Role Of Quality Education For Sustainable Development Goals

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Abstract:

Quality education ensures equal access to education for all students. It gives qualified, passionate, and well-trained teachers engaging learning environments. Sustainable Development Goals educate students about sustainable development, climate change, and build awareness and values of environmental conservation to protect the planet. The research investigates the education influencing SDG5, SDG8, and SDG13, exploring strategies through innovative learning to align educational policies with the SDG targets of the government. It suggests providing professional development opportunities for educators to enhance the teaching quality and adapt to diverse learning needs. The government aligns national education policies and frameworks with the SDGs, strengthening partnership between NGOs and the private sector to invest in education, infrastructure, and innovation strategies

 Keywords: Sustainable Development Goals, Quality Education, Millennium Development Goals

Introduction:

Quality education is inclusive, equitable, and provides learners with opportunities to realize and focus on academic success. It emphasizes critical thinking, emotional development, lifelong learning, and creativity. It ensures equal access to education for all students. It gives qualified, passionate, and well-trained teachers engaging learning environments. The curriculum should be relevant to learners, promote skills to face real-world challenges, collaboration, and adaptability. It prioritizes students' well-being and encourages them to participate in the learning process.

Sustainable Development Goals align and ensure lifelong learning opportunities for quality education without discrimination. It enables people to adapt to global challenges, promoting lifelong learning. It educates students about sustainable, climate change, and builds awareness and values of environmental conservation to protect the planet. Global citizenship Education fosters responsibility, tolerance, and diversity, promoting peaceful and sustainable societies. It equips learners with practical skills that contribute to economic development, consider sustainability, and ethical practices.

Quality education focuses on ensuring equitable and promoting lifelong learning opportunities, reducing poverty, advancing gender equality, and promoting good health and economic growth. It equips individuals with knowledge and skills to secure innovation addressing global challenges. The 17 Sustainable Development Goals (SDGs) are interconnected with quality education to achieve goals and develop the economic, social, and environmental aspects of society, ultimately leading to a healthier life.

Background of the Study:

Education has a ripple effect on the Sustainable Development Goals, such as poverty reduction, gender equality, and environmental sustainability. It addresses the educational disparities and transforms societies, promoting peace to achieve sustainable development. Education provides innovation, enhancing the workforce productivity and reducing unemployment. The MDGs, EFA, and SDGs are development goals that aim to provide quality education to all people, promoting the sustainable development of economies.

The Sustainable Development Goals were established in 2015 and adopted by the United Nations to address poverty, inequality, climate change, and environmental degradation as global challenges that promote peace and prosperity in the world. The Millennium Development Goals focus on reducing poverty, addressing environmental sustainability, and improving health and education adopted in 2000.

The early initiatives include the Early Summit 1992, held in Rio de Janeiro, Brazil. Agenda 21 emphasized the interconnectedness of social, economic, and environmental dimensions of sustainable development. Millennium Development Goals set eight goals aimed at reducing poverty, improving health and education, addressing the global inequalities, and promoting environmental sustainability. In 2002, the World Summit on Sustainable Development in Johannesburg highlighted the gaps in the implementation of the MDGs.

Theoretical Framework:

The quality education framework ensures inclusive and equitable education, promoting lifelong learning opportunities for people. The dimensions are

a.   Human Capital Development Theory:

Education is an investment in human capital theory that enhances knowledge and skills, improving productivity, employability, and economic growth. The policies focus on equipping students with 21st-century skills such as critical thinking, problem solving, and technological proficiency. Schultz contributed to the development of human capital theory in 1960, emphasizing the importance of investing in education and skills to enhance productivity and economic growth, to the benefits of education and training.

b.   Capability Approach:

The capability approach developed by Amartya Sen focuses on individual freedom to achieve well-being, having access to education and healthcare in one's own life. It goes beyond the multidimensional perspective factors like social participation, education, and quality of the environment. This approach provides equal opportunity to all learners to develop their potential in their lives. It addresses the structural barriers linked to

SDG4 that restrict individuals' educational opportunities and broader goals of freedom, equity, and sustainable development.

c.   Social Justice and Equity Theory:

Social justice revolves around the idea of creating and promoting equal rights, addressing systematic inequalities, and eliminating discrimination in the allocation of resources. It empowers individuals to participate in the decision-making process and uphold the dignity and rights of all individuals.

John Stacey Adams Equity theory explores how the input-output ratio of people investing in perceived inequity leads to dissatisfaction, stress, to restore the balance by altering the perception to evaluate fairness feel satisfied by the people.

d.   Inclusivity and Multiculturalism Theory:

Inclusivity ensures the representation of diverse voices in decision-making to address the disparities, tailoring to meet individual needs. It accesses the designing environment and practices with disabilities that prevent equitable participation. Cultural sensitivity recognizes the different traditions, values, and communication styles. Multiculturalism theory[1] recognizes that individuals' integration preserving the uniqueness of multiple identity groups shapes their experiences. It serves to strengthen respect for communities and address societal inequalities, and celebrate the richness of human diversity.

e.   Outcome-Based Learning Theory:

The theory explains that the educational framework focuses on educators adapting teaching styles to achieve specific learning outcomes, measuring the ability and benchmark to demonstrate knowledge, skills, and competencies. Biggs J (1996) demonstrates that constructive alignment integrates teaching strategies and assessment, promotes consistency, fairness, and effectiveness, deep understanding, and active engagement, enhancing the learning experience for students. Harden R M et al. (2000) highlight that the multifaceted profession creates a dynamic and engaging educational experience, fostering the success and personal growth of students.

