

Female Education – A Path to Achieve Gender Parity for Sustainable Development Goals

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A developed nation is one whose Natives whether males or females are educated. Education is a basic necessity to survive in this ever-competitive world. It is the backbone of every economy. The fact that excellence in education is now one of the 17 sustainable development goals under the 2030 Agenda for Sustainable Development, which was adopted by the UN General Assembly, is another indication of the importance of education. High-quality education is now the agenda's fourth goal. Beginning in 2016, the Sustainable Development Goals (SDGs) and their fourth goal—Quality Education—were implemented. In addition to discussing education, the fourth goal places a strong emphasis on its calibre. The fourth goal talks not only about education but also emphasizes its quality. It provides an inclusive and egalitarian education and encourages possibilities for lifelong learning. This is a descriptive research paper. The data used for this paper is secondary. All the data for this paper has been collected through the Internet. The objective of this study is to discuss the need for Female Education as a necessary path to achieve Gender Parity for SDG and steps to be taken to meet these challenges and to achieve the goals.

Keywords: *Sustainable Development Goals (SDGs), Quality Education, Female education, Education, Gender Parity*

0 INTRODUCTION

A developed nation is one whose Natives whether males or females are educated. Education is a basic necessity to survive in this ever-competitive world. It is the backbone of every economy. The fact that excellence in education is now one of the 17 sustainable development goals under the 2030 Agenda for Sustainable Development, which was adopted by the UN General

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Assembly, is another indication of the importance of education. High-quality education is now the agenda's fourth goal. Beginning in 2016, the Sustainable Development Goals (SDGs) and their fourth goal—Quality Education—were implemented. In addition to discussing education, the fourth goal places a strong emphasis on its calibre. It provides an inclusive and egalitarian education and encourages possibilities for lifelong learning. This agenda focuses on fundamentally altering thinking and recognizing the dynamic interconnection between three areas, namely, economic, social, and environmental, to promote integrated and global development in all countries. Besides this Gender Parity has been recognized as fifth Goal of the United Nations under the Agenda of 2030 for Sustainable Development. This shows that there is parity in each and every term including education.

1 RESEARCH METHODOLOGY

This research study is descriptive in nature. Secondary data were used in this paper. For the present paper, all of the data was gathered online Objectives.

The objective of this study is to discuss the

- Main Dimensions Of Gender Parity In Education
- Steps to be taken to achieve the goals

2 LITERATURE REVIEW

Even better outcomes come from educating girls. Girls who attend school are more likely to put off getting married, have lesser but healthier kids, and make more financial contributions to their families and the economy. Girls' education "may produce more in the way of returns than any other venture available in the nations that are developing (Summers 1992).

According to Psacharopoulos and Patrinos (2004), women receive a higher return on secondary education—18% compared to 14% for boys. "[f]emale education at a secondary school is more often and strongly associated with better decision-making and flexibility for women than schooling at the elementary level," in addition to greater economic rewards. (Pande, Malhotra, and Grown 2005).

Whether higher or elementary school is the focus, access to the provision of a high-quality education are essential if countries are to meet their development objectives. Developing nations incur heavy costs when they neglect to guarantee universal access to basic education (USAID 2005).

An already challenging circumstance is made worse by being a woman. In the majority of developing nations, girls are less likely than boys to attend school, remain enrolled, or receive non-formal education. Not all of the best development financing that is out there is being used.

“Education must, and can contribute to a new vision of sustainable global development”. (UNESCO, 2015)

Making the necessary mental and behavioural shifts will be necessary to start along the path to controllable progress. People have to go closer to becoming maintainability change-creators in order to make the world more maintainable and to attract concerns linked to supportability as depicted in the SDGs.

They need the knowledge, skills, dispositions, and mindsets necessary to contribute to economic advancement. As a result, instruction is essential to achieving sustainable improvement. However, a broad training programme does not support reasonable advancement. Training that solely promotes financial growth may also encourage the growth of unsustainable use patterns. Students can participate in activities that encourage financial and environmental responsibility as well as make informed decisions with the aid of the internationally recognized Education for Sustainable Development (ESD) method. Through education, we may achieve a great number of extra Sustainable Development Goals (SDGs). When people have access to top-notch education, they can end the vicious circle of poverty. Literacy may enable people to lead healthier, more sustainable lifestyles and contribute to the reduction of inequality. A peaceful community and tolerance in individuals can both be fostered by education.

Education is viewed as UNESCO’s top priority since it supports social peace and sustainable development and is a part of fundamental human rights. The United Nations has a specific agency for education that works to address modern global concerns, encourage equitable representation of women in education, and exercise leadership at the regional and global levels (United Nations, 2015). The Agenda of Education 2030 is part of a global initiative to abolish poverty with the help of 17 Sustainable Development Goals by 2030, and it is anticipated that UNESCO, the United Nations institution for education, to lead and assist this initiative.

