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**Department of Knowledge and Information Stewardship**

**Course: LIS5032**

**Assignment title Sustainable Development**

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1. Empowering Knowledge: Developing quality education for sustainable development

2. Quality Education: To ensure inclusive and equitable education and promote lifelong opportunities for all.

3. In South Africa, changing education has been tough because there is a gap between what policies say about everyone being involved and what happens. The way policies are made often does not include everyone who should have a say, especially those who are left out or ignored. There are schools in rural areas, yet they are governed by the same curriculum, the same condition of services, the same legislation, and the same policies as all other public schools in the country (Sayed, 2015). Most schools, particularly but not only in rural areas, struggle with real difficulties such as poor access to services, lack of classrooms and there are very few school libraries with internet access. This issue creates imbalance in the education equity and has got a negative impact to those who are experiencing the difficulties due to poverty. In rural areas schools may be located far from learners and that makes it hard for those learners to attend regularly especially in rainy and cold weather conditions. So equal education should be distributed equally and by consideration of certain conditions funders should provide vehicles to schools in rural areas to transport learners from and to their schools. Lack of proper infrastructure contributes to unemployment few teachers that settle to teach in rural schools because the cost of living in rural areas is somehow high due to having to maintain your vehicle or taxis are expensive because the villages are too far from the town (Sayed, 2015).

Without equal access to education marginalized groups such as people from low-income families and those with disabilities are left behind. Digital divide is another challenge that extends the gap in access to education as many individuals lack necessary technology and internet connectivity for online learning this also limits the educational opportunities and digital literacy skills. Resource constraints is a major challenge in achieving this goal as limited funding can lead to insufficient teacher training remembering that inequality happens within countries as much as between them. Therefore, funding should help both countries and the people who need it the most. Also, giving teachers better salaries should be considered. This is essential in places where education is a big problem as motivating teachers would lead to change and improve education quality in the developing countries (Rosa, 2017).

4.



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Information and Communication Technology (ICTs) plays a vital role in information dissemination because most of the information is available online, but this needs a set of skills to be able to retrieve accurate and reliable information due to vast of information sources that the internet retrieves. With the help of information and communication technologies students in remote areas can access digital libraries, online courses, and educational materials that may not be available locally. Information about diverse learning

styles, cultural backgrounds, and developing educational trends informs the development of inclusive programs. Online resources, digital libraries, and e-learning platforms can overcome geographical barriers and provide educational materials to individuals who may not have access to traditional learning environments. Integrating various perspectives and addressing the need of diverse educational systems can promote inclusivity and equity (Arkorful and Abdul-Rahaman, 2019).

Despite the increasing availability of technology, many areas particularly but not only rural areas still lack reliable internet and necessary devices, limiting educational opportunities for some students. This creates a digital divide, where some individuals have access to modern tools while others do not, widening existing inequalities. Online educational resources may not always effectively address the cultural and linguistic diversity of learners. Content that is not culturally sensitive or available in multiple languages may isolate certain groups of students and fail to cater to their specific needs and backgrounds. Although internet exists, differences in digital skills can slow down effective use of online resources. Online learning also lacks the social interaction found in classrooms, affecting students' social and emotional growth (Ayimoro, 2019).

5.

1. **Early childhood education**: Early childhood development (ECD) is a comprehensive approach to programmes and policies for children from birth to seven years of age. It protects the rights of children to develop their full cognitive, emotional, social, and physical potential. ensuring that all kids have a good start in education before they start with primary school. ECD helps children to interact with peers and adults in a structured learning environment. Kids learn to share, communicate, and collaborate with others as that is the most important aspect of social development at the stage. ECD aims to prepare children for formal schooling by developing skills such as literacy, numeracy, and problem-solving. However, it also emphasizes the development of social and emotional skills that are essential for success in school and later in life (Atmore, 2012).
2. **Promoting reading clubs**: This can be a good action as in would enforce individuals to engage with literature. Engaging with literature is a good thing for every individual as it contributes to their information literacy skills. There are several ways to make this happen such as collaborating with libraries or bookstores. Hosting reading competitions can foster individual to actively read with the intentions of competing for prizes and other giveaways. Adult literacy is also important, and it is significant to include all age groups because literacy development is key to every individual in the community. Utilizing social media to promote the reading clubs could have a great impact on the number of participants and that could increase the community engagement and lead to growth in the information literacy amongst community members (Rosa, 2017).
3. **Building more schools:** Building more schools especially in rural areas ensuring that at least each village has got one school making it better for learners to travel. Increasing the number of schools could have a positive impact in the education development. More schools would increase the number of employment opportunities and that would alleviate poverty. This would also ensure that all learners have got access to equal education (Rosa, 2017).
4. **Community engagement programmes**: collective engagement of community members plays a good role in building stronger relationships and it promotes active participation, enforce mutual trust also empowers individuals to create positive change through exchanging of ideas and helping each other. “Umntu ngumntu ngabantu” A person is a person through other people” this emphasizes the interconnectedness and interdependence of individuals within communities (Arkorful, 2019). When people help each other, they overcome most of the challenges that they face. Encouraging communities to work together through enforcing these engagements programs could make a big difference in the sustainable development goals. Encouraging leaders to launch more Non—profit Organizations (NGOs). NGOs plays a big role in changing communities’ government should fund these programmes as they are very impactful on the development of the country (Ayimoro, 2019).
5. **Literacy and Numeracy**: Lifelong learning is very important especially for young people. This goal wants to ensure that in 2030 at least all young people can read and do basic math well. It is not only about reading but also about understanding and using what they read. This would help the younger generation to understand the change that is happening globally (Rosa, 2017).
6. **Digital Literacy:** Technology can promote digital literacy skills necessary for success in the 21st century. Teaching students how to use digital tools responsibly, critically evaluate online information, and protect their privacy and security online prepares them for the digital world. Students should be able to know the difference between misinformation and disinformation on top of that they be able to analyse information overload when doing research for them to provide meaningful research papers (Ayimoro, 2019).

