

Impact of Online Education Impacts the Attainment of SDG 17: Building Global Partnerships for Sustainable Development

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Abstract

The present study has focused on understanding the role of online education in achieving SDG 17. In order to understand the impact of online education on the attainment of SDG 17; the researcher has considered collecting secondary data. Herein, the existing studies aligning with the objectives of the studies have been reviewed by the researcher in an in-depth manner. Based on the findings of the review, the significance of online education as a tool for achieving SDGs has been observed (Hajdukiewicz & Pera, 2020). It has been revealed that online education acts as the primary tool for connecting students of various socio-economic spectrums across the globe along with achieving equitable access to education. It contributes to reducing the existing inequalities in accessibility to inclusive educational partnerships among developed and developing nations, thereby contributing to the achievement of SDG goals. However, existing challenges for instance digital divide, lack of standards and consistent resources act as major barriers.

Keywords: Global Partnerships, Sustainable Development Goals (SDG 17), Online Education, Sustainable development, education for sustainability

1. Introduction

1.1 Overview of SDG 17

In order to gain an understanding of the ways in which online education impacts the attainment of Sustainable Development Goal seventeenth [SDG 17] a clear understanding of SDG 17 as a concept becomes essential. SDG 17 primarily emphasizes "partnerships for the goals" (Stott & Murphy, 2020). In 2015, it was established by the United Nations, the goals focused on the significance of collaborative efforts among nations, organizations, and stakeholders for the purpose of attaining all 17 Sustainable Development Goals by 2030 (un.org, 2023). In regard to the essence of SDG 17, its official wording highlighted the need for strengthening the ways of implementation and revitalizing the global partnership for sustainable development. The goal of SDG identifies the fact that effective sustainable development needs inclusive partnerships built on shared principles and values with a focus on the planet and the people. The key aspects of SDG 17 are also mentionable here. SDG 17 encourages the nations to work in an integrative manner across borders and sectors for the purpose of addressing global challenges for instance, inequality, poverty, and climate change. While focusing on global collaboration, SDG 17 promotes equitable trade systems along with coordinating investment initiatives for supporting sustainable development (Zhan & Santos-Paulino, 2021). The goal includes 17 particular targets that can be categorized into 5 segments that includes; finance, trade, technology, capacity building, and systemic issues. The aim of these mentioned targets is to improve international cooperation along with ensuring that all the nations have the required resources and support in order

to implement the SDGs in an effective manner. The progress towards the attainment of SDG 17 is assessed with the help of 25 indicators which evaluate different aspects of partnerships and implementation efforts. The emphasis on partnership in SDG 17 highlights the identification of the fact that achieving sustainable development cannot be done in an individualistic manner. Collaborative efforts are important for sharing expertise, knowledge, financial resources and technology. This approach aims to support developing countries, particularly in their pursuit of sustainable growth. Thus, it can be stated that SDG 17 acts as a critical framework for supporting global cooperation that is essential for achieving all other Sustainable Development Goals by the target date of 2030, which is one of the core concepts in this study, wherein the impact of online education on achievement of these goals will be analyzed in this manuscript.

1.2 Significance of Online Education in Global Partnerships

In recent years, online education has turned out to be a major component in supporting global partnerships that have a significant impact on collaboration, accessibility, and educational equity. It has emerged as one of the integral elements in breaking geographical barriers, enabling individuals from different backgrounds to access educational resources. It is of particular relevance for students in underserved or remote areas who may be lacking access to conventional educational institutions (Stich & Reeves, 2017). With the help of providing online flexible learning options, online platforms are allowing learners to engage with content at their convenience and pace which in turn is resulting in promoting inclusivity across various demographics (Chawla et al., 2022). It is also helping in promoting lifelong learning by providing scope for continuous professional growth and skill development. Furthermore, educational partnerships which are formulated through online platforms can result in stronger international collaboration among institutions (Ferri et al., 2020). The flexibility of online education supports lifelong learning, which is essential for adapting to rapidly changing job markets and technological advancements. In addition to that, making investments in education by individuals and organizations also becomes more feasible with online education by minimizing the costs associated with traditional learning environments. Thus, it can be opined that the integration of online education into global partnerships under SDG 17 not only enhances educational access but also fosters collaboration necessary for achieving broader sustainable development objectives. In this study, the contribution or role of online education in the achievement of global partnerships under SDG 17 will be analyzed in an in-depth manner.

