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Research Article

EXPLORING THE RELATION BETWEEN QUALITY EDUCATION AND THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)

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ABSTRACT

The success of Millennium Development Goals (MDGs) encourages the world leaders to adopt the Sustainable Development Goals (SDGs) at United Nation's summit. There are 17 goals which have been adopted for 2030 agenda of SDGs. These goals are important for the point of view of the development of the world peace and prosperity.

Among the 17 goals of SDGs, one important goal is 'quality education'. No nation can achieve development without the education, particularly quality education.

The present paper has studied the relationship between the quality education and SDGs and how the quality education can help in realization of SDGs. This is important to understand the impacts of the quality education to understand the aims and objectives of SDGs. The present paper would be helpful to the e.g. researchers, planners, governmental and non-governmental organizations which are working to fulfill the SDGs by 2030. SDGs are not legally binding to the government or other organizations, yet these are important for the better development of the people, nations and the world without which the peace and prosperity cannot be achieved.

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INTRODUCTION

Education, particularly quality education is important for the Individual, community, society, nation and world. It provides the best possible developed individual to the community and society; the better citizen to the nation; and visionary and humanist to the world. It is considered a powerful tool to transform society; create an environment of cooperation among the people of the world; and provide an opportunity to every nation for development which brings peace and prosperity. On the constructive role of education particularly in the development of human resources the 'International Commission on Education for the Twenty-first Century' points out that "The Commission does not see education as a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war"¹. The report Acknowledges the role of education in the development of the people from various point of views. The same report further argues the role of the education system as "a source of human capital (Becker), cultural capital (Bourdieu), and social capital (Putnam)."²

There is found a strong relationship between quality education and economic development; quality education and social transformation; and quality education and technological advancement of the nations. The nation which is more advanced in quality education, is also ahead in over all development. This can be seen from the data of Human Development Report of UNDP (United Nations). The top ranks in Human Development are held by those countries which are also ahead in quality education.

The globalization has widened the scope for those groups of people who have attained the quality education. The quality education led the higher level of human development and economic prosperity with peace and security. Many studies show the correlation between quality education and peace and security in the world.

The current scenario of education in the world can be seen from the data of UNESCO. The education of primary, secondary and tertiary has increased. As per Incheon Declaration "since 2000, Pre-primary education enrolment has increased by almost two-thirds and the gross enrolment ratio is projected to increase from 35% in 2000 to 58% in 2015"³. The primary education in developing countries increased from 82% in 1999 to 90 % in 2010. In sub Saharan countries net

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enrolment increased from 58% to 76% (43 million children added in education). The gender equality has increased from 91 to 97 in 2010 in developing countries.⁴ The increase in education has affected the various aspects of the society. The increase in education is due to increase in funding, political will, development of infrastructure (school building), commitment of international community and well trained teachers.⁵

There are many problems in attainment of the quality education. In spite of so many efforts for the advancement of the education, still a large number of children are not in schools. As per a report “the number of children out of school in sub-Saharan Africa remained at about 30 million between 2007 and 2012India, Indonesia, Niger, Nigeria, Pakistan and Sudan each have more than 1 million children out of school.”⁶

One of the major problems of primary education is out of school children. As per Global Monitoring Report 2013-14 “the number of children out of school was 57 million in 2011, half of whom lived in conflict-affected countries. In sub-Saharan Africa, only 23% of poor girls in rural areas were completing primary education by the end of the decade. If recent trends in the region continue, the richest boys will achieve universal primary completion in 2021, but the poorest girls will not catch up until 2086.”⁷ This condition of education is alarming for the world community which is trying to provide equal opportunity for development. The quality education goes through the numerical advancement in education.

In another report of UNESCO which further explores the advancement on various grounds states that “Among the total drop out of 57 million, there are 31 million girls .while those children who attend school, 25% drop before completing the schooling.”⁸

For attaining hundred percent education in general and qualitative education in particular finance is another important problems. To achieve the goal of education for all till 2015’ needed \$ 16 billion per year.”⁹ Without the mutual cooperation among the nations of the world, this huge amount cannot be arranged.

