

The Role Of Universities In Achieving Sustainable Development Goal 4 In Balochistan

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Abstract

The purpose of the research was to explore the role of universities in achieving Sustainable Development Goal 4 (quality education) in Balochistan. The study also attempted to discover knowledge and awareness of the SDGs among the university community in Balochistan. The study used a quantitative inquiry approach, and data was collected from 120 respondents from major universities in Balochistan using an interview schedule. The results of the study explored that universities had a very vital and prominent role in achieving overall sustainable development goals, especially in SDG 4 (quality education), but there were several factors, like low budgets for universities, a lack of modern tools, equipment, and technology, and a lack of research grants on sustainable development, that prevented universities from achieving sustainable development goals. According to research findings, respondents in the university community presented good but insufficient knowledge about sustainable development, but knowledge in this area should increase in order to understand all SDGs with their goals and targets. The research study recommended that government, non-government, and international agencies should support universities of Balochistan, in order to achieve SDGs, especially sustainable development goal 4. A great change in mindsets and culture is needed in society, academia, and government if we want to meet the challenges of this era.

Key Words: Universities, SDGs, Achieving SDG 4, Balochistan

Introduction:

On September 15, 2015, the United Nations General Assembly (UNGA) and its 193-member country leaders established a 2030 agenda for changing the world. The 2030 agenda goals approved by the United Nations consist of 17 goals called Sustainable Development Goals (SDGs). These goals contain 169 milestones to be achieved in 2030 (UNESCO, 2016). These goals are clearly connected with the socioeconomic and environmental aspects of sustainable development (UN, 2015).

Sustainable development goals are derived from "Millennium Development Goals." (MDGs) were eight universal agenda goals adopted by 189

member countries' leaders of the United Nations. The United Nations approved "Sustainable Development Goals," also known as the "Global Goals," which aim to eradicate poverty and ensure the safety of the environment, and projected that by 2030 everyone will be in peace and prosperity. The SDGs and associated 169 milestones are at the heart of UN Resolution 70/1, often known as Agenda 2030. By 2030, all member states must have accomplished the objectives. These objectives focus on working to "end poverty, work for environmental protection, and ensure peace and prosperity for all people." The objectives cover a broad, interconnected, and wide range of socioeconomic and environmental issues, and achieving them is the duty of everyone.

So far, no country in the world has been able to fully achieve the sustainable development goals. According to the Sustainable Development Reports (SDR), 2021, Finland ranks first in achieving all 17 Sustainable Development Goals with a ratio of about 85.90, and the Central African Republic is last with a 38.27 ratio.

The position of Pakistan in terms of achieving all sustainable development goals lies at 129, with 57.58 percent in the global index. To elaborate on the position of Pakistan regarding the universal commitment to achieving sustainable development goals by September 2015, government agencies have taken serious steps to tackle the issue. The National Economic Council (Barbier, & Burgess, 2017). organized a National SDGS Framework that identifies targets and indicators of sustainable development. The said framework was funded by the Planning Commission of Pakistan. In order to achieve "sustainable development goals," the government opened the SDG Secretariat in the federal parliament in Islamabad and also established an SDG unit at the provincial level. The Planning Commission of Pakistan organized a "National Level Local Government Summit" on SDGS at Islamabad in 2017, and delegations of local bodies participated from all over the provinces. The main aim of this summit was to transfer SDGS awareness to the local level.

In Pakistan the "Commission on Science and Technology for Sustainable Development in the South". (COMSATS) hosted a Seminar on "Sustainable Development Goals and Role of Universities" in 2018 in Islamabad, with the purpose of analysing the educational community's role on the SDGs. The aim was to help universities better comprehend, prepare for, and respond to gaps and challenges, mainly the localization of the universal 2030 agenda. Including SDG Promotion and implementation.

It is clear from this introduction that sustainable development must be a priority component of the

education sector's long-term development policy. The goal of this approach is for higher education to be recognized as a primary source of information. Governments, private agencies, corporations, civil society non-government agencies, and other organizations in United Nations member nations have already expressed their utmost wish to support the challenging 2030 Agenda for Sustainable Development). These stakeholders have fully accepted the SDGs as a significant influence on their plans, actions, and policies, depending on their needs, capacities, resources, and alliances. Education and research are specifically mentioned in several SDGs, so universities and higher education institutions have a significant stake in them. Engaging with the SDGs as a convener and facilitator of support procedures and collaborations will also benefit universities by assisting them in demonstrating their influence on society.

