

Sustainable Education for Sustainable Futures: A Critical Evaluation of SDG4 Implementation

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Abstract:

Underpinning progress toward all other Sustainable Development Goals, education is both a fundamental human right and a potent enabler of sustainable development. A key component of the 2030 Agenda, SDG 4-“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”-directly supports gender equality, poverty eradication, climate action, and the development of human capital.

With an emphasis on India, this essay critically assesses the country's and the world's progress toward accomplishing SDG. Significant obstacles still exist in guaranteeing the quality, accessibility, and equity of education, especially in underserved regions. India's efforts to promote inclusive education are reflected in frameworks including the NEP (2020), Samagra Shiksha Abhiyan, and the RTA (2009). Inadequate infrastructure, unequal teacher distribution, the digital divide, and subpar learning outcomes-particularly in rural areas-remain indicative of implementation problems, nonetheless. The COVID pandemic made these worse affecting girls, students with disabilities, and students lacking access to digital tools.

Drawing on studies from UNESCO, UN Women, and the ASER, this study emphasizes the urgent need for equity-focused measures, including disaggregated data monitoring, inclusive pedagogy, teacher training, and cross-sectoral collaboration.

The study examines how SDG 4's emphasis on environmental consciousness, digital inclusiveness, global citizenship, and lifelong learning might have a transformative effect. Lastly without substantial investment, innovation, and inclusive governance in education, progress toward the broader SDG framework would not be made which is a prerequisite for creating societies that are just, peaceful and sustainable

Keywords: better future, Education, equality, stainable Development Goals, quality.

1 Introductory Overview:

Education continues to be essential for human empowerment, societal advancement, and sustainable development. India has implemented a number of governmental initiatives to increase educational access and quality in accordance with international norms. A key component of India's development agenda is Sustainable Development Goal 4, or SDG 4, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” [3].

This article looks at how national education programs like the New Education Policy (NEP), Sarva Shiksha Abhiyan (SSA), and the Right to Education Act (RTE) help India contextualize SDG 4. Although primary enrolment has significantly improved as a result of these measures, there are still large differences in learning outcomes, access to secondary and postsecondary education, and quality assurance between states and localities [4, p. 6].

With an average population age of 29, India has a demographic edge that presents special chances to benefit from the demographic dividend. However, focused expenditures in ICT education, skill development, and vocational training are necessary to fully fulfil this promise. Among other measures, the 12th Five-Year plan has placed a strong emphasis on increasing educational opportunities and lowering disparities in access to high-quality education [4 pp. 5-6].

Globally, SDG 4 has its roots in previous pledges including the 2015 Incheon Declaration, MDGs 2 and 3, and the Education for All (EFA) movement [6, p. 542]. From gender equality and poverty alleviation to climate resilience and economic empowerment, SDG 4 makes education a cross-cutting driver for all other SDGs [3; 5].

However, there are still major obstacles to overcome. Globally, there are still equity gaps based on geography, socioeconomic position, and gender, and about 59 million children are not attending school [3]. Furthermore, quality is still an issue, especially in isolated and underdeveloped areas [6, p. 544]. To close educational gaps and encourage lifelong learning, technological solutions have been put forth, including digital material delivery, satellite-based remote learning, and real-time attendance tracking [5].

India's dedication to inclusive educational reform and youth-led change is demonstrated by its strong participation in international discussions, such as the UN ECOSOC Youth Forum and the impending Summit of the Future. In addition to providing forums for policy discussions, these platforms are vital for mainstreaming youth viewpoints and collaborating to develop an education system that is prepared for the future [4, p. 8; 3].

This essay evaluates SDG 4's accomplishments, goals, and inherent conflicts critically. Even while the objective is lofty and essentially revolutionary, it will only be successful if there is persistent political will, cross-sectoral cooperation, and a constant emphasis on both quality and access [7, p. 196]. For SDG 4 to become a reality for everyone, education must be reimagined with an emphasis on sustainability, innovation, and equality [7, p.135].

Table 1: According to the assessments on poverty and literacy rate carried out by the Indian Census and NITI Aayog, it is evident that poverty decreases as the literacy rate rises.[17;20]

SDG 4: Targets and Goals with Emphasis on Goal 4 Free and High-Quality Education for All (Target 4.1)

By 2030, all boys and girls should receive free, equitable, and quality primary and secondary education. The target emphasizes measurable learning outcomes in literacy and numeracy, tracked through national assessments, completion rates, and reductions in out-of-school children [6, p. 539].

