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Content

SDG and Education

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Abstract

Education is the tool of survival in 21st century. Recognizing the important role of education, the 2030 Agenda for Sustainable Development highlights education as a stand-alone goal (SDG 4) and also includes targets on education under several other SDGs, notably those on health; growth and employment; sustainable consumption and production; and climate change. In fact, education can accelerate progress towards the achievement of all of the SDGs and therefore should be part of the strategies to achieve each of them. What is new about SDG4-Education 2030 is its focus on increased and expanded access, inclusion and equity, quality and learning outcomes at all levels, within a lifelong learning approach. The new education agenda's focus on inclusion and equity – giving everyone an equal opportunity, and leaving no one behind signals another lesson: the need for increased efforts especially aimed at reaching those marginalized or in vulnerable situations. All people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, should have access to inclusive, equitable quality education and lifelong learning opportunities. This paper is about various aspects SDG-4-Education 2030 and also status of education in India.

Key words: *Sustainable Development Goal Education -2030, Inclusion and equity Education, Quality Education*

Introduction

The future scenarios of the political, social, cultural and economic sectors will depend on the contributions of the students of our schools today. The role of education is not one of following and reacting to trends. Education has to be in the lead and play a major role in societal development of the future. T h e core elements of the envisioned education are centered on the human being and on human development. "The future is not some place we are going to, it is one we are creating"(International Symposium and Round Table, Beijing China, 1989) Education is central to the knowledge-based society because it is the human being who is the creator, the preserver and sometimes tragically, the destroyer of knowledge. Intellectual institutions (universities, colleges, research institutions, etc.) of the education complex have an increasingly crucial role in societal development. Their functions are threefold. They are knowledge generators; they are also

centers of innovation; and importantly they are service centers for their communities, facilitating and promoting change and development. Our world is changing, and in order to prepare our children for this new world we need to change the way we educate them. In the 21st century educators must create a curriculum that will help students connect with the world and understand the issues that our world faces. In order to educate in the 21st century, teachers and administrators need to cultivate and maintain the student's interest in the material by showing how this knowledge applies in the real world. They must also try to increase their student's curiosity, which will help them become lifelong learners. Next they should be flexible with how they teach and give learners the resources to continue learning outside of school.(http://www.teachercertification.org/)

SDG4- Education 2030

SDG4- Education 2030 agenda is that education systems must be relevant and respond to rapidly changing labour markets, technological advances, urbanization, migration, political instability, environmental degradation, natural hazards and disasters, competition for natural resources, demographic challenges, increasing global unemployment, persistent poverty, widening inequality and expanding threats to peace and safety. By 2030, education systems will need to enroll hundreds of millions of additional children and adolescents to achieve basic education for all. as well as provide equal access opportunities for all. It is also vital for education systems to ensure that all children, youth and adults are learning and acquire relevant skills, including proficiency in literacy. SDG4-Education 2030 will ensure that all individuals acquire a solid foundation of knowledge, develop creative and critical thinking and collaborative skills, and build curiosity, courage and resilience.

Significance of education in present scenario

Education has a key role in eradicating poverty: it helps people obtain decent work, raises their incomes and generates productivity gains that fuel economic development. Education is the most powerful means of achieving gender equality, of enabling girls and women to fully participate socially and politically, and of empowering them economically. Education is also one of the most potent ways to improve individuals' health – and to make sure the benefits are passed on to future generations. It saves the lives of millions of mothers and children, helps prevent and contain disease, and is an essential element of efforts to reduce malnutrition. Moreover, education promotes the inclusion of persons with disabilities. It is also fundamentally protective for children, young people and adults whose lives have been devastated by crisis and conflict, and provides them with the tools to rebuild their lives and communities. Better education is also central to preventing and mitigating conflicts and crises and to promoting peace.

SDG4 – Education 2030 Framework for Action

The principles of Education 2030 are as follows:

- Education is a fundamental human right and an enabling right. To fulfill this right, countries must ensure **universal equal access** to inclusive and equitable quality

education and learning, which should be free and compulsory, leaving no one behind. Education shall aim at the full development of the human personality and promote mutual understanding, tolerance, friendship and peace.

- Education is a public good, of which the state is the duty bearer. Education is a shared societal endeavor, which implies an inclusive process of public policy formulation and implementation. Civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education. The role of the state is essential in setting and regulating standards and norms.

