

**United Nations Sustainable Development Goals (UN SDGs)**  
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**Module – 12**  
**SDG4: Quality Education**

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

COVID-19 has weakened worldwide efforts on children's learning and skills. Before the pandemic, progress on education indicators was slow to achieve Goal 4 of SDG. One year into the crisis, less than 10% of children in all countries had returned to school. The number of children who did not return to school is estimated to be 100 million. The pandemic and subsequent closures are having the largest impact on children in low-income countries. There are more children in school than ever before in the history of the world. However, around 100 million children are expected to miss out on learning opportunities in 2020. Around 100 million children are expected to miss out on learning opportunities in 2020. Around 100 million children are expected to miss out on learning opportunities in 2020.

**Exceptional measures are needed to get students back on track after a catastrophic year for education**

Even before COVID-19, the world was on track to meet reading and mathematics targets. In 2018, only 19% of children in grade 3 were proficient in reading. This is expected to drop to 14.8% in 2020. This is expected to drop to 14.8% in 2020. This is expected to drop to 14.8% in 2020.

**Large disparities in school completion are likely to get worse, especially among poor or vulnerable children**

Progress to ensure that all children complete primary and secondary school has been slow. Between 2010 and 2019, the global primary and secondary school completion rates increased from 82% and 85% to 88% and 90% respectively. In 2020, the global primary and secondary school completion rates are expected to drop to 85% and 88% respectively. In 2020, the global primary and secondary school completion rates are expected to drop to 85% and 88% respectively.

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There are YouTube videos, maybe this link, you can follow and check in the YouTube, and see for yourself. So, let me give you some stats. Change in reading proficiency for grades 1 to 8, from 19 to 20 year 2020 percentage is a millions of children; so you can see reading proficiency bit just we are talking about from grades 1 to 8, class 1 to 8. What is that reading proficiency, let us see; sub-Saharan Africa very low. This dark red is latest one 2020 and prior to COVID-19 is this pink this one. So, if you see that reading proficiency has come down everywhere; it is very. So, 14.8 here; earlier it used to be 17.5. So, this much of progress reading proficiency and then Central and Southern Asia 36, from 47.8.

So, now there are less number of kids from this class, this range of class who have this reading proficiency. So, that is the number I see Latin America here; so the lowest one I see in this place, Sub-Saharan Africa. And then the highest I see here, Europe and Northern America. Even before COVID-19, the world was not on track to meet reading and mathematics targets. In 2019, only 59 percent of children in grade 3 were proficient in reading. The pandemic is projected to cause an additional 101 million children; roughly 9 percent of those in primary and lower secondary

schools to fall below the minimum reading proficiency threshold, increasing the total number of students failing falling behind to 584 million in 2020.

This wipes out the progress achieved in education over the past 20 years. Similar declines are observed in area of mathematics; nearly 2 thirds of the children falling behind live in Central and Southern Africa and Eastern Southern Asia. The proficiency rate was already very low in Sub-Saharan Africa before the pandemic. So, learning losses in this region would likely occur among the children below minimum level of proficiency, recovering of the learning deficit globally could occur by 2024; but only if extraordinary efforts are made, only if extraordinary efforts are made.

So in the world also, if you see this number has come down from 54.5 to 45.3; so that is the change we are seeing over here. And in the next one, we have secondary school completion rate between 2010 to 19 percentage wise completion rates secondary school. Sub-Saharan 26 to 29 improvement, improvement, improvement, improvement, a slight improvement, improvement. So overall, yes, this has improved.

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SDG4



**Good progress in early childhood education has been brought to a halt by the pandemic**

The COVID-19 pandemic in 2020 saw a halt in trends for world-wide income growth and workforce share that around 7.6 billion aged 3 and above are dependently on school. Participation in organized primary learning (one year before the official age for primary school) rose from nearly 50% before the pandemic, from 45 per cent in 2010 to 49 per cent in 2019, with gender parity almost in every region. However, considerable variation was found among regions. Participation in early learning in 2019 was 52 per cent in Latin America, compared with 16 per cent in Eastern Africa and the Caribbean. The progress has been frustrated since 2020, since almost all early educational facilities have closed in most countries. Many young children are now enrolled in school for the first time at the age of 6 or 7 years. Such conditions, together with disruptions in learning, and lack of adequate sanitation and learning opportunities, are likely to affect children's ability to catch up on learning through their lives.