Table 2: According to the assessments on poverty and literacy rate carried out by the Indian Census, it is evident that nutrition rate increases as the literacy rate rises.[18;19]

Development of Young Children (Target 4.2)

This target ensures that all children have access to early childhood development, care, and pre-primary education, focusing on health, learning, psychological well-being, and the home learning environment. It is critical for school readiness and the long-term effectiveness of educational systems [3; 4, p. 8].

Fair Post-School Education Access (Target 4.3)

This target promotes equal access to affordable and quality technical, vocational, and tertiary education, including universities, regardless of gender or socioeconomic background. It assesses gender parity and participation in formal and non-formal education [6, p. 540; 3].

Employability and Entrepreneurship Skills (Target 4.4)

The goal is to substantially increase the number of youth and adults with relevant skills—including technical, vocational, and IST skills—necessary for employment, decent jobs, and entrepreneurship. Indicators include digital literacy rates and ICT proficiency [4, p. 7; 8].

Promote Inclusivity and End Gender Inequalities (Target 4.5)

This target demands the elimination of gender disparities and ensures equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people, and children in vulnerable situations. Monitoring tools include education expenditure, language of instruction, and equity indices such as male/female and urban/rural parity [6, p. 544-545; 3].

Achieve Universal Access to Reading and Numeracy (Target 4.6)

By 2030, ensure that all youth and a substantial proportion of adults achieve literacy and numeracy. Indicators include participation in adult literacy programs and overall literacy rates [6, p. 539; 4, p. 8].

Education for Global Citizenship and Sustainable Development (Target 4.7)

This target ensures learners acquire the knowledge and skills to promote sustainable development, including through education on human rights, gender equality, nonviolence, peace, global citizenship, and cultural diversity. Monitoring includes integration into national curricula, teacher education, and assessments [3; 6, p. 546].

Targets and Methods of Implementation (Supporting Structures) Safe and Inclusive Educational Facilities (Target 4.a)

Aims to upgrade educational facilities to be inclusive, safe, and effective learning environments that are child, gender, and disability-sensitive. Key indicators include access to water, electricity, internet, prevalence of bullying, and attacks on schools [5; 3].

Developing Country Scholarships (Target 4.b)

This target increases the number of scholarships for students from developing countries—especially Least Developed Countries (LDCs), Small Island Developing States (SIDS), and African nations—to access higher education in developed and developing countries. It is monitored by Official Development Assistance (ODA) for scholarships [3; 4, p. 9].

Boost the Number of Qualified Educators (Target 4.c)

Through international cooperation, this target seeks to increase the supply of qualified teachers, especially in developing countries. Key indicators include teacher certification rates, pupil-teacher ratios, in-service training rates, salary comparisons, and attrition rates [6, p. 548; 4, p. 9].

2. Cross-cutting Subjects and Observation

Sustainable Development Goal 4 (SDG 4) is grounded in a right-based and inclusive framework, prioritizing equality, accessibility, and quality across all levels of education. Education for sustainable development is recognized as a foundational pillar, reinforcing global peace, gender justice, and environmental consciousness [5]. SDG 4 progress is monitored using 11 global indicators and 32 thematic indicators, evaluated by UNESCO and other stakeholders at national, regional, and global levels [9].

The economic returns of education are significant: each additional year of schooling raises the national GDP and individual wages by nearly 10% [9] in terms of poverty reduction; education helps prevent the intergenerational transmission of poverty by enhancing income opportunities and social mobility [10]. Moreover, education contributes substantially to improved health

outcomes. For example, maternal education is directly linked to lower under-five mortality rates and child stunting. Educated mothers are more likely to access healthcare services and adopt nutritious practices for their children [9; [6] pp. 3-8].

3. Significance of SDG 4

SDG 4 transcends the scope of the Millennium Development Goals (MDGs) by integrating inclusivity, equity, quality, and lifelong learning. While MDGs largely emphasized primary education to broader goals such as economic growth (SDG 8), gender equality (SDG 5), climate action (SDG 13), good health (SDG 3), and peaceful institutions (SDG 16).