On the religious line, among the religious groups, there is also found disparities in the level of education. In term of Schooling years, the leading religious community are Jews (13.4 yrs), Christian (9.3yrs), Unaffiliated (8.8yrs), Buddhists (7.9 yrs), Muslims (5.6yrs) and Hindus (5.6 yrs).¹⁰

In term of quality education, there are differences among the continents, religious groups and nations of the world .As a result, there is found differences in the level of economic development, social transformation and modernization. The solutions of all these problems can be seen in the Sustainable Development of the world with each other help. The world community under UNDP launched Global Goals also known as Sustainable Development Goals (SDGs) 2030 after successful implementation of Millennium Development Goals (MDGs- from 2000 -2015) for the development of the world .In MDGs, the world community succeeded in some extent to work together for the development of the world and brought changes in many areas like education, poverty alleviation, healthcare etc.

The present paper has explored the relationship between ‘Quality Education’ and SDGs and how other goals of Sustainable Development (SD) can be achieved with the help of ‘Quality Education’?

The present paper is important for the governments, non-governmental Organizations, policy makers, Scholars, researchers and international community to understand the role of quality education in achieving the SDGs.

The Quality Education (SDG4)

The concept of quality education is not so easy to define which can be accepted by all. The concept and definition of quality education have been taken various educationists, researcher, planners and policy makers in different contexts. The documents of SDGs give wider meaning to qualitative education which is different from the traditional meaning. For example the American Society for Quality Control (1990) defines quality education as “the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs”.¹¹ This definition sees the education as commodity which satisfies the needs of a consumer. Can we take education just as a commodity? What about the social and ethical values of quality education?

The definition of Rajput and Walia (1997) is more refined and in context to the present meaning and definition of quality education. He defines quality education as the “efficiency in meeting the set goals, relevance to human and environmental needs and conditions and “something more” in relation to the pursuit of excellence and human betterment”.¹² This definition has all those essential characteristics of a quality education which can be needed to fulfill the SDGs.

The documents of SDGs prepared by the world bodies under supervision of UNDP, UNESCO and others explain the quality education as “necessitates, at a minimum that learners develop foundational literacy and numeracy skills as building blocks for further learning, as well as higher-order skills”.¹³ This definition of quality education is in the context of SDGs as it advocates for the foundation learning both in term of numerical and non-numerical which can promote further learning including higher order cognitive skills. This definition of quality education establishes a link among the various stages of education among learners, teachers, policy makers, planners and goals. The concept of lifelong learning widens the role of education in diversification of the workforce and enhance the quality. The concept of quality education encompasses all the stages of higher learning- from the lower to higher level of learning both in term of skills and knowledge. In short, the quality education is that stage of education where individual, community, society and the world are benefitted. This paper has adopted the central points of definition of quality education of SDGs in showing the relationship.

Buckler and Creech (2014) give an insightful description of quality education which can be helpful in achieving of DSGs. They say that “Quality education is about what and how people learn, its relevance to today’s world and global challenges, and its influence on people’s choices. Many now agree quality education for sustainable development reinforces people’s sense of responsibility as global citizens and better prepares them for the world they will inherit”¹⁴. On the basis of above

given definitions, now the paper is exploring how the quality education is bringing changes in achieving the goals of SDGs. This is important to understand that quality education is important for all the goals of SDGs and how other goals of SDGs would improve the quality education further.

