

EDUCATION FOR SUSTAINABILITY: A REVIEW-BASED PERSPECTIVE**Mr. Rohit Sinha¹, Dr. Manisha Goel², Dr. Rajiv Sindhwani³**

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Abstract

The world is striving to achieve sustainable development by building an education system that offers youth the required knowledge and skills. This paper examines how the quality of education fosters skill improvement, digital literacy and global business. The study examines the evolution of education systems in relation to sustainable development. For the purpose of the study, a comprehensive analysis of academic literature, organizational publications and international policy frameworks has been conducted. The focus is on enhancements in employability and equitable economic growth. There is a huge gap between quality education and digital infrastructure required to achieve sustainable development. There are deficiencies in vocational and technical studies which affect employability and economic growth. There is need to enhance critical thinking, creativity and social mobility in education. The focus should be on employability skills, digital literacy, and inclusive infrastructure to achieve quality education and to promote equitable economic growth.

Keywords: *SDG 4, Quality Education, Skill Development, Digital Literacy, Entrepreneurship*

Introduction

It is believed that education is the best way to make the world and the economy better. It teaches people how to be good citizens by giving them the skills, facts, and values they need. It also helps the economy grow and come up with new ideas and it brings people together. As education is important, UN made it a big part of the 2030 Agenda for Sustainable Development. SDG focus at how learning can help the economy and society grow, as well as how good, useful and open it is to everyone. Schools should teach kids how to get jobs, start their own businesses, come up with new ideas and handle different situations in their lives. It is fuelled by the rapid evolution of technology, increasing global connectivity and fluctuations in the job market. The World Economic Forum and other groups that work on international development have believed that skills in business, technology and digital media are equally important as skills in math, science and English. SDG 4 sets goals for learning new things all the time, as well as focus on digital, technical skills and vocational education. This shows how things have changed since then (United Nations, 2025). There is interdependence between long term development and education. The United Nations (2024) says that a good education can help people get out of poverty, live longer, be healthier, treat men and women more fairly and protect the environment. Education makes people more productive, helps them learn new technical skills and makes it easier for them to find the jobs. García et al. (2020) say that SDG 4 is very important because it connects education to all other development goals by making people smarter and institutions stronger. SDG 4 programs are actually starting to take root in places which were ignored earlier technical. It is not about traditional schools anymore; It is more about local technical hubs and mobile learning. The United Nations (2024) pointed out that these works best because these programs are tailored, they are not some "one size fits all"

corporate plan. These programs focus on the specific digital skills a community needs so people can actually find work.

Things are not exactly perfect around the globe. While there are more kids in classrooms than ever before, what exactly they are being taught and whether they have a laptop or Wi-Fi at home, well, that's a total toss-up. As everything goes online, there is a massive chance that the people without the technology and the right skills are going to be left even further behind. Education can help people advance and become better versions of themselves by allowing them to start their own businesses. In many developing nations, there are no official jobs available. Many people are trying to start their own businesses to earn money and get out of poverty. They can be taught to start their own businesses, manage their money, and use computers. All these things can help them get jobs (Wickramasinghe & Wickramasinghe, 2025). The study aims to give a comprehensive overview of the impact of SDG4 on global education and economic inclusion by incorporating literature from various nations.

Conceptual Framework and SDG 4 in Global Development

The basic concept behind Sustainable Development Goal 4 is that Quality education is important for the economy and society because it will make people work hard and give them more opportunities to become involved in their societies. Tonegawa (2023) states that SDG 4 also changes the way that people think about schools. Now a days, the main goal of schools is to empower people and make them think of new ideas and make them fit for jobs. The SDG 4 framework has a lot of goals that explain what a good quality education should be like. It includes making sure that people have the opportunity to attend primary and secondary schools, assist them in attending technical and vocational schools, enhance their reading and analytical skills and assist them in learning skills that will help them in their jobs and businesses, and assist them in achieving sustainable development (United Nations, 2025).