By confronting systemic inequalities and fostering global citizenship, SDG 4 envisions education not merely as a means of instruction, but as a tool for social transformation [5]. Unlike MDGs, SDG 4 is global in scope, applying equally to developing and developed countries, and spans the entire education lifecycle—from early childhood to tertiary and technical education [11 pp. 5—6].

Importantly, SDG 4 also prioritizes marginalized groups—students from small island states, girls, tribal and rural populations, and persons with disabilities—ensuring their right to education is fully realized. Indicators like 4.5.1, which track equity and inclusion, demand that countries collect and report disaggregated data to ensure transparency and accountability [11 p. 6].

The “quality turn” advocated by SDG 4 centres not just on access, but on the learner’s holistic development—cognitive, emotional, social, and physical. This involves aligning curricula with 21st-century economic needs [11 p. 7]. Target 4.c addresses the shortage of qualified educators and calls for international cooperation to enhance teacher training programs.

4. Structural Limitations and Operational Shortcomings of SDG 4

Moreover, the inclusion of lifelong learning is a significant progression from MDGs. Adult education, vocational training, and skills development for employability are now central to the SDG 4 agenda [11 p. 7]. Target 4.b supports scholarships and capacity building in higher education, especially for least developed and small island states.

The health impacts of education are profound. For instance, completion of lower secondary education improves health outcomes by 18%, while stunting and malnutrition among children drop significantly with maternal education. If all women completed basic education, 1.7 million fewer children would suffer from stunting; with universal secondary education, that number would increase to 12.2 million. In South Asia alone, 22 million cases of child stunting could be avoided through maternal education [10; [6] pp. 7—8].

Finally, SDG 4 includes clearly defined implementation mechanisms through Targets 4.a (safe and inclusive learning environments), 4.b (global scholarships), and 4.c (qualified teachers). These ensure that ambitious goals are supported by measurable strategies and actionable frameworks [11, p.8].

In summary, SDG 4 redefines education as a multifaceted and lifelong endeavour that is vital to achieving all other SDG. It upholds education as both a human right and a public good, and elevates quality, equity, and inclusivity to the heart of the global development discourse [11 pp. 3—8].

More than 260 million children and youth worldwide are still not enrolled in primary school, despite over 90% of them being enrolled, highlighting on-going inequalities in access and learning outcomes. Progress was further undone by the COVID-19 epidemic, which disproportionately affected underprivileged populations like girls, students with disabilities,

and kids living in conflict-stricken areas [6, p. 539]. SDG 4's connection with a Western-centric development model has drawn a lot of criticism for enforcing an industrialized, universalized vision that isn't representative of regional circumstances (Klak, 1998; Nisbet, 1980). Wulff (2020) contends that although being presented as inclusive, SDG 4 was created by powerful international players, strengthening the power structures already in place in the field of education [10, p. 540].

National educational frameworks and its centralization frequently clash. For example, 2016 reports demonstrates how donors' pressure to enforce SDG-based metrics changed Pakistan's locally created Education Sector Plan for Sindh, highlighting a conflict between international; objectives and local realities. Despite SDG 4's assertion that it respects various national contexts, its execution occasionally ignores grassroots involvement and sovereignty [10, p. 541]. There are methodological issues as well. The UNESCO Institute for Statistics (UIS, 2018) claims that the following factors make it difficult to compare data globally:

Differing national methods of collecting data on literacy and numeracy,

Absence of standardized technical definitions,

Disagreement on what should be measured [10].

SDG 4 is frequently viewed ideologically as instrumentalist, emphasizing economic production over environmental and cultural values. Its alignment with neoliberal education practices that commodify learning instead of cultivating critical consciousness or community resilience is criticized by Sterling (2016) and Brissett & Mitter (2017) [6, p. 543]. It aims to empower marginalized groups by utilizing the same frameworks that led to their marginalization, as argued by Komatsu and Rappleye (2018). There is still a learning crisis. Just 44% of pupils achieved minimum proficiency in maths and 58% of youngsters achieved minimum proficiency in reading in 2019 [6]. Test scores fell precipitously between 2018 and 2022—reading by 10 points and math by 15 points [6, p. 544].