Universities can assist, lead, advise, and support local, regional, national, and worldwide responses to the SDGs, both individually and collectively. Only by establishing systems that encourage universities to engage with the SDGs through their enormous educational, research, and administrative operations will we be able to achieve the ambitious goals set by Agenda 2030. We need to bring important people from the academic community and universities on board with the SDGs, identify strengths, weaknesses, priorities, and opportunities for university engagement in achieving the SDGs, and formulate policies and establish an action plan to drive such a commitment. (A. Khan, Siraj Bashir, P, Bazai and Rehman,2023)

According to the Sustainable Development Solutions Network (SDNS) 2017 for Pacific and Australia, universities can play an important role in raising awareness of SDG goals by incorporating sustainable development goals into university curricula for both graduate and undergraduate students. Universities should provide training to teachers and the curriculum

bureau. Provide management courses on sustainable development goals to external stakeholder groups and develop courses in order to bring change in the real world.

Statement of Problem

Sustainable development goals are globally approved milestones that are to be achieved by the world by 2030. These 17 goals were adopted by the United Nations with the cooperation of its 194 member countries in 2015. In a nutshell, these objectives include eliminating hunger, poverty, injustice, and gender discrimination; promoting good health and quality education; fostering peace and justice; encouraging innovation in good occupations; establishing industries and good cities; and protecting wildlife, marine life, and the environment. Affordable and clean energy supplies and partnerships to achieve goals After the adoption of these goals with their targets and indicators, all countries in the world, developed or developing, stepped up their efforts to achieve these global goals.

Goal four (4) of these global goals indicates equal access to quality education for all without discrimination. And this goal can be achieved with cooperation among the institutions of a country and the strengthening and promotion of educational institutions. In this regard, universities are considered the main "educational institutions" in achieving sustainable development goals. The role of universities in sustainable development goals varies between developed and developing countries. Universities in the developed world are fully equipped with modern technology, highly qualified faculty, and are financially strong, which is why they have great potential to achieve Sustainable Development Goal 4.

On the other hand, universities in developing countries such as Pakistan faced a variety of challenges, including financial constraints, a

scarcity of qualified technicians, advancements in modern tools and techniques, and so on. Despite these problems, universities play a key role in achieving Sustainable Development Goal #4. This research examined the role of major universities in achieving sustainable development goals in Baluchistan. Baluchistan is the least developed of Pakistan's four provinces. And till now, no one has conducted research on the topic "universities' role in the achievement of Sustainable Development Goal (4) and this study will elaborate on the role of the major universities of Baluchistan regarding Sustainable Development Goal 4.

Objectives of the Study

- To know about the knowledge and awareness regarding "sustainable development goals" in university community.
- To examine the contribution of higher education institutions in achieving "sustainable development goal" (4)
- To find the role of universities in achieving in "sustainable development goal" (4).

Methodology

In terms of the inquiry perspective, a mix/multiple method approach has been used for this study. The universe of this study was the district of Quetta. And data have been collected from faculty members and administrators at University of Baluchistan (UOB) and Baluchistan University of Information Technology and Management Sciences (BUETEMS) and government officials. The universe was divided into three segments, and in each segment, 40 respondents were asked about the topic. Purposive and convenience sampling techniques were used in this research. An interview schedule was used in this study to collect the data from the respondent, and both open- and close-ended questions were part of the

interview schedule. It usually means a list of structured questions that guide the researcher in collecting data from the respondent regarding a specific issue or topic. After collecting the data, it was analysed through the "Statistical Package for Social Sciences" (SPSS). Data analysis is an important part of any research. The main purpose of data analysis is to arrange, interpret, and summarize, the collected data through the use of a systematic and logical method to find out the correlation, trend, and patterns.

literature review

Sustainable development goals

Sustainable development is the universal vision of the United Nations. The idea of sustainable development is derived from the 1987 Brundtland Commission reports: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Sustainable development goals cover four aspects, including society, environment, culture, and economy. (Bashir, Nasreen,2017). These dimensions are linked to each other and have different roles in the progress and development of society.

Sustainable development goal 4

Quality education is essential to end poverty and obtain a modern lifestyle in every aspect of sustainable development. According to Khan and Ahmed s (2018), significant progress has been made in the enrollment of primary students and literacy rates in developing countries since 2000. Despite exceeding human population growth, the ratio of dropout children fell by 41.5 percent worldwide between 2011 and 2000 (primary school). Up until now, more than 57 million children have been deprived of going to school; the majority of dropout children on the primary level mostly come from sub-Saharan Africa. Moreover, education is affected by various growing socio-economic inequalities such as gender, race, and income. Historically, urban settings have been hubs of knowledge and

innovation. Many other cities, on the other hand, do not provide equity. There are so many social issues in urban areas—as well as in rural areas—that are widening, including poverty, age, and gender discrimination, making them among the biggest challenges for governments.

