

ACHIEVING QUALITY OF EDUCATION THROUGH ACTIONS FOR OTHER SDGS

Ms. Sukanya K U*

*Research Scholar, NSS Training College, Ottapalam

Abstract

Education is a crucial aspect of one's life. It is the key to future success and a plethora of options in people's lives. The 17 Sustainable Development Goals expand on the Millennium Development Goals' accomplishments while also addressing new issues including climate change, economic inequality, innovation, sustainable consumption, peace, and justice, among others. Goal Number 4 of sustainable development goals deals with the quality education it is one of 17 global goals of the 2030 Agenda for Sustainable Development. knowledge, skills, views, values, and actions that contribute to a more sustainable future. Education is a crucial aspect of one's life. It is the key to future success and a plethora of options in people's lives. Educational opportunities are invaluable. In addition to brightening a person's intellect, it leads to better thinking. It helps students to accomplish greater goals, such as going on to further study at university, owning a house, and living lives of greater quality and many more. Education in an area contributes to people thinking, feeling, and behaving in a way that gains them success and improves their personal satisfaction and their communities as well. The (SDG) 4 calls for high-quality education for all, which is rooted in a number of international declarations, including the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the World Declaration on Education for All, the Dakar Framework for Action, and the Millennium Development Goals, all of which see education as critical to the well-being of individuals, nations, and the world. It is a prerequisite for human development, and a country can only develop if its subjects improve.

Keywords: Education, Sustainable Development Goals (SDGs), Quality education, Right to Education, National Educational Policy

Introduction

“The Highest education is that which does not merely give us information but makes our life inharmony with all existence.”

-Rabindranath Tagore

World leaders convened in 2015 at the United Nations (UN) to set 17 Sustainable Development Goals (SDGs) aimed at accomplishing a number of amazing things by 2030. (Sustainable Development Goals, n.d.). Governments, companies, and civil society organizations, in collaboration with the United Nations, are organizing efforts to accomplish the Sustainable Development Agenda by 2030. 'Quality Education' has been identified as the fourth most critical aim in order to alter our planet among these 17 sustainable development goals. Getting a good education is the key to improving people's lives and ensuring long-term progress. In the shifting economic and social environment, a society and economy driven by excellent education and eventually by knowledge remains strong and capable of catering to human wellbeing. Education, when offered and received properly, may remedy a variety of societal issues. It encourages employment, incomes, health, and poverty reduction for individuals. It encourages creativity, improves institutions, and promotes social cohesiveness in communities. When it comes to education, there are two key stakeholders to consider: students and teachers. It's critical to concentrate on both to ensure a smooth and successful learning experience. It

should be mentioned that each additional year of education boosts earnings by 10% on average, and each additional year of school enhances a country's GDP by 0.5 percent yearly on average (Desai, 2014).

Furthermore, education helps develop a person's personality, thoughts, and social skills. It also prepares people for life experiences. It makes people have a special status in their own society and everywhere they live. The value of education in a person's life cannot be overstated. It is critical to develop a psychologically robust and engaged citizen in a youngster. Education is essential for a country's progress. Education is similar to a flame that illuminates and dispels the darkness of ignorance.

Sustainable Development Goals

The Sustainable Development Goals (SDGs), also known as the Global Goals, are a global call to action to eradicate poverty, safeguard the environment, and secure peace and prosperity for all people. These 17 Sustainable Development Goals expand on the Millennium Development Goals' accomplishments while also addressing new issues including climate change, economic inequality, innovation, sustainable consumption, peace, and justice, among others. The goals are typically interlinked, and achieving one requires addressing issues that are more commonly associated with another. The SDGs (Sustainable Development Goals) operate in a spirit of collaboration and pragmatism to make the best decisions now to enhance lives for future generations in a sustainable way. They lay forth clear principles and objectives for all countries to follow, based on their own priorities and the global environmental concerns. The Sustainable Development Goals (SDGs) are a broad-based agenda. They address the core causes of poverty and bring us all together to create a good difference for people and the environment.

Sustainable Development Goals: 17 Goals to Transform our World;

SDG 1: This objective focuses on eradicating severe po

verty while also taking into account other variables that impact poverty, such as socioeconomic, cultural, political, and environmental aspects.

SDG 2:

By 2030, this objective aims to eliminate all kinds of hunger and malnutrition, ensuring that all people, particularly children, have year-round access to sufficient and nutritious food. It aims to combat all types of malnutrition, quadruple agricultural productivity, and secure long-term food security.

SDG 3:

This target strives to eliminate unnecessary fatalities from communicable and non-communicable diseases and illnesses caused by pollution and contamination of the air, water, and soil at all ages. It also strives to attain universal health coverage, which includes financial risk protection and access to high-quality health-care services.