Infrastructure still has flaws. Around the world, just 50% of elementary schools and 62% of secondary schools provide the necessary resources for students with disabilities. Inequities are exacerbated by the digital divide; in Sub-Saharan Africa, two-thirds of primary schools lack digital learning resources, more than half lack electricity, and more than one-third lack bathrooms. Additionally, gender inequality persists for girls and women. Girls with greater education are more likely to enter the workforce and are less likely to marry young, demonstrating the transforming effect of schooling SDG 4 is frequently viewed ideologically as instrumentalist, emphasizing economic production over environmental and cultural values.

In summary, SDG 4 faces significant structural, ideological, and practical obstacles even though its goal is inclusive, equitable, and high-quality education. Its promise is still contingent on resolving power disparities, global-local policy gaps, and inconsistent data.

5. Education in the Indian Context:

India has proactively matched its national educational policy with Sustainable Development Goal 4 (SDG 4), which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” as a signatory to the 2030 Agenda for Sustainable Development [3]. The nation's dedication to reaching the goals outlined in SDG 4 is demonstrated by a number of historic programs and reforms. The passage of the Right of Children to Free and Compulsory Education Act (RTE), 2009, which established education as a basic right for children aged 6 to 14, was a crucial step in achieving SDG 4. In order to address access and equity, the RTE Act legally requires that all children in this age group receive free,

obligatory education at a neighbourhood school; (MHRD, 2009). In 2018, the Samagra Shiksha Abhiyan (SSA), a centrally supported program, was introduced to combine and streamline educational endeavors by merging three previous programs: Teacher Education, Rashtriya Madhyamik Shiksha Abhiyan, and Sarva Shiksha Abhiyan. With an emphasis on enhancing infrastructure, access, retention, and learning outcomes, the program seeks to provide inclusive and equitable quality education from pre-primary through senior secondary (MHRD, 2018).

The PM POSHAN scheme, formerly known as the MID-Day Meal Scheme, is another crucial intervention that focuses on meeting schoolchildren's nutritional needs, particularly in underprivileged neighbourhoods. According to studies, the initiative has dramatically lowered dropout rates and raised school attendance, especially for girls and kids from underprivileged families (Dreze & Goyal, 2003). India's educational system is undergoing a radical change under the National Education Policy (NEP) 2020. It highlights:

Universalization of education from preschool to secondary level by 2030,

Integration of vocational education from grade 6 onwards,

Strengthening of teacher training and digital infrastructure,

Increased flexibility in curriculum to foster multidisciplinary learning,

Promotion of mother tongue/regional language as medium of instruction until grade 5 or beyond [13].

These measures collectively reflect India's dedication to meeting both quantitative and qualitative goals under SDG 4.

Continuing Challenges:

Despite these successes, India still has systemic and structural issues that prevent SDG 4 from being fully realized.

Dropout Rates in Marginalized Communities: Scheduled Castes (SC), Scheduled Tribes (ST), and Muslim minorities have much higher dropout rates, per the UDISE+ report (2021-22). These differences are caused by a number of variables, including cultural norms, child labor, socioeconomic pressures, and early marriage, especially for girls (NUEPA, 2022).

Gender and Urban-Rural Inequalities: Rural communities frequently have poorer educational results, inadequate infrastructure, and a shortage of qualified educators. Numerous obstacles prevent girls in rural India from pursuing higher education, particularly those from traditional or low-income households (ASER, 2022). At the secondary and upper secondary levels, gender parity is still an issue despite improvements.

Inadequate Facilities:

Many public schools continue to be devoid of electricity, libraries, digital resources, safe drinking water, and working restrooms. There are significant barriers to digital learning because, according to the 2021-22 UDISE+ data, just 61% of schools had working computers and only 73% of schools had electricity [16].

Lack of Trained Teachers:

Professionally qualified and trained and trained teachers are consistently in short supply, especially in rural and tribal areas. Learning results are impacted in several jurisdictions when the pupil-teacher ratio (PTR) is higher than the RTE-recommended standard of 30:1 [12]. Furthermore, many rural schools continue to use multi-grade teaching, in which a single instructor oversees several classes.

6. Digital Divide:

Despite NEP 2020's emphasis on digital learning, there is still a noticeable digital divide, particularly among rural and low-income households. According to a 2021 UNICEF report, only 24% of Indian households have internet connectivity, and less than 11% of rural households have access to computers, limiting the reach of e-learning during and after the COVID-19 pandemic (UNICEF, 2021).