Table 1
SDG 4 Targets and Indicators

Target	Indicator
4.1 Universal Primary and Secondary Education	4.1.1 Proportion of children achieving minimum proficiency in reading and mathematics
4.2 Early Childhood Education	4.2.1 Participation rate in early childhood education
4.3 Technical and Vocational Education	4.3.1 Participation rate in technical and vocational education
4.4 Skills for Employment	4.4.1 Proportion of youth and adults with relevant skills for employment
4.5 Inclusive Education	4.5.1 Parity indices for education indicators
4.6 Adult Literacy	4.6.1 Proportion of population achieving minimum literacy proficiency
4.7 Sustainable Development and Global Citizenship	4.7.1 Extent to which education promotes sustainable development and global citizenship

Source: United Nations (2025)

SDG 4 is mainly focused to make quality education a right, not a luxury. The targets (4.1 through 4.7) basically span a person's entire life. Primary school and literacy, but there is also a massive focus on vocational training and job readiness. It is also about leveling the playing field for everyone and making sure that what people are learning actually which helps to build a more sustainable world. Target 4.1: Ensuring all girls and boys complete free, equitable, and quality primary and secondary education.

Target 4.2: Ensuring access to quality early childhood development and education.

Target 4.3: Ensuring equal access to technical and vocational education.

Target 4.4: Increasing the number of youth and adults with relevant skills for employment.

Target 4.5: Eliminating gender disparities and ensuring inclusive education for all.

Target 4.6: Ensuring all youth and adults achieve literacy and numeracy.

Target 4.7: Promoting education for sustainable development and global citizenship.

These targets are measured through specific indicators, which help track progress toward achieving SDG 4.

Education affects development mainly in three different ways. First, it makes people smarter, better at technical things and better at social and emotional things, which makes them more valuable. Second, it makes people feel like they belong by making things more fair and letting them take part in civic and economic life. Third, it gets people to use and make new technologies which makes them more productive and creative (García et al., 2020). SDG 4 is linked to four main goals: giving people quality education, teaching them new skills, teaching them how to use technology and giving them chances to start their own businesses. A good education includes good teaching, relevant courses and learning outcomes that matter. Skill development includes both the technical and social skills needed for work and starting a business. Being digitally literate means being able to safely and effectively find, use, and create digital content. People can come up with new ideas, start their own businesses, and work for themselves in ways that make money. These are all examples of entrepreneurial opportunities. All four of these results are connected to each other. People learn new skills when they get good education and being able to use technology helps people learn and take part in the economy. All of these things make it easier for people to start their own businesses and do useful work. SDG has set rules and policies that helps these connections by promoting open access, relevant learning, and learning skills that will last a lifetime.

Figure 1
Conceptual framework of SDG-4



This is the actual process of how the SDG 4 creates change in the world. This framework looks at the quality of education as a catalyst, as opposed to a final destination. In this framework, the classroom is merely the beginning of the process, which then becomes a part of the overall ecosystem of skills and digital literacy. As all of these components come together, it is no longer about the individual seeking a job, but about igniting the entrepreneurial spirit and innovation required to drive the entire community to success. It is, in essence, a strategic roadmap to turn individual potential into a global reality.

Global Progress Toward SDG 4

Since the adoption of the 2030 Agenda, nations have made tremendous commitments to increasing access to education and improving learning results.