Sustainable development goal 4 is based on three basic principles. First education is basic human right, secondly it is a public asset and thirdly education is the right of all individual in the world without any gender or racial discrimination. (UNESCO, 2016a)

SDG 4 aims to provide children and young people with quality and easily accessible education plus other learning opportunities." One of its targets is to achieve universal literacy and numeracy. "A major component in acquiring knowledge and valuable skills is the learning environment; hence, the urgent need to build more educational facilities and also upgrade the present ones to provide safe, inclusive, and effective learning environments for all.(Bashir,Nasreen,2017a)

The sustainable development goal (4) is clearly geared towards quality education, to be achieved by 2030. Universities, like other social institutions, play a prominent role in achieving all 17 "sustainable development goals" worldwide, and the achievement of sustainable development goal 4 is possible only through universities.

Sustainable development goal (4) indicators

Worldwide pre-primary education and secondary. "Ensure that all girls and boys have access to quality early childhood development care and pre-primary education so that they are ready for primary education equal access to technical and vocational and tertiary education" by 2030. "Ensure equal access for all women and men to affordable and quality technical vocational and tertiary education including university". Relevant skills for decent profession. "Substantially increase the number of youth and adults who have relevant skills including

technical and vocational skills for employment decent jobs and entrepreneurship". (Aftab I, Kamal M, Irfan,2020)

Gender equality: "eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations." "Numeracy and literacy" "ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. (Bashir,2019)

Awareness of sustainable development "ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and cultures' contributions to sustainable development."

Awareness about sustainable development

Awareness about sustainable development varies greatly between developed and developing, rural and urban, educated and uneducated societies. According to Aser (2015), most people in developing countries are well informed about global goals such as poverty eradication, environmental safety, quality education, gender equality, and so on, and rates of people in urban areas are also higher than those in rural areas in terms of sustainable development, confirming that social and educational progress leads to awareness of global SDGs. According to Sachs, Kroll., Lafortune , Fuller, Woelm (2021), of the 455 students at Oshogbo University, 193 (47%) had ever heard about sustainable development goals, and their main sources of awareness about sustainable development were television and radio (40%) and the internet (37%). Through

conferences and lectures, 33% of people learned about sustainable development. Moreover, 35 respondents out of 193 replied that they had heard of the concept of SDGS before 2012, and 24 informants reported that the UN adopted these SDGS in 2014; only 29 respondents (25%) were correctly aware of the adoption of sustainable development goals.

Role of universities in achieving sustainable development goal no 4.

Sustainability has been promoted on campuses and through corporate and community engagement, student participation, management, institutional development, research, and curriculum reform by "Institute for Liberal Arts" (ILA) member universities (UNESCO, 2016) According to UNESCO (2014), higher educational institutions play an enormous role in promoting sustainable development.,

There are so many problems faced by policymakers in economic, social, and environmental fields worldwide in order to achieve and implement sustainable development goals. In this regard, all educational institutions should teach students to think critically for achieving sustainable development goals. The students of today will be the policymakers of tomorrow, so students must be taught to think ethically and critically to solve problems. (Konstantinos, 2018)

According to Bhowmik (2017), Universities play a huge role in achieving all "sustainable development goals," whereas training centers, including research and vocational, contribute to only a few of them. (Bashir,2019a) classified the contributions of universities in three dimensions. The university can achieve the sustainable development goals by improving innovation, research, and knowledge in order to restrain the negative impacts.

(HESI) The Higher Education Sustainability Initiative is a mutually beneficial framework

established by the United Nations and approximately 300 universities from around the world. This cooperative framework works together to enhance the promotion of the global 2030 agenda, focusing on research, teaching, and campus management. (HESI, 2018)

Pakistan position regarding SDGs

Pakistan has given (SDGs) a high priority since the day they were adopted, and the Pakistani parliament passed a resolution in 2015 accepting the global agenda goal 2030. The 2030 Agenda goals were basically adopted to protect the environment and bring peace and prosperity to the world through collaboration and collective efforts. which aims to abolish poverty everywhere, especially extreme poverty, which is an immense social issue faced by almost backward states and societies.