Legal entitlements, extensive welfare programs, and a progressive national policy are some of the significant policy measures India has implemented to line with SDG 4. But issue like teacher shortages, infrastructural deficiencies, and educational inequalities still cast doubt on its egalitarian aim. In addition to increasing education spending, India must prioritize underserved communities, develop robust digital infrastructure, and enhance teacher ability in order to fully achieve SDG 4. To guarantee that no learner is left behind, a comprehensive and context-sensitive strategy will be essential.

7. Digital Divide and Technology in Education:

Particularly since the COVID-19 outbreak, there has been a global drive to use technology to change learning environments. Classrooms are becoming more flexible, interactive, and learner-centered thanks to digital divide. The continuity and quality of education in India have been severely hampered by the lack of access to dependable internet, digital gadgets, and teacher training, especially in rural and underprivileged areas [3]. According to UNSCEO (2021), there is a stark urban-rural divide in India, with only 11% of rural families having access to computers and less than 24% of homes nationwide having any kind of internet connectivity [14, p. 43].

Learning disparities are exacerbated by this gap, which disproportionately impacts students from marginalized communities and economically disadvantaged groups [4, p. 9]. Many schools still lack basic digital infrastructure like computers, projectors, or even electricity, and teachers frequently lack the necessary training to use digital technologies successfully [16, p. 18]. To address these discrepancies and guarantee inclusive and equitable high-quality education, investments in reasonably priced technology, teacher capacity-building initiatives, and locally relevant digital content are desperately needed [3]. The ambitious goals of SDG 4, especially those pertaining to digital literacy and access (Target 4.4), run the risk of remaining unachievable for sizable portions of the Indian population if these gaps are not addressed.

8. Lifelong learning and future readiness:

In order to help people adjust to the quickly shifting social and economic landscape, Sustainable Development Goal 4 advocates lifelong learning rather than just formal education. Providing people of all ages with changing skills has become a key component of educational policy in an era characterized by technological disruption, climate change, and job market volatility [4, p. 6; 15, p. 12]. Adult literacy which is still a serious challenge worldwide—773 million adults, mostly women, lacking basic literacy skills as of 2020—is addressed via lifelong learning projects [3]. Adult literacy in India is still unequal among rural and marginalized communities, even with initiatives like the New India Literacy Programme (NILP), which was introduced in 2022 [16, p. 27].

In order to assist people in making wise financial decisions and successfully managing risks, financial literacy must also be incorporated into modern schooling. Basic financial education is essential for both adults and children due to the growing financial instability and economic disparities (UNESCO UIS, 2018, p. 19). Environmental education and climate change have also become crucial. Students must become aware of ecological systems and be equipped to act as responsible global citizens, according to the UNESCO Global Framework on Education for

Sustainable Development [15, p. 15]. Furthermore, digital fluency, entrepreneurial thinking, and soft skills like communication, teamwork, critical thinking, and adaptability are necessary to equip people for the fast-paced 21st –century labor market [3].

Particularly after the COVID-19 epidemic revealed the emotional toll on students and teachers alike, mental health awareness is being more and more acknowledged as a priority [4, p. 9). Many of these topics are well covered by India’s National Education Policy (NEP) 2020, which emphasizes skills-oriented, flexible, and comprehensive education throughout all life stages (Government of India, 2020, p.16). All things considered, the developing framework of SDG 4 emphasizes that attaining “inclusive and equitable quality education” calls for flexible, lifelong, and socially responsive learning systems rather than only classroom instruction.

9. Recommendations and Way Forward:

An integrated, multi-stakeholder strategy combining government initiatives, civil society involvement, business sector engagement, and international alliances is needed to achieve Sustainable Development Goal 4 (SDG 4) by 2030. SDG 4 calls for systemic change, particularly in the areas of resource allocation, teacher empowerment, and inclusive policy design, in order to achieve its goals of ensuring inclusive, egalitarian, and high-quality education and fostering lifelong learning for everyone [3; 4, pp. 10-11].

More Public Funding:

The cornerstone of reaching SDGs continues to be public investment in education. UNESCO recommends that governments devote at least 4-6% of GDP or 15-20% of all public spending to education [12]. The critical need for greater budgetary commitment to improve access and quality, especially in poor areas, is highlighted by the fact that education spending in India has fluctured around 3% of GDP (UDISE+, 2022, p. 33).