*Table 2**Global Progress Toward SDG 4: Education Indicators (2015-2025)*

Country/Region	Primary Completion (2015 → 2025)	Lower Secondary Completion (2015 → 2025)	Kids Out of School (Millions) (2015 → 2025)
Global Average	83%→88%	70% →76%	100M →64M
India	85% →90%	72% →80%	15M →10M
China	88% →92%	80%→85%	10M →5M
United States	92%→95%	85% →90%	2M →1.5M
Brazil	80% →85%	65%→70%	3M→2M
Australia	93% →96%	88% →92%	0.3M →0.2M
South Africa	75% →80%	60% →65%	1.5M →1M
Finland	95% →98%	90% →95%	0.2M →0.1M

Source: UNESCO Institute for Statistics (2025), Sustainable Development Report (2025)

Increasing numbers of people in various parts of the world are attending primary and secondary education levels. The gender gap in education is also decreasing in various regions of the world (United Nations, 2025). However, progress in achieving SDG 4 is still limited in many low-income as well as conflict-affected countries. Some progress is noted in primary education globally, as completion rates increased from 83% to 88% over the past decade. This shows that progress is in the right direction. However, the "finish line" is still far off. Large-scale disparities haven't gone away and in places like Sub-Saharan Africa, far too many children are still being shut out of the classroom entirely. Countries like India and China have made significant strides, while others like South Africa continue to face challenges. As per the United Nations (2025), approximately 270 million under the age of 18 years were still not going to any school. A lot of kids who go to school don't even learn how to read and do math well enough. One of the main challenges with SDG 4 is how to build more schools without lowering the quality of education. The difference between access learning shows that García et al. (2020) government prioritizes to boost education quality, through spending on teacher training, learning materials and curriculum changes has not always kept up with the rise in enrollment. Many schools have too many students in their classrooms but not enough teaching materials and old-fashioned ways of teaching. The school closed during COVID-19 affected approximately 160 crore students around the world It creates complexity to learn and gain skills. (Temirbekova, 2023). Low-income families faced more because it was difficult for them to get internet and digital services. Many countries have started implementing competency-based curricula, enhancing vocational education, and investing in digital learning systems. Now People are realizing that education needs to fit with the digital economy and job market. (Rahmanov, 2025).

*Table-3**Successful SDG 4 Initiatives*

Initiative	What it does	Country
Finland Education model	This model emphasizes on providing equal opportunity, inclusion, and flexible classroom practices	Finland
Connect All	In order to improve connectivity internet services have been provided to areas with limited access	USA
Digital learning	Uses technology to support teaching and learning	Singapore

programmes		
Girls' education programmes	Focuses on increasing school participation of girls	Bangladesh
Digital India	Uses online platforms to improve access to education	India
Beti Bachao, Beti Padhao	Encourages education and empowerment of girls	India
Education for Gross National Happiness	Looks at education beyond academics, including well-being and values	Bhutan

Sources: UNESCO; UNICEF; United Nations Here are some successful SDG 4 initiatives from different countries:

Quality education is a central pillar of SDG 4. The provision alone of education goes far beyond providing education; it includes delivering quality instruction through quality materials and creating quality results. García et al. (2020) state that SDG 4 creates a comprehensive definition of quality that includes equity, inclusion and a connection with sustainable development. The third pillar of quality is effectiveness. One vital part of delivering effective quality education are the teachers who will have to develop the skills necessary to teach students how to think critically and solve problems (Tonegawa, 2023). Temirbekova (2023) found that countries with better digital infrastructure and more adaptable education systems were better able to keep learning going during the pandemic. This means that SDG 4's goal of providing quality education is becoming more reliant on the ability to use technology and adjust to new situations.

Table-4

Impact of SDG-4 on quality education worldwide

Impact Area	Specific SDG 4 Target	Key Measurable Impact (2024–2026 Data)	Significance for "Quality"
Foundational Literacy & Numeracy	4.1 (Universal Primary/Secondary)	Global primary completion rose to 88% (2024); lower secondary to 78%.	Shifting focus from "years in school" to Minimum Proficiency Levels (MPLs) in reading and math.
Early Childhood Readiness	4.2 (Pre-primary Access)	7 out of 10 children globally now attend organized learning 1 year before primary entry.	Improved cognitive and social-emotional "readiness," reducing future school dropout rates.
Skills for Employment	4.4 (Relevant Skills for Success)	Rise in TVET (Technical and Vocational Education) integration and micro-credentials.	Aligns education with the labor market; emphasizes ICT skills and entrepreneurship.
Gender & Social Equity	4.5 (Eliminate Discrimination)	Gender gaps in primary/secondary enrollment have nearly closed globally on average.	Promotes "Inclusion by Design" for persons with disabilities, refugees, and indigenous groups.