The 17 "Sustainable Development Goals" and 169 "targets" that demonstrate the aims and ambition of this global agenda The goals and targets will motivate the government's officials, leaders, educators, and other stakeholders in every field to take concrete steps in the next 15 years in developed, less developed, and backward areas in order to implement the SDGs.

Three years later, Pakistan appears to be falling behind its regional counterparts, placing 126th out of 157 countries, with a worldwide index score of 54.9. This is surprising given the government's increased commitment to Goal 2030 and proactive approach to implementing this massive development agenda accepting the Sustainable development goals as a national development agenda. And the government established SDGs unite at provincial and federal level.

Sustainable development goals in Balochistan

The Sustainable Development Goals (SDGs) mainly focused on the eradication of poverty and environmental protection and promised to bring peace and prosperity across the world. Other

issues include a rapidly changing environment, water scarcity, and cheap energy availability. Sustainable development is usually defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Sustainable development requires interconnection among socioeconomic and environmental aspects at every stage.

Environmental issues are affecting the people living in Balochistan, who are also affected by the changing environment and are facing life-threatening situations due to climate change. In addition, various other issues such as fisheries life exhaustion, untimely rains, and rapid destruction of the earth have been raised as a result of climate change in Balochistan. These environmental issues caused many other problems, such as diseases and changing weather, which directly affected the economy and population of the country.

Further, policymakers at both the federal and provincial levels have to focus on the solutions to environmental problems, which are responsible for bringing about socioeconomic and environmental outcomes. Balochistan's provincial government is responsible for implementing the "sustainable development goals agenda" in order to secure people's lives, protect the environment, and store water. The government and masses of the province should accept the global agenda of "sustainable development" in order to bring economic prosperity to the province. Balochistan is renowned for its rich natural and mineral resources, which can improve the economic lives of people.

Moreover, universities public and private of Balochistan can play a key role in sustainable development. Mainly higher educational institutions help the student in getting quality

education, which is the basic and prominent goal of global agenda 2030. (A.Khan et al,2023).The provincial government should take concrete steps and ensure consensus and cooperation with other institution and central government In order to achieve “sustainable development goals” (SDGs)in Balochistan. Prosperity of Balochistan is clearly linked with prosperity of Pakistan, therefor it is necessary to speed up the struggles to achieve SDGs in its given time.

According to Khan and Ahmed (2018), the ministry of planning and development established Sustainable Development Goals (SDGS) implementation units at both the provincial and federal levels in 2018. The goals of these newly established units were to categorically localize SDGS based on priority and geographical need, and the SDGS were divided into three categories. The elimination of

food, nutrition, security, and quality education issues for all was a top priority. Easy access to clean water and sanitation were also ranked as top goals. The second priority step was to minimize poverty and gender inequality at both the rural and urban levels. The third priority goal indicated was directed towards the safety and good use of marine resources and initiating a positive response to environmental and climate change.

Moreover, the government has to provide quality education to achieve Goal 4 in Balochistan. Meanwhile, the provincial government has taken positive steps to address the province's high child dropout rate. In Balochistan, there are still districts with high school dropout rates and a lack of basic facilities such as female toilets, clean drinking water, and so on. (Bashir, Siraj,2021)

Result and Discussion

Table 1. Do you know about SDGs?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	82	68.2	68.2	68.2
No	38	30.8	30.8	100.0
Total	120	100.0	100.0	

Interpretation of data.

The table no. 1 is about the question, "Do you know about SDGs?" The above information shows that 68.2% of people have ticked the option "yes," which is comparatively much higher than the respondent's tick on the option "no." No, it has been established from the findings that the general majority of people at universities are familiar with the idea of sustainable development goals. And the

respondents were also asked to write about the detail of sustainable development goals, with nearly half of those who answered yes writing satisfactory detail on SDGs, indicating that a large number of respondents are aware of SDGs but fewer are capable of explaining global goals in detail. Keeping awareness about sustainable development is very necessary in the modern era because these goals are related to our better life in the world.

Table 2. Do you know when SDGs were adopted?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	61	50.8	50.8	50.8
	No	59	49.2	49.2	100.0
	Total	120	100.0	100.0	

Interpretation of the data.

The above table 2 is about the question, "Do you know when sustainable development goals were adopted?", 61 respondents (50.8%) selected option Yes, with 59 respondents (49.2%)

selecting the option. No, it can be concluded that nearly half of the informants in the research study are aware of organizations that have adopted global goals.

