NOT ANOTHER SDG BOOKLET 4

Joint
Research
Centre

SDG

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

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BEFORE MOVING FORWARD...

What are the SDGs?

The Sustainable Development Goals (SDGs), also known as the Global Goals, are a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. These 17 interconnected goals were adopted by the United Nations in 2015, offering a blueprint for a better and more sustainable future for everyone.

WHAT'S INSIDE?

BRIEF SUMMARY

Not Another Brick in the Wall

Education is the bedrock of societal evolution, a catalyst for collective advancement, and the blueprint for the future. However, achieving SDG 4—ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all—is not just about filling classroom seats or raising literacy rates. It is about fundamentally re-envisioning the frame of knowledge dissemination and acquisition.

Traditionally, educational success is measured by standard metrics: graduation rates, standardized exam and test scores, and the number of individuals entering the workforce with degrees in hand. Nevertheless, this narrow focus misses the profound societal transformation that SDG 4 envisions. True success in education is not merely a tally of quantifiable outcomes but a collection of inclusive narratives that recognize the diversity of learning paths and the multitude of societal roles education must fulfil. To achieve SDG 4, the society must look beyond the walls of institutions and into the fabric of society, understanding that education is a collective responsibility deeply intertwined with social equity and justice. Communities and institutions need to confront educational disparities that mirror and perpetuate socioeconomic divides, ensuring that every individual—regardless of their background—has access to knowledge tools and the opportunity to weave their thread into the society.

In pursuit of SDG 4, society must also be vigilant against the commodification of education, where knowledge is packaged for transaction rather than transformation. This goal calls for a paradigm shift from education as a marketable good to education as a foundational right that nurtures critical thinking, creativity, and the capacity for innovation. Individuals and societies benefit from education not only because it allows them to successfully compete for jobs on the labour market but also because it brings about improvements in other areas of social life, such as civic and political participation or health and well-being.

As we reflect on and push towards attaining SDG 4, we must do so with the recognition that education is the cornerstone of a just society. It is a shared journey towards empowerment, where every learner is valued, and the collective wisdom of humanity is celebrated.

CRITICAL INTERLINKAGES WITH OTHER SDGs TARGETS

Target		interlinked with	Complementarities / Trade-off
4.1	Free Primary and Secondary Education Interlinkages	1.2	**Reduce Poverty by Half.** Access to quality education is crucial for lifting people out of poverty, directly influencing economic growth and productivity. By ensuring that children can complete accessible, equitable, and quality primary and secondary education, we lay the groundwork for breaking the cycle of poverty.
4.2	Early Childhood Development and Care	3.2	**End Preventable Deaths.** Investing in early childhood education is linked to better health outcomes, reducing preventable deaths and promoting well-being from a young age. This also sets the foundation for a life of learning and productivity, as early education is critical for cognitive and emotional development.
4.4	Increase the Number of People with Relevant Skills	8.5	**Full Employment and Decent Work.** Quality education and lifelong learning equip individuals with skills that match labour market needs, promoting full and productive employment. This interlinkage underscores the need for education systems to adapt to the evolving job market, ensuring graduates are ready to contribute effectively to the economy.
4.5	Gender Equality in Education	5.5	**Women's Leadership.** Educational equity fosters leadership skills among women and girls, leading to more diverse decision-making in societies. When educated, women are more likely to attain leadership roles and influence positive change, promoting gender equality across all levels of society.
4.7	Education for Sustainable Development	13.3	**Climate Change Education.** Education on sustainable development and global citizenship fosters greater awareness and action on climate change mitigation and adaptation. Integrating climate change into curricula prepares future generations to face environmental challenges and lead the transition to a sustainable future.
4.a	Build and Upgrade Education Facilities	11.1	**Affordable Housing and Basic Services.** Improving educational facilities contributes to sustainable cities by ensuring that schools are safe, inclusive, and accessible for all. These upgrades have a multiplier effect beyond the classroom, enhancing community resilience and supporting the growth of local economies.

