



Research Article

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Sustainable Development Goal 4: An Education Goal to Achieve Equitable Quality Education

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Abstract

The 2030 Sustainable Development Agenda is intended to leave no one behind; many people see it as an all-encompassing, global, and interdependent concept. High-quality education will contribute to the development of more stable and long-lasting communities by broadening access to opportunities and fostering greater tolerance within society. Education reforms guaranteeing access to quality primary education rank highly among the Millennium Development Goals. Goal 4 of the 2030 Sustainable Development Agenda emphasizes education's transformative power for the sake of the world at large. Public schools are responsible for delivering a high-quality education to all students, and businesses and philanthropists may help to make this a reality. The Higher Education Sustainability Initiative and the UNICEF Global Action Plan both have the same overarching goal of assisting educational institutions in developing community-wide strategies for environmental sustainability. In 2018, 20% of the world's children were not enrolled in schools, and, of those that were, over half had low literacy and numeracy skills. All young people across the world should be able to demonstrate proficiency in numeracy and functional reading by 2030. In this context, this article aims to discuss the connections between the Sustainable Development Goals (SDG 4) and education, research studies from many countries, their significance to education, and future expectations.

Keywords: Sustainable development goal 4, Equitable quality education, Society

1. Introduction

The 2030 Sustainable Development Agenda aims to leave no one behind; people see it as an all-encompassing, global, and interdependent concept. High-quality education will contribute to developing more stable and long-lasting communities by broadening access to opportunities and fostering greater tolerance in society. The Millennium Development Goals prioritized education reforms to ensure that every child could attend a good elementary school. The current aim for

Sustainable Development Goal 4 (SDG 4) is to increase the opportunities for learning to play a catalytic role in bringing about significant shifts in sustainable development. People's dignity and respect for others are said to increase when they are provided with high-quality educational opportunities. Goal 4 of the 2030 Agenda is represented through a system of interdependent and reciprocal targets (Unterhalter, 2019). Quality education helps to level the playing field and promotes upward mobility in society. If more people had access to high-quality education, it is possible that more action could be taken to combat global warming and other environmental crises. In addition, young people's access to education is critical because it equips them with the knowledge and abilities that they will need to succeed in the high-skill occupations of the Fourth Industrial Revolution. For the most part, a society's stability and the success of its digital institutions may be attributed to widespread education.

Sustainable progress may be accelerated via educational opportunities. On the other hand, people may fall short of their potential if they prioritize spending money elsewhere over furthering their education (Unterhalter, 2019). Children's health and nutrition ensure positive educational outcomes, including increased class participation and test scores. Similarly, lowering the poverty rate may improve student attendance at school by reducing the need for parents to force their children to work. Taking these factors into account will help to achieve the goal of leaving no one behind, by reducing the likelihood that disadvantaged groups experience a compound disadvantage.

2. The Connection between Sustainable Development Goals (SDG 4) and Education

2.1 Economy

Ensuring that everyone has access to good learning opportunities is crucial for long-term sustainability. All parties, including businesses, must commit to furthering education if we are to succeed in empowering girls, combating climate change, fighting inequality, and ending extreme poverty (Unterhalter, 2019). While the world has a vast number of people who need an education, organizations have the potential to assist in government efforts to ensure that all citizens receive high-quality learning. Guaranteeing that all children and adults can take advantage of high-quality educational opportunities requires strong leadership from the business community.

Increasing brand dominance, training the future workforce, and diversifying the talent pool are all commercial cases for investing in education. In many economies, there is currently a significant issue of a shortage of qualified workers compared to the number of open positions. Investments in education made with a long-term view may help businesses to attract and retain a more diverse and skilled workforce (Unterhalter, 2019). Investing in students' education may lead to creative solutions and open doors to untapped markets. Firms should collaborate with local communities and school districts to decide how to effectively allocate their resources. Businesses and nonprofits alike should contribute to help public schools to provide quality education to their communities and to all citizens fairly and equitably, using best practices such as promoting sustainable development subjects in higher learning.