**Horizontal bar chart showing participation in organized primary learning (one year before the official entry age for primary school) in 2019 by region:**

Region	Participation (%)
Latin America and the Caribbean	52
Eastern Africa	16
Other regions	49

**Broader participation in continuing education and training is needed to create resilient and adaptable workers**

Continuing education and training are key to respond to workforce and to technology change. Prior to the pandemic, the average participation rate in adult education in formal and non-formal education was only 25 per cent, with significant variation across the 77 countries with data. In fact, in these, participation rates were below 10 per cent, but were 60 per cent and above among countries in Europe and North America. In fact, gender parity in participation rates was achieved in less than 10% of the countries.

With virtual and e-learning technologies and COVID-19, information and communication technology (ICT) skills have become critical to success. However, available data for 2019 estimates that less than 10 per cent of youth and adults reported performing one of the basic ICT skills in the last three months, such as sending an email or an attachment. Large differences still existed on a global among various groups and countries, but widely under gender differences, especially at average age.



**World map showing participation rates in adult education (one year before the official entry age for primary school) in 2019 by country. The map uses a color scale from red (low participation) to blue (high participation). A red circle highlights a region with low participation.**

**Building back better from the crisis can start with basic school infrastructures, which is severely lacking in many countries**

Improving basic school infrastructure is critical for school reopening, a key step to the global recovery from COVID-19. Studies from 2019 show that, globally, more than 90% of primary schools lacked access to basic drinking water, single-sex toilets, hand-washing facilities, and more than 60% had their electricity limited or non-functional or non-existent. Almost half of primary schools in 100 low-income and middle-income countries were girls' only, and more than half have an urban setting. The pandemic is disrupting the operation of education infrastructure, including drinking water at school and the need for ICT infrastructure to deliver online learning. It is also highlighting educational infrastructure considerations, such as adequate classroom space, air filtration in school buildings, and access to the Internet and computers at home.



**Bar chart showing the percentage of schools with basic infrastructure in 2019 by country:**

Country	Percentage (%)
India	60
Other countries	40

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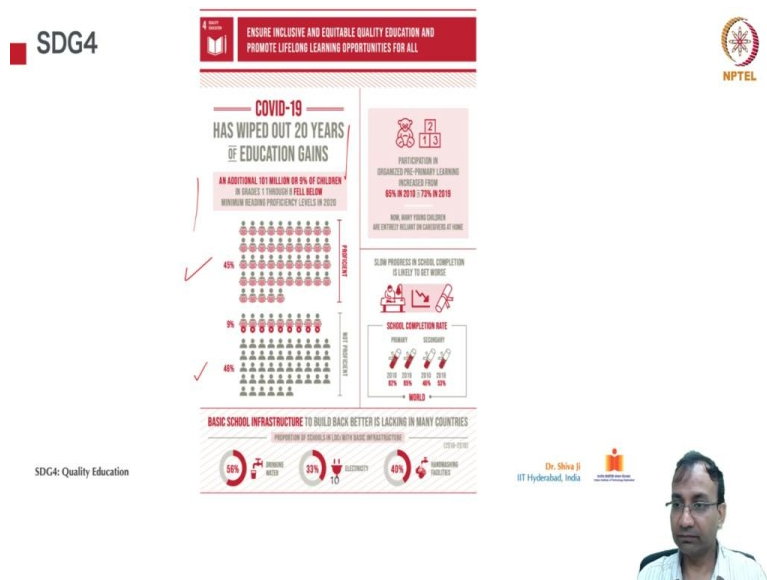
Then, we have participation rate in organized learning, one year before the official entry age for primary school 2010 and 19 percentage. Organized learning one year before official entry age of primary school; Sub-Saharan 36 to 43. Oceania you do not have this data; Australia, New Zealand, yes here also. And then this has come down a little bit, this has improved, improved;

overall world 65 to 73. So, we can see this participation rate in organized learning; this has improved in this 9 year span. The next one talks about proportion of youth and elders with basic ICT skills; latest year available in 2017 to 19. So, gray is like no data available, and very light pinks 0 to 24.9 first quarter, and then second quarter, third quarter, 4th quarter 75 to 100.

