

Comparative Conclusions

Part Three

This final part will illustrate the comparative characteristics that connect the NGO survey, the UN agencies and regional organizations reviewed in this White Paper. Through illuminating the parallels, the global educational community will be better prepared to collaborate to establish and sustain SDG # 4 Quality Education: Agenda 2030, designed to guide the 21st Century educational community from a global perspective.

This ensuing result reveal the complementary and collective findings from the:

The Committee on Education, Learning and Literacy (CELL)
UNESCO
UNICEF
European Union
Organization of American States
African Union
CARICOM
Union of South American Nations
Asia- Pacific Union

Principles

Equitable Education
Rights to Education
Access to Education
Inclusive Enrollment
Gender Parity
Engaging Environments

Practices

Universal Primary and Secondary Education

Opportunities and Funding for Tertiary Education

Trained and Competent Educators

Relevant Curriculum

Health, Cognitive and Emotional Development

Learning Skills

Literacy Skills

Programs

Communication and Technology

Literacy and Numeracy Skills

STEM Curriculum

Vocational Training

Life-long Learning Skills

In conclusion, this research illuminates the multiple and meaningful commonalities that contribute to define SDG # 4 : Quality Education in the 21st Century. The educational society, from local to global – across the spectrum of society, has the opportunity to analyze and synthesize these findings to establish and sustain quality education in their own environments. Furthermore, through collaborative partnerships creating and implementing initiatives -- from individual mentoring to multi-million collective on-line training -- we will be able to succeed in making a major difference in the 21st Century.