1.3 Study Area (Geographical)

The focus of the present study is on global relations which can be attained with the help of online learning. In this regard, the researcher has taken into consideration reviewing existing research articles that analyze the ways in which disruption of traditional learning paradigms because of online education is enhancing global relations by supporting necessary partnerships. The international papers that focus on, cases across the globe in which online education makes contributions to SDG 17, particularly in the arena of education and achievement of SDG goals.

1.4 Aim and objectives

The primary aim of this study is to understand the ways in which online education impacts the attainment of SDG 17. In this alignment, the objectives that would be focused in this study are as follows:

- To understand the effect of online education on the achievement of SDG 17
- To assess the impact of online education on transformational partnerships for sustainability along with supporting partnerships for resource sharing.
- To determine the overall impact of online education on sustainable development
- To analyze the challenges associated with attaining SDG 17 through online education

2. Literature Review

2.1 SDG 17 and the Role of Education

According to the study conducted by Abera (2023), under various global initiatives, education has been playing a pivotal role in overall sustainable development in the present era of knowledge society and knowledge economy. Referring to the previously conducted studies in this arena, the researcher has opined that education is a socially regulated and organized process of continuous transfer of socially significant experience from previous to following generations and can be regarded as the development of innate potentialities among humans, spiritual pursuit and social orientation among human beings. In context to the present educational system, the researcher opined it to be pivotal for improving the ability of the leaders and citizens of the future to formulate solutions and identify new paths for an improved and more sustainable future. However, the prevailing collective data of human knowledge, experience and skill, according to the researcher does not comprise solutions for addressing all contemporary global economic, environmental and societal concerns. The findings of the study in context to sustainable development in attaining the 17 SDGs revealed that education for sustainable development [ESD] comprises of large number of theories, concepts, practical methods/tools and policy prescripts that aim at addressing the ecological and socio-economic dimensions of sustainable development. Based on the synthesis of the UNSG on the post-2015 development agenda it has been remarked by the researcher that life-long learning and high-quality education along with the capacity of the teachers are the major factors associated with the empowerment of the youth as a “globally connected engine for change”. Referring to the At My World (2015) report the researcher also stated that in enquiring about top priorities for the agenda more than 7.6 million have voted, and of the 16 potential priorities, the provision of good education has been observed to be constantly marked by them as the highest priorities across all groups, which were stated to be a priority by more than two-thirds of all voters. Currently, a large section of the population according to the researcher is in agreement with the fact that quality education for sustainable development results in reinforcing a sense of responsibility as global citizens among individuals along with preparing them more effectively for the future world that will be inherited by them. Based on these observations it has been remarked by the researcher that a considerable percentage of the population across the globe are of the opinion that education is the most significant sustainable development agenda. The researcher further considered referring to the “International Commission on Education for the Twenty-first Century” where it has been emphasized that education is one the major ways for supporting a more harmonious and deeper form of human development, which in turn turns out to be effective in reducing ignorance, exclusion, poverty, war and oppression that has been prevailing across the globe. In the opinion of the researcher, education contributes to enhancing social equity, disease prevention and health. It has been further noted by the researcher that there exists a strong association between improvements in civil participation, political stability and increased education. In this alignment, in the study conducted by Grosseck et al. (2019), it has been established that in recent years, the focus of research concerning “Education for Sustainable Development (ESD)” has considerably increased. With such expansion of studies focusing on ESD, this sector has also been becoming more visible along with gaining relevance across the globe where all the nations are impacted by urban and rural development, cultural diversity, equality, human rights, security, social justice, civic responsibility, peace, and ethics at the global, regional and local level (Taneja et al., 2024). In context to the role of education in the achievement of SDG 17 goals, in the study conducted by Abera (2023), it has been opined that considerable public investment in social infrastructure for instance education can be considered as a prerequisite for effective sustainable development, and hence an integral component of the SDGs. It has been also opined that nations that focus on high spending on education and health have been observed to be more resilient during times of financial crises. The encouragement of responsible financial behaviour with the help of affordable loans and, prior savings results in making contributions to consumption, education and health. The findings of the study conducted by Shukla (2023), are also worth mentioning in this context. The researcher

