	11.3 ●	Myanmar	8.6 ●
Swaziland	11.3 ●	Sierra Leone	8.6 ●
Tajikistan	11.2 ●	Ethiopia	8.5 ●
Benin	11.1 ●	Mauritania	8.5 ●
Congo, Rep.	11.1 ●	Mali	8.4 ●
Honduras	11.1 ●	Senegal	7.9 ●
Lesotho	11.1 ●	Burkina Faso	7.8 ●
Kenya	11 ●	Pakistan	7.8 ●
Cambodia	10.9 ●	Chad	7.4 ●
Zimbabwe	10.9 ●	CAR	7.2 ●
Malawi	10.8 ●	Sudan	7 ●
Guatemala	10.7 ●	Niger	5.4 ●
Lao PDR	10.6 ●		

Source : UNESCO (2016). Years : 2013. Detailed metadata and quantitative thresholds used for each indicator are available online at www.sdgindex.org. Data refer to the most recent year available during the period specified.

How well are countries performing against the indicators that sit behind the SDG goals and targets?

SDG 4 Indicator Profile: Literacy rate of 15–24 year olds

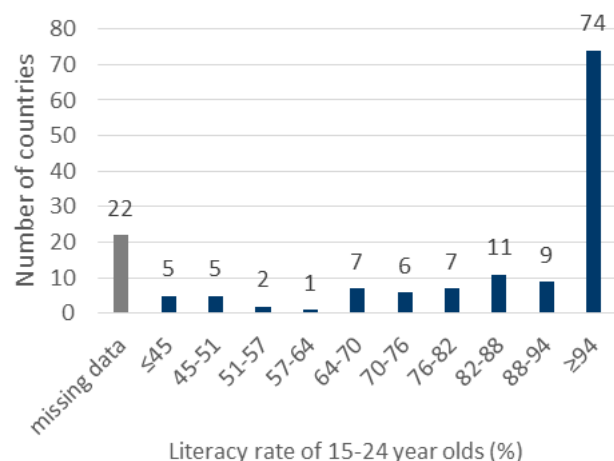
(NB. this table is from the SDG Index & Dashboards - Global Report)



Literacy rate of 15-24 year olds (%)

Country	Value/Rating	Country	Value/Rating
Moldova	100 ●	Kuwait	98.8 ●
Poland	100 ●	Lebanon	98.7 ●
Azerbaijan	99.9 ●	Peru	98.7 ●
Estonia	99.9 ●	Brazil	98.6 ●
Italy	99.9 ●	Ecuador	98.6 ●
Lithuania	99.9 ●	Macedonia	98.6 ●
Slovenia	99.9 ●	Paraguay	98.6 ●
Tajikistan	99.9 ●	Mongolia	98.5 ●
Armenia	99.8 ●	Venezuela	98.5 ●
Belarus	99.8 ●	Malaysia	98.4 ●
Cyprus	99.8 ●	Suriname	98.4 ●
Georgia	99.8 ●	Malta	98.3 ●
Kazakhstan	99.8 ●	Colombia	98.2 ●
Kyrgyzstan	99.8 ●	Sri Lanka	98.2 ●
Latvia	99.8 ●	Cabo Verde	98.1 ●
Singapore	99.8 ●	Mauritius	98.1 ●
Ukraine	99.8 ●	Iran	98 ●
Bosnia and Herzegovina	99.7 ●	Bulgaria	97.9 ●
Croatia	99.7 ●	Philippines	97.8 ●
Russia	99.7 ●	Oman	97.7 ●
Spain	99.7 ●	Panama	97.6 ●
China	99.6 ●	Dominican Republic	97.5 ●
Trinidad and Tobago	99.6 ●	Tunisia	97.3 ●
Israel	99.5 ●	Vietnam	97.1 ●
Greece	99.4 ●	Thailand	96.6 ●
Hungary	99.4 ●	El Salvador	96.5 ●
Portugal	99.4 ●	Botswana	96 ●
Serbia	99.3 ●	Myanmar	96 ●
Argentina	99.2 ●	Jamaica	95.9 ●
Montenegro	99.2 ●	UAE	95 ●
Saudi Arabia	99.2 ●	Honduras	95 ●
Costa Rica	99.1 ●	Guatemala	93.7 ●
Jordan	99.1 ●	Swaziland	93.5 ●
Qatar	99.1 ●	Guyana	93.1 ●
Bolivia	99 ●	Algeria	91.8 ●
Romania	99 ●	Zimbabwe	90.9 ●
Turkey	99 ●	Egypt	89.3 ●
Uruguay	99 ●	Burundi	88.9 ●
Chile	98.9 ●	Gabon	88.5 ●
Mexico	98.9 ●	Sudan	87.9 ●
South Africa	98.9 ●	Uganda	87.4 ●
Albania	98.8 ●	Yemen	87.4 ●
Indonesia	98.8 ●	Cambodia	87.1 ●
		Namibia	87.1 ●

