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9-23-2020

### UN SDG 4: When Access to Education is \*NOT\* Enough

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# UN SDG 4: When Access to Education Is Not Enough

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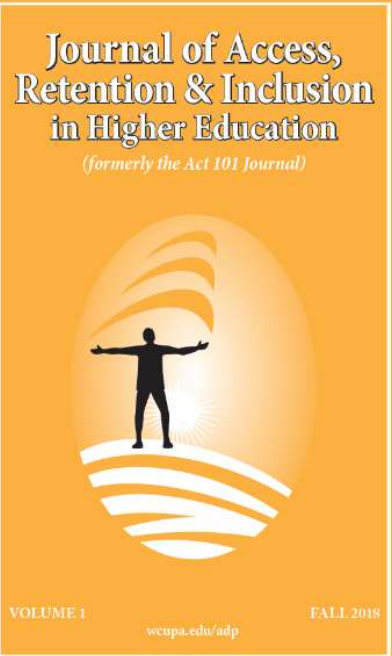
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## Agenda

- Discuss intentions of Sustainable Development Goal #4
- Present challenges and limitations of only addressing access to higher education
- Provide recommendations for improvement
- Q&A



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**Journal of Access,  
Retention & Inclusion  
in Higher Education**  
*(formerly the Act 101 Journal)*

VOLUME 1      FALL 2018  
wcupa.edu/adp

Chiarelli-Helminiak, C. M., & Lewis, T. (2018). Sustainable development goal 4: When access to education is not enough. *Journal of Access, Retention & Inclusion in Higher Education, 1*, 17-27.  
<https://www.wcupa.edu/universityCollege/asp/journalsManuscripts.aspx>


The fourth United Nations Sustainable Development Goal "ensure[s] inclusive and quality education for all and promote[s] lifelong learning" which aspires that by 2030, all women and men will have equal access to affordable and quality education, including at the university level. This critical policy analysis questions whether access is enough in the United States' (U.S.) system of post-secondary education; as social injustices and human rights violations affect students' access and degree completion at colleges and universities in the U.S. The evidence suggests that socio-economic disparities may have a significant negative impact on the academic success of students who are from underrepresented and marginalized populations, even when access has been gained.

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## Higher Education as a Right

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- Universal Declaration of Human Rights (Article 26)
- International Covenant on Economic, Social, and Cultural Rights (Article 13)
- Covenant on the Rights of the Child (Article 28)
- Not included in the Millennium Development Goals



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4 QUALITY EDUCATION

- By 2030, all women and men will have equal access to affordable and quality education, including at the university level
- BUT is access to education is enough?

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## Human Rights & the United States

- “Exceptionalism”: nationalism and assumption of global supremacy – as well as failure to recognize domestic social problems as human rights concerns
- Intersections of race, class, and gender in relation to quality education and success are often ignored
  - Extends to other economic and social rights
- U.S. is the only member state that has yet to ratify the Convention on the Rights of the Child



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Social injustices and human rights violations impact access to college and graduation rates

- Child abuse & neglect
- Adverse Childhood Experiences
- Socioeconomic disparities
- Achievement and resource gaps
- Varying quality of primary and secondary education
- Frequent school changes

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Access to education is not enough.

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## Why are some students unable to graduate?

- Increasing Tuition and Declining Financial Aid
  - Public universities cost increased by 34% (from 2003 to 2013)
- Increased student debt and use of privatized loans
- Decrease in public funds



