



# Quality Education as an SDG Goal-Challenges and Actions

Dr. Anita Sharma<sup>1</sup>

## Abstract

Education is the backbone of every economy. A nation can achieve the goal of development only when it has a high literacy ratio. Out of the 17 goals for sustainable development, as decided by the General Assembly of the United Nations under the Agenda of 2030 for Sustainable Development, Quality Education is decided to stand as the fourth goal of the agenda. The Sustainable Development Goals (SDGs) along with the fourth goal i.e. Quality Education was put into action from the year 2016. The fourth goal talks not only about education but also emphasizes its quality. It provides an inclusive and egalitarian education and encourages possibilities for lifelong learning. This agenda focuses on fundamentally altering thinking and recognizing the dynamic interconnection between three areas, namely, economic, social, and environmental, to promote integrated and global development in all countries. This is a descriptive research paper. The data used for this paper is secondary. All the data for this paper has been collected through the Internet. The objective of this study is to discuss the need for Education to achieve Sustainable Development and SDGs, Challenges for Higher Education and the SDGs and steps to be taken to meet these challenges and to achieve the goals

**Keywords-** Sustainable Development Goals (SDGs), Quality Education, Education

## Introduction

Education is the backbone of every economy. A nation can achieve the goal of development only when it has a high literacy ratio. Out of the 17 goals for sustainable development, as decided by the General Assembly of the United Nations under the Agenda of 2030 for Sustainable Development, Quality Education is decided to stand as the fourth goal of the agenda. The Sustainable Development Goals (SDGs) along with the fourth goal i.e. Quality Education was put into action from the year 2016. The fourth goal talks not only about education but also emphasizes its quality. It provides an inclusive and egalitarian education and encourages possibilities for lifelong learning. This agenda focuses on fundamentally altering thinking and recognizing the dynamic interconnection between three areas, namely,

economic, social, and environmental, to promote integrated and global development in all countries.

**Keywords-** Sustainable Development Goals (SDGs), Quality Education, Education

## Research Methodology

This is a descriptive research paper. The data used for this paper is secondary. All the data for this paper has been collected through Internet.

## Objectives

The objective of this study is to discuss the

- Need for Education to Achieve Sustainable Development and SDGs
- Challenges for Higher Education and the SDGs and
- Steps to be taken to meet these challenges and to achieve the goals

### Need for Education to Achieve Sustainable Development and SDGs

“Education must, and can contribute to a new vision of sustainable global development”. (UNESCO, 2015)

Making the necessary mental and behavioural shifts will be necessary to start along the path to controllable progress. People have to go closer to becoming maintainability change-creators in order to make the world more maintainable and to attract concerns linked to supportability as depicted in the SDGs.

They need the knowledge, skills, dispositions, and mindsets necessary to contribute to economic advancement. As a result, instruction is essential to achieving sustainable improvement. However, a broad training programme does not support reasonable advancement. Training that solely promotes financial growth may also encourage the growth of unsustainable use patterns. With the help of the widely accepted Education for Sustainable Development (ESD) approach, students can make informed decisions and engage in activities that promote environmental responsibility and financial responsibility. Through education, we may achieve

<sup>1</sup> Associate Professor, Department of Business Administration, Maharaja Surajmal Institute (affiliated to GGSIP University, Delhi), C-4, Janakpuri, New Delhi-58.

a great number of extra Sustainable Development Goals (SDGs). People can break the cycle of poverty when they have access to high-quality education. Education can help reduce inequality while also empowering individuals to live healthier, more sustainable lifestyles. Education may also foster tolerance in people and foster a peaceful community.

Education is viewed as UNESCO's top priority since it supports social peace and sustainable development and is a part of fundamental human rights. The UN has a dedicated organization for education that promotes gender equality in education, addresses contemporary global issues, and provides leadership on a regional and international scale (United Nations, 2015). The Agenda of Education 2030 is part of a global initiative to abolish poverty with the help of 17 Sustainable Development Goals by 2030, and it is anticipated that UNESCO, the United Nations institution for education, to lead and assist this initiative.