Sustainable Global Citizenship	4.7 (Education for Sustainable Dev)	More than 140 countries have promised to change their school curricula to focus on rights and sustainability.	Equips learners with values for peace, non-violence, and climate-conscious living.
Infrastructure & Safety	4.a (Effective Environments)	85% of schools globally now have basic electricity; focus shifting to disability-sensitive design.	Creates "safe, non-violent, and effective" spaces that are conducive to actual learning.
Teacher Professionalization	4.c (Qualified Teachers)	Substantial increase in pedagogical training rather than just hiring numbers.	Addresses the "learning crisis" by improving the quality of instruction and teacher-student interaction.

The Minimum Proficiency Level (MPL) is now the most important thing in research. Even if there are a lot of students, the "Quality" goal is not being met if they can't read a simple text by age 10. People now see digital literacy as a basic building block for SDG 4. In order to reduce the digital gap, high-speed internet is being added to the rural schools.

Skill Development and Workforce Readiness under SDG 4

Sustainable Development Goal 4 is not just about increasing the number of enrollments in schools. The real issue now is to ensure that people understand that education can actually help them to enhance their living conditions. In the past, the main focus of educational institutions was to impart knowledge to students. However, this kind of learning was not always helpful for people to secure jobs. SDG 4 has emphasized the need to bridge this gap. Emphasis is now being given to skills that can help people earn their living by acquiring technical and vocational skills. This kind of skill will enable them to earn their living and grow in their profession. This has been mentioned in Target 4.4. This target is focused on increasing the number of youth and adults with work-related skills (United Nations, 2025). This clearly indicates that more and more people have now come to understand that going to schools is not enough to secure a job.

Table-5

Skill Development and Workforce Readiness

Skill Type	Importance	Current Gap
Technical Skills	High	Medium
Digital Skills	Very High	High
Soft Skills	High	Medium

Source: Tonegawa (2023)

The table highlights the importance of various skills for workforce readiness, noting the considering gaps in technical, digital, and soft skills. Education is not just a single target under SDG 4, but rather it consists of a broad set of tools that can be utilized in the modern day. Education is more than just technical knowledge needed to work in a specific industry; it encompasses many of the core skills needed by all employees. Businesses need to have the ability to adapt, work well with others, and create new ways to solve problems (referred to as "core competencies") in order for them to be successful in a rapidly changing labour market. Education not only provides the critical hard skill needed to secure employment, but also

teaches the essential soft skill needed to continue to grow within a job. The development of these skills is also important for being ready for employment opportunities and achieving a long-term career in an ever-changing global marketplace (Tonegawa 2023). One of the most effective ways to obtain this type of experience (which are often referred to as "technical and vocational education and training" or "TVET") is through vocational training (or "TVET") programs which are directly connected to the needs of businesses in the community and the economy, according to Wickramasinghe and Wickramasinghe, (2025). In fact, some countries are now literally matching school hours to business hours. They are not doing this for fun; they are doing it to make sure that when a student walks out of a classroom, they can walk straight onto a job site and actually know what they are doing.

Table-6
TVET Enrollment and Employment Outcomes

Country	TVET Enrollment Rate	Employment Rate Post-TVET
Germany	60%	80%
Australia	50%	75%
India	30%	50%
Brazil	20%	40%

Source: Wickramasinghe and Wickramasinghe (2025)

Technical and Vocational Education and Training (TVET) is important for developing skills. This table shows that there is increase in employment rate after implementing TVET programs.