SDG 4 aims to ensure that every global citizen receives a good education by 2030 and to encourage opportunities for lifetime education. A roadmap was devised in November 2015 to guide governments and commercial sector associates such as Samsung, Discovery Networks, etc., in turning educational commitments into concrete actions. Through collaborations, direction, institutional development, inspection, etc., this roadmap is supported by the International Community (Unterhalter, 2019). The commission's work will center on rethinking the function of schooling, training, and information in light of the enormous difficulties and promising prospects for a predicted, workable, and freely chosen future (Ahmad, 2019). Reconfiguring the educational system is a target under Sustainable Development Goal 4, with aims that include providing accessible education for everybody and opening up new avenues for lifelong education.

SDG 4 is crucial to the rest of the 2030 plan, and progress is urgently needed to achieve this

goal. Making education accessible to all students is a priority, and progress has already been achieved in this direction. The United Nations is dedicated to guaranteeing a first-rate education to those who seek one (Unterhalter, 2019). However, obstacles such as evolving technology and increased demand for specialized skills have slowed progress. Economic shocks, limited access to quality education, and environmental deterioration are all problems that the United Nations must address.

2.2 Gender

Regarding advancing education toward SDG 4, some stakeholders have adopted an ungendered approach. However, gendered measures have also been taken, such as increasing the number of female teachers and providing financial and logistical support for women and girls, as well as encouraging girls to take the lead in fields such as engineering, science, and technology, which have historically been dominated by men (Unterhalter, 2019). Girls' access to educational opportunities may also be ensured by taking further precautions to ensure their safety while they are at school. Accessible sanitation, separate facilities for males and females, and respectful handling of menstruation are examples of actions that could be taken. After devoting considerable efforts to guaranteeing that girls have access to education, care must also be taken to ensure that it does not serve to widen existing gaps, especially those between the genders.

2.3 Global development

Through the process of education, a community may ensure its continued success by passing on its beliefs, norms, and practices to the next generation. Despite efforts made at every level, public understanding of the 2030 Agenda and the SDGs seems relatively poor at the grassroots and community levels (Unterhalter, 2019). A lack of funding and inadequate infrastructure may affect awareness and communication tactics. In the future, awareness-building efforts should be accelerated throughout the implementation phase. Integrating SDGs into school curricula is crucial to fostering long-term behavioral change with the next generation. Education systems around the world are under scrutiny for how they respond to the dynamic nature of student needs in terms of technological advancements, environmental stress, and globalization. Education must address how students may best prepare for meaningful employment in today's globally intertwined economy. Since the skills of today may be outdated tomorrow, radical changes must be made to the education system to keep up with the rate of technological transformation. Higher education is vital to raising the bar for basic education; thus, the United Nations should prioritize it and foster the achievement of educational objectives (Unterhalter, 2019). Among its many essential functions, education helps economies to expand, decreases poverty, and broadens people's opportunities for advancement in fields including the environment, public health, and the workplace. To promote greater social parity, it is necessary to eliminate high educational costs. For example, most students in Sub-Saharan Africa cannot afford to pursue higher education because of the region's high cost of living.

Education has a primary role in ensuring long-term growth across the globe—notably in less-developed countries. Goal 4 of the 2030 Sustainable Development Agenda seeks to provide all people with the chance to pursue and complete a good education, leading to employability and personal fulfillment. Access to quality learning has major influences on human dignity to a decent life. Having the chance to pursue and complete a high-quality education offers a path to social mobility and a means of reducing social inequality (Unterhalter, 2019). Understanding how to tackle complex issues such as climate change requires the type of information that can only be obtained via formal education. With the proper training, young people may succeed in the high-skilled labor markets of the Fourth Industrial Revolution. A fundamental component of a stable society with effective institutions is quality education. Although education is crucial for long-term advancement, devoting resources only to economic development is not enough to ensure that all people realize their full potential. Pursuing knowledge is liberating; it broadens horizons and fosters creativity, which is

essential to personal pride. With it, we can all achieve more and contribute more to making the world happier and healthier. Everyone in a society should be able to reap the benefits of education.

