Ebrima Sowe

UB74461HPU83626

Bachelors in Public Health

**UNITED NATION**

**SUSTAINABLE DEVELOPMENT GOAL 4: QUALITY EDUCATION**

Tutor: Liliana Penaranda

Due date of submission: 27 January, 2022.

ATLANTIC INTERNATIONAL UNIVERSITY

**October/2021**

****

**NOTE:** Image taken on the same source in the bibliography. University students taking an entrance exam.

**Introduction**

“Of all of the investments needed to achieve sustainable development, none is more important than a quality education for every child. In a knowledge-based world economy, a good education is vital for finding decent work; achieving good health; building functioning communities; developing the skills to be a dependable parent; and growing up to be an engaged and responsible citizen.” (Sachs, 2015)

Quality education has been the central focus in achieving the UN SDGs as it is presumed to play a central role towards achieving a global sustainable development. The quality of education may be measured in various assessments methods. However, as Roser and Ortiz-Ospina (2018) stated, the actual goal of providing schooling is to teach skills and transfer knowledge to students in the classroom and thus this entry focusses on the outcome of schooling – the quality of education. They further summarized that Literacy is a key skill and a key measure of a population’s education.

“From a historical perspective, literacy level for the world population have risen drastically in the last couple of centuries. While only 12% of the people in the world could read and write in 1820, today the share has reversed: only 14% of the world population in 2016, remained illiterate. Over the last 65 years the global literacy rate increases by 4% every 5 years – from 42% in 1960 to 86% in 2015.” (Roser, M. and Ortiz-Ospina, E., 2018)

**Body of Assignment**

Q1

Education is a form of research and it increases personal experience without practical experimentation. The more an individual is educated the more experience he or she becomes which in turn gives individuals competencies to solve problems and as well ensure a good sense of social well-being and responsibility.

Education is a basic human right. Quality education is important because it has the potential to develop human critical, cognitive, creative, and logical thinking. This skills play a vital role in enhancing the potentials and contributions of individuals, groups, and society in national and global sustainable development: the required skills, values and attitudes that empower individuals to be sustainable change makers. These skills are taught in early childhood (from the grass roots) and old ages through formal, and informal education including technical, and adult literacy.

Clearly educating members of a society can busts their morals, competencies, and social responsibilities to produce better and productive citizens and strong institutions, in addition ensures gender equality and inclusive society. I quote, “education is about more than literacy and numeracy – it is also about citizenry”, said Ban Ki-moon.

There is a general consensus that education is a key instrument to achieving the SDGs. It is noted repeatedly in UNESCO 2015, 2017 that education can and must contribute to a new vision of sustainable development.

“Education can foster economic development and efficiency; social responsibility and consistency; increases values and efficiency of the labor force; consequently increase the overall productivity and intellectual flexibility of the labor force thereby ensuring a country is competitive in the world market now characterized by changing technologies and productive methods,” (Omoniyi, 2013). This is evidently seen in developed nations who heavily invest in well-structured education system from primary to tertiary levels. In contrast, developing nation continues to see slow rate of development due to growing number of uneducated population.

Q2

With the advent of innovations and technology education have moved from the use of basic methods of learning to more sophisticated methods (digitalization) which does give increase access an also quality to the education system as compare to the old days. A century ago the focus of basic education was primary and secondary education but today imaging world boast a considerable large number of an elite class of intellectuals as products of tertiary (high) education. The global literacy rate is 86% in 2015 according to world data. Globally large inequalities continue to remain, notably in Sub-Saharan Africa and African Countries with a literacy rate below 30%.

 “Despite large improvements in the expansion of Basic education, and the continuous reduction of education inequalities, there are substantial challenges ahead. The poorest countries in the world, where basic education most likely to be binding constrain for development, still have very large segments of the population who are illiterate. In Nigeria, for example, the literacy rate of the youth (15 – 24) years is only 36.5%.” (Roser and Ortiz-Ospina, 2018)

The expansion of education has not featured quality with it in most African countries. Expectation of quality education is based on quality and not quantity and when quality is increase it should reflect on the skills, values, and competencies it adds to students. But this is not so in most African states. Inspire of recent years have shown a dramatic increase in the number of enrolments in both primary and secondary education in the continent, many of its youths completing these basic education still lack the basic skills and education require to offer them a decent work in the job market or to be self-reliant.