SDG 4:

This objective intends to improve adult literacy and numeracy significantly. It also aspires to construct and update education facilities that are child-, disability-, and gender-sensitive, and to guarantee that all learners gain the information and skills necessary for long-term development.

SDG 5:

This objective attempts to promote gender equality by eliminating all types of discrimination, violence, and harmful behaviours against women and girls, such as human trafficking and sexual exploitation. It also aspires for women's full and effective involvement in political,

economic, and public life, as well as equal chances for leadership at all levels of decision-making.

SDG 6:

This target strives to enhance water quality by decreasing pollution, boosting water-use efficiency across all sectors, and promoting and enhancing local community engagement in water and sanitation management.

SDG 7:

This objective strives to achieve energy security and efficiency by increasing sustainable per capita energy consumption while also achieving global and national emission and pollution reduction targets.

SDG 8:

This objective strives to attain high levels of economic productivity and diversity through diversification, technical advancement, and development-oriented policies that encourage good job creation, entrepreneurship, creativity, and innovation.

SDG 9:

This objective strives to encourage higher resource efficiency and the implementation of clean, ecologically sound technology and industrial processes in order to foster economic development and human well-being.

SDG 10:

By guaranteeing equitable access to opportunities, this objective seeks to steadily diminish disparities in both income and outcomes. Additionally, it encourages the social, economic, and political inclusion of all people, irrespective of their age, sex, handicap, race, ethnicity, religion, or any other status that matters in a given community.

SDG 11:

This objective strives to promote inclusive and sustainable urbanization by improving urban planning and management to provide safe and affordable housing, public transportation, basic services, and green public spaces.

SDG 12:

This objective stress resource efficiency, green economics, and long-term infrastructure. It also focuses on limiting waste and decreasing pollution and deterioration.

SDG 13:

This objective intends to include climate change measures into national policies and plans, as well as prepare and promote methods for improving climate change-related planning and management capability.

SDG 14:

This aim focuses on avoiding marine pollution, halting illegal and damaging fishing activities, and managing and safeguarding marine and coastal ecosystems in a sustainable manner while enhancing scientific knowledge, research, and technology transfer to promote marine health.

SDG 15:

This objective strives to integrate ecological and biodiversity planning, development processes, poverty reduction initiatives, and national accounting at the national and local levels. It also aims to promote the fair and equal distribution of benefits derived from the use of genetic

resources, as well as proper access to such resources, as well as the prevention of poaching and trafficking of protected species of flora and animals.

SDG 16:

This aim focuses on drastically eliminating all types of violence and advancing the rule of law at both the national and international levels to guarantee that everyone has equal access to justice. Ending abuse, exploitation, trafficking, corruption, and bribery, as well as developing competent, responsible, and transparent institutions are all goals.

SDG 17:

Strengthening implementation strategies and reviving the international alliance for sustainable development are the objectives of this endeavor.

Quality Education for all- Sustainable Development Goals- 4

Goal Number 4 of sustainable development goals deals with the quality education it is one of 17 global goals of the 2030 Agenda for Sustainable Development. The 2030 Sustainable Development Goals include ensuring that all boys and girls complete primary and secondary education, ensuring equal access to quality technical and vocational education for all, and eliminating gender and wealth disparities with the goal of achieving universal access to a quality higher education. In order to successfully implement SDG16—which focuses on the development of responsible and effective institutions at all levels as well as the promotion of inclusive and peaceful societies—it is imperative that SDG4 support equitable and inclusive education for all. By 2030, all learners should have access to a free, fair, and excellent education that produces learning outcomes that are both relevant and useful, according to SDG 4. They should also be guaranteed to acquire the knowledge and skills necessary to advance sustainable development. (UN, 2015; Van Den Branden, 2015; Mohanty and Dash, 2018). Sustainable development has unquestionably risen to the top of the global agenda with the adoption of the SDGs in 2015. The 2030 Sustainable Development Goal for Education focuses on four key areas to provide inclusive and equitable quality education for all and encourage lifelong learning opportunities for everyone:

Education for Sustainable Development (ESD)

As a result of a significant global consultation process, the UN formally adopted the 17 (SDGs) in September 2015. UNDESD promotes for the provision of opportunities to advance toward universal quality education that encourages knowledge, skills, views, values, and actions that contribute to a more sustainable future (Boerean 2019). The (SDG) 4 calls for high-quality education for all, which is rooted in a number of international declarations, including the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the World Declaration on Education for All, the Dakar Framework for Action, and the Millennium Development Goals, all of which see education as critical to the well-being of individuals, nations, and the world (Boerean 2019; Mohanty and Dash, 2018; UN, 2015). Many worldwide conferences have been held with the goal of bringing together global experience and knowledge to emphasise and deepen the role of education in achieving the SDGs, providing a chance to build on UNDESD's learning and highlighting education as a critical enabler.