Access to higher education has come a long way in the previous decade, particularly for women and people of color. There has been tremendous progress in fundamental reading abilities, but more work must be done to achieve universal education. When it comes to education, for instance, many countries have made progress toward gender parity at the primary level. Nonetheless, only a select few have accomplished this throughout all grade levels. All individuals can contribute to achieving the Sustainable Development Goals. High-quality education and opportunities for lifelong learning should be accessible to everyone, including individuals with ill health, refugees, indigenous peoples, and teens and children from underprivileged backgrounds (Unterhalter, 2019). Special care and targeted efforts must be made to support those in the most vulnerable groups, including persons who are disabled, members of minority or underrepresented groups, or those living in poverty. Everyone, regardless of gender, should have the chance to succeed and gain the same benefits from their efforts. Child marriage, gender-based violence, precocious pregnancy, and the burden of domestic tasks are only some of the issues that young women and girls must deal with, particularly in impoverished, geographically isolated parts of the globe. Efforts to promote health and justice, strengthen governance, and abolish child labor all increase the likelihood that policies to decrease the gender gap will succeed.

3. Sustainable Development Goals (SDG 4) and Education in Thailand and Other Countries

Most current global government initiatives seeking to improve the state of the planet as a whole appear to center on achieving sustainable development objectives. The SDGs serve as a long-term sustainability plan and are focused on advancing sustainable development (Mensah, 2019). In particular, compared to their predecessors, the Millennium Development Goals, the SDGs are more all-encompassing and productive. As a group, UN members devised these goals as a strategy to share and protect the world's riches; the Sustainable Development Goals serve as a guide for our activities. The SDGs serve as a rallying cry for the world's poor countries to cooperate in addressing the most urgent matters. The Sustainable Development Goals (SDGs) are a set of worldwide aims intended to achieve a better world for future generations by reducing extreme poverty, expanding access to good education for all, advancing gender equality, and supporting inclusive and sustainable economic growth.

The 2030 Sustainable Development Agenda is crucial to Thailand, especially in the context of the SDGs' Decade of Action. Thailand has achieved impressive progress toward all 17 SDGs since its last formal submission in 2017. The COVID-19 epidemic has impacted our economy and society, as it has in other nations, and has impeded our progress toward the SDGs. Without radical transformation and multistakeholder partnerships, the SDGs will not be achieved, particularly in the context of the Decade of Action and COVID-19. In Voluntary National Review, Thailand's use of the Sufficiency Economy Philosophy was highlighted as an example of a homegrown strategy for tackling development problems and bolstering recovery efforts; this philosophy emphasizes people's agency, the importance of preserving natural resources, and the value of incorporating both scientific knowledge and traditional knowledge. This VNR emphasized a whole-society approach and the interconnection of the SDGs by highlighting significant instances of the involvement of the commercial sector, civil society, academia, youth networks, and ordinary individuals in achieving the SDGs at the national level. As a platform for dialogue, the VNR has allowed many parties to consider how best to achieve the SDGs.

More often than not, fewer than half of the primary and lower secondary schools in developing nations have access to the Internet, power, potable drinking water, and computers. This is especially true in Latin America, South-Eastern Asia, and Sub-Saharan Africa. In addition, there is a severe shortage of qualified educators in these regions, with only 44% of preprimary educators, 74% of elementary educators, and 55% of secondary educators meeting the required levels of training.

Finally, the COVID-19 epidemic has produced significant challenges, with reports estimating that 101 million children and young people fall below the basic reading proficiency standard. As a result, many educational institutions have been forced to close, and many children and young people have been denied access to classrooms.

Governments, research institutions, NGOs, the commercial sector, communities, and other stakeholders, including teaching and support personnel and students, are all engaged in achieving the above aims. Each of these factors plays a vital part in keeping the wheels of education turning smoothly. Governments seek to provide high-quality education by researching and changing laws and regulations regarding the education sector. They also establish connections with other stakeholders to ensure that their plans are aligned. Nongovernmental organizations (NGOs) play a crucial role in achieving quality education objectives because of the funding that they provide for the cultivation of pedagogical tenets and the provision of physical infrastructure for teachers, students, and their families.