Sustainable Development Goals (SDGs): An Introduction

The Sustainable Development Goals (SDGs) launched from January 2016 after Paris Conference when 184 members states and education community came together for the world development. The aims are to meet the targets, see implementation, coordination, financing and monitoring with the collective efforts of the nations of the world. The Framework for Action proposes ‘indicative strategies’ to make plan to suit the needs of the nation. The aims of SDGs are “to free the human race from the tyranny of poverty and want and to heal and secure our planet...to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path.” 15

There are 17 Goals with 169 targets, which have been set for the world community for Sustainable Development. The seventeen goals of Sustainable Development, have been given in the Table-1

Table 1 Seventeen (17) Sustainable Development Goals, 2030

1-No Poverty	2-Zero Hunger	3-Good Health and Well-Being	4-Quality Education
5-Gender Equality	6-Clean Water and Sanitation	7-Affordable and Clean Energy	8-Decent Work and Economic Growth
9-Industry, Innovation and Infrastructure	10-Reduced Inequalities	11-Sustainable Cities and Communities	12-Responsible Consumption and Production
13-Climate Action	14-Life Below Water	15-Life on Land	16- Peace, Justice and Strong Institutions
17-Partnerships For the Goals			

Source: United Nations

Among the 17 Goals for Sustainable Development (SD), the goal-4 which is the “Quality Education” is considered very important for the overall development of the nations and the world; and an effective tool for achieving other Sustainable Development Goals. The present paper has taken goal-4 of SDGs for study; and explores the relationship between SDG-4 (Quality Education) and other goals of Sustainable Development (SD).

The 4th Goal of Sustainable Development also known as ‘Transforming our World: the 2030 Agenda for Sustainable Development’ is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” 16 refers to as SDG4-Education2030 which is the result of an extensive consultative process led by UNO, UNDP, UNESCO, UNICEF, NGOs, Ministerial meeting of governments, meetings of various stakeholders held at Oman, Islamabad etc ; discussed and agreed in Incheon Declaration of South Korea. The Incheon Declaration shows the “commitment of the education community to SDG4-Education 2030 and the 2030 Agenda for sustainable Development, recognizing the important role of education as a main driver of development”. 17

Quality Education and Sustainable Development Goals

How important is the quality education, can be seen from the data of voting for selection of seventeen goals. It shows that “over 7.6 million people have voted, and of the sixteen potential priorities, provision of good education is consistently ranked as the highest priority across all cohorts and has received prioritization by over two-thirds of all voters”18. The world community accepted the importance of quality education for sustainable development as there is important relationship between quality education and attainment of the other goals of Sustainable Development .The Incheon Declaration states that “Education is at the heart of the 2030 Agenda for sustainable Development and essential for the success of all SDGs”. 19

To achieve the better result of Sustainable Development through education, a worldwide movement known as Education for Sustainable Development (ESD) has emerged. The Education for Sustainable Development (ESD) calls for a quality education throughout the society of the world with new learning policies and practices. The ESD can be seen as “the total sum of diverse ways to arrive at a ‘learning society’ in which people learn from and with one another and collectively become more capable of withstanding setbacks and dealing with sustainability-induced insecurity, complexity and risks”. 20

How education can be helpful in achieving the goals of sustainable development? Most of the stakeholders of SDGs agree that education has strong relation with Sustainable Development. But they differ on the question of types of education. Some of them have opinion to bring transformation in whole system of education to make it suitable to meet the challenges of development. The others want the application of technology to change the education system and make it vibrant to produce the required man power needed for development. As per the report of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development, “Transformation of education systems is essential because our current systems have not supported sustainable models of development. While the role of formal education is clearly valued by society, change is needed to ensure that the system provides education that predisposes learners to consider sustainability across their life choices.” 21 .This approach rejects the traditional education system for sustainable development and needs a new system of education solely focus on sustainable development.

Many and documents of the world leading organizations, which studied the role of education in SD, saw the strong relationship between the quality education and Sustainable Development. Some of the and documents are:

An Action Agenda for Sustainable Development-Report for the UN Secretary-General (June 2013) which sees the important role of knowledge society in achieving sustainable development. It states that “Schools should also teach the SDGs to promote the transition to a sustainable development trajectory in every country. We urge all countries to ensure universal access to at least secondary education and job-skills development with a focus on high-quality learning for all children”.22This report sees the need of a particular level of education for Sustainable Development.