SDG 4 ACTORS AND NETWORKS

United Nations Educational, Scientific and Cultural Organization (UNESCO), Education International (EI), European Students' Union (ESU), Network for Education Policy Centres (NEPC), SOS Children's Villages, Global Campaign for Education (GCE)

KEY ISSUES THAT AFFECT COMMUNITIES

- **Educational Inequality:** Disparities in education quality and access can be stark, even within regions. Children from disadvantaged backgrounds may struggle to access high-quality education due to socioeconomic factors.
- **Integration of Migrant and Refugee Populations:** Many European communities face challenges integrating children from migrant and refugee backgrounds into the education system, which can include language barriers and cultural differences.
- **Resource Allocation:** Funding disparities between urban and rural schools or between different regions can lead to unequal educational resources, affecting the quality of education provided.
- **Teacher Recruitment and Retention:** Regions may struggle to attract and retain qualified teachers, particularly in less urbanized or economically disadvantaged areas. This can lead to teacher shortages and larger class sizes.
- **Early Childhood Education:** Access to quality early childhood education and care services varies significantly, with some communities lacking sufficient provision, which is crucial for child development and later learning outcomes.
- **Digital Divide:** Unequal access to technology and the internet affects students' ability to participate in digital learning, a disparity that became particularly evident during the COVID-19 pandemic.
- **Special Needs Education:** Providing adequate support for students with special educational needs or disabilities can be challenging, especially in communities with limited resources.
- **Sustainability and Climate Education:** Incorporating sustainable development and climate education into local curricula can be challenging, as it requires both teacher training and curriculum development that may not be uniformly available across regions

THE UN APPROACH

The UN approach to monitoring SDG 4 is centred on tracking progress towards inclusive and equitable education, and lifelong learning opportunities for all.

The 12 indicators suggested by the UN to monitor 10 SDG 4 targets cover all education levels, from early childhood development through primary, secondary and higher education to vocational training, and adult learning opportunities.

These indicators aim to provide a multi-dimensional view of the education sector, capturing not only enrolment and completion rates but also the quality of education, levels of literacy and numeracy, and the creation of safe and inclusive learning environments.

Through this monitoring process, the UN aspires to achieve several key outcomes. It aims to hold countries accountable for their commitments to education as a fundamental human right. It also promotes evidence-based policymaking that can lead to more effective and sustainable educational strategies. Finally, the UN strives to highlight the educational challenges specific groups face, thereby supporting targeted actions to address inequality and ensure that no one is left behind in pursuing educational development.

THE EU APPROACH

The EU adopts a robust approach to monitoring SDG 4, considering the specific context and policy environment of the MS.

EUROSTAT suggests a set of 6 indicators covering 4 SDG 4 targets that are harmonized to ensure comparability across countries. This facilitates a collective assessment of the EU's progress towards achieving SDG 4.

The EU's aim with these indicators is to provide a comprehensive picture of the EU's educational landscape, identifying achievements and areas that require further attention. The indicators help to monitor the progress towards key EU targets, such as reducing early school leaving and increasing tertiary educational attainment. The EU ensures that reliable and relevant data inform policy decisions by leveraging data from various sources. The EU's approach highlights the importance of lifelong learning and the need to equip individuals with the skills necessary for active citizenship and personal fulfilment. Through this comprehensive monitoring approach, the EU aspires to enhance educational outcomes across MS, reduce disparities, and ensure that all individuals have access to high-quality education throughout their lives.

20 INDICATORS NOT TO BE MISSED

Indicator	Target	
School Enrolment	4.1	Quality Education
Early school leavers		
Youth not in education, employment or training (NEET)		
Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being	4.2	Early Childhood Development
Child Care Availability		
Gender disaggregated mean years of education received	4.3	Equal Access to Education
Gender disaggregated Higher Education Degrees		
Adults (18-30 year-old) who lack a starting qualification	4.4	Skills for Employment
Student ICT Access		
Educational segregation	4.5	Gender Disparities in Education
Proportion of children and adolescents living in households with the conditions needed for good use of digital and online learning		
Adult Literacy	4.6	Literacy and Numeracy
Illiteracy rate of the population aged 10-14		

Indicator	Target	
Schools that integrate sustainable development, human rights, and peace education into their curricula	4.7	Sustainable Education
Teacher training programs that include modules on education for sustainable development and European (or global) citizenship		
Schools with Renewable Energy installations, green roofs, and LED technology	4.a	Safe Education Facilities
Schools with access to electricity, the internet for pedagogical purposes, and adapted infrastructure for disabilities		
Number of students benefiting from EU-wide or country scholarships and supports	4.b	Scholarships for Development
Shortage of teachers	4.c	Qualified Teachers
Teachers who received organised teacher trainings		