India has achieved major strides in bringing about the Education for All program (Pandey, 2018). It is widely recognized that all children between the ages of six and twelve have a right to compulsory and free public learning; thus, many substantial initiatives and laws have been implemented to make this a reality. The government of India still needs to investigate some of the primary problems that limit students' opportunities to obtain a high-quality education. Improvements in retention, enrolment, and other physical infrastructure forms show that great strides have been made toward the goal of primary education for everyone. The government of India is taking several appropriate actions to ensure that SDG 4 is carried out effectively (Pandey, 2018). The following are only some of the many areas that the specific SDGs cover: the Gross Enrolment Ratio (GER) in Upper Secondary, the Annual Average Secondary School Dropout Rate (AVER), the percentage of 8th graders that meet or exceed annual proficiency benchmarks established by the country's educational policymakers, the College and University Gross Enrolment Ratio (GER), statistics on the tertiary education gender gap, the adult illiteracy rate, the number of schools with adequate facilities (electricity, drinking water), and the percentage of persons with ill health at the age of 15 and over who have finished secondary school, the Secondary Pupil-to-Teacher Ratio, and the Proportion of Qualified Teachers (PTR) (Pandey, 2018). When it comes to enacting the "Education for All" agenda, India has made significant strides.

SDG 4, which calls on nations and donors to considerably enhance the supply of competent teachers in poor and underdeveloped countries, describes one of the three ways in which the SDG 4 goals will be implemented (UNESCO, 2021). Emphasizing this increase reflects the realization that educators are the people who will ultimately determine the success of a school. There is a strong consensus that improving teacher preparation can help to achieve the results needed to fulfill SDG 4. Quality, equality, and inclusion in education, as well as continuous education, are all emphasized in SDG 4. However, the significance of these four ideas in the context of teacher education has received less discussion. This research presents a theoretical structure based on SDG 4 that may be used to examine different settings associated with teacher preparation. By inductively combining related ideas, a conceptual framework provides a complete picture of the phenomena of interest and a roadmap of what could be feasible. Throughout the article, the four concepts are first examined in the context of teacher training. The study then applies these ideas to one specific nation—Thailand. Moreover, this country's cultural diversity significantly impacts its approach to and implementation of higher education.

Only when there is parity in both access to education and the distribution and preparation of teachers can we hope to reduce the disparity in educational outcomes. In many educational systems, privileged students attend schools with the most competent instructors (UNESCO, 2021). As stated in numerous papers, the goals for teachers and the corresponding measurements should also concentrate on equality to promote fairness in education (which is currently evaluated primarily via testing). Since learning cannot occur without instructors, they must be prioritized to ensure educational justice. We cannot expect high-quality results unless we place suitable materials into the

system. Educators are the backbone of every successful school system. A wealth of data support the argument that educators play a crucial role in boosting student achievement. To achieve their educational goals, schools need a workforce that is not only well-educated but also diverse and aware of the need to protect and promote human rights (UNESCO, 2021). This means that national education systems must focus on recruiting and deploying teachers to guarantee that the best-qualified and motivated educators are working in schools throughout the country, not only in affluent and metropolitan areas. Any education assessment must focus on making lessons more effective for teachers and students. However, SDG 4 falls short in dealing with broader teacher motivation and rights concerns.

There are several reasons that the ten goals' operationalization of education quality is likely to result in a reductionist interpretation of the goals' desired and relevant outcomes. It is important to note that SDG 4 is severely limited conceptually by how education is defined and for what reason (UNESCO, 2021). The curriculum, which is not explicitly addressed in the language of SDG 4, is one of the variables impacting learning and quality. At its core, SDG 4's concept of curricula and knowledge rests on the idea that governments worldwide have established curricula aligned with global objectives and learning benchmarks. The global indicators of SDG 4 do not strongly emphasize other emotive domains of knowledge.

4. SDG 4's Significance to Education

One of the key goals of the sustainable development movement has been to ensure that everyone can benefit from a high-quality education. The idea of "education for sustainable development" (ESD) is quickly gaining traction as a crucial practice for advancing sustainable development across the globe, and is a crucial part of any high-quality educational system (Elmassah, 2021). Providing all people with access to a good education is Goal 4 of the Sustainable Development Agenda, which includes encouraging people to continue their education throughout their lives. Goal 4 consists of seven specific goals and three approaches to achieving this goal. Member countries involved in the goals' establishment participated in a lengthy consultation process with instructors, unions, international agencies, research organizations, local organizations, civil society, the business sector, and donations (Paulette, 2019). Sustainable practices on college campuses and in the surrounding areas are among the areas that will benefit from this work. Both the Global Action Plan and the Higher Education Sustainability Initiative (GESI) aim to help schools to create community-wide plans for sustainability and integrate those plans into their pedagogy, operations, and management.