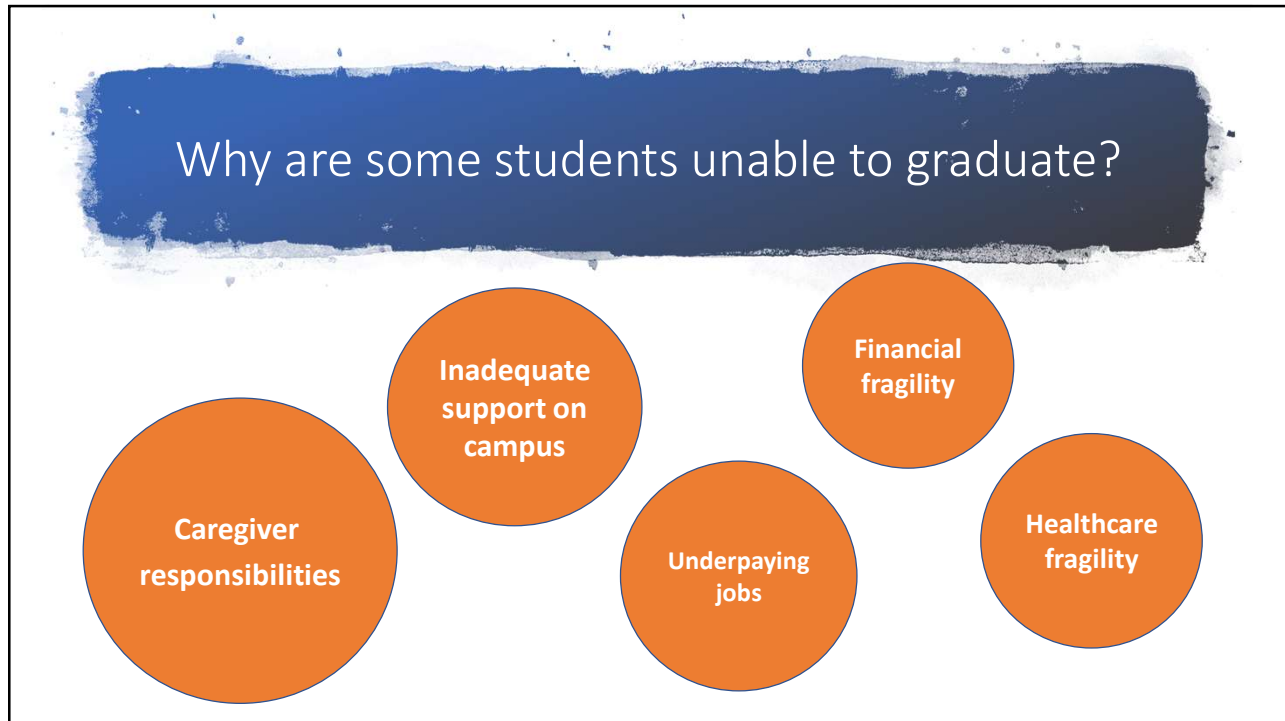
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## Why are some students unable to graduate?

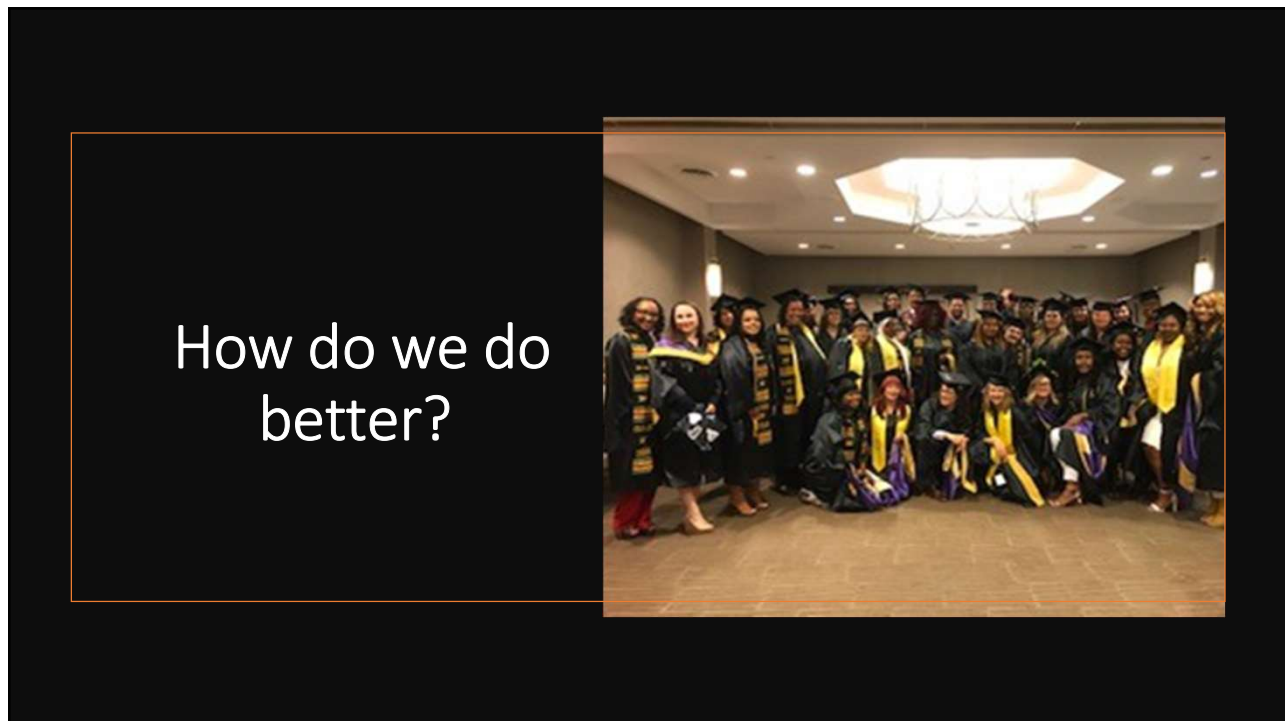
- Failed policy proposals: America's College Promise
- Poor academic and psychosocial preparation
- Advisement strategies that favor traditional students