Hiring and Training Teachers:

In order to provide high-quality education, teachers are essential. The goal of SDG target 4.c is to increase the availability of skilled instructors, particularly in underserved and distant areas. Learning results are still being harmed by a lack of qualified teachers, especially in rural India [4, p. 8]. To guarantee motivated and capable teaching staff, policies must support pre-service and in-service training, competitive pay, and retention incentives [15, p. 13].

Making Early Childhood Education Stronger:

Cognitive and emotional developments are greatly impacted by early childhood care and education (ECCE). The foundation for lifelong learning is laid by universal access to high-quality pre-primary education, which is the focus of SDG objective 4.2 [15, p. 11]. The integration of ECCE into the formal school system through Anganwadi and preschool linkages has been emphasized in India’s NEP 2020 (Government of India, 2020, p. 5).

Collaborations with Civil Society and the Private Sector:

Collaboration with non-governmental organizations (NGOs) and public-private partnerships (PPPs) improve outreach, innovation, and resource mobilization. These collaborations can fill in the gaps in localized educational solutions, teacher preparation, and digital infrastructure [12]. In addition, civil society actors are essential for keeping an eye on how policies are being implemented and guaranteeing community involvement in decision-making [10].

Ethnic or linguistic minorities, girls, and children with impairments are among the marginalized groups whose needs are addressed by inclusive education. Equity in access, participation, and learning outcomes is promoted by SDG objective 4.5. In India, there are still significant disparities based on geography, socioeconomic status, gender, and caste (UDISE+, 2022, p. 20).

In order to guarantee that no child is left behind, inclusive infrastructure, specialized pedagogy, assistive technologies, and gender-sensitive curricula are crucial [4, p. 9].

10. Curriculum Reform for Preparedness for the Future:

As stressed in SDG goal 4.7, education institutions must incorporate education for sustainable development (ESD), global citizenship, and digital literacy to educate students for the needs of the twenty-first century. These changes are supported by India's NEP 2020, which promotes skill-based education and transdisciplinary learning [13, p. 12].

Lastly, the entire society must work together to achieve SDG 4. The 2030 plan needs to be characterized by institutional reform, financial commitment, political will, and teamwork. The promise of fair, high-quality education will be realized for everyone with constant monitoring using data-driven evaluation methods and respect to rights-based education principles.

11. Conclusion:

Education is a transformative force that supports the achievement of all other Sustainable Development Goals (SDGs), not just a stand-alone objective. According to the UN, a high-quality education is essential for eradicating poverty, attaining gender equality, enhancing health, and promoting peace and prosperity [3]. SDG 4's interconnectedness with other global goals emphasizes how important education is to empowering people and creating resilient communities. Even though there have been significant advancements in expanding access to education around the world, including increased enrolment rates, curriculum changes, and digital learning programs, the progress is still incredibly unequal and regionally biased, particularly in nations like India that have sizable rural and impoverished populations [4, p. 10; 15, p. 15].

Over 50% of children in low- and middle-income countries to live in learning poverty, which is defined as the inability to read and comprehend a simple text by the age of 10 [12]. Millions of children are still not in school. Strong investments in educational infrastructure are necessary to close these enduring inequalities, especially in underserved and rural areas. Regardless of gender, socioeconomic background, or handicap, governments and stakeholders must guarantee secure, welcoming, and resource-rich learning environments that support all students changing educational needs, such as digital pedagogy and socio-emotional learning, is equally crucial [4, p.8].

Embracing innovation and encouraging inclusivity are essential to turning education into a social justice instrument. To eradicate inequalities in access and learning results, inclusive education policies must actively support girls, children with disabilities, and ethnic minorities [3]. However, when applied fairly, technological innovation can help close the achievement gap and create new opportunities for upskilling and lifetime learning [12].

Ultimately, a fresh worldwide commitment based on equity, quality, accountability, and resilience is needed to realize the promise of SDG 4 by 2030. Education must change to give students the values and abilities needed for global citizenship, climate awareness, and principles of sustainability and inclusion, education becomes a powerful engine for shaping a just, equitable, and sustainable future for all.

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