Distribution of countries



Country	Value/Rating	Country	Value/Rating
Nicaragua	87 ●	Cote d'Ivoire	48.3 ●
Ghana	85.7 ●	Mali	47.1 ●
Lao PDR	83.9 ●	Afghanistan	47 ●
Lesotho	83.2 ●	Benin	42.4 ●
Kenya	82.4 ●	Burkina Faso	39.3 ●
Nepal	82.4 ●	CAR	36.4 ●
Iraq	82.2 ●	Guinea	31.4 ●
Morocco	81.5 ●	Niger	23.5 ●
India	81.1 ●	Australia	n/a ●
Congo, Rep.	80.9 ●	Austria	n/a ●
Cameroon	80.6 ●	Belgium	n/a ●
Bangladesh	79.9 ●	Canada	n/a ●
Togo	79.9 ●	Czech Republic	n/a ●
Rwanda	77.3 ●	Denmark	n/a ●
Tanzania	74.6 ●	Finland	n/a ●
Bhutan	74.4 ●	France	n/a ●
Angola	73 ●	Germany	n/a ●
Haiti	72.3 ●	Iceland	n/a ●
Malawi	72.1 ●	Ireland	n/a ●
Pakistan	70.8 ●	Japan	n/a ●
Gambia	69.4 ●	Korea, Rep.	n/a ●
Mozamb.	67.1 ●	Luxemb.	n/a ●
Nigeria	66.4 ●	Netherlands	n/a ●
Senegal	66 ●	New Zealand	n/a ●
Congo, Dem. Rep.	65.8 ●	Norway	n/a ●
Madagascar	64.9 ●	Slovakia	n/a ●
Zambia	64 ●	Sweden	n/a ●
Sierra Leone	62.7 ●	Switzerland	n/a ●
Mauritania	56.1 ●	UK	n/a ●
Ethiopia	55 ●	USA	n/a ●
Liberia	49.1 ●		
Chad	48.9 ●		

Source : UNESCO (2016). Years : 2001-2013. Detailed metadata and quantitative thresholds used for each indicator are available online at www.sdgindex.org. Data refer to the most recent year available during the period specified.

How well are countries performing against the indicators that sit behind the SDG goals and targets?

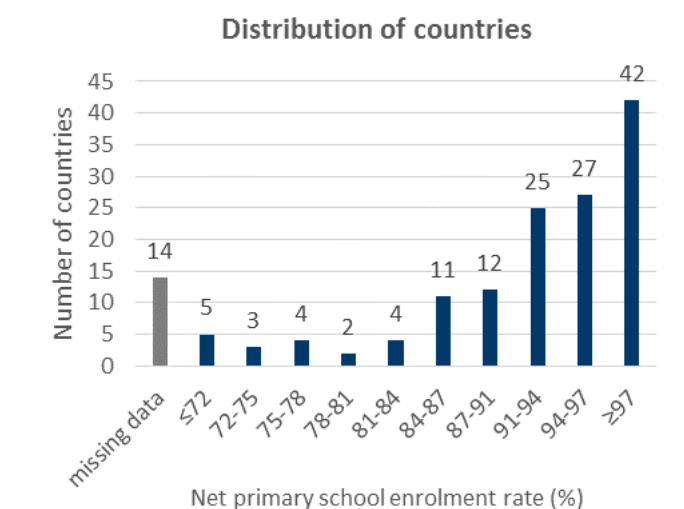
SDG 4 Indicator Profile: Net primary school enrolment rate
(NB. this table is from the SDG Index & Dashboards - Global Report)



Net primary school enrolment rate (%)