Envisioning Education In The Post-2015 Development Agenda: The Global Thematic Consultation on Environmental Sustainability in the post-2015

Development Agenda (July 2013) affirms the role of quality education in the Sustainable Development in these words “quality education and lifelong learning are key to sustainable development in the post- 2015 framework, the consultations highlighted that universal access to quality education, training and learning is an essential prerequisite for individual empowerment, the development of equitable societies and the promotion of social justice.” 23. This report accepts the quality education for sustainable development.

United Nations Secretary-General’s High-level Panel on Global Sustainability (2012): Resilient People, Resilient Planet: A Future Worth Choosing” Sees “stronger recognition of the role of education and learning as essential to SD: “ Investing in education and training provides a direct channel to advancing the sustainable development agenda. It is widely recognized as a tremendously efficient means to promote individual empowerment and lift generations out of poverty, and it yields important development benefits for young people, particularly women.” 24. This report sees the education in much wider social context and over all developmental tool.

From Green Economies to Green Societies: UNESCO’ Commitment to Sustainable Development (2011) sees the education as important tool for the empowerment of the youth through skills development. As per the report “Education for Sustainable Development (ESD) is a particularly important dimension of quality education. It provides people at all levels of education, but in particular youth, with the skills, competencies and knowledge needed to impart values indispensable for behavior and practices conducive to sustainable development, and for multicultural and multi-ethnic societies aspiring to democratic citizenship”. 25 This report emphasizes the role of education in the skill development of the youth. It further argues for “developing effective mechanisms to link green growth labour market objectives to educational programmes, particularly through technical and vocational education and training”. 26

The Bonn Declaration: UNESCO World Conference on Education for Sustainable Development held in Bonn, Germany on 31 March to 2 April, 2009 is another important report showing the relationship between quality education and SDGs. The Education for Sustainable Development (ESD) “helps societies to address different priorities and issues inter alia water, energy, climate change, disaster and risk reduction, loss of biodiversity, food crises, health risks, social vulnerability and insecurity. It is critical for the development of new economic thinking. ESD contributes to creating resilient, healthy and sustainable societies through a systemic and integrated approach”. 27. It further states that the “ESD highlights the interdependence of environment, economy, society, and cultural diversity from local to global levels, and takes account of past, present and future.” 28. The report of the conference sees the education in the context of present problems which forced the world community to implement the agenda of sustainable development.

The UN Decade of Education for Sustainable Development (DESD 2005-14) report is another important document which shows a close relationship between the consumerism and SDGs. The report states that “The transition towards a more sustainable future begins with each and every person making informed choices for a better understanding of how our present production and consumption patterns impact the planet’s natural resources”. 29 The report emphasizes on the change of the consumption pattern which is possible through the educated consumer and enlightened citizen.

For better result from education in achieving other goals of Sustainable Development, the declaration put emphasis on dynamic side of education which encompasses equity, inclusiveness, quality and lifelong learning. The Incheon Declaration and Framework for Action call for a vibrant education system when it states 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, competing for natural resources, demographic challenges, increasing global unemployment, persistent poverty, widening inequality and expanding threats to peace and prosperity”. 30 The answers of all the questions related to the SDGs lie in the imparting quality education. The better quality education and in large quantity can be achieved through the inclusiveness -providing opportunities of education to the large masses on the principle of equity particularly the gender equity. The quality education determines the better scope for the development of the individual, community, society, nation and the world. How education particularly quality education can help in achieving the other goals of Sustainable development? To find the answer of this question, there is need to find the effectiveness of the quality education in solving the problems of a particular goal and its auto role in achieving other goals. For this, there is need to study the seventeen SDGs in relative terms.