Environmentally Sound Growth, providing all persons with access to high-quality learning and encouraging them to continue their education throughout their lives, is the focus of Goal 4. This target is aimed to help to eliminate access and quality gaps in schooling. It acknowledges the need to ensure the same access to high-quality learning for everyone, particularly for those who are economically or otherwise marginalized, such as children in rural regions or who are disabled, children of indigenous peoples, or refugees (Elmassah, 2021). This objective is essential because it has the potential to alter the achievement of the other SDGs significantly. Access to excellent education for all children is crucial to ensuring long-term sustainability. When children are given the resources that they need, they grow up as contributing members of society who can help to end the cycle of poverty in their communities. Educational opportunities facilitate socioeconomic mobility.

Goal 4 of the 2030 Sustainable Development Agenda guarantees that all children will complete their formal education. Upper secondary school graduation rates were predicted to be 73% worldwide in 2019, with wide gaps across various demographics. Primary school graduation rates were estimated to be 85% worldwide in 2019. As an example, it is projected that only 34% of pupils from the poorest 20% of families in low-income nations will graduate from elementary school, compared to 74% of students from the wealthiest 20% of families. The rates at which students graduate from the lower and higher secondary education levels are also significantly different (Elmassah, 2021). The lack of access to even the most basic handwashing facilities has recently made schools unsafe for students

and instructors. Opening schools in nations where they have been shut down will not result in students adopting basic sanitation practices.

According to recent statistics, 65% of elementary schools have some form of handwashing station. Furthermore, 71% of middle schools, 76% of high schools, and 78% of elementary schools have access to basic handwashing facilities. Only by allocating sufficient funds and hiring an adequate number of qualified educators can excellent education be attained.

Over the last decade, there has been remarkable success in expanding educational opportunities and boosting enrolment across the board, especially among females. Despite these advancements, approximately 20% of the world's youth (or 260 million) were not in school in 2018 (Elmassah, 2021). Over half of the world's youth are underachieving at even the most basic level in reading and arithmetic. UNICEF's commitment to this objective emphasizes fairness and inclusion to ensure that all children, from the youngest to the oldest, have access to high-quality educational opportunities and programs that help them to grow and develop their talents. To improve educational opportunities for all children, UNICEF collaborates with governments throughout the world. Indicator 4.2.1 is managed globally by UNICEF and measures the proportion of children between 24 and 59 months old who develop typically in three out of four areas (numeracy/literacy, physical, emotional/social, and learning).

Regardless of their background or socioeconomic situation, everyone must be able to afford and participate in high-quality technical, vocational, and postsecondary education, including at universities, by the year 2030 (Unterhalter, 2019). To provide adolescents and adults with the chance to pursue lifelong learning, obstacles and hindrances to professional growth and technical and vocational education and training must be eliminated from secondary school through higher education. According to current international agreements, higher education will be made free gradually.

It is necessary to increase by 2030 the size of the youth and adult populations who possess the technical and vocational skills essential to obtain and maintain gainful employment of adequate pay and to engage in entrepreneurial activity (Blanchflower, 2019). Without compromising standards, more individuals should have equal access to technical and vocational learning programs. In order to ensure that every child and adult, including women and girls, obtains the facts and abilities necessary to secure and maintain gainful employment and a comfortable standard of living, it is essential to diversify and broaden training programs through various education and training approaches.

By 2030, all marginalized groups must have equal technical and vocational education availability, including people with disabilities, indigenous communities, and the most at-risk populations (Do et al., 2020). Regardless of a person's gender, race, age, color, accent, ethnicity, religion, social standing, politics, level of money, or location of origin, they should all have access to a high-quality education. Disabled persons, native people, members of minority groups, and the poor all fall under the category of "vulnerable populations," which call for extra care and attention. The declaration asserts that all people, regardless of gender, deserve an equal opportunity to pursue and complete postsecondary education. Abuse based on gender, marrying at a young age, having children at a young age, and having a heavy load of housework are all barriers that need special attention.