The Gambia is champion among West African countries who achieved universal primary education. “The Gambia government phased out the Common Entrance Examination serving as an important milestone and has replaced it with nine years of uninterrupted basic education for children. With a gross enrolment rate of 87%, the Gambia occupies a very enviable position. But the downside hinges on the issue of quality and relevance of the education given to the Gambian children.” (GBOS, 2005)

“In education, the 2010 Education for All, all Global Monitoring Report reports increasing numbers of children in school, reduction in gender gaps, and increasing numbers of children completing basic education (although the quality of education remains an issue),” (Calvo, 2010). According to the same report, “globally, about 72 million primary-school-age children and another 71 million adolescents remain out of school, and it is expected that 56 million primary school-age children will continue be out of school in 2015. Illiteracy remains at 759 million people, two-thirds of them women.”

Compare to the old traditional education system, the introduction of andragogy in education together with online (distance) learning have made education highly accessible, inclusive, equitable and offers a continuous lifelong learning opportunity for all although affordability remains a challenge.

Q3

In other to achieve quality education we need to formulate policies that promote inclusive, equitable and lifelong learning opportunities for all. There are a number of common problems that hinder education that need to be address to secure a convenient environment that facilitate and promote learning to take place.

Time and again studies have shown education is less effective in overcrowded classroom. This problem coexist with poor resources, facilities or structure for a convenient environment to learn. The change needed to address this problems is to specify a class limit; build new structures and facilities; and refurbish old structures to accommodate the growing population needs, and use innovative technologies, (such as outcome based education software) that envisage personalization in learning which give the student the required attention they need without a feeling of stress for both students and teachers. Bend Roggenddorf provided a practical life experience in Kibera where school children shared cell phones with smart software app to learn. The results were amazing: many teacher agreed and said attendance increase, perform better in general math and the children social and cognitive skills improve. Bend further said, in a recent study, three out of four teachers rent the app as the most important activity for learning early math higher than any other activity even the teacher does. Consequently, this provide both a compliment and a supplement to the need for quality teachers but not a substitute.

In developed nations, investment in education have given rise to high quality education they have and the resulting economic development they witness today. Therefore states investments in education is a priority need to achieve quality education. In 2008, economists found that investing in education has an impact in countries’ overall economic health by increasing gross domestic product, (Calvo, 2010). Then why not investing in education be a priority?

Funding education should be re-enforced with policies to attract and retain qualified teachers in both urban and rural communities to ensure equal access to quality teaching as those frequently obtained in urban centers. Such policies should provide incentives like better pay, better working conditions, modern learning facilities etc. so that students in this communities produce better outcomes irrespective of their distance to the cities. This however, can’t be achieve without raising the standards of teachers as well. In fact this is perhaps the very reason why the outcome of rural education is poor compared to urban areas.

 “Scaling up the use of information and communications technology, together with improved access to educational innovations, trained teachers and village education workers, and better measurement of learning outcomes, would enable low- and middle-income countries to create high-quality education systems within the next 15 years. In the meantime, students in impoverished rural schools that currently lack books, electricity, and trained teachers would be connected online – via solar panels and wireless broadband – to quality educational materials, free online courses, and other schools, thereby closing a resource gap that, until recently, seemed insurmountable.” (Sachs, 2015)

The call to achieve this recommendation require individual, national, global, philanthropies, private and private companies funding to pool resources collectively to help impoverished countries to scale up their education – a global partnership for education.

Q4

It is possible to achieve Quality Education if we can improve standards. Education philosohers said education needs revolution – a transformation. This implies that changing the standards through the application of principles of effective, equitable, inclusive, sustainable, appropriate quality education system with assured well-being and safety that promote lifelong learning opportunities for all.

Mulyani et al (2020) highlighted a good and integrated academic system service is one of the factors that can determine the quality of graduates of higher education institutions. This study simply confirm this transformation and further state, “ systemically by the School of economics and Business Pertiwi already has an integrated system to ensure the quality control of the entire process, but the implementation of this system has not been optimal for all stakeholders to date.” (Mulyani, S.; Gaffar, M.F.; Suryadi, & Wulansari, S., 2020). Of course to achieve quality education, institutions that provide education must take responsible steps to assess the impact of the services they provide through a systematic evidence of efficiency and effectiveness. This way quality is achievable.

 Over the last two decades, education institutions around the world have undergone extensive reforms to improve the overall quality of education. Studies have shown the introduction of innovative technology in education have boost significantly access and the quality of education compared to the pass, and effort are still under way to maximize these technological intervention in education not only in higher education institutions but also at the elementatary level as well.

Also global recorgnising of the relationship between sustainable growth and development with education have given states to reconsider education, a priority for investment to increase the overall productivity of the labour force (to ensures a country is competitive in world market) as well as the role education play in eradicating poverty and other human menace.

Q5

Interestingly, putting education at work to improve education means questioning the educated and given them the task to improve education by educating the others. Education itself must emphasise its value. It is assumed all education individuals know the value of what they achieve – education. Wisdom require everyman to shows compassion and create good to society and humanity at large with what he or she is endowed with. Hence education task the educated to better education by expanding its reach and quality to others, ( i.e the public).