Learning to change for a better world is key catchphrase most often associated with the term Education for sustainable development. The United Nations Decade of Education for Sustainable Development (UNDESD) (2005-2014) emphasised the importance of higher education in the global quest for sustainable development. The United Nations Educational Scientific and Cultural Organization (UNESCO) defines ESD as education that allows individuals to acquire the knowledge, skills, attitudes, and values required of them to shape a sustainable future. With the adoption of the UN Sustainable Development Goals (SDGs) in

2015, sustainable development and quality higher education has now undoubtedly are at the very top of global agenda and current issues. Agenda 2030, with its global goals, brought education and sustainability together on the global stage, naming aims and objectives to empower education systems as change agents in the fight against inadequate education. Agenda 2030 aims to alter the world, with a strong recommendation to evaluate curriculum, teaching, and material to guarantee a multidisciplinary approach (Wals, Mochizuki, & Leicht, 2017).

Indian Education System

From ancient times, India was a well-known name in the globe when it came to education. We are all familiar with the Gurukul way of providing knowledge. After independence, several changes in the Indian education system have been noted as time passes. The initial education policy was established in 1968, with minor revisions in 1986 and 1992. Since then, we have followed the same educational pattern for the past 34 years. After independence, India had two significant changes in education policy, the first in 1968 and the second in 1986, with the third scheduled in 2020. Changes are made in response to changing circumstances. After independence, the primary goal of education policy was to literate and educate the Indian people, which resulted in a skill set that was on par with the rest of the globe.

Right to Education

A basic human right is the ability to receive an education. It is a prerequisite for human development, and a country can only develop if its subjects improve. The Indian Constitution requires the government to give education to its inhabitants. The right to education is established in Article 21 of the Indian Constitution, which guarantees the right to live in dignity, and it is education that bestows that dignity on a person. A person's human dignity cannot be guaranteed until his individuality is developed, which can only be accomplished via education. The Constitutional Amendment Act of 1976 added "Education" to the Concurrent List of the VII Schedule of the Indian Constitution, allowing the Union Government to pass legislation on the topic. The Indian Parliament enacted the Right of Children to Free and Compulsory Education Act, 2009 on August 4, 2009, and it took effect on April 1, 2010. The Act ensures that all children aged 6 to 14 would get an education.

According to the Right to Education Act, the government is responsible for providing free and compulsory education to all children, as well as ensuring their attendance and completion of their primary education. It expressly states that no kid should be required to pay any money or fees to the school in order to get an elementary education. Any educational services supplied to children should not be charged to their parents. As a result, the government has exclusive responsibility for covering all costs associated with providing education to children. It is not only the government schools but private schools that are supposed to reserve 25% of the seats for unprivileged children of the society.

National Education Policy 2020

In June 2017, a group chaired by former ISRO Director Dr. K. Kasturi Rangan was created to draught a new education strategy. This committee submitted a draught of the National Education Policy in May 2019. Education is a key prerequisite for the development of a just and equitable society and the promotion of national development in order to realize full human potential. The information landscape throughout the world is rapidly changing. On July 29, 2020, the Government of India adopted the National Education Policy, 2020, and the Ministry of Human Resource Development was renamed the Ministry of Education. The 34-year-old National Education Policy 1986 will be replaced by this new education policy. By 2030, the New National Education Policy 2020 aims to achieve a 100% Gross Enrollment Ratio (GER) and thereby universalize education from pre-school to secondary school. The New Education Policy 2020 proposes a number of reforms, including the expansion of Indian higher education

to overseas universities and the creation of a four-year interdisciplinary undergraduate curriculum with many departure possibilities. The New Education Policy 2020 aims to transform India into a worldwide knowledge giant. By 2040, all universities and colleges should seek to be multidisciplinary, according to the NEP 2020 strategy. This approach will increase jobs in the country while also transforming our educational system. In terms of quality, there are five aspects to education which are as follows

- Quality of learners
- Quality of learning environment
- Quality of content
- Quality of process
- Quality of outcome

Quality of education

According to Tenner and Detoro (1992) as well as Cheng (1995) quality education is the character of a set of elements in the input, process and output of the education system that provides services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectation'. In order to broaden their knowledge, skills, and attitudes as well as adapt to a changing, complex, and interdependent world, learners must be able to take advantage of learning opportunities throughout their lives, according to the International Commission on Education for the Twenty-First Century (UNESCO, 1996). To put this goal into action, the board's quality education philosophy is based on four key learning pillars: learning to know, learning to do, learning to live together, and learning to be. The Commission has said unequivocally that formal education has traditionally concentrated on learning to know and, to a lesser extent, learning to do.