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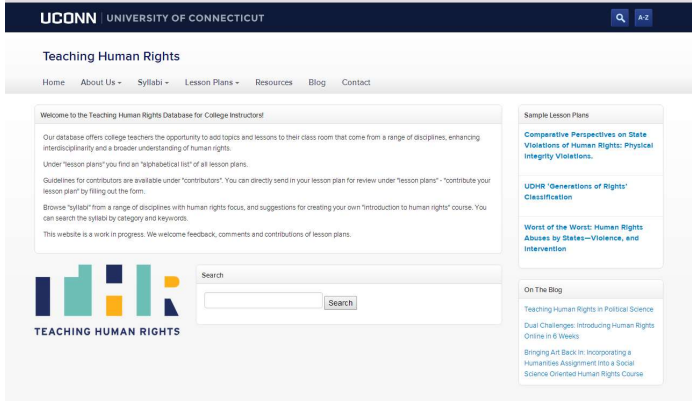
## Promote a Human Rights Culture

- Interdisciplinary Collaboration
- Faculty and Staff Development
- Teach Human Rights

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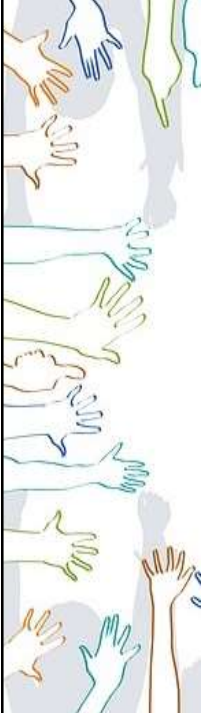
## Teaching Resource

- <http://teachinghumanrights.uconn.edu/>



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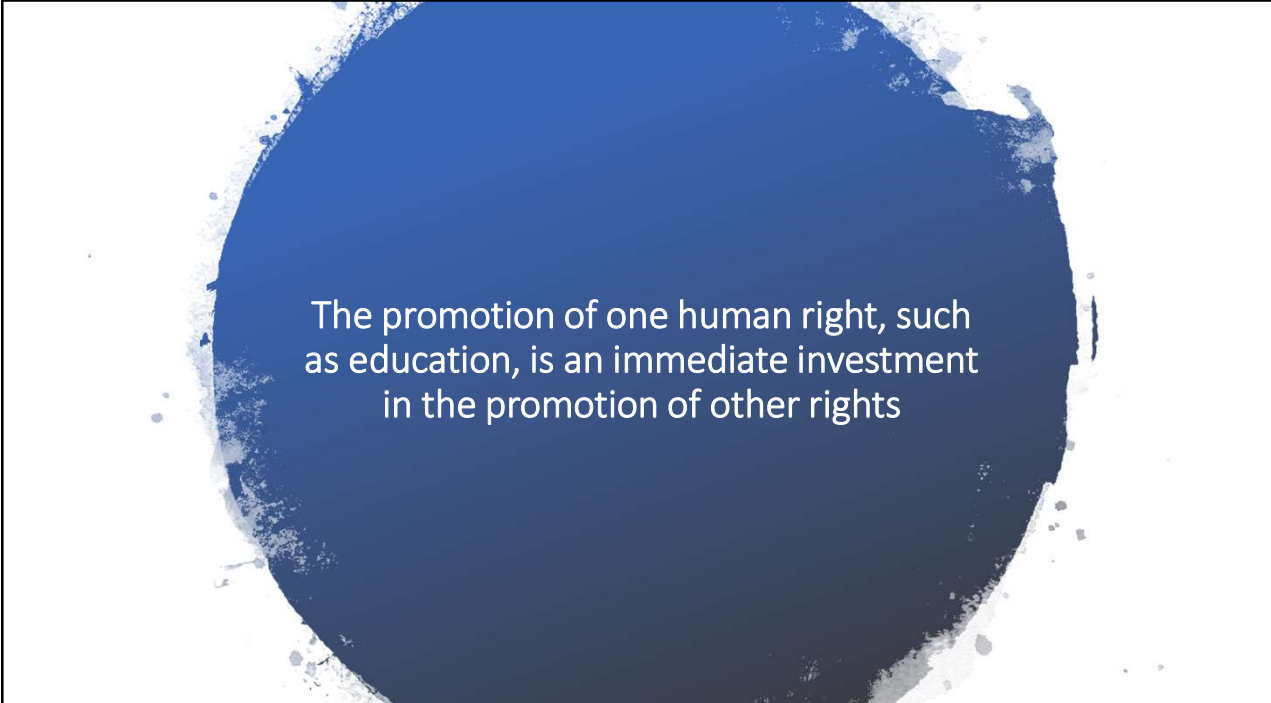


## Critical Approach to Teaching Human Rights

- Takes into account history
  - Intersectionality of inequalities
- Connects to the local context
  - Application to lived experience
- Forges relationships
  - Self-determination
- Challenges the academy
  - Teaching by example

(Linde & Arthur, 2015)

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The promotion of one human right, such as education, is an immediate investment in the promotion of other rights

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