3. MAIN DIMENSIONS OF GENDER PARITY IN EDUCATION

There are four main dimensions of gender parity outlined in the framework:

Parity of Access- Girls and boys should have equal access to formal, non-formal, and alternative ways to basic education. This is known as parity of access. A more accurate measure of whether access has been obtained is actual attendance than registration.

Parity in the Learning Process- Girls and boys should receive equal treatment and attention, as well as equal learning opportunities, for there to be parity in the educational process. This indicates that although the coursework may be taught differently to account for the various learning styles of girls and boys, girls and boys are exposed to the same curricula. To ensure parity in the

educational process, all students must be exposed to resources and instructional strategies free from gender bias and preconceptions. It also means that in all academic and extracurricular activities, boys and girls should be allowed to study, explore, and develop their skills.

Parity of Educational Outcomes-When girls and boys are given equal opportunity to succeed and their distinct skills and choices determine the consequences, this is referred to as parity of educational outcomes. Gender differences should not be reflected in the duration of school careers, academic qualifications, or certificates to guarantee equitable opportunities for success. Gender bias should not exist in any of the devices used to evaluate individual achievement. Insofar as these processes exhibit gender bias, they send messages to students that may deter them from paying attention in class or in certain subjects. What exams, assessments, and tests measure tells students what is important. The outcomes of classroom assessments, national exams, and worldwide evaluations can impact boys' and girls' self-esteem, perceptions of their skills, and expectations of them. They may also affect how content is disseminated and what is taught in the classroom. In situations where assessments are utilized to determine advancement into subsequent grades or other forms of learning possibilities, the degree of partiality present in these tools is a crucial factor to take into account when attempting to guarantee equitable access and results.

Parity of External Results-When men and women have equal status, have equal access to goods, services, and resources, and can engage in, contribute to, and gain from economic, social, cultural, and political activities, then there is parity of external results. This means that men and women with similar skills and experience should have equal career possibilities and that the time it takes to secure protected employment after completing full-time education should also be equal. The four aspects of gender parity have linkages, but these connections are not always obvious. Outside of school, variations can and often do coexist with growing gender parity in education as well as enrollment parity. Girls' academic achievement does not always transfer into more political or economic influence, as several studies have demonstrated. Encouraging women to work can also give them the money they need to pay for their kids' education. After students complete their training and join the workforce, equity will need to be achieved by strategies implemented outside of the educational system. Conducting social mobilization campaigns to improve women's and girls' status and societal norms for behavior.

4. STEPS TO BE TAKEN TO ACHIEVE THE GOALS

- Developing a country-level grasp: The establishment and understanding of the 2030 agenda among all stakeholders is a prerequisite for translating

the global SDG4 commitments. To guarantee that education and other SDGs targets are incorporated in a dual direction, this entails consulting with the education sector as well as other economic and social sectors on the new agenda.

- Evaluation of National Preparedness: It is necessary to determine if a nation is prepared to integrate the Sustainable Development Goals into its educational framework. It also identifies the gaps in the national education system's planning, policy, management, and monitoring efforts, as well as the activities necessary to modify or adapt the planning and policy frameworks for the SDGs.
- Regulation context: Determining the national administrative and regulations context in light of the SDGs 2030 agenda entails examining the frameworks related to the legal, administrative, and policy frameworks and being aware of any potential discrepancies between the global commitments and the context of national policy.
- Planning scenario: The entry points that will support the integration and mainstreaming of SDG commitments into the context of national planning in the future must be identified. This can be accomplished with the aid of certain national planning/policy cycles by creating sub-sector plans or by modifying the current plans for the SDG4 commitments.
- Tracking and Assessment: Tracking and assessment of current national commits as well as keeping an eye on the needs of the global indicator for tracking SDG4 development are all part of this process.
- Efficient Management: For the SDGs 2030's Education goals to be inclusive, system-wide, and transparent, sector processes and structures must be coordinated. To ensure cooperation and attempts to examine SDG4 commitments, partner dialogues should also be set up.

5 CONCLUSION

Education is a basic necessity to survive in this ever-competitive world. It is the base of every economy. To achieve our SDG goals female education is a must. The main streams of female education are Parity of Access, Parity of Educational Outcomes, and Parity Of External Results. Various steps like Tracking and Assessment, Efficient Management and It's important to ascertain whether a country is equipped to incorporate the Sustainable Development Goals into its curriculum.. It also identifies the gaps in the national education system's planning, policy, management, and monitoring efforts, as well as the activities necessary to modify or adapt the planning and policy frameworks for the SDGs. Each gender should receive equal treatment and attention, along with equal learning opportunities, for there to be parity in the educational

process. This indicates that although the coursework may be taught differently to account for the various learning styles of girls and boys, girls and boys are exposed to the same curricula. To ensure parity in the educational process, all students must be exposed to resources and instructional strategies free from gender bias and preconceptions.

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