considered analyzing the role of education in the context of the previously existing SDGs. In this regard, the research put forward the observation that in regard to SDG 3 and its emphasis on good health and well-being, it is the role of educational institutions to provide a uniform platform to NGOs and the public platforms for the purpose of interacting with the people. In SDG 4 wherein the focus has been given on quality education aiming at ascertaining inclusive and equitable quality education and promoting lifelong learning opportunities for all. At district level, higher education institutions have the resources, knowledge and necessary infrastructure for providing quality primary and secondary education. During Covid-19 students were kept away from school, particularly in the primary stage and the accessibility and affordability of online teaching in the opinion of the researcher has been disappointing and disastrous and this highlights the need for in-person education. In context to the overall role of educational institutions in achieving SDGs, referring to UNO mandates the researcher stated that incorporating stakeholders in creating awareness among the citizens regarding SDGs and while doing so leveraging the programs and policies for holistic development of the students result in making them more responsible and skilled ambassadors for SDGs. Being the major stakeholders in the progress of the country, schools, universities, and colleges according to the researcher are required to collaborate and work collectively to active these goals.

2.2 Online Education as a Tool for Development

In regard to the role of online education for development, in the study conducted by Schulz (2023), the researcher focused on understanding the role of e-learning as a development tool. The researcher put forward the opinion that in spite of certain disadvantages associated with e-learning for instance, lack of direct social contacts and isolation, it can be regarded as an impactful tool for the development among humans along with self-development, providing the members of the community with real opportunity for lifelong education, acquiring knowledge in alignment with market needs, lifelong education, irrespective of financial status and life situation. It helps in providing access to education to those sections of society where there prevails difficulty in accessing full-time education. In the opinion of the researcher, e-learning is not required to be considered as an addition to teaching rather it should be considered as an independent form of education. It has been further opined by the researcher in this context that the opportunity for gaining knowledge remotely can result in having a major impact on reducing different forms of social inequality, minimizing prevailing unemployment thereby resulting in reducing poverty existing in society (Gala et al., 2024). According to the researcher, it is in alignment with the idea of sustainable development which contributes to improvement in the quality of life. Based on the findings of the study, it has been determined by the researcher that this form of education will be an equivalent form of teaching in the future. The findings of the study have further revealed that for a considerable percentage of the students considered in the study, distance learning is a desirable solution for them when undertaking further education.

The growing demand for online education among students across the globe is evident from the data provided by the World Economic Forum, wherein it has been mentioned that as of 2016, the total number of registered for Coursera's online courses was 21 million students has increased by approximately 7 million in 2017 and 2018 (weforum, 2022).

Year	Number of registered learners [in million]
2016	21 M
2017	28 M
2018	35 M
2019	44 M
2020	71 M
2021	92 M

Table: Number of registered learners in online learning
 [Source: weforum, 2022]

A similar trend has also been noted for course enrolments, which has been reported to increase by more than double in 2020 and increased by 32% the following year.

Year	Total number of enrolments[in million]
2016	26 M
2017	43 M
2018	59 M
2019	76 M
2020	143 M
2021	189 M

Table: Number of enrolments in online learning
 [Source: weforum, 2022]

In the study conducted by Kozak et al. (2023), the researcher considered analyzing the role of online learning as a tool from the perspective of the digitalization of the education system. Based on the findings of the study, the researcher opined that in the context of online learning, it is required to focus on teacher-student interaction, interactivity, guidance to students and feedback for maintaining self-discipline and orderliness. Classical deadlines set by the teacher are also an effective method in online learning. It has also been noted by the researcher that students considered for the study identify the significance of creativity in the presentation of the task by the teacher. Online synchronous seminars in Zoom have been observed to be more effective. In this alignment, in the study conducted by Encarnacion et al. (2020), the researcher considered analyzing the impact and effectiveness of e-learning on learning and teaching. Based on the findings from the study, it has been concluded by the researcher that e-learning can be considered one of the most effective strategies that can be implemented for the purpose of learning and teaching. It has been opined by the researchers that the scope and opportunity of education can no longer be restrained in one particular campus, but it is required to be expanded across the nation with the help of integrating e-learning solutions and distance learning. It can further contribute to the access to education for a larger section of the population.