MEASUREMENT AND DISAGGREGATION DISCLAIMER

In monitoring SDG 4 indicators, it is essential to disaggregate data to capture the nuances of educational access and outcomes across diverse groups. This disaggregation should consider factors such as gender, age, socioeconomic status, disability, ethnicity, migratory status, and geographic location. Such detailed analysis is necessary to uncover hidden disparities and to tailor educational interventions that are equitable and inclusive. Additionally, SDG 4 indicators encompass a variety of measurement units, including rates, ratios, percentages, and absolute numbers. The choice of measurement unit should be aligned with the analysis's specific needs to accurately reflect the complexities of educational progress and challenges. Stakeholders should select the most appropriate units that facilitate a clear understanding of the issues and support the development of effective educational policies and practices.

HOW DO LOCAL GOVERNMENTS MONITOR SDG 4?

Local governments' (LGs) engagement in monitoring SDG 4 is characterised by aligning global education targets with the realities of local communities. While the focus areas for monitoring education outcomes are broadly consistent across different levels of government, LGs can fine-tune these indicators to reflect their specific educational landscapes.

Evidence from 132 Voluntary Local Reviews (VLRs) in Europe (by 2024) highlights that LGs categorise SDG 4 monitoring into distinct yet complementary clusters, including:

- Access and Enrolment: Tracking school attendance and the uptake of early childhood education.
- Quality of Education and Learning Outcomes: Focused on literacy rates, numeracy proficiency, and completion rates at different educational levels.
- Inclusivity and Equity: Ensuring that vulnerable groups, such as girls, children with disabilities, and minority populations, have equal access to education; acknowledging that different groups face different issues, and hence, require different solutions.
- Lifelong Learning: Emphasising adult education, vocational training, and continuous skill development.

LGs often integrate aspects of SDG 4 monitoring with other SDGs, recognising the interdependence of educational outcomes with broader social and economic factors. For example, indicators related to educational attainment are analysed alongside those for economic growth and employment. Additionally, local governments also pay close attention to:

- Educational Infrastructure
- Teacher qualification and training
- Community engagement and support

By considering these categories, LGs adopt a comprehensive approach to educational monitoring that is context-sensitive and aligned with SDG 4's overarching goals. This localised approach underscores the commitment to improving education for all community members, highlighting the critical role of local governance in the global pursuit of sustainable development.

THE EU POLICY INITIATIVES

- ***Erasmus+ Programme:*** This is the EU's flagship program for education, training, youth, and sport, offering opportunities for mobility and cooperation across Europe and beyond, and promoting lifelong learning.
- ***European Education Area (EEA):*** The vision for the EEA policy and investment framework, to be established by 2025, is to enable learning, studying, and conducting research without borders, and to foster quality, inclusive, and values-based education for all.
- ***Digital Education Action Plan (2021-2027)***: This plan seeks to adapt education and training systems to the digital age, with actions to enhance digital literacy and skills, develop digital pedagogy and ensure equal access to digital infrastructure.
- ***European Pillar of Social Rights:*** With education as one of its key principles, this initiative emphasizes the right to quality and inclusive education, training, and lifelong learning in order to maintain and acquire skills that enable full participation in society and successful transitions in the labour market.
- ***European Skills Agenda:*** The 5-year plan focuses on improving the quality and relevance of skills formation, making skills and qualifications more visible and comparable, and advancing skills intelligence.
- ***Youth Guarantee:*** The Reinforced Youth Guarantee aims to ensure that all young people under the age of 25 get a good-quality offer of employment, continued education, an apprenticeship, or a traineeship within four months of leaving formal education or becoming unemployed.
- ***Council Recommendation on Key Competences for Lifelong Learning:*** This framework identifies and promotes eight key competences that individuals need for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship, and social inclusion.

/ BARRIERS AND CHALLENGES TO ACHIEVE SDG 4

1 **Funding Constraints**

Adequate financing for education is a persistent global issue. Governments may struggle to allocate sufficient resources to meet the growing demands for quality education, leading to infrastructure, materials, and human resources gaps.

2 **Technological Changes**

The rapid pace of technological advancement requires education systems to evolve continuously. Ongoing challenges include preparing students for the future job market and ensuring educators are equipped to teach digital skills.

