

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.