2.3 Challenges in Attaining SDG 17 through Online Education

Based on the above-made discussion, it has been noted that, though online education has the potential to enhance access to quality education along with supporting collaboration, despite which, there exist certain challenges which result in hindering the effectiveness of online education in achieving SDG 17. In the opinion of Mathrani et al. (2022), the prevailing digital divide remains one of the major barriers to equitable online education. Students belonging to low-income regions lack access to quality internet connection along with digital devices which result in limiting their opportunity to participate in online learning. The mentioned disparity results in increasing the existing inequalities and hinders the efforts for developing inclusive educational partnerships. It has also been noted in this regard that the quality of online education can vary widely. Lack of consistent resources and standards may result in unequal educational experiences. Certain institutions may lack the required training or infrastructure for providing quality online content in an effective manner which may result in

deteriorating learning outcomes and student engagement. In the study conducted by Duque et al. (2023), the researchers considered analyzing the role of education for sustainable development and the challenges experienced in postgraduate programs. The findings of the study have revealed that for university institutions which are providing postgraduate programs and considering improving the quality of education for them one of the major challenges are redesigning the curriculum in alignment with the needs of the present and future world, along with the incorporation of technological knowledge and resources. In the opinion of Swan, (2017), online education usually is associated with the challenge of student engagement. The lack of face-to-face interaction can lead to feelings of isolation among learners, reducing motivation and participation rates. This challenge is specifically major for marginalized groups who may already face barriers to education. Researchers have also pointed out that socioeconomic factors play an integral role in regard to accessibility to online education (Adedoyin & Soykan, 2023). It has been mentioned in this regard that students who belong to disadvantaged backgrounds may experience challenges as they may need to care for or work for family members which may result in limiting their availability for online classes. In addition to that financial barriers may also result in preventing families from affording required internet services or technology. The role of the educators has also been specified while discussing the challenges associated with attaining DG through online education. It has been mentioned that educators may lack the preparedness for transitioning to online teaching because of insufficient training in digital pedagogy.

2.4 Research Gap

The prevailing study that focuses on SDG 17 specifically from the perspective of online education has received minimal attention in the existing literature. In addition to that, it has also been noted that there are no major studies conducted in this arena that emphasizes understanding the ways in which online education can contribute to sustainable development along with strengthening partnerships, and the challenges this offering faces. The ways in which online education impacts the attainment of SDG 17, its effect on long-term impact on partnerships, and analysis of regional and socioeconomic barriers, which have not yet been analyzed in the existing studies would also be evaluated with the help of the present study.

3. Methodology

In this section of the study, the methods and approaches deploying which the literature and articles have been identified and finalized by the research for this review manuscript will be specified.

3.1 Research Design

Considering the very nature of this review manuscript, the researcher has focused on collecting secondary data from the existing studies wherein the emphasis has been given to collecting qualitative data. In this alignment, an exploratory research design has been employed, which aligns with the nature of the data collected in this study.

3.2 Data Collection

For the purpose of collecting relevant data for this manuscript based on the review of the existing studies, certain inclusion and exclusion criteria were established by the researcher, based on the selection of studies for review in this manuscript has been conducted.

3.3 Inclusion criteria

A set of inclusion criteria has been established by the researcher based on which, the selection of the studies for reviewing has been conducted. Herein, the studies which have been specifically focusing on SDGs, sustainable development and online education have been considered for this study. Studies which have been published only in the English language and published between 2019-2024 have been

included. Furthermore, studies which have been published only in reputed publications and journals have been included in this study.

3.4 Exclusion criteria

On the basis of the set exclusion criteria, the elimination of the studies from the review has been conducted by the researcher. Studies that have been focusing on the technological aspect of online education, and other policy-related aspects in the context of SDGs have not been considered in this study. In addition to that, studies which have been published in languages other than English, published by 2019 and published in journals lacking authenticity have also been excluded from this study.

