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Grading Goal Four

Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education

Editor: Antonia Wulff

For the third time in three decades world leaders reaffirmed their promise of "Education For All" when adopting Sustainable Development Goal 4 in 2015. It is the most far-reaching commitment to quality and equity in education so far, yet, there is no consensus on what the agenda means in practice.

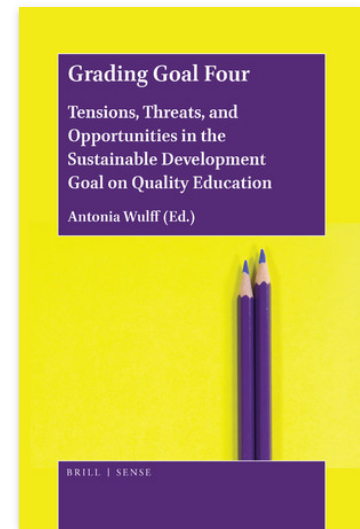
With a decade left until the 2030 deadline, *Grading Goal Four* calls upon the education community to engage more thoughtfully and critically with SDG 4 and related efforts. As an ever-growing number of actors and initiatives claim to contribute to its achievement, it is becoming clear that the ambitious but broad priorities within the goal are vulnerable to cherry-picking and misrepresentation, placing it at the heart of tensions between instrumentalist and rights-based approaches to education. This text, a critical analysis of SDG 4, provides a framework for examining trends and developments in education globally.

As the first volume that examines early implementation efforts under SDG 4, *Grading Goal Four* formulates a critique along with strategies for moving forward. By scrutinising the challenges, tensions and power dynamics shaping SDG 4, it advances rights-based perspectives and strategies for effective implementation and builds capacity for strengthened monitoring and analysis of the goal.

Readership

All interested in the threats and opportunities within SDG 4 on quality education, including researchers, students and education activists in academia, civil society, government policy-making and international educational diplomacy.

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