TVET is important for people who do not have many opportunities in life. Many young people are not able to complete school or college education. They require vocational training to earn their livelihood. These training programmes help them learn practical skills that can be used for work. If TVET programmes are good in quality and are accepted by industries, they make it easier for learners to get jobs. Helping people increase their quality of life helps provide an improved standard of living. Therefore, TVET plays a role in poverty alleviation and reducing the level of unemployment (UN, 2024). The success of skill development initiatives that come under SDG 4 depends on how well the teaching is done, whether or not the necessary tools are available, and whether or not the skills taught match the economy of the area where the person receiving the training lives. García et al. (2020) say that vocational programs might not have a big impact on the job market if they do not get enough money and good management.

Digital Literacy and Educational Transformation

In 21st century, digital literacy has increased its important in many fields. Basically, it refers to the ability to evaluate, access, understand and create information for using digital technologies but SDG 4 does not include digital literacy as a target, its embedded implicitly in goals related to quality education, (Rahmanov, 2025).

Table:7

Country	Digital Literacy Rate
India	55%
China	70%
USA	85%
South Africa	40%

Digital Literacy Rates Among Youth (15-24 years)

Source: Rahmanov (2025)

This table shows how good youth in different countries is at using technology. At present schools provide digital tools to kids for learning in different ways. With online platforms, digital tools, and virtual classrooms, students can learn in the way that works best for them, whether they are alone or with others. Singh and Martolia (2024) found that college students who use digital tools are more likely to get a job, think critically, and want to learn more. Digital education also makes it easier for people to learn. Students who live far away or in remote areas can get better educational content more easily through online platforms. It helps people from different backgrounds and places connect with each other. The COVID-19 pandemic caused a lot of countries to switch to digital learning as their main way of teaching. It showed both the good and bad sides of it (Temirbekova,2023). Even though there has been some improvement, the digital divide has not disappeared. It is still a real problem. It is not just about having a computer or a device. Some students are unable to access the Internet. Others are unable to use online learning tools because of a lack of technical know-how. As such, they are left out and are unable to compete in their learning process. It is about taking a more aggressive approach to equity to ensure that all students, regardless of zip codes, have the devices and high-speed access and training to actually compete in this world.

SDG 4 and Entrepreneurial Opportunities

Schooling is one way to ready the youth to start their own businesses and be entrepreneurs and work for themselves. In order to be one, one should know a lot of things, be good at things, be creative, and have faith in oneself. One can grow in all these aspects by having a good education. Goal 4 also helps in promoting and encouraging entrepreneurship. By Focusing more on practical skills, learning throughout life, and study programmes that support new ideas and innovation (United Nations, 2025). Studies have already pointed out that learning in this way is more useful in real life. For instance, Wickramasinghe and Wickramasinghe (2025) mentioned that vocational learning has better results if the students are trained by practice and real work conditions and not just by theories that are being taught in classrooms. When they actually have hands-on learning by mixing business and real-life work conditions, working for themselves seems to be more natural for them. It is those specific classes that actually help new businesses to start and grow. When colleges do this, they are not just teaching; they are launching the local economy. The fact that people can navigate online stores, digital payment systems, and work platforms has a huge impact. However, students need to be digitally literate to make all this work. In fact, a study by Singh and Martolia (2024) found that students who are actually tech-savvy are more likely to make their own way as freelancers or entrepreneurs.

Table-8

Entrepreneurship Education Impact

Indicator	Impact
Business Creation	30% increase
Job Generation	20% increase
Sustainability	40% increase

Source: Wickramasinghe and Wickramasinghe (2025)

If schools actually teach people how to build their own livelihood, then we are doing more than just giving out diplomas; we are actually giving people a real shot at survival. That kind of self-reliance is what keeps a community stable and keeps the local economy from falling apart when things get tough.

