



## Worldwide growth of SDGs with reference to Quality education

Kapil Bhuker<sup>1</sup>, Dr. Vanita Rose<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Education, Maharshi Dayanand University Rohtak

<sup>2</sup>Assistant Professor, Department of Education, Maharshi Dayanand University, Rohtak

*Email ID/Orcid ID:*

<sup>1</sup> [kapilbhukar@gmail.com](mailto:kapilbhukar@gmail.com)

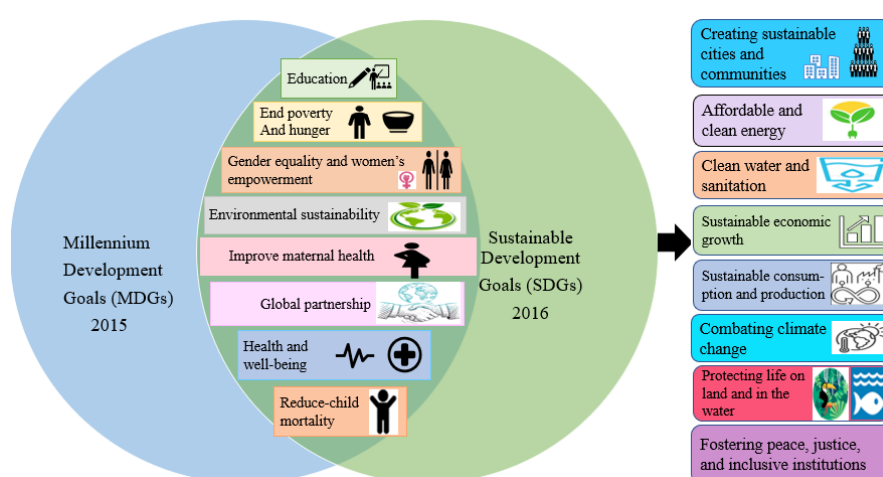
<sup>2</sup> [vanita.edu@mdurohtak.ac.in](mailto:vanita.edu@mdurohtak.ac.in) / <https://orcid.org/0000-0003-3035-4961>

**Abstract:** Sustainable development Goals refers to a set of globally sustainable targets which aims to transform our world. The 2012 United Nations Conference on Sustainable Development in Rio de Janeiro gave birth to them. The current notion of sustainable development places equal importance on economic growth, social progress, and environmental protection. Goal 4 of the United Nations' 2030 Agenda for Sustainable Development is to provide everyone with access to a high-quality education and encourage them to continue their education throughout their lives. Using the most up-to-date data and projections, this research attempts to provide a worldwide overview of progress toward achieving the fourth sustainable development goal, which is to ensure that all children have access to a good education. The research follows the development of high-quality education throughout the world and in different regions. The research's findings trace the evolution of SDGs related to education quality from its inception to the current day. (2016-2023).

**Keywords:** Sustainable development goals

### 1. Introduction

The term "sustainable development" (SD) was first used in the context of environmental issues in the United Nations' 1982 Sustainable Development Report (UN, 1982). The United Nations (UN) developed the Sustainable Development Goals (SDGs), or worldwide Goals, in 2015 (de Villiers et al., 2021). These goals serve as a worldwide call to action to eradicate poverty, protect the environment, and guarantee that everyone lives in freedom and peace by 2030. The Sustainable Development Goals (SDGs) are a set of global targets for improving human well-being, economic development, compliance with environmental regulations, and scientific and technological advancement. The United Nations' Sustainable Development Goals (SDGs) aren't the first set of goals with the aim of getting countries to work together for a better, more equal society. To reduce poverty and hunger; to provide access to primary education for all; to promote gender equality and women's empowerment; "to reduce child mortality; to improve" maternal health; to combat HIV/AIDS, malaria, and other diseases; to ensure environmental sustainability; and to establish a global partnership for development were the eight Millennium Development Goals (MDGs) established in 2000 (UN 2000; G).



**Illustration:** Eight Millennium Development Goals (MDGs) established in 2000 and the number of goals increased from eight to seventeen on January, 2016.