I hardly see anyone in the dark category. But, this one's majority here in this side, this side these fill here, remaining mostly are in this category; and then the lighter ones. In the next one, we have proportion of schools with basic infrastructure 2016 to 19 latest percentage wise, single sex sanitation, toilets for both the genders, drinking water, electricity, hand washing, computers, internet. So, percentage wise if you see, in the whole world 40; and the least developed countries with this pinkwala, this is 16 to 40, then 26 to 48. So, of course world's average is higher. That means the advanced countries; they will be having even much higher percentage in all of these.

So, in the least developed countries this is always behind; I think internet is the even the smallest one in this whole by just 16 percent. Then, we have 26 percent for computers, then we have electricity 33 percent, 40 for handwashing, 56, 56. I think huge range to cover 60 percent; that that is more than double than what is already there.

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So, the proportion of first needed is much higher, percentage wise if you see; some more figures. COVID-19 has wiped out 20 years of education gains and additional 101 million or 9 percent of children in grades 1 through 8 fell below, yes that we saw. So, let me move ahead.

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**SDG4**

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

SDG 4	Targets under SDG 4
4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
4.2	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
4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
4.4	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
4.5	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
4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
4.7	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
4.A	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
4.B	By 2030, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
4.C	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

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So, what are those targets inside this SDG 4 that we will see one by one; so, we have 4.1. By 2030, ensure that all girls and boys complete free, equitable, quality primary and secondary education; secondary means up to tenth, senior secondary is twelfth; leading to relevant and goal for effective learning outcomes. Then 2030, ensure that all girls and boys have access to quality, early childhood development, care and primary education; so that they are ready for primary education. Then third, ensuring equal access for all women and men to affordable and quality technical, vocational tertiary education, including university you see this. So, primary begins from 0 to 5. Then we have secondary up to tenth, and then we have senior secondary up to twelfth.

Then, it goes in the tertiary education you go for your degrees, under graduation, post graduation; you go for research PhD and postdocs, and all of those. So, it keeps on going up and up. So, not just senior secondary up to tertiary so that everybody goes for some graduation; and they go to university colleges and they get their degrees. Then, even go for specialization, a master's level degrees, so that they can specialize if you know. These undergraduate degrees are majorly to give knowledge about one particular field; for example, art, science, humanities, engineering, technology, medicine, management, et-cetera.

And then the master's degree is that where you specialize, you go into one particular domain into that subject area; and you specialize into it, you gain mastery over it. Then, you can put in your

efforts in much stronger way; that is why master says. And then you enter into the research world, where you go for earning your PhD degree, where you become an independent think tank; and perform academic and research activities all alone. So, you develop those abilities, you develop the argumentation, research and investigation, and all of those abilities where you can find research authority.

You can work on the main component vision research methodologies, you can draw some inferences and results; you can generate some new knowledge, some normal knowledge. You can add to the overall domain of knowledge created by humans that is the PhD stage. So, it is desirable at least at this stage, one should go for; I would definitely vouch for master's degree at least. So, that you kind of you command on your subject area; that is that I would definitely recommend. But yes, the SDGs actually talk about at least tertiary education undergrad level, so that everybody is graduate.

Next, substantially increase the number of youth and adults who have relevant skills, including technical, vocational skills for employment, decent jobs and entrepreneurship; because these you can employ immediately and get some work opportunity. Eliminate gender disparities in education ensure equal access to all levels of education, vocational training for vulnerable those groups, including persons with disabilities, the another group which gets affected these schools and their premises. They are not even fit for regular normally able kids; then what to think of especially abilities. So, that discrepancy also must not exist, and our premises of schools and colleges must be friendly to the especially abled group of people, indigenous people and children and vulnerable situation.