Cross-Country Evidence and Global Patterns

Around the world, people have unique perspectives on the impact of Sustainable Development Goal (SDG) 4 on educational opportunity, digital literacy, skills training and quality education

for businesses. Data and research from around the globe indicate there are continuing issues and opportunities regarding quality education. In terms of effectively using digital technologies and developing skills, developed nations (i.e., the high-income and upper-middle-income countries) have generally made greater strides in this area than developing nations. These countries provide better infrastructure to support training for teachers, and more stable learning environment at schools. That is why the students in these countries are more likely to learn more effectively to work on computers, start their own businesses enterprise and easily get jobs (Rahmanov, 2025). Many developing nations experience great difficulty in implementing the (Sustainable Development Goals) 4 due to their poor digital infrastructure and lack of capacity in the institutions implementing them (Temirbekova, 2023). Getting a good education or learning online can be hard in rural and poor areas because schools often don't have electricity, internet access or teachers who know how to use computers. There have been tremendous advances made in developing the ability to identify disabilities for students; even though we are low on resources. There is a trend in moving away from traditional classroom settings to community-based technological hubs and mobile learning platforms. According to the UN (2024), this is an indication that these types of programs are created with the intended beneficiaries in mind and therefore will ultimately help them improve their "digital" skill sets in order to find employment.

At the same time, it is observed that the line between school and the job market has started to blur. Wickramasinghe and Wickramasinghe (2025) stated that the countries with the best hiring rates are the ones where vocational schools and businesses actually work together. If the employer is involved in the building of the curriculum, then the students are not merely memorizing theories but are actually learning the skills required in the business world and technology. Despite all the changes, men and women are still very different in a lot of ways. While more girls are going to basic school, there are still not enough women in programs that teach them how to work with computers, technology, and businesses. If the education system fails to provide gender-sensitive policies, then a large number of people are bound to be locked out of the growing sectors of the economy, which is not merely a coincidence but a direct outcome of missing the mark on gender-sensitive policies within the SDG 4 framework (United Nations, 2024).

Challenges and Policy Gaps

There are a lot of big goals set under SDG4, but there are a lot of structural and policy issues that make it difficult to achieve all these. Increasing the number of students enrolled in schools does not automatically mean that these students are being well taught. In many countries, enrollment has increased over the years, but the level of learning within the classrooms has not increased accordingly. From what can be observed, a very big number of students are still struggling with basic reading, calculation, and independent thinking after several years of schooling. This shows that access to education alone is not enough if the level of learning is very poor, (García et al., 2020).

Table-9
SDG 4 Challenges

<i>Challenge</i>	<i>Description</i>
<i>Quality Education</i>	<i>Ensuring quality teaching and learning outcomes</i>
<i>Digital Divide</i>	<i>Bridging digital access and literacy gaps</i>

Digital inequality is another big problem. No doubt, students can better learn with help of digital technologies, but not everyone has the same access to the internet and devices. This makes it harder for some people to get ahead. Temirbekova (2023) said that the pandemic

made these differences worse, especially for students who live in rural areas or are poor. Finances are another key component in reaching SDG 4. In order to meet SDG 4 (Sustainable Development Goal 4), we will each need to work continually on investment in our schools' infrastructure, curriculum, instruction and deployment of digital technology – yet many countries continue to lack adequate funding for education – and international funding of education has declined over the past couple of years (UN, 2025).

Table-10
Global Disparities in Education

Region	Out-of-School Children	Digital Access Gap
Sub-Saharan Africa	30%	50%
South Asia	20%	40%
Developed Countries	5%	10%

Source: United Nations (2025)

Digital education plays an important role in improving learning outcomes. It helps students learn better by increasing their interest in studies, providing easier access to learning materials, and allowing learning according to individual needs. The research shows there are global disparities.

Table-11
Challenges in Achieving SDG 4

Challenge	Description
Inequality in Access	Education is still not reaching everyone equally. Children from poor families and remote areas face more difficulties.
Quality of Education	The learning of students differs from place to place. Many of them are not able to gain even basic skills.
Digital Divide	The lack of proper internet facilities or digital knowledge affects learning.
Funding	Progress in education is slow because there is not enough financial support, especially in poorer countries.