With the launch of a new plan on January 1, 2016, the number of goals was increased from eight to seventeen. These goals are as follows: end poverty and hunger; ensure health and well-being for all; ensure quality education for all; achieve gender equality; guarantee access to safe, clean water and sanitation; guarantee affordable, clean energy; promote decent work and sustainable economic growth; build resilient, sustainable industry, innovation, and infrastructure. Inequality is to be reduced, sustainable cities and communities are to be built, climate change is to be fought, life on land and sea is to be safeguarded, peace, justice, and inclusive institutions are to be promoted, and the Global Partnership for Sustainable Development is to be strengthened (2017). To achieve these 17 objectives, the United Nations has established 169 specific targets relating to "economic growth, social development, and environmental conservation" (UN, 2015). Unlike the MDGs, which mostly targeted underdeveloped countries, the SDGs apply to all countries.

#### **SDG Goal 4- Promote fair and inclusive quality education, and provide possibilities for lifelong learning for everyone**

Goal 4 of the Sustainable Development Goals (SDGs) is to "encourage lifelong learning opportunities for all" and "provide inclusive and equitable quality education" (UNESCO, 2016). Goal 4 states that everyone should have the chance to get a good education and continue their education throughout their lives. This Goal focuses on ensuring that all people have access to a high-quality education at all ages and stages of development, including the technical and vocational education and training (TVET) they need to lead fulfilling lives and make meaningful contributions to their communities. School attendance is lower among children who live in rural regions, come from low-income families, or whose parents have low levels of education. The Millennium Development Goal of universal primary education by 2015 was not achieved, despite progress. Young individuals with solid foundational skills have a solid footing from which to pursue further education throughout their lives. Literacy and numeracy are only two examples of the basic skills and higher-order competencies that should develop as a consequence of a good education. Typically, as compulsory schooling finishes, so does lower secondary education. By this time, students should have a solid foundation for continuing their education and developing their knowledge and abilities in their chosen fields.

#### **Organization for Economic Cooperation and Development (OECD)-for quality education**

"Every year, the "club of rich nations," the Organisation for Economic Co-operation and Development (OECD), publishes Education at a Glance, a report on the condition of education throughout the globe.



The OECD collects information on (a) the results and effects of education, (b) the amount of money and people put into schools, (c) student enrollment, (d) the structure and quality of educational programs. The Organization for Economic Co-operation and Development (OECD) uses data from its own surveys, such as the Programme for International Student Assessment (PISA), which collected skills data from 15-year-olds, the Programme for International Assessment of Adult Skills (PIAAC), which collected skills data from adults aged 16-65, and the Teaching and Learning International Survey (TALIS), which surveyed teachers and school leaders. In addition to more conventional metrics of access and participation, the SDG 4 and its accompanying objectives provide an ambitious agenda, as stated by the OECD, that stresses quality learning and fairness in education. The necessity for more robust policies inside high- and middle-income nations' borders has been understated. This effectively calls on every country to raise the bar for its own educational standards. Reference: (OECD, 2017; p. However, when it analyzes progress toward SDG 4 "Quality Education," the OECD report Education at a Glance 2017 (OECD, 2017, page 27) emphasizes that there are still severe educational difficulties in all OECD countries."

The OECD and its partner countries have made some headway toward achieving SDG 4's goals, with many of those relating to improvements in educational facilities and expanded access to primary and secondary education having been partly accomplished. There are still large roadblocks in the way of many countries' progress toward objectives that measure learning outcomes and equality. While both sexes have the same opportunities to start school in OECD countries, they do not all end up with the same educational outcomes as adults. In this OECD analysis, a crucial distinction is drawn between the institutional frameworks that encourage students to enroll in school and the pedagogical methods that improve students' learning outcomes (in terms of knowledge, competences, and skills) for the sake of societal progress and individual success. The study highlights the ongoing gaps in educational outcomes across countries, with a focus on the high school and college completion rates of students from low-income families. Gender inequalities in adults are shown not just in low-income countries, but also in terms of educational involvement and results. These numbers from the OECD prove without a shadow of a doubt that SDG 4 is an important target for every country."

## **2. Sustainable Development Goals-4 Report from Beginning to Present**

Using the most recent statistics and projections, this study seeks to examine the overall state of implementation of the fourth sustainable development goal, which is quality education. The study keeps tabs on regional and global advancements in high-quality education. The study's findings chart the history of the Sustainable Development Goals for excellent education from its inception to the present.