By 30, ensure that all youth and substantial proportion of adults, both men and women achieve literacy and numeracy; so, literacy writing reading. Numeracy, so that they have number related capabilities, they can account; they can calculate how much they have earned, how much of interest and how much of taxes. And such basic calculations, so that nobody can cheat them in the regular life, those kinds of instances are also there. So numeracy, because such majority of these people if you see, why this is essential. Work in an organized sector, and they earn whatever money from the contractor or that vendor; sometimes they get cheated.

So, this should not happen to them; so, even this attention is paid to that level. So, that for everyday transactions in the market all of those things, they can take care of themselves; that is

numeracy. Next, by 30, ensure that all learners acquire knowledge and skills needed to promote sustainable development SD, including among others through education for sustainable development, social lifestyle, human rights, gender equality, promotion of culture and peace, non violence, global citizenship, appreciation of cultural diversity, and cultures contribution to SD.

Build and upgrade education facilities that our child's disability and gender sensitive, provide safe nonviolent, inclusive effective learning environment for all. By 2020, I think that is a mistake or something, I do not know. So, substantially expand globally the number of scholarships available to developing countries, scholarships to developing countries, so that people from these countries come can go to developed countries for gaining some education, skills and things. In particular least developed countries, small island developing states and African countries for enrollment in higher education, including vocational training and information communication technology; teaching engineering and scientific programs in developed countries and other developed countries.

By 2030, substantially increase the supply of qualified teachers; how this whole thing is going to happen, is because of qualified and able teachers, is not it? So, we must actually empower our people first of all to become teachers, good teachers. Then, there will be more educated population; then again, there will be again finer nicer and good teachers. Then again, it will multiply, multiply, multiply. So, we first need good qualified teachers who can empower our generation, including through international cooperation for teacher training in developing countries, especially in least developed countries, small islands.

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## ■ SDG4 - Guiding questions



- What are some practical ways to improve access to quality education and life-long learning and deliver genuine impact both on people and sustainable development? Which ones can be scaled up or replicated for success?
- Which groups are the easiest/most difficult to reach and what can be done to ensure that no one is left behind in access to quality education and learning or teacher training?
- What actions can countries take to monitor the quality of education and ensure better learning outcomes?
- Which are the most critical interlinkages between SDG 4 and other goals and targets across the 2030 Agenda? How can co-benefits be promoted and trade-offs reduced?
- How do learning systems need to change to match a rapidly changing world with technological shifts, global integration and climate pressures?

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So, there are some a guiding questions with respect to this. What are some practical ways to improve access to quality education and lifelong learning, and deliver genuine impact both on people and sustainable development, which one can be scaled up or replicated for success? Think about it. Which groups are the easiest most difficult to reach? Because even if you are trying, there may be some practical situation, where you are not able to reach to a certain targeted group, or group of people, or maybe your community. They may be having some unique kind of maybe bottleneck. So, what can be done to ensure that no one is left behind; actually taking care that no one is left behind in access to quality education.

We have established why this is crucial and essential learning a teacher training. What actions can countries take to monitor the quality of education and ensure better learning outcomes? Monitor the quality education, how do you do that? How do you take care of this? Which are the most critical interlinkages between SDG 4 and other goals, and targets across 2030 agenda? Maybe as an assignment for yourself, you can plot this; you will get to learn a lot of things. Maybe you can relate something which is local to your place. How can co-benefits be promoted and trade-offs reduced? How do learning systems need to change to match a rapidly changing world with technological shifts, global integration with climate pressures?

So, now come the real challenges. If you see technological shifts, a lot is changing in everyday life. Every few months there are new electronic devices, there is some new computing abilities,

some new machine to do a regular works and everyday works and things like that. Where do you see your own fit in this fast changing world? Only with the help of your own continued, proper education and new skills, you will be able to cope up. So, that technological shift, you also have to keep moving with that shift.

Global integration, so that, you are able to kind of respond from opportunities from anywhere; then you can play a part at global level and climate pressures. So, climate pressures and impact we know; so there are a lot of risks, opposed by this thing. How do you empower yourself, create your resilience to defend from this?