**Equal Access to Higher Education**: Ensuring that all students in developing countries gets better chances to go to universities. The government should increase the number of scholarships and bursaries available to students from developing countries. The scholarships should favour students who come from families with low incomes and those who were previously disadvantaged. Universities should ensure that they address the gap of digital divide by providing ICT workshops to develop the ICT skills of those who have never been exposed to digital devices. These scholarships should be aimed at students who come from families with low incomes. The idea is to make sure that everyone has a fair chance to access higher education, regardless of their background. This helps promote inclusivity and excellence in education, as everyone deserves a chance to pursue their dreams and reach their full potential (Avelar, 2019).

1. **Safe and Inclusive Learning Environments:** Ensuring that all students feel welcomed in schools and in universities. Diversity should be prioritised and all students regardless of age, gender, race, and background is treated with the same respect. Ensuring that all students and learners in schools understands and follow the rules by not invading each other’s space. Learners should be taught not to discriminate, bully, or negatively criticize each other. Mutual respect leads to zero fights and less arguments/conflicts amongst students. If schools ensures that learners or students are abide by the rules and not to fight this would have a positive impact on the 2030, SDG. The number of dropouts in schools would decrease.
2. **Encourage leaders to be good teachers**: encouraging leaders to embrace skills to communities, teaching and being role models to the subordinates. The youth are inspired by people who brings change to the communities, they are easily influenced by people who they see everyday than their teachers. So, communicating with good leaders to show teaching qualities would inspire the young people to grow and mature. Communities should be places where people feel comfortable talking openly about their problems not fearing sharing their obstacles as that would lead to them not seeking help or being inspired by people who make change (Avelar, 2019).
3. **Quality teaching for all**: This target focuses on making sure there are enough good teachers, especially in rural places where it tends to be a shortage of qualified teachers and resources of studying. Overall, poverty and insufficient infrastructure create barriers to education access in rural areas, highlighting the need for collaborative efforts between local authorities and schools to address these challenges and ensure quality education for all children. On a survey conducted by Figueiró and Raufflet, 2015: teachers highlighted issues such as insufficient infrastructure, including school buildings, computer labs, libraries, and teacher accommodations. The lack of basic facilities and a shortage of qualified teachers were also mentioned. It is emphasized that good teachers are important to ensure quality delivery of learning education that contributes to global competitiveness. This target seeks to address the global shortage of skilled educators, emphasizing the importance of recruiting, training, and retaining high-quality teachers. The implementation is done by investing in teacher development programs and motivates educators to work in underserved communities with a promise to top-up on their salaries, this goal aims to raise the overall quality of education worldwide (Figueiró and Raufflet, 2015).
4. **Gender Equality in Education**: Gender equality in schools is a critical component of achieving SDG4, which aims to ensure inclusive and equitable quality education for all. Gender equality in schools begins with ensuring that both boys and girls have equal access to education. Gender stereotype empowering girls and women in schools goes beyond just ensuring equal access and opportunities, it also involves empowering girls and women to fully participate in and benefit from education. This includes providing girls with access to comprehensive sexuality education, promoting girls' leadership and participation in decision-making processes, and addressing gender disparities in STEM (Science, Technology, Engineering, and Mathematics) education and career pathways (Figueiró and Raufflet, 2015).

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| **Challenges** | **Strategies** |
| Unequal access to education (rural vs urban areas) | * Early childhood education programs * Promoting reading clubs |
| Resource constraints (limited funding)  A person holding a chain  Description automatically generated | * Building more schools, especially in rural areas. * Community engagement programs. |
| Digital Divide (limited internet access, devices)  A couple of people with a broken sign  Description automatically generated | * Focus on digital literacy skills. * Scholarships and bursaries for higher education |
| Lack of safe and inclusive learning environments  A person standing in front of a classroom  Description automatically generated | * Promoting gender equality in education. * Investing in quality teacher training |

References

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