f.   Lifelong Learning Theory:

It is a continuous process that extends daily experiences, work environment, and personal interest, encouraging them to take initiative and responsibility for their learning, fostering collaboration, and sharing their understanding. The theory enhances the problem-solving and critical thinking abilities, promotes inclusivity and engagement in lifelong learning networks. Candy et al (1991) elaborates on the learners' challenges in shaping educational policies and practices, prioritising the autonomy and ongoing development of learning. Jarvis P (2004) highlights that the adult education system is flexible and diverse learning needs adapt to personal growth and societal progress, achieving self-fulfilment.

e.   Quality Teaching and Resources Theory:

The theory involves pairing high-quality resources to create an equitable and enriching environment that supports the diverse learning needs and ensures excellence in education development. Biggs J (1996) Exploring teaching methods, learning goals, and resources to improve the quality of education. Harden et al (2000) elaborates on the adaptability, creativity, and holistic approach to address learners' needs and identify the roles as information provider, facilitator, and role model that contribute to student learning and development.

Research Problem:

It is a critical area of research to achieve Sustainable Development Goals in quality education, addressing global challenges in poverty, inequity, and climate change contribute to the attainment of goals in education. The research investigates the education influencing SDG5, SDG8, and SDG13, exploring strategies through innovative learning to align educational policies with the SDG targets of the government. It provides valuable insights into the transformative power of education to build sustainable and equitable societies.

Research Question:

•   How does quality education contribute to achieving Sustainable Development Goals, particularly in reducing inequalities, promoting economic growth, and addressing environmental challenges?

The question highlights the multidimensional impact of education on other SDGs as poverty alleviation, achieving gender equality, and climate action.

Review of Literature:

Fulford (2016) analyzed the returns to education in India and found that individuals with more years of education had consumption per capita, and additional year of education, the per capita consumption increased by 4 percent, with no additional consumption for the female cohort. Average returns to education were found low for females than for males due to ineffective use of female workers in the production process.

Sen and Cekerol (2018) explored the importance of development in open universities in Turkey, providing low-cost and high-quality education to a large number of students. They highlighted the importance of program diversity in increasing the number of students in the Open University in Turkey.

Cekerol (2018) emphasized distance higher education in Turkey. These programs also faced many problems, like quota and organizational problems. Cherechi (2018) explored the challenges to teachers' education in the 21st century in Nigeria. Many policy reforms by the management staff of teacher training were expected. Moyo et al. (2018) seek the role teacher education (TE) can play in promoting and cultivating a culture of technology designing, invention, and digital utilization as a necessity for African socioeconomic transformation.

SDG4 from MDG2 and EFA:

	MDG2	EFA	SDG4
Scope	Child Primary Education	Basic education for children, youth, and adults.	Basic education, post-basic education, and training for a Lifelong perspective
Geographical Coverage	Countries with low income	Universal in intention, but it focused on low-income countries	Universal agenda is recommended for all countries of all income and development levels.
Policy Focus	Access to basic primary education for all	Access to basic primary education for all	Access to basic primary education for all and access to training and post-basic education, and relevance of learning for global citizenship and work.

Challenges of Quality Education and SDGs:

The challenges range from economic and social inequalities to outdated infrastructure and underfunding issues. All challenges are interconnected with the other Sustainable Development goals. They are reducing poverty, achieving gender equality, and fostering economic growth. The challenges address the priority of the education reforms, focusing on inclusivity and equity. The investment in education provides adequate funding and resource allocation to improve the infrastructure, train teachers, and provide learning materials. Adapting digital technology ensures wide access to education and community engagement.

Targets to reach the goals of quality education:

The target creates a roadmap for governments to work towards achieving by 2030 with collaboration, innovation, and commitments.

- Quality education ensures universal primary and secondary education, complete, free, equitable, and quality learning outcomes by 2030.

- Early childhood development and pre-primary education provide access to quality by 2030.

- Equal access to technical, vocational, and higher education is ensured for students to be affordable by 2030.

- Increase the number of youth and adults' skills for employment and entrepreneurship by 2030.

- Upgrade the education facilities for effective learning and expand the scholarship for students from developing countries.

- Ensure universal literacy through the supply of qualified teachers.

Suggestions:

- Ensure equal access to education and address systematic barriers, aligning SDG5 and SDG 10 to promote inclusive education.

- Focus on enhancing skill development by integrating digital literacy and technological skills to improve employability and economic growth in SDG 8.

- Raising awareness about the sustainability SDG13 to encourage eco-friendly practices through waste management programs in schools and institutions.

- Builds global citizenship for SDG16, promoting cultural awareness, social responsibility, and cooperation among diverse communities.

- Provide professional development opportunities for educators to enhance the teaching quality and adapt to diverse learning needs.

- Strengthen lifelong learning to ensure adaptability in changing job markets, SDG4.

Conclusions:

The government aligns national education policies and frameworks with the SDGs, strengthening partnerships between NGOs and the private sector to invest in education, infrastructure, and innovation strategies. Quality education serves as a cornerstone for sustainable development, authorizing individuals and communities to overcome the challenges of thriving in a globalised world. The government should implement digital platforms for an online learning system to bridge the gap between infrastructure and personalized learning experiences.

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