### **UNSD: SDG Report 2016**

On January 1, 2016, the world formally began implementing the 2030 Agenda for Sustainable Development to address urgent global challenges over the next 15 years. The 17 Sustainable Development Goals form the basis of this revolutionary strategy. Building on the success of the Millennium Development Goals, this agenda provides a global road map for guaranteeing ongoing social and economic progress. It seeks to eradicate severe poverty as part of a global vision that encompasses economic, social, and environmental sustainability. 2016 data shows that 1 in 8 people worldwide were living in extreme poverty, nearly 800 million people were food insecure, 24% of children under the age of 5 were born into an unknown family, 1.1 billion people did not have access to electricity, and over 2 billion people were affected by water scarcity. This article examines a selection of globally accessible indicators from the framework to highlight key areas of concern and data deficiency. As new methods and data sources become available, the United Nations Statistics



Commission's approved list of Sustainable Development Goal indicators from March 2016 may be revised. In 2013, the most recent year for which data is available, 59 million children of primary school age and 65 million adolescents of lower secondary school age did not attend school. There were mostly women there. Data from surveys conducted between 2008 and 2012 in 63 low- and medium-income countries found that children of primary school age in the poorest 20% of families were almost four times as likely to be out of school as their richer classmates. The majority of young people in 38 industrialized countries could read and/or do basic arithmetic calculations, whereas just 5 of 22 developing countries with data could make the same claim. Women accounted for two-thirds of the 757 million people (aged 15 and above) who lacked basic literacy skills in 2013. Despite progress, the world failed to achieve the Millennium Development Goal of providing basic education to all children by 2015. (UNSTATS SDG-4 report 2016)".

### **UNSD: SDG Report 2017**

A whole decade might be added to the fight against poverty if all young people in developing countries completed upper secondary education by 2030. This would result in a 75% increase in per capita income by 2050. The 2017 Sustainable Development Goals Report takes stock of the 17 targets two years into the implementation of the 2030 Agenda for Sustainable Development. The 2030 Agenda for Sustainable Development and the progress made toward its objectives and principles are highlighted, along with the challenges that remain. The Aim takes into account not only the number of students enrolled in school, but also their competency, the availability of trained instructors, adequate school facilities, and educational inequality. While two-thirds of children in the globe enrolled in kindergarten the year before they were required to do so, just half of kindergarteners in the world's poorest countries did so in 2014. Enrollment in elementary schools increased significantly between 2000 and 2014, but still left 9 percent of children aged 6 to 11 out of school in 2014; progress has been modest since 2008. Surveys performed between 2007 and 2015 in a few of nations found that, on average, children and adolescents living in the top twenty percent of families were better readers than those living in the bottom twenty percent of households, and that children living in urban areas were better readers than those living in rural regions. While lower and upper secondary school dropout rates have fallen, they remain higher than elementary school dropout rates for both adolescents and young adults. This is because of the challenges of retaining students and the decline in enrolment prospects for young people. Because of this, more than 263 million children, teens, and young adults were chronically absent from school in 2014. They were broken down into three categories based on age: primary schoolers (61 million), middle schoolers (60 million), and high schoolers (142 million). For instance, at the end of primary school, only about half of children in many countries in sub-Saharan Africa, Latin America, and the Caribbean have achieved basic proficiency levels in reading or mathematics. According to results of recent reading evaluations, achieving equality is difficult. Parity indices from the tests show that kids in the wealthiest 20% of families are better readers than kids in the poorest 20% of homes, and that kids in cities outperformed kids in rural regions. Girls had superior reading proficiency at the end of elementary and lower secondary school, despite the fact that their dropout rates were higher than males'. In certain places, especially in sub-Saharan Africa, a lack of trained instructors and insufficient school settings threatens the goal of providing all kids with a high-quality education. Sub-Saharan Africa has the lowest percentage of educated teachers across all three levels of schooling" (44% in pre-primary, 74% in primary, and 55% in secondary). Central Asia, on the other hand, has the highest percentages (over 90%) across all three tiers of education. (UNSTATS SDG-4 report 2017).