Education being a fundamental tool, is also a right for all citizens of a state. So, we question the education institutions which has the greatest task to build a system that accommodate all forms of education relevant to society, for all classes (upper, middle, and lower) that include formal, informal, child and adult literacy. A system that respond to the needs of the society and the Job market. This require the education system to facilitate the application of What is learnt with the support of government and private sector via a mutual collaboration with education institutions. For example, allocating student to institutions of related field of study to apply their skills.

The educated must endevour to educate the public from the immediate family and friends to the far reach neighbours and society. Peer-to-peer education (learning among schoolmates) and locals llearning from those educated peers promote individual learning both in classroom set up and community level: simply we say giving back to society through informal adult learning. Sometimes it does not require to be quality always but just some education is good enough to make a change.

Advancement in technology is as a result of education and technology is perceive to be the gretest achievement of civilization. Support innovative technologies (digitalization) in education will motivate individuals to create learning platforms to advance education itself. Meanwhile, such innovative technologies have already began to evolve – i.e the use of software apps to facilitate learning for children. This break through will reduce the burden of teacher and ensure education of teachers themselve as well and will ensure efficiency and effectiveness.

Q6

The key princicple of SDG 4 elaborate that education is a fundamental human right and an enabling right; education is a puplic good; and gender equality is inexplicitly linked to the right to education for all.

Education institutions teach learners that education is a fundamental human right. To fullfill this human right, education must be made universally accessible to all, aming to ensure affordable lifelong learning opportunities from pre-primary to tartiary level (higher education).

Teaching focus on ‘gender equality’ in education to provide equitable and inclusive education for all including the volunerable and the local people.

Education teach leaners that it is an imparative for the general public to be educated just it is an obligation for States to shoulder the responsibility to educate a large number of its citizens.

Nevertheless education approach to improve the quality of education is set on two main focus. Renewed forcus on effective learning and the acquisition of relevant knowledge, skills and compitencies. (UNESCO, 2017)

New focus on relevance of learning both in terms of vocational and teachnical skills for decent work. (UNESCO, 2017)

Tang (2015) states “education institutions and programmes should be adequately and equitably resourced, with safe, environment-friendly and easily accessible facilities; sufficient numbers of teachers and educators of quality using learner-centred, active and collaborative pedagogical approaches; and books, other learning materials, open educational resources and technology that are non-discriminatory, learning conducive, learner friendly, context specific, cost effective and available to

all learners – children, youth and adults.” The study continues to state “teacher policies and regulations should be in place to ensure that teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified, motivated, equitably and efficiently deployed across the whole education system, and supported within well-resourced, efficient and effectively governed systems. Systems and practices for assessment of quality learning that include evaluation of inputs, environments, processes and outcomes should be instituted or improved. Relevant learning outcomes must be well defined in cognitive and non-cognitive domains, and continually assessed as an integral part of the teaching and learning process. Quality education includes the development of those skills, values, attitudes and knowledge that enable citizens to lead healthy and fulfilled lives, make informed decisions and respond to local and global challenges. A focus on quality and innovation will also require strengthening science, technology, engineering and mathematics education (STEM). (Tang, 2015)

Q7

We need Public, Private and Government partnership to education to improve the education system that is giveng to the present generation to replicate quality to generation to come who are equiped with better tools and mind sets. To achieve this we must first accord to the UN SDG 4 targets and means of implimentation that fit our environment and be detemine to set policies and frameworks to revolutionize our education system that feature (focus on) quality, relevance and effectiveness which many studies reported a problem in The Gambia and other developing countries alike. Linked to this problem, is lack of accountability. Mbiti (2016) study reported input-based policies on their own are largely ineffective in increasing learning outcomes in the absence of complementary initiatives to improve accountability or pedagogy. He further note, however, shifting the focus of education systems in developing countries from primarily input-based policy towards policies that focus on outcomes such as learning, less visible but more effective reforms that increase learning, through

improved accountability and pedagogy will improve the education system.

Lack of accountability in education encompasse ineffective school monitoring systems, unaccountable behavioural response by parents or head teachers, political pressure to institute visible education policies (e.g building schools), leeakges of funds limit the outcome of education despite the progress made by developing countries to invest in education.