Country	Value/Rating
Japan	100 ●
Singapore	100 ●
UK	99.9 ●
Greece	99.8 ●
Norway	99.7 ●
Uruguay	99.5 ●
Sweden	99.3 ●
Canada	99.1 ●
Finland	99.1 ●
Tunisia	98.7 ●
Czech Republic	98.6 ●
France	98.5 ●
Iran	98.5 ●
Nepal	98.5 ●
Bosnia and Herzegovina	98.4 ●
Cambodia	98.4 ●
Montenegro	98.4 ●
Spain	98.4 ●
Belgium	98.3 ●
China	98.3 ●
Morocco	98.3 ●
Austria	98.2 ●
Denmark	98.2 ●
Cabo Verde	98.1 ●
Iceland	98.1 ●
Mauritius	98.1 ●
Vietnam	98 ●
Cyprus	97.9 ●
New Zealand	97.9 ●
Germany	97.7 ●
Korea, Rep.	97.7 ●
Australia	97.4 ●
Saudi Arabia	97.4 ●
Ukraine	97.4 ●
Algeria	97.3 ●
Lao PDR	97.3 ●
Slovenia	97.2 ●
Jordan	97.1 ●
Ecuador	97 ●
Malaysia	97 ●
Netherlands	97 ●
Israel	96.9 ●

Country	Value/Rating
Malawi	96.9 ●
Poland	96.8 ●
Georgia	96.5 ●
Latvia	96.5 ●
Italy	96.4 ●
Mexico	96.1 ●
Russia	96.1 ●
Portugal	95.7 ●
Tajikistan	95.6 ●
Thailand	95.6 ●
Argentina	95.4 ●
Ireland	95.3 ●
Lithuania	95.3 ●
Trinidad and Tobago	95.2 ●
Egypt	95.1 ●
Malta	95.1 ●
Bulgaria	95 ●
Benin	94.9 ●
Cameroon	94.9 ●
Turkey	94.9 ●
Burundi	94.8 ●
Estonia	94.8 ●
Serbia	94.8 ●
Mongolia	94.7 ●
Slovakia	94.5 ●
Sri Lanka	94.1 ●
Zimbabwe	93.9 ●
Oman	93.7 ●
Lebanon	93.4 ●
Rwanda	93.4 ●
Switzerland	93.4 ●
India	93.1 ●
Qatar	92.4 ●
Luxemb.	92.3 ●
Indonesia	92.2 ●
Gabon	92.1 ●
Jamaica	92.1 ●
Kuwait	92.1 ●
Chile	92 ●
Nicaragua	91.8 ●
Peru	91.8 ●
Bangladesh	91.5 ●
Uganda	91.5 ●
USA	91.4 ●



Country	Value/Rating
Venezuela	91.4 ●
Zambia	91.4 ●
Albania	91.2 ●
Kyrgyzstan	91.2 ●
UAE	91.2 ●
El Salvador	91 ●
Hungary	90.8 ●
Panama	90.7 ●
Botswana	90.3 ●
Philippines	90.2 ●
Costa Rica	90 ●
South Africa	89.6 ●
Croatia	89.3 ●
Honduras	89.3 ●
Azerbaijan	89.1 ●
Ghana	88.9 ●
Bhutan	88.1 ●
Moldova	87.9 ●
Colombia	87.7 ●
Namibia	87.7 ●
Mozamb.	87.4 ●
Brazil	87.2 ●
Dominican Republic	86.5 ●
Macedonia	86.5 ●
Myanmar	86.4 ●
Chad	85.9 ●
Romania	85.8 ●
Kazakhstan	85.6 ●
Guatemala	85.5 ●
Ethiopia	85.4 ●
Swaziland	84.7 ●
Armenia	84.1 ●

Country	Value/Rating
Kenya	83.6 ●
Tanzania	83.5 ●
Bolivia	81.6 ●
Paraguay	80.6 ●
Lesotho	79.6 ●
Haiti	77.2 ●
Madagascar	77.1 ●
Cote d'Ivoire	76.8 ●
Guinea	75.1 ●
Senegal	73.4 ●
Mauritania	73.1 ●
Pakistan	71.9 ●
Guyana	71.5 ●
Gambia	68.7 ●
Mali	64.4 ●
Nigeria	63.9 ●
Liberia	37.7 ●
Afghanistan	n/a ●
Angola	n/a ●
Belarus	n/a ●
Burkina Faso	n/a ●
CAR	n/a ●
Congo, Dem. Rep.	n/a ●
Congo, Rep.	n/a ●
Iraq	n/a ●
Niger	n/a ●
Sierra Leone	n/a ●
Sudan	n/a ●
Suriname	n/a ●
Togo	n/a ●

Source : UNESCO (2016). Years : 1997-2014. Detailed metadata and quantitative thresholds used for each indicator are available online at www.sdgindex.org. Data refer to the most recent year available during the period specified.

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