3 **Inclusivity and Accessibility**

Ensuring that education is inclusive of and accessible to all individuals, regardless of their socioeconomic status, ethnicity, gender, or abilities, is a fundamental challenge. Discrimination and exclusion remain barriers to achieving genuinely equitable education.

4 **Quality of Education**

Beyond access, the quality of education, including relevance and learner engagement, is crucial. There is a need to focus on learning outcomes and critical thinking skills rather than merely increasing enrolment numbers.

5 **Teacher Training and Professional Development**

Teachers' quality and teaching methods directly influence educational outcomes. Investing in teacher training and providing continuous professional development opportunities are essential for improving education quality.

6 **Sustainable Development Integration**

Incorporating sustainable development concepts into education systems in a meaningful and impactful way, ensuring that future generations are prepared to address global challenges, is an ongoing process.

WHAT ACTIONS CAN LOCAL GOVERNMENTS TAKE?

INVESTING IN EARLY CHILDHOOD EDUCATION

Copenhagen and other Danish cities have invested heavily in early childhood education, ensuring high-quality day-care and preschool education for all children. The Danish approach has improved educational outcomes and better preparation for formal schooling by focusing on play-based learning and social development.

Copenhagen and other Danish cities

PROMOTING INCLUSIVE EDUCATION

All German regions (Länder) have implemented inclusive education policies that integrate students with special needs into mainstream classrooms. These policies are supported by additional resources, specialised staff training, and a focus on personalised learning plans, fostering an inclusive student environment.

All German regions (Länder)

ENHANCING VOCATIONAL TRAINING AND APPRENTICESHIPS

The Basque Country in Spain has developed a robust vocational education and training (VET) system closely linked to the needs of the local industry. Through collaboration between the government, educational institutions, and businesses, students gain relevant skills and experience, leading to high employment rates post-graduation.

The Basque Country

FACILITATING LIFELONG LEARNING OPPORTUNITIES

Espoo, Finland, offers a range of lifelong learning programs, including adult education centres and open university courses. Espoo supports the ongoing development of its citizens' skills and knowledge by providing flexible learning options and emphasising the importance of continuous education.

Espoo

BRIDGING THE DIGITAL DIVIDE

Barcelona, Spain, has taken a proactive approach to bridge the digital divide with its "Barcelona Digital City Plan." This initiative is aimed at fostering digital transformation in a way that benefits all citizens and reduces inequalities.

Barcelona

SUPPORTING TEACHER DEVELOPMENT

Rotterdam has implemented a program known as "Teachers' Academy" (Lerarenakademie) to support teacher development and address the shortage of teaching staff in the city. It's a partnership between the municipality, local schools, and teacher training institutions.

Rotterdam

DID YOU KNOW THAT...

THE CITY OF NANTES, FRANCE, HAS BEEN PIONEERING IN BUILDING EDUCATIONAL PARTNERSHIPS?

Nantes's involvement in ***"Les cités éducatives"*** is a prime example of how territorial partnerships can enrich the educational landscape, directly supporting the ambitions of SDG 4. Nantes stands out with its:

Innovative Educational Actions: Fifteen schools and three colleges in the area are involved in innovative actions co-created by institutions, educational actors, teachers, parents, and the students themselves

Extracurricular Activities that encourage children to engage with their community and open up to the world, as well as welcoming parents into the educational environment.

Global and Collective Approach: The goals are to foster trust between schools and families, facilitate access to school information, and introduce children to arts, science, and sports, especially during school and afterschool programs.

Bridging the Digital Divide: Among the many actions taken, providing students with reconditioned laptops and internet connections, as well as mediation to reduce the digital divide, are key components of the strategy.

Community Empowerment: The local authorities are also supporting initiatives and experiments led by the residents and actors of the neighbourhood, with a focus on inclusive urban and social transformation.

Nantes's strategy

exemplifies how cities can harness the power of education to foster social cohesion, technological and scientific curiosity, and the overall success of children in historically underserved communities.

#SDGs #Nantes
#SaintHerblain
#CitéÉducative
#EducationalSuccess

ARE WE ON TRACK TO ACHIEVE GOAL 4?

When examining the trajectory towards achieving SDG 4 in Europe, there is a narrative of contrasts. Europe is often regarded as a global frontrunner in education, but closer scrutiny unveils disparities and areas needing significant improvement to meet the ambitious targets by 2030.