### **UNSD: SDG Report 2018**



Three years into the Agenda's implementation, countries are beginning to incorporate this shared vision into their respective development policies and programs. Many of the goals and targets of the 2030 Agenda have been met, as shown by the Sustainable Development Goals Report 2018, but progress has also been achieved in other areas. More than half of the world's youngsters and teens lack the basic skills in reading and mathematics. Better education can only be achieved via redirected efforts. There are still large gender, urban-rural, and other educational gaps, making it particularly important for LDCs to invest more in educational infrastructure. The 2030 Agenda for Sustainable Development is a voluntary project backed by various states that was accepted by the United States General Assembly on July 6, 2017. The 232 global indicators are supplemented by indicators developed by UN Member States at the regional and national levels. Data from national statistics and data systems are used in the development of global indicators. In 2016, 70% of children throughout the world were enrolled in some kind of primary or preschool education, up from 63% in 2010. The lowest rates are in Sub-Saharan Africa (41%), Northern Africa, and Western Asia. More than half of the world's primary and lower secondary school-aged children and adolescents (about 617 million) do not have basic literacy and numeracy skills. While 85% of primary school teachers worldwide had formal training in 2016, just 71% in Southern Asia and 61% in sub-Saharan Africa did. In 2016, just 34% of primary schools in LDCs had access to power, and less than 40% had access to basic handwashing facilities." (UNSTATS SDG-4 report 2018).

#### **UNSD: SDG Report 2019**

Since its inception in 2015, the 2030 Agenda has provided a road map for universal prosperity in a sustainable society, one in which all people may live fruitful, satisfying lives in peace on a thriving planet. The 2019 Sustainable Development Goals Report covers this topic in depth and provides evidence-based analysis. Four years after signing the 2030 Agenda for Sustainable Development, countries have made steps to integrate the objectives and objectives into national development plans and to coordinate policies and institutions behind them. The Sustainable Development Goals Report 2019 compiles the most up-to-date information on global progress toward the SDGs and assesses how far we have come in meeting our commitments. The findings show that while some places have made progress, there are still massive challenges to be met. To achieve the lofty objectives of the 2030 Agenda, the facts and statistics reveal areas that need urgent attention and speedier development. The second main issue we face today is the widening gap in wealth between and within countries. Predictions for 2015 indicated that more than half the world's population, or 617 million children and teens in elementary and secondary school, would not have a basic understanding of reading and mathematics. One-third of those children and teenagers were out of school and in need of educational opportunities. Approximately two-thirds of them went to school but did not complete it, either because they dropped out or did not learn the basics. Non-proficiency rates remain worryingly high despite years of rising enrolment rates. In 2015, 88% of primary and lower secondary school pupils in sub-Saharan Africa (202 million) and 84% of those in the same grades worldwide (203 million) did not meet minimum proficiency levels in reading or maths. Things were not much better in Southern and Central Asia. There, 81% of children (241 million) were not proficient in reading and numeracy, and 76% of children were not proficient in mathematics (228 million). The percentage of children enrolled in preschool programs throughout the world rose from 63% in 2010 to 69% in 2017. However, there were substantial variations between the different countries, with percentages ranging from 7% to almost 100%. Only 43% of kids in LDCs enrolled in some kind of preschool program. Despite widespread improvements in educational opportunities and enrolment, 262 million children and adolescents (aged 6 to 17) were still not in school as of 2017. That's equivalent to over 20% of the world's population during that time period. Of them, 138 million were high school juniors or seniors, 64 million were



elementary school-aged children (about ages 6-11), and 61 million were middle schoolers (ages 12-14). Central Asia, Northern Africa, Western Asia, and sub-Saharan Africa are only few of the places where females have difficulties getting an education. In certain communities, girls of all ages are more likely to be denied an education than boys of the same age. In 2017, for every 100 out-of-school male primary school-aged children in Central Asia, 121 were out-of-school in sub-Saharan Africa, and 112 were out-of-school in Northern Africa and Western Asia. Worldwide, there were 118 females for every 100 boys who were not in school. The worldwide adult literacy rate in 2016 was 86%, while the rate for children aged 5-14 was 91%. Youth literacy rates remain poor in a number of countries, particularly those in sub-Saharan Africa. (UNSTATS SDG-4 report 2019)."