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### Global Education Agendas compared

Education For All (EFA)

	MDG2	EFA	SDG4
Scope	Primary Education (children)	Basic Education (children, youth & adults)	Basic education + Post-basic education with Lifelong perspective
Coverage	Low-income countries; Conflict-affected	Universal in intention; Focus on lower-income countries	Universal agenda Global North and South
Process led by	UN	UN	Member States
Policy focus	Access to and completion of primary education for all	Access to quality basic education for all	Access to quality basic learning for all + Equitable access to post-basic education + Relevance of learning for work & citizenship
No of targets	2	6 goals	10

(Source: adaptation from the PPT by S.Tawil, UNESCO)



### SDG4 - Guiding questions

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- Which groups are the easiest/most difficult to reach and what can be done to ensure that no one is left behind in access to quality education and learning or teacher training?
- What actions can countries take to monitor the quality of education and ensure better learning outcomes?
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- How do learning systems need to change to match a rapidly changing world with technological shifts, global integration and climate pressures?





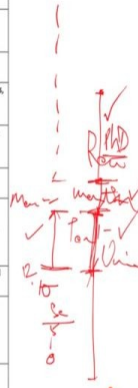
## SDG4

SDG 4	Targets under SDG 4
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So, the agendas; so from here MDG2, EFA to SDG 4. So, the scope was for primary education children based; in this one, education for all. Under these basic education children, youth and adults; and SDG 4 suggests basic education plus post basic education with lifelong perspective. Why this is important? Let me go back again to this previous slide is because of this technological shifts, global integration and climate pressures. If you are not empowered, and if you are not changing yourself every day, how are you going to cope up with this? That is why SDG 4 is very important.

It does not only talks about primary education or basic education, lifelong education. Coverage: low income countries, conflict-affected regions. This in EFA, it was yes, universal in intention; focus on lower income countries. But, here it is a universal agenda for global north and south also; because generally global south is a lagging one. So, process led by UN, UN, and the UN and member states here in this case. Policy focus, access to and completion of primary education for all, access to quality and basic education for all; access to quality based learning for all, equitable access to post basic education, relevance of learning in and work for citizenship and all of this.

So, if you see the scope has really widened. Number of targets inside we saw. In MDGs, like MDG2, it was only 2; here there were 6 goals, now we have 10; we saw initially here, these ones.

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**SDG4**

**“Ensure inclusive and equitable, quality education and promote lifelong learning opportunities for all”**

- Universal relevance - both global North and global South
- Rights-based and a public/common good
- Inclusion, equity and gender equality as fundamental principles
- Addresses all forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education.

**“No one left behind”**

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So, ensure inclusive and equitable quality education and promote lifelong learning opportunity for all; that is the one line basic premise of SDG 4; so that there is no one left behind. Universal relevance for both; rights-based public common good; inclusion, equity, gender equality; address all forms of discrimination and situations including emergencies. Right to Education, right to Education.

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**The “blurring boundaries” challenging SDG4**

- Blurring of boundaries between formal/informal learning
  - Re-contextualizing the right to education ✓
  - Changing role of teachers ✓
- Blurring of boundaries between the public and the private
  - Growing private engagement in education & changing role of state ✓
  - Re-contextualizing education as a public good ✓
- Blurring of boundaries between global and local
  - Citizenship education in a plural and interconnected world
  - Local knowledge/languages and globalization
  - Growing focus on 21st century / transversal skills
  - Global versus national/local monitoring ✓