3.5 Search strategy

The researcher considered conducting a systematic literature search for the purpose of selecting the studies that have been reviewed in this manuscript. In this regard, studies published within the mentioned timeframe of 2019-2024 have been searched. With the help of the specified search strategy along with the help of the inclusion and exclusion criteria set by the researcher, the search for the literature and articles has been conducted in databases for instance Google Scholar has been used by the researcher.

3.6 Study selection method

In order to identify and finalize the studies for reviewing in this study, the topics of the chosen research have been reviewed by the researcher using the keywords. Relevant information and data associated with the topic and objectives of the study have been extracted. The researcher has considered further evaluating the titles and abstracts of the studies for determining the rationale for the inclusion of the studies. In the final step, the full texts of the articles were analyzed by the researcher in an in-depth manner.

3.7 Data Analysis

In order to analyze data from the chosen studies that researcher has considered conducted an in-depth review of the findings of the finalized studies in alignment to the objectives of this study.

4. Results

4.1 The Impact of Online Education on Society through SDG 17

4.1.1 Enhanced Accessibility and Inclusivity

In regards to its relevance in advancing SDG 17, online education can facilitate access to quality education along with supporting global partnerships. By eliminating geographical barriers, online education allows learners from diverse backgrounds, especially in developing countries, to access quality educational resources and programs. Most importantly, digital platforms enable collaboration among educational institutions across the globe, promoting knowledge sharing and joint initiatives that are in alignment with sustainable development goals. The online education landscape has also been supporting collaboration among educators and students across the globe (Makda, 2024). With the help of virtual classrooms and discussion forums, learners have the scope to interact with peers from different cultures and perspectives, enriching their educational experience which results in supporting cross-cultural understanding and provides students with a globalized workforce where teamwork and communication across borders are essential.

4.1.2 Capacity Building and Knowledge Sharing

The integration of online education into capacity-building efforts plays a pivotal role in attaining SDGs, specifically goal 17 which focuses on partnerships for the goals. The focus of this goal aims at <http://jier.org>

improving international support for the implementation of targeted and effective capacity building in developing nations, which in turn results in supporting knowledge sharing and collaboration among different stakeholders. In this context, online education platforms act as the epicenter for knowledge sharing and collaboration among different stakeholders. The effective implementation of online education results in enabling the dissemination of the best innovations, experiences and practices across borders with the help of e-learning modules, workshops and webinars. Such a collaborative approach results in enhancing the collaborative capacity among countries for the implementation of the SDGs by learning from one another's challenges and successes. In addition to that, capacity building with the help of online education also emphasizes strengthening institutional frameworks among the developing nations (Helleret al., 2019). This alignment is integral for ascertaining that the development efforts are targeted towards achieving global goals. By training government officials and local leaders in sustainable development practices, these initiatives help integrate the SDGs into national policies and strategies.

4.1.3 Collaboration across Sectors

Collaborative programs, joint research initiatives, and exchange programs foster relationships that extend beyond the classroom, contributing to diplomatic and economic partnerships between countries. Online courses can be formulated in accordance with the particular needs of communities, enhancing skills that are crucial for local development and empowering individuals which remains the focus of SDGs. Most importantly, it also results in supporting partnerships across different sectors allowing collaboration among educational institutions, NGOs, and technology companies (Hajdukiewicz & Pera, 2020). The development of such collaboration helps in resource sharing wherein educational materials and technological resources can be shared in a more effective manner thereby resulting in increasing accessibility and reducing costs. Diverse stakeholders can contribute unique perspectives and expertise to develop innovative educational solutions tailored to local needs.