It is also necessary to ensure that, by 2030, a sizable percentage of all individuals, including women and men, can read and perform basic math (Harrowell, 2018). The concepts, techniques, and actions needed to achieve this goal are grounded in the contemporary conception of readability as a range of proficiency in a particular situation; it is not only a question of educated vs. uneducated (Akrong, 2021). By 2030, the goal is for all young people throughout the world to have achieved suitable and acknowledged competency levels in numeracy skills and functional reading, on par with levels achieved following the effective implementation of primary education.

To achieve sustainable development by 2030, it is important to promote civil rights, sexual equality, peace and pacifism, effective education, sustainable lifestyles, globalization, acceptance of diversity, and cultural involvement in sustainable growth (Windorf, 2020). A strong emphasis must be placed on the academic community's role in ensuring that democracy, social rights, and good

governance are realized worldwide. Educational content for this purpose must be grounded in reality, with equal weight given to cognitive and affective dimensions of knowledge acquisition. Education emphasizing cultural diversity and international awareness may help students to acquire the skills that they need to become active, engaged citizens of the world and contribute to ESD and GCED (Deng, 2019).

It is crucial to build and renovate schools that prioritize the needs of children, people with disabilities, and people of both genders to ensure that a learning environment is available to all pupils that is free from disruption and conducive to concentration and achievement. With this objective in mind, we must ensure that all individuals, regardless of their background or physical condition, have access to sufficient infrastructural facilities and equitable, high-quality educational environments. A large increase in the availability of grants for scholars from developing countries to attend college is required by 2030. Sponsorship might benefit adults and young people by providing opportunities to continue their education where they would not otherwise have been able to. To accomplish the objectives of SDG 4—Education 2030—which stress fairness, inclusion, and excellence in education for everyone, priority should be given to providing these funds to those from impoverished backgrounds.

By working together internationally to support their professional development, such improvements will also significantly impact the availability of qualified educators by the year 2030, particularly in the small islands and less developed and developing countries (Deng, 2019). The UN Secretary General, Ban Ki-moon, has stated that the role of educators is crucial in achieving the entirety of SDG 4. The lack of qualified teachers and their unequal distribution, particularly in economically underprivileged regions, may be responsible for a significant percentage of the educational equity gap.

5. Education Status and Future Trends

SDG 4 targets education, and one of the associated development areas is the availability of scholarships. It is important to dramatically increase the number of full and partial scholarships offered to students from developing nations pursuing higher education in developed nations and other developing nations, focusing on Small Island developing countries, the least developed nations, and African countries. Where rich nations provide financial aid to students from less developed nations, such assistance should be designed to help those nations to improve their educational systems (Deng, 2019). Although financial support in the form of scholarships is highly valued, donor nations are also urged to enhance other types of assistance for education. Scholarships must be freely given to students from economically disadvantaged homes as the SDG 4 Education 2030 objectives are centered on justice, quality, and inclusiveness.

By 2030, equal access to vocational training and education at all levels should be available to all vulnerable populations, including indigenous peoples, those with disabilities, and children living in challenging circumstances. Regardless of their race, gender, color, language, age, religion, ideological or political opinion, property, national or social origin, or place of birth, young people and children should have equality of opportunity to partake in and benefit from high-quality education and training throughout their lives. Those in precarious circumstances or with specific needs are more susceptible to inequalities (Deng, 2019). There should not be any distinctions in the types of educational opportunities accessible to women and men, their degrees of performance, or the benefits that education may provide. Especially vulnerable are adolescent girls and young women in low-income, out-of-the-way rural communities, where they may face gender-based violence, child marriage, teenage pregnancies, and an excessive workload related to caring for their families. Boys' needs in underprivileged environments should receive special consideration. Health, justice, good governance, and the elimination of child labor all have a role in how successful policies to eradicate gender disparity may be.

There must be a major rise in the number of qualified instructors available by 2030.

International partnerships in teacher education may help developing countries to reach their potential. The success of the SDG 4 goals hinges on the efforts of the world's educators (Deng, 2019). Particularly in low-income communities, there is a severe lack of qualified educators, making it even more challenging to close the education equality gap. Teachers and educators should be given autonomy within well-resourced, efficient, and effectively governed institutions, since these factors are essential for ensuring that students receive a high-quality education.

