

Higher Education and SDGs

Reepu

Assistant Professor, Chandigarh University, Gharuan

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Abstract:

The Sustainable Development Goals aka Global Goals, have been developed to attain prosperity by the year 2030. A total 17 SDGs have been integrated. All the member nations have undergone a pledge to leave no one behind. The present paper has been developed to track the progress, indicator of SDG4. SDG 4 is "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Attainment can be measured with the help of certain indicators which has also been discussed. Moreover, attainment of the targets would yield affluence for many.

Keywords: Attainment, Indicator, Sustainable Development Goals, SDG 4, target etc.

1. Introduction

Sustainable development goals (SDGs) are an ideal assortment of 17 varied goals with an aim to achieve

sustainable future. Established in 2015, they aim to achieve the stated goals by 2030. Goals of Sustainable development include:



Fig 1: Sustainable development goals (<https://sustainabledevelopment.un.org/?menu=1300>)

From these 17 SDGs, number 4 is assigned to quality education. UNESCO institute of statistics has officially discussed the target as 4.3 with the indicator of Gross Enrolment Ratio. UNESCO considers equity associate integral a part of quality education and acknowledges the efforts created by countries during this regard which revived efforts are required to strengthen intelligent instruction systems, supported sturdy normative instruments and establishments with attention on access for all.

2. Literature Review

Griggs D et al (2014) have developed an evidence-based architecture to integrate targets relating to food, energy, water and ecosystem. Irfan A (2016) examined the blockades that exists towards the realisation of SDG 4 for Palestinian refugees from Syria. Definitely as per the research the ongoing Syrian conflict has created an adverse impact on Palestinians from inside the country and for those who sought refuge in other host states. Nugent R et al (2018) researched that attainment of SDG 3.4 i.e. about the reduction of Non-communicable disease have direct impact over the

success ratio of nine SDGs. According to the researcher's existence of NCDs is a barrier towards the attainment of SDG1, SDG2, SDG 4, SDG 5 and SDG 10. Oluwadamilola O et al (2018) used Error correction mechanism and Johansen co-integration estimation methods over the annual data from 1981-2015, sourced from National Statistical Bulletin and World Development Indicators. They found that human capital has significant relationship with inclusive growth. Boeren L (2019) have discussed the contemporary emphasis of education policies across the world with a purview towards the attainment of 2030 Agenda for sustainable development.

3. SDG 4

An amalgamation of Sustainable development with higher education would certainly consequent to constructive results. One should rather emphasize on

- Educating sustainable development
- Boost research on sustainable development
- Sharing information across the globe

There are numerous examples for the same:

1. Global Universities Partnership on Environment and Sustainability have dispersed the notion across 370 universities.
2. Higher Education Sustainability Initiative, an initiative of UN
3. Regional Centres of expertise are into the task of promoting SDGs local level.

Therefore, the present paper is an attempt to understand the meaning of Sustainable development, goals of SDG, how the present system, is undertaking the goal of SDG in along with the education, by considering few examples for the same.

Progression

The progression towards attainment of goal 4 can be understood through the following:

As per the statistics of 2017, 262 million children between the age group of 6 to 17 have not gone to school yet. In over 72 countries nearly 7 out of 10 children among the age group of 3 and 4 have developed on at least three grounds i.e. literacy, physical development as well as social development. However, in the year 2015 an overall 617 million children which is greater than 50% had not even achieved minimum proficiency in reading as well as mathematics. Certain developing countries lacked even basic infrastructural facilities which definitely aggravate conditions. The progress of the faculties towards training have also seen a stagnant growth at about 85% since 2015.

Targets to be attained include the following:

- Through the year 2030, all girls as well as boys to have free, equitable quality primary as well as secondary education.
- By the year 2030, all the children must have access to premature childhood development and care.
- All women and men to have accessibility to quality education which includes university too by the year 2030.
- Abolition of gender disparities over the year 2030.
- Accessibility of sustainability lifestyle by 2030.
- Increase in the supply of qualified teachers with a special focus on attainment in LDC and small island states.

Indicators:

1. Proportion of children in
 - grades 2/3
 - at the completion stage of primary
 - at the completion stage of then, secondary with some proficiency in reading and mathematics.
2. Proportion of children under 5 years on the track of health, learning and psychosocial well-being.
3. Participation in organised learning
 - Youth proportion accessing ICT
 - Youth number participating in formal and non-formal education
 - Parity index
 - Extent of global citizenship education etc
4. School level of development in terms of computer pedagogical purpose etc.
5. Number of teachers w.r.t pre-primary, primary, lower secondary etc.
6. Assistance development flows etc.

4. Conclusion

Quality education is a supreme. Education yields an overall development. This sustainability goal has a paramount importance since it has been believed that an educated mind can bring prosperity. This goal targets to attain schooling facility for kids, better teacher student ratio, abolition of gender disparity with definitely an assistance aid. Thus attainment of this SDG is definitely important.

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