According to the ***Education and Training Monitor*** 2023, the EU has made good progress in some areas, such as reducing early school leaving rates, reaching an all-time low of 9.6%, yet still not reaching the EU level target of less than 9% by 2030. Additionally, tertiary educational attainment is rising, with 42% of 25-34 year-olds having completed tertiary education, inching closer to the 2030 target of at least 45%.

However, challenges remain in achieving inclusive and equitable quality education. For instance, the ***Programme for International Student Assessment (PISA) 2022*** results indicated that almost one in four students needs more proficiency in reading, mathematics, and science. Furthermore, socioeconomic status remains a strong predictor of academic performance, underscoring the issue of educational inequality. Investment in education is another concern. While public expenditure on education in the EU has slightly increased to 4.7% of GDP, it still varies considerably across member states. To this end, the Recovery and Resilience Facility has already made available more than € 70 billion for investment in education and skills for the period 2021 to 2026. Regarding lifelong learning, ***EUROSTAT*** data shows that participation rates in adult education and training have stalled at around 10.8%, below the EU target of 15% by 2020. This signals a need to bolster adult education to ensure all individuals can adapt to the fast-changing labour market. The digital divide persists, with the COVID-19 pandemic highlighting the essential role of digital literacy and access. The ***EC's Digital Education Action Plan 2021-2027*** aims to enhance digital skills and education systems. However, there is still a long way to go to ensure equitable access to digital learning tools across the continent.

While Europe can celebrate specific successes in education, consistent efforts are required to bridge the gaps and accelerate progress. Increased funding, targeted interventions to reduce disparities, and a commitment to lifelong learning are crucial to bringing Europe on track to fully achieve SDG 4. It is pivotal that Europe leverages its potential, harnesses innovation in education, and ensures that no one is left behind as it moves towards 2030 and beyond.

SDG 4 IN FACTS AND NUMBERS

9% of people aged 18 to 24 **HAD LEFT EDUCATION AND TRAINING EARLY** *in 2022*

42% **OF THE EU POPULATION AGED 25 TO 34 HAD ATTAINED TERTIARY EDUCATION** *in 2022*

93% **OF YOUNG CHILDREN IN THE EU** participated in early childhood education and care *in 2020*

IN 2022, **30% OF EU STUDENTS** DON'T REACH A MINIMUM PROFICIENCY LEVEL IN MATHEMATICS AND **AROUND 25%** IN READING AND SCIENCE. **ALMOST 50% OF ALL STUDENTS FROM A DISADVANTAGED BACKGROUND** ARE UNDERACHIEVING IN MATHEMATICS.

THE DEGREE OF URBANISATION SEEMS TO BE RELATED TO TERTIARY ATTAINMENT LEVELS

WHILE IN 2022 **MORE THAN HALF (52.2 %) OF THE POPULATION AGED 25 TO 34 LIVING IN CITIES HAD ATTAINED TERTIARY EDUCATION**, THE RATE WAS SIGNIFICANTLY LOWER FOR TOWNS AND SUBURBS (35.9%) AND RURAL AREAS (30.2%)

11.9% **of 25 to 64 year old adults PARTICIPATED IN LEARNING IN THE EU IN 2022**

WOMEN PARTICIPATE MORE IN ADULT LEARNING THAN MEN

In 2022, the share of 25 to 64-year-old women was **2.1 percentage points higher** than that for men (12.9% compared with 10.8%, respectively)

53.9% **OF 16 TO 74 YEAR OLD PEOPLE IN THE EU IN 2021 HAD AT LEAST BASIC DIGITAL SKILLS**

HOWEVER, THIS SHARE REMAINS FAR FROM THE 2030 TARGET (80%)

THE EU AVERAGE **TERTIARY EDUCATIONAL ATTAINMENT RATES** ARE **48.6 PERCENTAGE POINTS HIGHER** AMONG YOUNG PEOPLE WHOSE PARENTS HAVE A HIGH LEVEL OF EDUCATION (70.8%) THAN THEY ARE AMONG YOUNG PEOPLE WHOSE PARENTS HAVE A LOW LEVEL OF EDUCATION (22.2%)

A young person born in the reporting country has similar chances of obtaining a higher education qualification if their parent(s) were born in another EU country (42.6%), outside the EU (42.4%) or in the reporting country (42.2%)