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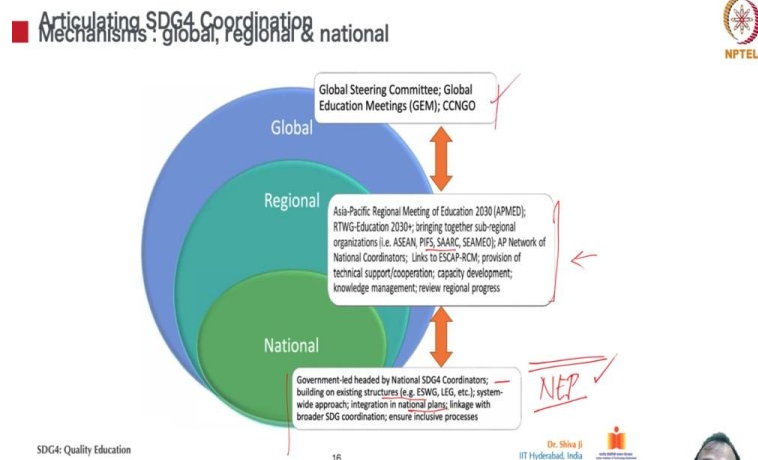
So, blurring boundaries, challenging SDG 4; blurring of boundaries between formal informal learning, re-contextualizing the right to education, changing the role of teachers. So, teachers can

play a vital role. They are not just there to give you ABCD or 1234; a lot of things they can teach. They can teach you a value education, they can teach you vocational things by themselves training them in right places; and then they can help you with life lessons, life skills, like life also is kind of a thing or a challenge for everyone. Everybody faces it very uniquely and they come up with their own a unique ups and downs.

How to cope up how to keep on moving with these changing times in the weather at professional level, personnel level, social level at any level. So, all of those things if you see, teachers can play a vital role to empower. Further, blurring of boundaries between public and the private, growing private engagement in education, changing role of the state. So, not just government department, all other agencies, and bodies can come to help it; re-contextualizing education as a public good. Now, we have already established. Why is it good for everyone to the overall socioeconomic condition of a country, and this has the capacity to lift it. Further, blurring of boundaries between global and local; now, I think it is. So, we have moved on from the silo based public administration center or a country's well system.

So, one country is here, one country is there; and there is no relationship no dialogue, I think gone are the days. So, there is so much now this whole world is reduced to a global village; you may have heard this town. So, world is reduced to a global village and how do you establish yourself in this global village. Citizenship education in a plural interconnected world, local knowledge, language and globalization, growing focus on 21st century, transversal skills, global versus national local monitoring, so both ways.

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So, from national to regional to global, how does it work? You can see here government led headed by national SDG coordinators; building on existing structures, system wide approach, integration in national plans. You may be aware of new education plan NEP has come, and there are a lot of a new changes, which we are going to experience through this new education policy. So, this policy actually is quite diverse in its scope; and it is going to take care of education in a much in a healthier way. And this has adopted a lot of inputs from what is happening at the global level, for imparting no education at all levels.

And how to kind of delegate even certificate courses or diploma courses, post graduate diploma courses; out of full degree programs and things like that the way ignou also used to work earlier. IGNOU is always practicing for a long time now. So, those kinds of things in every college, all the graduations are I think going to be of a minimum 4 years duration; so, there are a lot of reforms. Even at primary level, the number of the years at which a child can enter is also kind of changed from earlier to now. So, a lot of things which are going to change and we are all going to witness it; we are all going to experience this. So, at regional level also like ASEAN, SAARC and all of these things; I think our own neighbor countries we have India has several a fellowship programs running for students from our neighboring countries they can come, and avail education facilities in our institutes in India. And yes, of course at global level.

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So, education targets if you see in other SDGs. So, of course, the SDG 4 is talking about education, quality education. But, other places also, other SDGs also education has found some place some relevance, like how it can contribute to those SDGs; so, for poverty alleviation if you see. Education is the easiest way, and I think is the much stronger way one can relieve themselves out of that misery, that situation. So, in this one, it is mentioned global indicator, and the no poverty; proportion of total government spending on essential services, such as education, health and social protection.

So, because more investment here, more improvement here, directly related. Health and well being: target 3.7 actually talks about by 2030, ensure universal access to sexual reproduction healthcare services, including the family planning, information and education, and integration of reproductive health into national strategies and programs. Then, we have for the fifth one, gender equality. Number of countries and laws, regulations that guarantee women aged between 14, 15 to 49 years access to sexual and reproductive health care, information and education. So, that they know about their own body and its functioning, how to take care of their health, how to how to maintain a good hygiene; how to make use of other health products and things like that, and all of those things.