The seventeen goals directly or indirectly are linked with the education as various reports show. The SDG-4 which deals with the education states that the overall goal of quality education is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. This definition of SDG4 has four important goals of education. These are the inclusiveness, equity, quality and lifelong learning. If one sees the four goals of education and its dimensions and application globally, finds that these are also important challenges of education globally particularly nations from South East Asia, Africa and Latin America .These challenges are related to the diverse nature of many nations with prevailing inequity in distribution of the resources, income and opportunities.

Effectiveness of Quality Education in the achieving of Sustainable Development Goals

After seeing the role of quality education in achieving Sustainable Development Goals by various important reports there is need to see how the quality education could be helpful in achieving the Sustainable Development Goals? Many studies by national and international agencies show strong relationship between the quality education and Sustainable Development Goals.

Goal-1: No Poverty: End Poverty in all its Forms Everywhere: There is strong relationship between quality education and reduction of poverty. According to the report of UNESCO “171 million people could be lifted out of poverty if all students in low-income countries left school with basic reading skills – that is equivalent to a 12% drop in the number of people living on less than \$1.25 a day.” 31 And with “one extra year of schooling increases an individual's earnings by up to 10%, and each additional year of schooling raises average annual gross domestic product by 0.37%.” 32 while the increase in average schooling raises 0.58% national GDP. According to Hanushek and Woessmann (2008) with quality improvement in education led the 2% higher GDP per capita growth rate. 33 Thus education can help in eradication of poverty in effective ways.

Goal -2: No Hunger: End hunger, achieve food security and improved nutrition and promote sustainable agriculture: There is evidence that education increases the opportunities of saving the life of the people particularly children. The study of UNESCO (in 2013) which “shows that there are approximately 47 million children in low-income countries who are stunted as a result of malnutrition in early childhood. If all mothers in those countries had a primary education, 1.7 million children would be saved from stunting. If those mothers had a secondary education, 12.2 million children would be saved from stunting.” 34. This study shows a remarkable impact of education on hunger.

Role of Education in Goal-3: Good Health. Ensure healthy lives and promotes well-being for all at all ages. Many studies found the relationship between education and health. Due to education, the people are aware of the diseases and preventive cure. According to UNESCO reports that “each extra year of a mother's schooling reduces the probability of infant mortality by as much as 10% and that a child whose mother can read is 50% more likely to live past age five.” 35

Goal-5: Gender Equality-Achieve gender equality and empower all women and girls. The role of education in context of girls and women is dynamic. The quality education provides opportunities for full development and reduces gender disparities at every level. The education increases the income of women by up to 20%. How effective is of girls education, can be seen from the reports of “Paying the price, the economic cost of failing to educate girls” of Plan international which states that “Based on World Bank research and economic data and UNESCO education statistics, it estimates the economic cost to 65 low and middle income and transitional countries of failing to educate girls to the same standard as boys as a staggering US\$92 billion each year. This is just less than the \$103bn annual overseas development aid budget of the developed world.” 36

Goal-6: Clean Water and Sanitation. Ensure availability and sustainable management of water and sanitation for all: There is strong link between education and sanitation resulting in the improvement in health. According to a report the availability of clean water has increased the opportunity for education to the children and women. As per the UNICEF “Since 1990, 2.1 billion people have gained access to an ‘improved’ form of sanitation, such as flush toilets or latrine with a slab. This means that, in 2015, 68 per cent of the global

population was using such facilities-an impressive accomplishment but still far from the 2015 Millennium Development Goal target, which has been missed by nearly 700 million people. In 2015, 2.4 billion people still lack an improved sanitation facility and among them almost 950 million people still practiced open defecation”. 37

Goal-7: Clean Energy .Ensure access to affordable, reliable, sustainable and modern energy for all. There is needed energy particularly, clean energy for the socio-economic development to save the world from environmental pollution. The education provides such technologies which can enhance the availability of clean energy and change the life pattern of the people to save the energy. As per an estimate of Global Goals “Since 1990, global emissions of CO2 have increased by over 46%.” 38 This condition has alarmed the world community to enhance the quest for clean energy.