### **Challenges for Higher Education and the SDGs**

- **Integrating higher education within the new agenda** - The event stressed higher education should not only be considered as one of the targets of SDGs but is to become its integral part. The inclusion of higher education in the agenda was merely a footnote. IAU has been promoting greater acknowledgment of the part that higher education plays in planning, curriculum design, teacher preparation, evaluation and assessment, and IT use research in an effort to assist address this. The inclusion of higher education in the agenda was merely a footnote. IAU has been promoting greater acknowledgment of the part that higher education plays in planning, curriculum design, teacher preparation, evaluation and assessment, and IT use research in an effort to assist address this.
- **Higher Education Institutions Being Active Worldwide** For higher education institutions to participate in the overall SDG agenda and Education 2030, there is a need to improve their knowledge and mobilize them. This is particularly true for universities in developed nations and for people who are unfamiliar with UN rhetoric and policy agenda circles. Higher education administrators in industrialized countries are still not paying enough attention to the SDGs, and if they are, their knowledge of this agenda is frequently restricted to environmental concerns, campus greening, or climate change.
- **Making Goals a Reality** - The third problem involves translating this global agenda's ambitious aims and ambitions into effective and realistic government and institutional policies and activities. Ensure that men and women have equal access to affordable, high-quality postsecondary, technical, and vocational education by the year 2030. It is said that countries need various solutions designed to address their particular challenges and resources if they are to achieve all three of these objectives—access, affordability, and quality. Equal access, for instance, can entail increasing one's physical

or intellectual capacity or removing long-standing barriers based on socioeconomic status, language barriers, and physical or mental limitations.

### **Steps to be taken to meet these challenges and to achieve the goals**

#### ***Developing a Country-level Grasp***

The establishment and understanding of the 2030 agenda among all stakeholders is a prerequisite for translating the global SDG4 commitments. To guarantee that education and other SDGs targets are incorporated in a dual direction, this entails consulting with the education sector as well as other economic and social sectors on the new agenda.

#### ***Evaluation of National Preparedness***

It is necessary to determine if a nation is prepared to integrate the Sustainable Development Goals into its educational framework. It also identifies the gaps in the national education system's planning, policy, management, and monitoring efforts, as well as the activities necessary to modify or adapt the planning and policy frameworks for the SDGs.

#### ***Regulation Context***

Determining the national administrative and regulations context in light of the SDGs 2030 agenda entails examining the frameworks related to the legal, administrative, and policy frameworks and being aware of any potential discrepancies between the global commitments and the context of national policy.

#### ***Planning Scenario***

The entry points that will support the integration and mainstreaming of SDG commitments into the context of national planning in the future must be identified. This can be accomplished with the aid of certain national planning/policy cycles by creating sub-sector plans or by modifying the current plans for the SDG4 commitments.

#### ***Tracking and Assessment***

Tracking and assessment of current national commits as well as keeping an eye on the needs of the global indicator for tracking SDG4 development are all part of this process.

#### ***Efficient Management***

For the SDGs 2030's Education goals to be inclusive, system-wide, and transparent, sector processes and structures must be coordinated. To ensure cooperation and attempts to examine SDG4 commitments, partner dialogues should also be set up.

## **Conclusion**

Out of the 17 goals for sustainable development, as decided by the General Assembly of the United Nations under the Agenda of 2030 for Sustainable Development, Quality Education is decided to stand as the fourth goal of the agenda. The Sustainable Development Goals (SDGs) along with the fourth goal i.e. Quality Education was put into action from the year 2016. Though there are various challenges that are to be faced in implementing the goal of quality education as we all know there is always a way out to overcome the challenges here are some of the actions that can be taken to move ahead and achieve our goal.

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