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

- Ensure access to and completion of quality education for all **children and youth** to at least 12 years of free, publicly funded, inclusive and equitable quality primary and secondary education, of which at least nine years are compulsory, as well as access to quality education for out-of-school children and youth through a range of modalities. Ensure the provision of learning opportunities so that all youth and adults acquire **functional literacy and numeracy** and so as to foster their full participation as active citizens. The provision of at least one year of free and compulsory pre-primary education of good quality should also be encouraged.

- Ensure **equity and inclusion** in and through education and address all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes. Inclusive education for all should be ensured by designing and implementing transformative public policies to respond to learners' diversity and needs, and to address the multiple forms of discrimination and of situations, including emergencies, which impede the fulfillment of the right to education.

- As **gender equality** is another key feature of SDG4-Education 2030, this agenda pays particular attention to gender-based discrimination as well as to vulnerable groups, and to ensuring that no one is left behind. No education target should be considered met unless it is met by all.

- An integral part of the right to education is ensuring that education is of **sufficient quality** to lead to relevant, equitable and effective learning outcomes at all levels and in all settings. Quality education necessitates, at a minimum, that learners develop foundational literacy and numeracy skills as building blocks for further learning, as well as higher-order skills.

- **The right to education** begins at birth and continues throughout life; therefore, the concept of lifelong learning guides SDG4-Education 2030. To complement and supplement formal schooling, broad and flexible lifelong learning opportunities should be provided through non-formal pathways with adequate resources and mechanisms and through stimulating informal learning, including through use of ICT.

Strategic approaches to achieve SDG 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The Sustainable Development Goal 4 targets: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

- 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 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
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- 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
- 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 that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- 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
- 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

SDG -4 and India

By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian higher education system. Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. With well-planned expansion and a student-centric learning-driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. A differentiated three-tiered university system – where each tier has a distinct strategic objective – has enabled universities to build on their strengths and cater across different categories of educational needs. Further, with the effective use of technology; India has been able to resolve the longstanding tension between excellence and equity. India has also undertaken large-scale reforms to better faculty-student ratios

by making teaching an attractive career path, expanding capacity for doctoral students at research universities and delinking educational qualifications from teaching eligibility.

The road to progress: 2013 to 2030

In recent years, India has undertaken massive structural and systemic changes that have started to yield encouraging results. The country has been touted to have the best-in-class post-secondary education system at present. Some of the significant factors that have contributed to this growth and can help envision the 2030 dream includes:

- Expansion of a differentiated university system with a three-tiered formalized structure
- Transition to a learner-centered paradigm of education
- Intensive use of technology
- Reforms in governance

Highlights of India's education sector

- India is the single largest provider of global talent, with one in four graduates in the world being a product of the Indian system
- India is among top 5 countries globally in cited research output, its research capabilities boosted by annual R&D spends amounting to over US$140 billion
- India is in the fourth cycle of its research excellence framework, with at least a 100 of Indian universities competing with the global best
- 23 Indian universities are among the global top 200, going from none two decades ago.
- In the last 20 years alone, 6 Indian intellectuals have been awarded the Nobel Prize across categories
- India is a regional hub for higher education, attracting global learners from all over the world
- The country has augmented its GER to 50% while also reducing disparity in GER across states to 5 percentage points
- The Indian higher education system is needs-blind, with all eligible students receiving financial aid. Two-thirds of all government spending towards higher education is spent on individuals, including faculty and students
- India's massive open online courses, started by several elite research universities, collectively enroll 60% of the world's entire student population
- Indian higher education institutions are governed by the highest standards of ethics and accountability, with every single one of them being peer-reviewed and accredited

To achieve the envisioned state in 2030, transformational and innovative interventions would be required across all levers of the higher education system. By 2030, India will have the largest population in the world, in the higher education age bracket. Increasing urbanization and income levels will drive demand for higher education.

- India's economy is expected to grow at a fast pace; rapid industrialization would require a gross incremental workforce of ~250 million by 2030; India could potentially emerge as a global supplier of skilled manpower.
- India has the opportunity to become a prominent R&D destination.
- Given the expected socio-economic scenario in 2030, India would need a robust higher education system that can deliver on multiple imperatives.
- A differentiated system of institutions with differing objectives and focus areas would be critical for achieving the proposed goals.

Conclusion

International education community must stand strongly united for ensuring inclusive and equitable quality education for children, youth and adults and must promote lifelong learning opportunities for all. There is need to work collectively to accomplish all of the education targets. There is need for additional financing to achieve the new targets. The available resource should be used in the most effective manner in order to push forward progress on SDG4-Education 2030.There is also need for good governance and citizen-led accountability in education.

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