### **UNSD: SDG Report 2020**

The latest figures are included in the Sustainable Development Goals Report 2020, which shows that progress was still unequal and that we were not on schedule to fulfil the Goals by 2030 before the COVID-19 pandemic. The number of children and teens not in school fell, the incidence of various infectious illnesses decreased, more people had access to clean water, and more women rose to positions of authority. Simultaneously, there was a rise in food insecurity, an alarming pace of environmental destruction, and unprecedented levels of inequality worldwide. Still, progress was too slow and narrow in scope. Achieving the Goals is made more difficult by the unprecedented health, economic, and social calamity posed by COVID-19. Half of the world's labour force is barely scraping by. More than 1.6 billion children are not in school, and tens of millions of people are being pushed back into severe poverty and hunger, wiping out the little improvements made in recent years. Everyone and every group is affected by the new coronavirus, although not in the same ways. However, it has only served to draw attention to and amplify pre-existing forms of inequality and injustice. The Sustainable Development Goals Report 2020 details the SDGs' pre-pandemic progress. However, it also looks at the first destructive impacts of COVID-19 on certain objectives. The United Nations Department of Economic and Social Affairs compiled the report with input from over 200 specialists from 40 different international organizations and making use of up-to-date data and forecasts. After one-third of our SDG journey, the world is not on track to finish the global Goals by 2030. The COVID-19 pandemic has highlighted the need for more concentrated effort in several sectors that had previously received less attention. Many of the SDGs were rapidly suspended due to the pandemic, and decades of progress was reversed in certain instances. Over 370 million children did not have their regular school lunch this spring because of school closures, which stopped 90% of students from attending class. In addition to decreasing retention and graduation rates, prolonged absences have a negative impact on students' ability to study. It also hinders the psychological and emotional development of kids and teenagers. More than 200 million children were expected to be out of school and just 60 percent of teens were expected to have finished high school when the coronavirus outbreak hit. Worldwide school systems were hit hard and fast by the epidemic. The worldwide school closures caused by the fight against the COVID-19 virus have affected the lives of the vast majority of the world's kids. Disrupted education has a detrimental effect on children's and youth's academic performance as well as their social and behavioural development. At-risk and disadvantaged adolescents are disproportionately likely to be left out of the classroom. The pandemic has made it much harder to get a good education and has contributed to widening gaps between the rich and the poor. From a high of 26% in 2000, the proportion of children and teenagers who were not enrolled in elementary or secondary education dropped to 19% in 2010 and 17% in 2018. Despite significant improvements, as of 2018, 258 million children and youth were still not in school; 75 percent of these people lived in sub-Saharan Africa and Southern Asia. At the elementary level, females face greater difficulties than boys. About 5.5 million more girls than boys



were out of school in the globe in 2018. The gender gap is more glaring in sub-Saharan Africa, when 128 girls out of every 100 boys dropped out of primary school the same year. As COVID-19 spreads over the globe, more than 190 countries will close their schools globally in 2020. About 90% of the world's 1.57 billion school-age children were not enrolled in any kind of formal education. At least 500 million children and teens are now unable to make advantage of distance learning options, despite their availability in four out of five countries where schools are closed. With so many schools closing, progress in expanding access to education is likely to stall. The projected primary school graduation rate for the world was 85% in 2019, up from 70% in 2000. There were large disparities across socioeconomic groups, but overall, 73% of the population had completed some kind of secondary school. In low-income countries, for instance, the primary school completion rate for children from the poorest 20% of families is 34%, whereas the rate for children from the wealthiest 20% of households is 79%. There were similar disparities in the secondary school completion rates between the lower and upper levels. Students who miss many months of school because to COVID-19 are likely to fall behind academically. Particularly for already-disadvantaged populations like children from low- income households and students with impairments, long-term absences from school are connected to lower retention and graduation rates and worse learning outcomes. Many schools are giving students with remote learning opportunities via virtual classrooms to mitigate the consequences of school closures caused by the COVID-19 epidemic. Even while it's a possibility for some, most individuals just can't afford it. Many already-disadvantaged students were further handicapped by their lack of familiarity with computers and the Internet at home. As of this year, about 87% of houses in Europe had Internet connectivity, compared to just 18% of homes in Africa. In 2019, 78% of European homes owned a computer, compared to 11% of African households. This is only one measure of the digital divide. For distance education to be successful, both educators and parents need computer literacy. In the 86 countries where statistics are readily accessible, just under half of the population lacked even the most elementary computer skills, such as the capacity to reproduce an electronic file. The rates were much lower for more complex skills, such as developing a new computer program or installing new software. (UNSTATS SDG-4 report 2020).