Impliment measures that promote accountability and transparency in The Gambia education system such as quartly teacher monitoring, monitoring and evaluation of utilization of resource (including funds textbooks, etc.), subject perfomance evaluation and rewarding or incentives (focus on teaching and learning), and exclude politics in education. One example of such recommended experimental design that will improve accountability in my community is examplified in Duflo, Hanna and Ryan (2012) as cited in Mbiti (2016): a randomized study in India was carried out where some teachers were given digital camera, and received a financial incentive for taking a time-stamped picture of themselves with their class at the beginning and end of the school day. The incentives, coupled with monitoring by the camera, reduced teacher absenteeism and improved student outcomes.

Teacher subject Knowledge is corrulated to student outcome. The education system (Ministry) should encourage subject specialization in teacher trainig (including improved modern teaching techniques) to foster individual high leve of subject mastery (experties) in practice rather than subject universality. Mbiti (2016) noted similar view that data from a variety of settings suggests that teacher subject knowledge is quite limited.

Education system should now be oriented towards both the top and bottom perfoming students and intergrate classification in the system – a new introduction in the system – with a cease to automatic promotion. Cosequently the norm of finishing the syllabus will be changed to one that focus on the actual learnig progress. This certify quality education for all and will promote diversification into other areas (e.g vocational or technical skills.)

Finally introducing innovative technologies (such as digitalization) in the education system such as mobile learning apps and softwares and use the internet as a platform for learnig will be a breakthrough in public health emergence such as the COVID pandemic which the country had never prepare for and as well bridge the gap of outdated and limited learning resources . Steve Sinnott Foundation alongside with The Gambia Teachers’ Union in collaboration with students from Brunnel University have identified root causes and effects of poor quality education in a region in The Gambia. They started planning implimentation of a learning center and also recommended solutions from their research project that introducing learning devices and digitalization of The gambia education using solar energy, can greately increase the quality of education receive and will also help to promote inclusive and equitable quality education for all irrespective of urban or rural settlement. (source: <https://www.stevesinnottfoundation.org.uk/improving-the-quality-and-access-to-education-in-the-gambia>)

**Conclusion**

Quality education, UN Goal 4 is central and provide the basis for realization of the Agenda 2030 and the SDGs. The level of progress in education have significantly improve over the pass two decades leading to the socio-economic growth and development we see in the world. Despite global literarcy rate is at 86%, which is characyerise by inequilities and poor quality in developing nations.

Nevertheless Digitalization in Education is closing the gaps and is the way forward in this advance technological advance era to improve access and quality of the education system. World leaders are now advocating for Global partnership in education for all.

**Bibliography**

Calvo, S. (2010). *The global financial crisis of 2008 - 10: a view from the social sector.* columbia: United Nation Development Programme.

GBOS. (2005). *Civil society contribution towards achieving the MDGs in The Gambia.* Gambia Breau of Statistics. Banjul: Gambia Breau of Statistics. Retrieved January 12, 2022, from https://www.gbosdata.org/downloads-file/civil-society-contribution-towards-achieving-the-m-1

Let's Change. (2017, Feb 15). 2030- SDG 4- Quality Education- Ted talks. *[Video File]*. (Fulbright, Compiler) You Tube. Retrieved from https://www.youtube.com/watch?=sv3CL

Mbiti, I. (2016). The need for accountability in education in developing countries. *Journal of Economic Perspectives, 30*, 109-132. doi:101257/jep.30.3109

Mulyani, S.; Gaffar, M.F.; Suryadi, & Wulansari, S. (2020). The development of acedemic services model in enhancing graduates quality. *Advance in social science, education and humanity research.* *Vol 526*, pp. 81-85. Bandung, Indonesia: Atlantis Press. Retrieved from https://www.researchgate.net/publication/353299940\_The\_Development\_of\_Academic\_Services\_Model\_in\_Enhancing\_Better\_Graduates\_Quality

Omoniyi, M. (2013). The role of education in povety alleviation and economic development: a theoritical perspective and conselling implications. *The British Journal of Arts and Social Science, Vol 15*, 176-185. Retrieved from http://www.bjournal.co.uk/BJASS.aspx

Roser, M. and Ortiz-Ospina, E. (2018, september 20). Literacy. *Our World in Data*. Retrieved from http://ourworldindata.org/literacy

Sachs, J. (2015, march 20). How to achieve quality education for all. *How to achieve quality education for all*. Retrieved 1 16, 22022, from https://www.weforum.org/agenda/2015/03/how-to-achieve-a-quality-education-for-all/

Tang, Q. (2015). *Incheon declaration and framework for action for the implimentation of sustainable development goal 4.* Paris, France: UNESCO.

TedxHamburg. (2017, August 1). How can we provide quality education for all by 2030. *[Video File]*. Hamburg, Germany: You Tube. Retrieved from https://www.ted.com/tedx

UNESCO. (2017). *Unpacking sustainable development goal 4 education 2030: Guide.* United Nation