4.2 Case Studies

4.2.1 Case Study 1: Global MOOCs and SDG 17

The concept of "Massive Open Online Courses" (MOOCs) has gained major significance in promoting education related to SDGs, specifically SDG 17. MOOCs are formulated for supporting collaboration among various stakeholders which includes educational institutions, civil society and governments (Islam et al., 2019). This aligns with the emphasis of SDG 17 on partnerships for sustainable development. Courses often encourage participants to engage in discussions and collaborative projects which support collective action and shared learning. A significant number of MOOCs focus on building capacities among stakeholders, specifically in developing nations. For instance, courses like "Develop and Implement Science, Technology and Innovation for SDGs Roadmaps" aim at providing efficiency to governmental officials along with other stakeholders with the required skills to implement national strategies which are in alignment with the SDGs. It is essential for attaining the targets that have been established in SDG 17. MOOCs provide a platform for sharing knowledge and best practices associated to sustainable development. The SDG Academy provides free online courses that cover a varied range of topics, including equitable education, climate adaptation, and multilateralism, thereby enhancing understanding and engagement with the SDGs. By making high-quality educational resources accessible globally, MOOCs contribute to a more informed public that can advocate for and implement sustainable practices. The interconnected nature of the SDGs is often highlighted in the courses emphasizing how progress in one area can impact others. For example, the course "Driving Business towards the Sustainable Development Goals" explores how businesses can contribute to multiple goals simultaneously, reinforcing the idea that partnerships are essential for holistic development.

4.2.2 Case Study 2: University Partnerships in Developing Countries

The collaboration between universities in developed and developing countries through the use of the Internet and “web communication technologies” (WCT) has become increasingly significant in enhancing capacity development and promoting sustainable development. Online programs have been established by a number of universities that connect students from different countries, facilitating cross-border education. For instance, platforms like Coursera and edX offer courses from prestigious universities that are accessible to students worldwide, particularly in developing regions (Liković & Rojko, 2022). These platforms provide high-quality education along with supporting skills development in areas critical for sustainable development, such as climate action, health, and technology. Universities often engage in joint research initiatives that leverage the expertise of institutions in both developed and developing countries (Taneja et al., 2024). As instance, the collaboration on climate change research between institutions in Europe and Africa, where data sharing and joint publications enhance local capacities to address environmental challenges. Such a partnership model allows for the exchange of knowledge and resources, leading to more effective local solutions formulated to specific contexts.

4.2.3 Case Study 3: Corporate and NGO Collaborations via Online Learning

Online education plays a pivotal role in supporting partnerships for development among corporate entities, international NGOs, and universities, particularly in advancing SDG 17. Online education platforms, for instance INTO University Partnerships and FutureLearn, provide a scope for universities and corporate entities to collaborate on course offerings that address global challenges. These platforms collaborate with various organizations to develop courses that are relevant to current industry needs and societal issues, thereby enhancing the educational experience while promoting shared goals of sustainability and development. Organizations like the United Nations provide e-learning courses that focus on developing capacities in particular areas such as gender equality, climate change, and humanitarian response (Hueske et al., 2022). These courses are formulated to equip learners from diverse backgrounds with the skills necessary to address growing global issues. By partnering with educational institutions, international NGOs can support these resources to train their staff and stakeholders effectively.

4.3 Challenges and Limitations

4.3.1 Digital Divide and Access Issues

In the context of online learning and the achievement of SDGs, specifically, 17 digital divide presents significant challenges. Regarding the digital divide, the access gap acts as one of the major challenges, which refers to the disparity in internet connectivity and availability of devices among different socioeconomic groups. Individuals in low-income neighborhoods often lack adequate telecommunications infrastructure, making it difficult for them to access online learning resources. In the U.S., for instance, approximately 43% of low-income individuals do not have computer access or home internet. Globally, approximately 80% of the population in developed nations has access to the Internet, which is as little as 35% in developing nations (Broom, 2023). In addition to that, many individuals, particularly older adults and those from disadvantaged backgrounds, lack the skills needed to access digital platforms. In many developing countries, inadequate infrastructure poses a significant barrier to internet access.

4.3.2 Quality and Accreditation Concerns

As the courses are being offered internationally, concerns about the quality and validity of such courses, as well as the effectiveness of their delivery, need to be addressed. This includes issues concerning accreditation standards as well as the quality of delivered online education programs.

4.3.3 Sociocultural and Language Barriers

Another mentionable barrier associated with online educational platforms is cultural and linguistic diversity, specifically in the context of SDG 17. Communication and comprehension in online learning environments can be significantly impacted by language differences. Multilingual are is not available in all educational content, which may result in the segregation of non-native speakers (Levak & Son, 2017).