Table 3. Name of organization who adopted SDGs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	United nation	69	57.5	57.5	57.5
	US aid	51	42.5	42.5	100.0
	Total	120	100.0	100.0	

Interpretation of the data. The above table 3 is about the question about the name of the organization that adopted sustainable

development goals. 69 respondents (57.5%) selected United Nations, while 51 (42% selected USAID).

Table 4. Do you know about SDG 4?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	97	80.8	80.8	80.8
	No	23	19.2	19.2	100.0
	Total	120	100.0	100.0	

Interpretation of the data.

The above table is about the question, "Do you know about SDG4". 97 people responded, with 80.8% selecting the tick option. Yes, and 23

respondents (19.2%) chose this option. No, it is concluded from the data that the majority of informants were aware of Sustainable Development Goal 4 (quality education)

Obtaining quality education is very important on all levels in today's fast-paced technological period, so it is critical to raise community and

general public awareness about quality education.

Table 5. Do you know SDG 4 is about?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Quality education	75	62.5	62.5	62.5
Special education	45	37.5	37.5	100.0
Total	120	100.0	100.0	

Interpretation of the data.

The above-given table 5. is about the question, "What is sustainable development 4 about?" quality or special education. 75 respondents (62.5%) marked the option "quality education," while 45 respondents (37.5%) marked the option "special education," indicating that more than 60% of respondents were aware of Sustainable Development Goal 4 in their university communities. Sustainable development is clearly

geared toward ensuring quality education for everyone in the world, and all educational institutions in Balochistan, including universities, are considered low in providing quality education as compared to other provinces of Pakistan. It has become the responsibility of all heads of education institutions, especially the universities, to take concrete steps in order to provide quality education.

Table.No.6 Have you ever participated in SDGs awareness training?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	15	11.3	11.3	11.3
No	105	88.7	88.7	100.0
Total	120	100.0	100.0	

Interpretation of the data.

Table 6 is about the question, "Have you ever participated in SDG awareness training?" 105 respondents with 88.7% marked the option "no," while 15 respondents with 11.3 marked the option "yes." It is concluded from the findings that very few respondents in the university community are

taking part in training regarding sustainable development goals awareness. The majority of respondents further responded in detail that there was a lack of opportunities for participating in trainings on sustainable development in the province. Therefore, it is concluded that government agencies and universities should

organize trainings to spread awareness in or outside of universities.

Table 7. Do you know universities contributes in achieving SDGs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	89	74.2	74.2	74.2
	No	31	25.8	25.8	100.0
	Total	120	100.0	100.0	

Interpretation of the data

The above-mentioned table 7 is about the question, "Do your universities contribute to achieving the SDGs? According to the data presented above, 89 respondents (74.2%) said "yes," while 31 said "no." The information presented above indicates that universities have made significant contributions to achieving

sustainable development goals. Based on the findings, the researcher concludes that universities should be provided with reach grants on sustainable development goals, which will assist the government and non-governmental organizations in achieving sustainable development goals.

Table 8 Do you agree about the role of universities in achieving SDG4?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	97	80.8	80.8	80.8
	No	23	19.2	19.2	100.0
	Total	120	100.0	100.0	

Interpretation of the data.

The above given table 8 is about the question, "Do you agree that universities play a role in achieving SDG 4?" According to the data provided, 97 respondents (80.8%) chose yes, while 23 respondents (19.2%) chose no. No, the findings clearly indicate that higher educational institutions (universities) play a very prominent and vital role in achieving Sustainable

Development Goal number 4 (quality education). Universities, with their highly educated staff and autonomous structure, can do more than other educational institutions in obtaining quality education. Because societal development is only possible through quality education, the findings further revealed that the credit for development belongs to higher educational institutions (universities).

Table No.9 What rile universities contributing to achieve SDGs 4

	Frequency	Percentage
Valid Awareness		
Research	26	26%
Policy papers	70	70%
	24	24%
Total	120	100%

Interpretation of the data.

According to Table No. 9, universities are contributing a lot to achieving the Sustainable Development Goals. The majority of respondents (70%) stated that universities are conducting various types of research on the SDGs, particularly Goal 4. According to Koprina (2017), we cannot understand the SDGs process without

research contributions. Therefore, research is very important for any development. The second majority of 26% said that universities are spreading awareness among the masses, which is a huge contribution to achieving SDGs, especially goal no. 4. while 24% said that most universities recommend research policies that can help policymakers in the provinces.