Then, in the eighth one, decent work in economic growth, target 8.6. By 2020, substantially reduce the proportion of youth not in employment, education or training. So, this time has

already passed, a strong force so that people from this category can be given a help. Then, in 12th, responsible consumption and production unless and until you know what kind of impacts you are creating; your own carbon footprint or energy footprint, or pollution footprint, how can you contribute? So, empowering and enabling everybody to know their own things is also essential for fighting climate change; so, that thing information and awareness.

In the climate action, improve education, awareness raising about this phenomena, and peace justice, of course; this cannot be done without involving everyone and everyone's knowledge. So, of course, by obvious this is essential for the 16th one. So, now you see, interrelationship between education and other SDGs.


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### Monitoring of SDG 4 : global, regional & national



**Four levels of monitoring education targets**


- National level monitoring of SDG 4:**
  - linked to the needs of national and sub-national governments in developing education sector plans and informing education policies.
  - adapt to the specificities of the national context – such as in sub-national geographical units, specific disadvantaged groups or by wealth
- Regional level monitoring:**
  - a set of indicators may be developed to take account of priorities and issues of common interest that are shared by countries in a particular region
- Global level monitoring:**
  - relies on a more limited and carefully-selected group of leading indicators to provide an overview of progress towards each target.
  - harmonisation of monitoring and reporting of SDGs for cross-country comparability is also of critical importance.
- Thematic monitoring:**
  - adds a level of monitoring of comparable indicators within a specific sector (e.g. education, environment, energy, health) or cross-cutting theme (e.g. gender).
  - serve as a framework to track progress on a cross nationally-comparable basis, with a more in depth view of sectoral priorities than available in the global monitoring framework.




Source: UNESCO Institute for Statistics, 2016.

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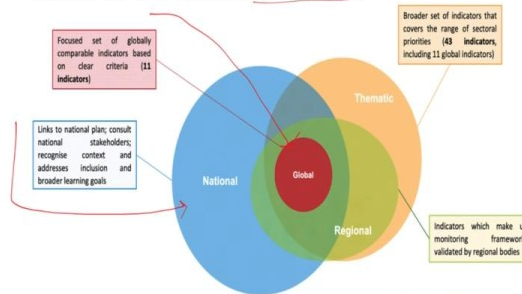


Then, we have a few more monitoring of SDG 4, 4 levels of monitoring education targets. So, you can see this is sketch; this is from UNESCO. National level monitoring: linked to needs of national and sub-national of governments, adapting to a specific of a national context, regional level. The set of indicators may be developed to take account of priorities and issues of common interest shared by countries. For example, we can have our own policy among SAARC countries and so on. Global level monitoring: relies on more limited carefully-selected group of leading indicators, harmonisation of monitoring and reporting of SDGs. Thematic monitoring: level of monitoring of comparable indicators within a specific sector education, environment, energy, health, et-cetera. Serve as a framework to track progress on a cross nationally-comparable basis.

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### Monitoring Frameworks for SDG4

- SDG 4 consists of 7+3 targets and 43 indicators. There are 4 monitoring levels.
- The 11 global indicators are led by IAEG-SDGs. ITCG SDG4-ED2030 leads the methodological development and implementation of the 43 thematic indicators.



SDG4: Quality Education

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Now, SDG 4 consists of 7 plus 3 targets, 43 indicators; there are 4 monitoring levels that we have seen. The 11 global indicators are led by this IAEG-SDGs, and this methodological development and implementation of the 43 thematic indicators. You can see it how each one are connected. So, for national you can see here, on global you can see here, regional and thematic.

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### Impact of business schools on the Sustainable Development Goals

Source: Kolb et al. (2017).



SDG4: Quality Education

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Another relation impact of business schools on the sustainable development goals; so direct impact on these 4. Innovation fosters clean water, affordable and clean energy, life below water, life on land; and direct impact if you see for education is on your work. Depending upon your

qualification and skills what you have, you are going to seek working opportunities directly connected; there is no doubt, there is no confusion.