Despite significant progress, the world has fallen short in meeting its education goals by 2030. More than 200 million students were expected to withdraw before the COVID-19 pandemic. By 2030, 60% of young people will have failed to finish high school. Due to the pandemic, the world's educational systems have been interrupted. Closing schools to prevent the spread of COVID-19 has harmed the world's student population. Disruptions to schooling negatively impact a young person's social and behavioral development and ability to study (Pandey, 2018). Students from disadvantaged backgrounds are at greater risk of being ignored in the classroom. The global spread of COVID-19 has resulted in an education crisis that could potentially exacerbate gaps in access to quality education. In the years before the pandemic, secondary school and primary dropout rates among young people and children had decreased from 26% to 17%. In 2020, when COVID-19 spread rapidly worldwide, more than 190 nations shut down their educational systems. With the widespread use of online distance education, it became clear that more than 500 million children and young people would be left out. There will likely be further barriers to children being able to attend good schools if more of them close down.

It is crucial to ensure that, by 2030, all children, and a sizable percentage of adults, both male and female, can read and write. The ideas, strategies, and actions used to achieve this goal are supported by the current understanding of knowledge as a set of abilities within a particular context (Deng, 2019). The complexity of the problem cannot be captured by a straightforward contrast between "literate" and "illiterate." By 2030, it is anticipated that all children and adults throughout the world will possess functional reading and numeracy skills at levels equivalent to those gained upon successfully completing elementary school.

By 2030, learning about and putting into exercise ideas such as sustainable growth and lives, gender equality, human rights, encouraging a culture of peace, global citizenship, and valuing national assortment and its influence to justifiable growth must be made a requirement for all students. When education is prioritized in accomplishing these objectives, human rights, peace, responsible citizenship at all scales, gender parity, sustainable growth, and good fitness are all strengthened (Pandey, 2018). It is essential that this type of training emphasizes both cognitive and noncognitive skills in order to be effective. Global Citizenship Education and Education for Sustainable Development including a study of human rights and peace, intercultural, and international understanding, provide students with a set of skills, knowledge, attitudes, and values needed for leading their lives, make sound decisions, and take an active part in addressing and resolving global challenges both locally and globally.

6. Conclusions

In conclusion, it is impossible to achieve sustainable development without guaranteeing universal access to high-quality education. Failing to fund citizens' education adequately can result in the underdevelopment of human potential. Inequalities are mitigated, and the availability of high-quality educational opportunities facilitates social mobility. Instances where available workers lack the necessary skills for open positions can be mitigated with the assistance of the private sector. Dedicating funds to students' education can open doors to untapped markets and spur creative thinking. Goal 4 of the 2030 Sustainable Development Agenda is dedicated to ensuring that everyone has access to a quality education. During the next phase of implementation, efforts to raise public understanding must be intensified. Since today's skills may become obsolete, the education system must be revolutionized to keep pace with technological advancements. The right to an education is

intrinsic to human worth and dignity. If more people could afford to send their children to good schools, it would help to level the playing field in our society.

With the “Education for All” initiative, India has achieved considerable progress. Education that is high in quality, fair to all, and inclusive is emphasized in SDG 4. This paper offers a theoretical structure that can be used in various teacher training settings. This paper examines these four ideas within the context of teacher preparation and Thailand’s higher education system. SDG 4’s main purpose is to make high-quality education accessible to everyone and encourage lifelong learning.

The SDG 4 target area of education includes scholarship programs as a trend. It focuses on achieving universal knowledge and skill acquisition in sustainable development promotion by 2030. Everyone should have access to a high-quality education, irrespective of their age, gender, religion, race, language, country, or other characteristics. Each of the SDG 4 goals can only be achieved with the help of dedicated educators. More than 200 million students were predicted to stop attending school before the COVID-19 pandemic. However, globally, the educational system has been severely impacted by the pandemic. It is anticipated that the closure of schools will hamper the progress toward access to quality education. Everyone, everywhere, should be fully functionally literate and numerate by 2030. Relevant content emphasizing learning abilities, both cognitive and non-cognitive, is a necessity for such an education. Equal rights for women and people of all genders are also areas in which education plays a crucial role, and it is imperative to bolster this role.

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