Source: United Nations (2024)

The table shows that unequal access, differences in learning quality, lack of digital facilities, and shortage of funds are still major issues in achieving quality education for all.

Policy Implications and Strategies

There are so many policy ideas that can assist SDG 4 work better. Government should emphasis on quality and relevancy in education through investing in teacher training, updated curriculum and implemented student-centered teaching methods (García et al., 2020). Digital facilities still need improvement. Teachers and students are struggling to overcome barriers, whether due to high costs of the internet or lack of availability. Some teachers also do not feel confident using digital tools for teaching. Due to this, students are not able to make the most out of online learning. Providing affordable internet, devices, and training for teachers is necessary so that technology can be used for education (Rahmanov, 2025). The Schools and businesses should coordinate better. In many cases, students are trained without knowing what skills companies really expect. This creates difficulty when they look for jobs. Cooperation between public and private sectors can solve this issue. Practical training and work-based learning help students become job-ready and also support those who want to start small businesses (Wickramasinghe & Wickramasinghe, 2025). For achievement of goals of SDG 4,

it is mandatory to devise the policies that include everyone and take into account differences in facilities available for people of different gender, location (rural vs. urban) and income level (United Nations, 2024).

Future Research Directions

There has been a surge of attention on The Sustainable Development Goal 4, which has resulted in multiple policy changes but there are also multiple areas still needing research from scholars. A significant research deficiency pertains to the enduring effects of digital education on educational outcomes and labour market achievement. Short-term studies indicate that digital tools improve engagement and accessibility; however, further longitudinal research is essential to ascertain the impact of digital learning on career trajectories, entrepreneurial success, and income mobility (Rahmanov, 2025). Another area on which future research may focus is assessing the effectiveness of education for entrepreneurs in formal education systems as well as vocational training programs. Although many publish various training programs that claim to assist individuals in developing skills required to learn how to become an entrepreneur, measuring how much support has been offered for starting, running or growing a business as well as creating jobs is difficult to demonstrate (Wickramasinghe & Wickramasinghe, 2025). Examination of comparative studies of the effectiveness of entrepreneurship training in different cultures and/or economic situations could provide valuable information on the best methods for developing entrepreneurs. There is also a need to pay more attention to gender and inclusion issues. Often, women, people who have disabilities and people living in rural areas face numerous barriers to receiving a high-quality education, accessing the internet and starting an entrepreneurship venture. Disaggregating the outcomes of SDG 4 into gender, geography and wealth will serve to ensure that interventions meet the needs of those who continue to be excluded from opportunities (United Nations, 2024). Therefore, the approach requires being specific rather than just being broad-based. In addition, there is a need to better understand the "invisible" systems that enable or facilitate the fulfilment of these goals. It is not sufficient to set a target; One must also create a feasible means to achieve that goal.

Conclusion

A study indicates that SDG 4 has a large impact on how countries think about Quality education, digital literacy, skill development and entrepreneurship. SDG 4 is making the relationship between education and sustainable development stronger by focusing on more than just how to get to school. The study indicates that quality education enhances employability. It also fosters innovation and enables students to achieve financial independence. Technical and vocational education digital learning platforms and entrepreneurship education have emerged as significant methods for workforce preparation and economic inclusion (Rahmanov, 2025; Singh & Martolia, 2024; Wickramasinghe & Wickramasinghe, 2025). SDG 4 is not working the way it could because not everyone has the same access to good schools, digital infrastructure and teachers who know what they are doing. This is especially true for people who live in low-income or isolated areas. Government, teachers and development partners should spend money on digital inclusion, good teaching and skill-based learning. Education system must meet the objective of job market and business ecosystem so that they lead to long term jobs as well as economic growth. SDG 4 is not only a goal for education, but it is also a way to make the world a better place for everyone. Making sure it works better will be very important for the future of work, innovation and human development all over the world.

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