So, direct impact, and that will lead to the economic growth. Industry innovation infrastructure, where your skills would be responsible consumption and partnerships. And these, so directly impacting in these ones, then innovation based approaches you can adopt and improve on these ones. And that will ultimately lead to improvement in SDG 1, if you come from humble background, it is going to help. Bringing you above that level, handle 0 hunger, able to maintain our own bodily health, and be aware of with the health one we saw. If women are if girls students are aware of these things, they can be they can handle their hygiene related things much in a knowledgeable way and so on.

This is true for every age group, every a gender; then of course, gender equality, improvement or reduce inequalities, color based, language based, vision based those kinds of discriminations also can be addressed through this. Sustainable cities and communities for this one, I have one example. If you see KVs and Jawahar Navoday Vidyalaya, JNVs they are working at a national level. And they have this migration, like JNVs have this migration feature, where students from one region of India go to study for some time for a few years to the another region of India. And similarly, students from this region actually come to this region.

So, there is this migration for temporary migration of few years, 1, 2 years; where they learn their local language, they learn about cultures, and things they mingle. And over this sustainable several decades of its existence, now JNVs have produced lakhs and lakhs of students, who are contributing to the national integration and knowing cultures about, knowing the things from different places. So, now we are more empowered. Now, those students are they know about how the our own country actually is right at different parts in different places. And this is all ours also know; the sense of belongingness and personal connection. Then, only one can feel these national pride and things.

So, definitely, in multiple ways there is contribution of education. Sustainable cities and communities unless and until your own this thing, what how much of pollution you are creating; definitely, you can empower yourself and help yourself climate action and this thing.



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The infographic is divided into two main sections: 'Challenges' and 'Solutions'. Under 'Challenges', there are three points: 1. '133 MILLION youth worldwide LACK BASIC LITERACY SKILLS. More than 60% are WOMEN'. 2. 'LACK OF ACCESS TO BASIC SERVICES such as water and electricity prevent children, especially GIRLS, from going to school'. 3. 'NATURAL DISASTERS such as floods and droughts can lead to children dropping OUT OF SCHOOL for extended period of time'. Under 'Solutions', there are three corresponding points: 1. 'PROMOTE EDUCATION FOR ALL as a powerful tool to build sustainable and resilient societies'. 2. 'IMPROVE ACCESS TO BASIC SERVICES to free children's time so that they can go to school'. 3. 'BUILD RESILIENCE to ensure children can go to school at all times, including during extreme climate events'. The infographic also features logos for UN, NPTEL, and Dr. Shiva Ji at IIT Hyderabad, India. There are handwritten red annotations on the infographic, including a large '1' and '2' next to the first and second solutions, and a signature 'Rohit Jyoti'.

So, with this I have come to the last slide. Here we can see, what UN Environment is giving very simple 3 challenges for quality education, and 3 solutions. What are those? 133 million youth worldwide lack basic literacy skills, more than 60 percent of that are women. Like we saw, I know 2-third of that age group schoolingwala is the girl, children. Lack of access to basic services, such as water, electricity prevent children, especially girls from going to school; we saw these are the practical reasons. Natural disasters such as floods, droughts also can lead to dropping off from the school; collapse of infrastructure, or maybe a falling in the povertywala zone and things like that.

Solutions, promote education for everyone; and make it free for everyone so that no economic or such things come in the way of education. Every school must be given basic facilities of water and sanitation and healthwala things, and should be free. Then, improve access to basic services for children's time so that they can go to school. So, their freedom actually should be given back to them. So, that they can have fun, they can play; this helps them growing mentally and physical ability, so that is also essential. Then, finally, building resilience capacity to ensure children can go to school at all times, irrespective of those challenges, even during extreme climate events.

So, infrastructure robust infrastructure; so that is essential for ensuring this last point. So, with this hope now that you are aware of how SDG 4 is envisioned, and what needs to be done. So, you can have an access, an assessment of what is going on in your own locality, vicinity in your

own surrounding, place, town, city village, wherever; and we should look for in what ways that situation can be improved. Identify which are those vulnerable groups, and see if you can help them. So, with this we have come to the end of this module. Thank you all. See you all in the next time.