5. Policy Recommendations

5.1 Improving Access to Online Education

To improve access to online education, the following initiatives can be taken by governments and institutions, which include:

- Ensuring online educational platforms comply with accessibility standards, for instance, WCAG [“Web Content Accessibility Guidelines”]. This set of recommendations ensures making web content more accessible for individuals with disabilities, along with other user agents. It is based on the principle of POUR [Perceivable, Operable, Understandable, and Robust].
- Establishing digital literacy programs in schools and community centres
- Including local communities in the planning and execution of digital inclusion initiatives

5.2 Standardizing Quality in Online Education

Recommendations for accreditation and quality assurance for improving the rigor of online education programs include:

- Development of Unified Standards
- Implementation of a system of continuous quality improvement through regular reviews of online programs
- Encourage partnerships between institutions across different countries to share resources, expertise, and best practices in online education

5.3 Promoting Multilingual and Culturally Inclusive Content

- Include writing and disseminating articles that will call for multilingual as well as culturally sensitive online delivery of educational resources
- Apply Universal Design for Learning principles to create adaptable content
- Adapt teaching methods to reflect the cultural backgrounds of students

6. Discussion and Conclusion

6.1 Discussion

6.1.1 Online Education as a Catalyst for Global Partnerships

The findings of the reviewed studies can be noted to be in alignment with the fact that online education can result in supporting global partnerships. As an instance, in the study conducted by Abera (2023), referring to UNCTAD [“United Nations Conference on Trade and Development”], it has been remarked referring to “U.N. HighLevel Panel of Eminent Persons on the post-2015 Development Agenda” that the “Global Partnership for Education is getting quality education to marginalized children, coordinating education's many players, offering aid without wasteful replication and following local leadership... GPE is a single-sector [education] program, but it shows how collaboration can bring better results. Similar models might prove useful in other areas”. UNCTAD is primarily aiming at assisting developing nations to be integrated into the global economy, thereby promoting global partnership for development, which contributes to the achievement of the SDGs. It has also been stated that at the global level, the communities have acknowledged the role of quality education for sustainable development, and that it has been determined that education can result in promoting peace and strengthening the initiatives related to the achievement of sustainable

development. In this alignment, in the study conducted by Shukla (2023), the focus of the researcher on inclusive and equitable quality education at every level in a nation for achieving SDGs has been noted, which can also be stated to be indicative of the relevance of online education in promoting global partnership and sustainable development.

6.1.2 Effects on the Society and Community Mobilization

In the context of the positive impact of online education on society and community mobilization, the researchers have noted to conform it has a positive impact on social issues like reducing poverty, wars, and resilience among communities during a financial crisis. For instance, Abera (2023) stated that it is effective in reducing ignorance, exclusion, poverty, war, and oppression that have been prevailing across the globe, which remains a major social concern. In this alignment, Grosseck et al. (2019), Chawla et al. (2021) stated that online education helps in promoting cultural diversity, equality, human rights, security, social justice, civic responsibility, peace, and ethics globally, along with resilience during times of financial crises.

6.1.3 Challenges related to online education

The researchers have noted to acknowledge that accessibility and issues with inclusivity act as major challenges in the context of online education. It has been opined in this regard that the existing digital divide remains one of the concerns to equitable online education (Mathrani et al., 2022). The section of the population belonging to low-income regions lacks access to a quality internet connection, along with digital devices, which results in restricting their opportunity to participate in online learning. The mentioned disparity results in increasing the existing inequalities and hinders the efforts for developing inclusive educational partnerships.

Based on the reviewed studies, it has been noted that the quality of online education can vary across nations and institutions. In addition to that, a lack of standards and consistent resources may result in unequal educational experiences for the students availing online education. Certain institutions may lack the required training or infrastructure (Duque et al., 2023). The integration of these factors may act as barriers to the application of online education. It has also been identified that the lack of availability of multilingual content may also act as a barrier to promoting diversity in online education across the globe among diverse populations.

6.1.4 Call to Action for Stakeholders

In alignment with the identified challenges, the stakeholders should emphasize promoting accessibility, required training, availability of resources, and culturally diverse and multi-lingual content for effective accessibility, and embarking on the journey of online education.

6.2 Conclusion

Based on the findings from this study, it has been established that online education plays an integral role in the achievement of the SDG 17 goal; however, the stakeholders need to identify the existing challenges and take action accordingly.

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