Table 10. Are there any factor prevent universities from achieving SDG4?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	100	83.3	83.3	83.3
No	20	16.7	16.7	100.0
Total	120	100.0	100.0	

Interpretation of the data. The above given table 10 is about the question Are there any factors that prevent universities from achieving the sustainable development goal 4? 100 out of 120 respondents (83.3%) responded with the answer Yes, and 20 respondents, or 16.7%, replied with the answer No.

The above cited information revealed that there were several factors preventing universities from

achieving the sustainable development goal. 4. According to the findings, factors such as low financial budgetary funding for universities, a lack of modern technology and scientific tools, professionally trained teachers, a high level of student involvement in political activities, and excessive use of social media sites were identified.

Table 11. Have you ever participated in any project of sustainable development?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	9.2	9.2	9.2
	No	109	90.8	90.8	100.0
	Total	120	100.0	100.0	

Interpretation of the data

The above table 11 is about the question, "Have you ever participated in any project of SDGS?" The responses to this question were shocking: only 11 respondents with 9.2% replied "yes," and 109 respondents with 90.8% replied "no."

According to the findings, very few people in the university community have participated in any sustainable development projects. It is concluded there that the government should launch projects related to sustainable development, and that both the general public and the university community should be involved in these projects. Projects such as promoting quality education, ending poverty and hunger, combating gender discrimination, and so on may be undertaken by members of the university community.

Conclusions and Recommendations

The main purpose of this work was to explore the contribution universities make in achieving Sustainable Development Goal No. 4 (quality education). The research study concluded that universities, with their unified structural harmony and the collaboration of external stockholders and institutions, were not only capable of achieving Sustainable Development Goal 4, but could also play a role in achieving all of the other sustainable

development goals. The research has shown that it is impossible to achieve the sustainable development goal of "quality education" without the support of universities, because universities are considered the hub of quality education.

The study further expressed that in developing countries, universities, as compared to other educational institutions, have an enormous role in sustainable development goal achievement, but on the other hand, in developing countries, universities are hindered from achieving sustainable development goals by several factors, according to the research study: low financial budgets, lack of modern advanced technology, equipment, and skills, unfair means in examinations, increasing political activities, and the traditional assessment and examination system.

The findings revealed that, comparatively, teachers were playing a bigger role than students and administrators in achieving Sustainable Development Goal No. 4 (quality education). The research findings concluded that people were normally good at being aware of sustainable development goals; the majority of people were aware of the idea of sustainable development goals, but fewer people were fully aware of sustainable development goals and their targets. The research informed us that awareness about sustainable development goal 4 was also good.

When asked about millennium development goals, the previous global goals of sustainable development, nearly 40% of respondents responded that sustainable development had replaced millennium development goals.

The research findings revealed that a very small number of people -- nearly 10% -- have received training on the awareness and implementation of sustainable development goals in their lives, and the reason for not receiving any training on sustainable development goals was a lack of opportunities for people in the province; those who did receive training were also better informed compared to those who did not attend any training on global goals. Researchers discovered that the majority of training was provided by public sector institutions.

The researcher further explains that only 11% of the university community in Balochistan was involved in any project related to the said global goals, which is an alarming situation in achieving global agenda goals. Therefore, the government and public sector institutions and universities should launch such projects about sustainable development goals.

Recommendations

After thoroughly analysing the concerned literature and research findings on topic the researcher has presented recommendations to overcome the issue, to improve university's role in achieving SDGs and the following recommendations will help the administrators, policy makers, teacher and researchers

- The governments federal and provincial should support universities financially where they can be able to achieve sustainable development goals mainly goal number 4.
- Governments should hold seminars on the importance of quality education in every district by participating the

teachers' students and community members

- Universities in Balochistan should organise awareness trainings on sustainable development goals which may help to increase awareness among university community,
- Universities in Balochistan should change their traditional teaching, assessment and examination method by acquiring new modern and successful method in order to achieve quality education.
- University should be provided research grants on sustainable development which may help the external stakeholder, policy maker, administrators where they can take concrete steps toward sustainable development achievement and implementation.
- Innovations and discoveries are considered the true symbol of quality education, in this regard universities should focus and emphasized on innovations and discoveries through their academic research and scientific projects.
- Educational experts should give their valuable services to the educational institutions in order to ensure the achievement of quality education in all educational institutions.
- It is also recommended that a university-industry partnership be established because it is a symbol of national development and progress. This would give a double benefit to industries by helping universities produce graduates for their consumption.
- The government and non-government institutions both on federal and provincial level should launch projects

on sustainable development, which will help in achieving various global agenda goals.

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