### **UNSD: SDG Report 2021**

As the epidemic spreads, it is having serious consequences in many sectors, as detailed in the Sustainable Development Goals Report 2021. The global poverty rate rose for the first time in over 20 years in 2020, and between 119 and 124 million people fell back into severe poverty that year. An extra 101 million children do not achieve the basic reading proficiency criterion, which might reverse the educational gains made over the last two decades. As we approach the second year of the COVID-19 epidemic, it is plainly clear that this is a tragedy of historic proportions, with terrible repercussions on people's lives and livelihoods and on attempts to achieve the 2030 Agenda for Sustainable Development. In 2021, the world will learn whether or not it can make the necessary reforms to achieve the SDGs by 2030, and the results will affect everyone. The latest statistics and estimations are used to demonstrate the catastrophic consequences of the crisis on the SDGs, and the report identifies areas that need urgent and concerted action. The UN Department of Economic and Social Affairs partnered with more than 50 groups worldwide to compile the report. The availability of internationally comparable data on the SDGs has greatly improved. From 115 in 2016 to an expected 160 in 2019 and 2021, the number of indicators included in the global SDG database has increased to 211. Even before Covid-19, the world's students were not on pace to meet reading and math targets. Only 59 percent of third graders in 2019 could read at or above grade level. As a result of the pandemic, an estimated 584 million kids worldwide (about 9 percent of those in primary and lower secondary school) would be behind in their reading skills



by 2020. The last 20 years of educational progress are undone by this. Similar reductions may be seen in the mathematical sciences. Pre-COVID-19 data from 76 mostly low- and middle-income nations and territories shows that, between the ages of 3 and 4, the development of nearly 7 in 10 children is on track. Before the pandemic, there was a consistent rise in the percentage of children who took part in organized pre-primary learning (starting one year before the legal age for commencing primary school), from 65% in 2010 to 73% in 2019, with gender parity being achieved in every area. Nonetheless, there was substantial local variation. In 2019, the early education participation rate was 43% in Sub-Saharan Africa, but it was 96% in Latin America and the Caribbean. This progress was in peril when most nations abandoned their preschool and day-care programs in 2020. Many young children nowadays rely entirely on their parents or other domestic caregivers for all of their needs. Inadequate early stimulation and learning opportunities, as well as exposure to potentially harmful surroundings, may have a negative impact on a child's future achievement. Ongoing education and training is crucial to improving people's lives and creating a workforce that can adapt to economic and technological changes. Prior to the pandemic, participation rates in formal and non-formal education among teenagers and adults" were about 25%, with wide variance across the 73 nations for which data was available. Nearly half of the countries had participation rates of 10% or less, whereas countries in Europe and North America had rates of 40% or greater. In less than a quarter of the nations, men and women had similar rates of involvement. The online revolution of schools and workplaces brought about by COVID-19 has made information and communication technology (ICT) skills essential. According to statistics collected between 2017 and 2019, less than 40% of adults and teens said they have used a core ICT skill over the preceding three months. While gender inequalities are less, particularly among younger people, there are still sizable ones across groups and professions. (UNSTATS SDG-4 report 2021).