ONLY FIRST-GENERATION MIGRATION **(34.1%)** AND EU MOBILITY **(38.5%)** ARE ASSOCIATED WITH LOWER LIKELIHOODS OF TERTIARY EDUCATIONAL ATTAINMENT

5.GOOD PRACTICE

THE EDUCATION ESTONIA INITIATIVE

Estonia, with its capital Tallinn at the forefront, has gained international recognition for its innovative approach to education, particularly in integrating technology into learning. The ***"Education Estonia"*** initiative serves as a concrete success story in achieving SDG 4. Here's how this initiative stands out:

- **Innovative Education Solutions:** Estonia's database offers a wealth of resources in digital solutions, e-courses, and learning methods, reflecting the country's embrace of technology in education.
- **Comprehensive School System:** All students, regardless of socioeconomic background, receive a high-quality education, guaranteeing every child the same starting conditions.
- **School Autonomy:** Estonian schools enjoy the freedom to tailor their curricula, select staff, and choose teaching methods that best suit their students' needs.
- **Free Education:** Education is free by law, including additional services such as lunch, textbooks, and school transport, with support services provided when necessary.
- **Inclusivity and Special Needs:** The principles of inclusive schooling ensure that students with special educational needs study alongside their peers in ordinary classes.
- **Higher Education and Vocational Training:** Estonia's higher education and vocational training systems are characterized by flexibility, accessibility, and close collaboration with the labour market. They emphasize lifelong learning and practical skills.
- **E-solutions and Digital Competence:** Estonia's commitment to digital competence is evident in its policy on e-solutions, which played a crucial role during the rapid shift to online learning in the spring of 2020.
- **Education Funding:** By investing 6.4 per cent of its GDP in education, Estonia ensures that schools and teachers have the resources they need to provide top-quality education. A portion of the budget is specifically earmarked for teacher training.

Education Estonia reflects Estonia's belief in the power of digital transformation in education. Its success shows that by prioritizing equal access, technological integration, and a comprehensive approach to education, societies can cultivate resilient, knowledgeable, and globally-minded citizens ready to contribute to a sustainable future. This model serves as an inspiring example for other areas aiming to harness technology to enhance learning and work towards the targets set by SDG 4.

WHAT COMES AFTER 2030?

As the sun sets on Agenda 2030, we stand at the cusp of a new dawn in human development. Education, once a structured path treaded in pursuit of diplomas and degrees, is blossoming into a boundless garden of curiosity and creation. What does a society look like when the traditional shackles of education are unlocked, and learning becomes a lifelong journey rather than a destination?

Imagine communities where learning is not confined to textbooks or classrooms but interwoven into daily life's very fabric. Our cities and regions transform into living laboratories, where every street corner, every park, and every public space is a place of discovery and enlightenment. Here, education is not a tool for conformity but a palette for the individual's self-expression and identity.

In this world, the rigid barriers between disciplines crumble, giving way to a multidimensional education system that embraces the arts, sciences, humanities, and trades with equal fervour. Education is not a means to produce workers for an economy but to nurture thinkers, innovators, and storytellers for a society that thrives on diversity and dialogue.

Post-2030, an education system's success is no longer the scores on standardized tests but the happiness of its learners, the inclusivity of its approach, and the depth of understanding it fosters. Educational institutions are no longer factories of knowledge but greenhouses where minds flourish, tended by educators who are not just thought controllers and disseminators of information but also mentors, guides, and lifelong learners.

In this narrative, technology serves not to distract or control but to liberate and expand human potential. Digital platforms enable global classrooms where learners from different continents exchange ideas, collaborate on projects, and build bridges across cultures. Learning is a dialogue, an exchange that respects and elevates local wisdom and global insights.

The revolution of post-2030 education transcends the boundaries of SDG 4. It redefines what it means to be educated in a society where knowledge and learning is a journey shared by all ages and stages of life, and where education breathes life into the values of democracy, equality, and ecological harmony.

What comes after 2030 is not an endpoint but a springboard into a world where education is the heartbeat of societies, pulsating with the joy of discovery and the rhythm of shared humanity. It is a vision radical and romantic yet deeply rooted in the absolute need for a society that sees education as the most potent force for true freedom, innovation, collective well-being, and sustainability.

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