Goal-8: Good Jobs and Economic Growth. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all: There is strong relationship between education and economic growth. No nation of the world can develop without education. The Human Development Report shows how education led the overall growth of a nation. According to a study the GDP of a nation increases by 0.37% with each additional year of schooling. The study of Hanushek and Woessmann (2015) shows that how with the improvement in the schooling and skill would lead to increase in GDP. The study shows that “Translated into a percentage of future GDP, this implies a GDP that is 28% higher, on average, every year for the next 80 years. By the end of the projection period in 2095, GDP with school improvement would average some 140% greater than would be expected with the current skills of the labour force” 39

Goal-9: Infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation: Better education opportunity provides the better human development, technology and planning for the development of infrastructure of a nation. A nation is integrated well with the use of modern infrastructure. In many studies, it is found that infrastructure facilitates the multiple development of the country particularly in the development of market economy.

Goal-10: Inequalities: Reduce inequality within and among countries: One of the major problems in the present world is the existence of inequalities in social, economic and educational spheres. Education provides the tool to bridge the gaps. As per a study “a 0.1% improvement in a country's education equality can, over forty years, raise its per capita income by 23% higher”. 40 The case of Vietnam is an example which has improved her economic performance due to improvement in quality education.

Goal-11: Sustainable cities and communities: Make cities and human settlements inclusive, safe, resilient and sustainable: The present world witnesses the rise of megacities. In most of the countries of the world, the future plan for development is based on urbanization-means the shifting of the population from rural areas to urban areas. According to a report of UNDP “More than half of the world's population now lives in urban areas. By 2050, that figure will have risen to 6.5 billion people – two-thirds of all humanity. Sustainable development cannot

be achieved without significantly transforming the way we build and manage our urban spaces".⁴¹And the most important management related to the urban areas is the water and sanitation management.

The education plays an important role in development of sustainable cities and communities. The quality education gives technology, creative solution, better management technique and planning for the development of sustainable cities and well aware citizens. The quality provides strong civic sense which is important for the development of the nation.

Goal-12: Responsible Consumption: Ensure sustainable consumption and production patterns: Responsible consumption refers to the use of resources efficiently and use and re-use of waste for a longer period of time by keeping the need of the future generation. With the spread and advancement of the education comes the awareness and sense of responsibility. There are many studies which show that with the additional year of schooling the awareness and concern increase towards the important problems of the world. As per the UN "each year about one third of all food produced-equivalent to 1.3 billion tones worth around \$1 trillion-ends up rotting in the bins of consumers and retailers, or spoiling due to poor transportation and harvesting practices, something that businesses need to address".⁴²This is a big loss of resources. The need of Sustainable development arises due to reckless use of resources. And no doubt, the irresponsible use of the resources has created the problem of shortage of resources and tendency of high pricing.

Goals-13: Protect the Planet - Take urgent action to combat climate change and its impacts: Among the most acute challenges to the existence to human being on the planet is the climatic change. For economic development based on the Industrial model has led the wreck less use of the resources and damaging the climate of the world. Unfortunately, no other alternate model for development beside industry could be brought into practice. The problem has become so alarming particularly in rise of temperature that UNO has to warn that "The world must transform its energy, industry, transport, food, agriculture and forestry systems to ensure that we can limit global temperature rise to well below 2 degrees, maybe even 1.5." ⁴³ .Due to wreck less development by many countries by violating the established norms led the emission of carbon dioxide. As per UNO the "Global emissions of carbon dioxide (CO₂) have increased by almost 50 per cent since 1990". ⁴⁴ Now there is need to curtail the emission of the gases to save the planet and only the enlightened world citizen can save the world .This is now how the global efforts to minimize the emission of carbon dioxide begun .The attitude of the global community needs the acknowledging own responsibility towards the planet and save the human beings from destruction. The education can aware the people about the immediate danger to our planet and pave the way for collective efforts to meet the challenges.