### **UNSD: SDG Report 2022**

The Sustainable Development Goals Report 2022 details how these crises impede progress toward the SDGs. For the last two years, an estimated 147 million children have missed more than half of their in-person instruction, negatively impacting their academic performance and overall health and happiness. How close we are to achieving each of the 17 Sustainable Development Goals is detailed in the report due out in 2022. The Department of Economic and Social Affairs worked with more than 50 international and regional organizations to compile this massive dataset, which includes information from over 200 nations and regions. This year's report paints an extremely gloomy picture. According to the global SDG database, the number of indicators available for use in SDG monitoring has increased dramatically from 115 in 2016 to 217 in 2022. Data gaps in terms of geographic coverage, timeliness, and level of disaggregation make it difficult to accurately comprehend the speed of progress toward the attainment of the 2030 Agenda, inequities within regions, and who is being left behind. It's possible that the next generation may lose out on \$17 trillion in potential revenue. Governments must implement ambitious initiatives to get kids back into school, help them catch up academically, and meet their emotional and social needs. From March 2020 to February 2022, schools throughout the world were closed for an average of 41 weeks. Over the last two years, Latin America and the Caribbean saw the longest school cancellations, totalling more than 60 weeks. Long-term absences have a negative impact on a child's likelihood of returning to school. In 2020, UNESCO warned that 24 million elementary school through college students were at danger of not completing their education. Students from disadvantaged backgrounds are particularly vulnerable due to socioeconomic factors such as the need to earn money, increased caregiving responsibilities, and early and forced marriage. Those who were unable to use remote learning because of their confinement are more likely to drop out of school." The

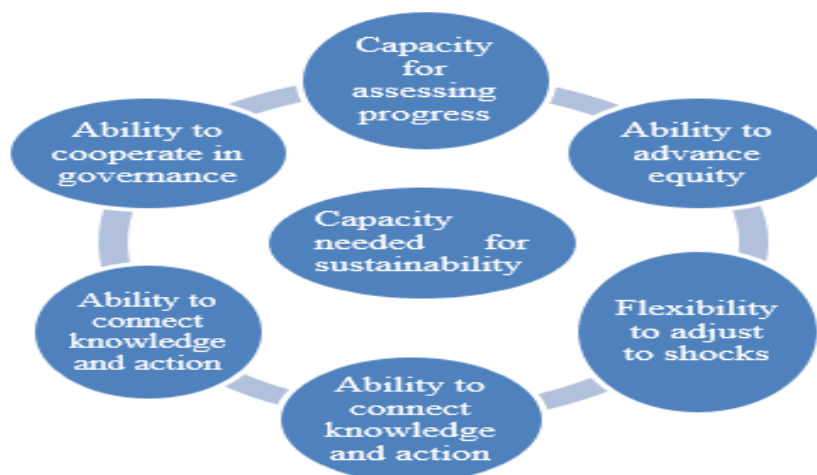




majority of students in high-income nations met the minimum requirement of reading proficiency by the end of lower secondary school, according to statistics collected before the 2015–2019 pandemic. This ratio dropped below 60% in almost all economies in the middle- and lower-income brackets, and in some instances dipped below 10%. Verified learning losses due to school closures caused by COVID have occurred in 80% of 104 nations. School closures are also likely to exacerbate existing learning inequities, since many countries with low learning performance before to the epidemic also tended to have longer school closures. (UNSTATS SDG-4 report 2022).

### 3. Conclusion

The United Nations' 2030 plan prioritizes universal access to high-quality education and the pursuit of lifelong learning as its fourth Sustainable Development Goal (SDG). Access to excellent education, technical and vocational education and training (TVET), and the values and knowledge necessary to function well and contribute to society are emphasized in this Aim. The likelihood of dropping out of school quadruples for low-income children. In contrast to the 5.5% of affluent children who are not in primary school, 21.9% of poor children are not in school. It's an international call to action to boost schooling everywhere. Prior to COVID-19, development was patchy, and now most industries require more focused effort. Several Sustainable Development Goals and years of development were abruptly halted by the epidemic. Prior to the COVID-19 epidemic, progress remained uneven, and we were not on track to achieve the Goals by 2030, as seen in the Sustainable Progress Goals Report 2020.



Global educational institutions were quickly and severely damaged by the epidemic. Because to the spread of COVID-19, schools in most countries have been forced to close. There were academic losses in 80% of the 104 countries where classes were cancelled because to COVID-19. Virtual classes are being used by several institutions to cushion the blow of COVID-19- related school closures. Many low-income kids struggled because they lacked both computer access at home and computer literacy. Teachers' and parents' familiarity with computers is essential for online education. ICT skills are crucial because of the online revolution of education and businesses brought about by COVID-19. Goal 4 of the Sustainable Development Agenda seeks to end poverty and raise living standards across the world by expanding access to excellent education for everyone.

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