Targets of SDG 4

The target of SDG 4 is to ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes. It also targets to 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. Considering the gender equality perspective SDG 4 also targets to ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. These goals also focus on employment and entrepreneurship by trying to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship. Education for all aims to erase gender gaps in education and guarantee vulnerable populations—such as individuals with disabilities, indigenous peoples, and children in risky situations—equal access to all educational and occupational opportunities. Making ensuring that all children and a significant percentage of adults—men and women alike—achieve reading and numeracy is another facet of education. Understanding that education can create a new environment, it also places a strong emphasis on ensuring that all students gain the knowledge and abilities necessary to advance sustainable development. These include, but are not limited to, global citizenship, human rights, gender equality, education for sustainable development and sustainable lifestyles, promotion of a culture of peace and non-violence, and appreciation of cultural diversity and the role that culture plays in sustainable development. Expanding the number of scholarships available to developing countries—particularly the least developed, small island developing states, and African nations—for enrollment in higher education, including technical, engineering, and scientific programs, vocational training, and information and communications technology—in both developed and developing nations is another goal of SDG 4. Since the results of high-

quality education must be addressed, one of the Sustainable Development Goals (SDG) is to increase the number of qualified teachers in developing nations. This can be achieved, among other things, by fostering international collaboration for teacher preparation in developing nations, particularly in the least developed and small island developing states.

Action plans for other SDGs may be used to improve education quality, and vice versa. Reaching additional long-term objectives will gradually improve the outlook for high-quality education. The attainment of the Sustainable Development Goals is accelerated by their interdependence.

Progress in Quality Education Through Other SDGs

All other SDGs directly or indirectly make a significant change in quality education. The characteristics of quality of education like quality of learners, quality of learning environment, quality of content, quality of process, quality of outcome. The term "quality of learners" describes learners who are in good health, are fed properly, are motivated to learn, and have the support of their families and communities. Environments that are gender-sensitive, safe, protective, and provide adequate resources and amenities Information presented in curriculum that is appropriate and available resources for the development of basic skills, such as reading, numeracy, and life skills, as well as information on gender, health, nutrition, HIV/AIDS prevention, and peace Procedures that allow certified educators to implement child-centered teaching methods in well-run classrooms and schools, together with efficient evaluation techniques, in order to enhance learning and lessen disparities Achieving other objectives might lead to the acquisition of knowledge, abilities, and attitudes that are associated with the national education and positive social engagement goals.

Goal 1 aspires to eradicate poverty in all of its manifestations worldwide. Countries have pledged to reduce child poverty for the first time as part of the SDGs. Poverty affects children differently than it does adults; their needs and expectations are different, and the impact of poverty on children can last a lifetime. Despite this, child poverty is rarely distinguished from adult poverty, and its unique aspects are frequently overlooked. Attaining the first goal's objectives will eventually aid in improving educational quality. If a child comes from a household where there is no poverty, they will ultimately attend school, but if they come from a poor family with a worse quality of life, they will not attend school and will eventually become illiterate. By raising the poverty line and providing nutrition, financial inclusion, access to services, water, and sanitation, housing children will be able to attend school. These families will be enticed to take their children to school with mid-May lunches, scholarships, and free school uniforms. Education and training for adults also get rectified in the process

The second goal End hunger, increase food security and nutrition, and encourage sustainable education for all." As stated in goal 1, food security and nutrition are essential to reaching this aim. Even though the relationship between SDG2 and SDG 4 is indirect it is prominent also sustainable agricultural practices are learned through some type of education, which is often provided through extension services and on-the-job training for farmers which can be considered as vocational education. y providing universal access to equitable and quality education, SDG 2 can be indirectly reached through innovative technologies.

The relationship between SDGs 3 and 4 is that if a kid or adult living in a home with appropriate sanitation, water, and power must be supplemented with healthy and sanitary living behaviors to improve learner quality. Immunization, food and nutrition, and free and accessible health care will enhance health status, resulting in increased attendance, lower dropout rates, slower growth, and lower child mortality. Protecting the health of students, indirectly assures the quality of education.

Conclusion

In conclusion quality education and other SDGs has direct and indirect relationship in between each other. Education has been designated as a distinct purpose (SDG4). Many relationships between education and other SDG areas have been demonstrated by epistemic communities, and policymakers have long acknowledged many of them. The linkages between education and growth (SDG8) and gender are the most prominent (SDG5). Links with energy (SDG 7), water (SDG 6), cities (SDG 11), sustainable consumption and production (SDG 12), and climate change (SDG 13) are, on the other hand, given far less emphasis in the aggregate of UN flagship publications. While certain causal relationships are found and highlighted as essential, relevant restrictions are not always examined in depth, and few clear policy alternatives to address those ties are offered.

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