Goal-14: Life below water - Conserve and sustainably use the oceans, seas and marine resources for sustainable development: In recent times, due to coming of modern technology, the exploitation of oceans, seas and marine life has been increasing. The exploration for oil and gas has further increased the exploitation of the oceans and seas. The expanding culture of sea foods and adventurous life of modern

men and women have complicated the life below water. As per a report "The oceans and seas are essential for national and global economic well-being. The global ocean economic activity is estimated to be between US \$3 trillion to US \$6 trillion, contributing to the world economy in many important ways". ⁴⁵

Many countries by use of modern technology and multi-national companies with their vast resources are exploiting oceanic life recklessly. As a result the problem of over exploitation and pollution has increased alarmingly which threatening the collapse of marine life. Acknowledging these problems, now the world community has given special attention towards saving the life below water and preserves the marine life on the large scale. The curriculum of education from school to the university have been given due importance towards the awareness about the marine life and need for their protection.

Goal-15: Life on land - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss: Quality education is important in the protection of environment and well being .Many studies show that the concern for environment has increased with the higher level of education. According to a study " Across 29 mostly developed countries, 25% of people with less than secondary education expressed concern for the environment, compared with 37% of people with secondary education and 46% of people with tertiary education" ⁴⁶.This shows that with higher education, the concern for the environment has been increasing.

Goal-16: Peace and justice: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels: Education particularly quality education promotes peace and prosperity of the community, society, nation and the world. The world badly needs peace due to massive scale of violence in many parts of the world. The groups of people are fighting with each other on petty issues without caring the peace of the world. Quality education can play an important role in bringing peace. Many studies have shown that "people with secondary educations are more likely than those with only primary education to show tolerance for people who speak another language (a 21% difference in Latin America and 34% among Arab States), immigrants (26% and 16%, respectively), homosexuals (32 and 1%), people of a different religion (39% and 14%), people with HIV (45% and 12%) and people of a different race (47% and 28%)." ⁴⁷ According to another study the " individuals who graduate and have access to quality education throughout primary and secondary school are more likely to find gainful employment, have stable families, and be active and productive citizens. They are also less likely to commit serious crimes, less likely to place high demands on the public health care system, and less likely to be enrolled in welfare assistance programs".⁴⁸ In another study it has been found that "Access to secondary education is crucial to peace and stability. Doubling the percentage of youth with secondary education from 30% to 60% has the potential to reduce conflict by half.¹⁷ A 10% increase in enrolment rates in secondary education can reduce the risk of conflict by 3%." ⁴⁹. This shows that how education

particularly quality education can minimize the risk of conflict and violence which can be useful for the development of the world particularly in achieving the Sustainable Development Goals.

Goal 17: Partnerships for the goals strengthen the means of implementation and revitalize the global partnership for sustainable development: A collective effort through partnership is required for achieving Sustainable Development. The partnership provides trust, cooperation and advices for implementing the SD programmes and policies. According to the U.N. High-Level Panel of Eminent Persons on the post-2015 Development Agenda declared in 2013, states that "The Global Partnership for Education is getting quality education to marginalized children, coordinating education's many players, offering aid without wasteful replication and following local leadership... GPE is single-sector [education] but shows how collaboration can bring better results. Similar models might prove useful in other areas." 50 .The world communities have acknowledged the role of the quality education in Sustainable development and many studies have found that how education can promote peace and strengthen the efforts in achieving the Sustainable Development.

CONCLUSION

The post 2015 goals for sustainable development which have been adopted by UNDP in January 2016 after many conferences of stakeholders need the close working of the nations of the world. There are 17 Global Goals known as SDGs for the world community to implement and achieve till 2030. The present paper has studied the relationship between the Quality Education (SDG-4) SDGs. The study found that there is strong relationship between Quality Education and Sustainable Development Goals. Many studies by various national and international agencies related to 17 Goals of Sustainable Development found that quality education can bring big changes in the planning, policy making and implementation of the Sustainable Development Goals. The World community can achieve the Sustainable Development goals till 2030 with the help of quality education.

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