



Global and Local Collaborations (SDG 17): Building Sustainable Educational Futures for Chhattisgarh@2047

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ABSTRACT

Sustainable Development Goal 17 (Partnerships for the Goals) underscores the importance of global and local collaborations to achieve sustainable development across sectors, with education as a key enabler. This research paper examines how SDG 17 can be leveraged to strengthen educational ecosystems globally and in the specific context of Chhattisgarh, India, as it looks forward to its centenary year of independence in 2047. The study employs a qualitative approach, drawing upon secondary literature, international best practices, and policy frameworks such as NEP 2020. It highlights opportunities for fostering collaborations between global institutions and local stakeholders, with particular emphasis on indigenous knowledge systems, digital inclusion, and sustainable practices in education. Findings suggest that collaborative initiatives are pivotal for building inclusive, future-ready educational systems that align with both global aspirations and local realities. The paper concludes with policy recommendations and strategic pathways to position Chhattisgarh as a hub of sustainable and knowledge-driven growth by 2047.



1. Introduction

Education is universally acknowledged as the foundation for achieving sustainable development. The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, highlight the transformative role of education, particularly through SDG 4 (Quality Education). However, the successful implementation of all SDGs is contingent upon the partnerships envisioned under SDG 17 (Partnerships for the Goals). Global and local collaborations provide opportunities for pooling resources, sharing expertise, and fostering innovation in education systems. For Chhattisgarh, a state marked by socio-cultural diversity and significant tribal populations, the vision of Chhattisgarh@2047 emphasizes inclusive growth, sustainability, and innovation. Achieving this vision requires aligning global best practices with local wisdom, particularly in the field of education. This paper explores how global and local collaborations can be strategically harnessed to transform education in Chhattisgarh by 2047, ensuring equity, sustainability, and resilience.

2. Review of Literature

The literature on global collaborations in education emphasizes partnerships as catalysts for innovation and inclusivity. UNESCO (2020) highlights the role of international academic networks in advancing SDGs. Studies by Marginson (2019) argue that transnational collaborations enhance knowledge transfer and global citizenship education. Indian policy frameworks, particularly the National Education Policy (NEP) 2020, encourage global collaborations while promoting indigenous knowledge systems (IKS). Research also points to challenges such as unequal power dynamics, limited funding, and cultural barriers (Altbach & Knight, 2007). Locally, Chhattisgarh has initiated educational reforms emphasizing digital inclusion and tribal education, but scholarly analysis of global-local linkages remains limited. This study fills that gap by situating Chhattisgarh's educational transformation within the framework of SDG 17.

3. Objectives of the Study

1. To analyze the significance of SDG 17 in achieving educational transformation.
2. To examine global best practices in educational collaborations and their relevance to Chhattisgarh.
3. To identify opportunities and challenges for local collaborations among institutions, communities, and government.
4. To recommend strategies for integrating global–local partnerships in education by 2047.



4. Methodology

The study adopts a qualitative approach, relying on secondary sources such as UNESCO reports, World Bank documents, NEP 2020, and state education policy documents. Case studies of successful collaborations (e.g., Finland's teacher education models, Singapore's globalized curriculum, and tribal education initiatives in India) are analyzed for comparative insights. The data is interpreted through thematic analysis, focusing on opportunities, challenges, and strategies relevant to Chhattisgarh.

5. Discussion and Findings

The analysis reveals several critical insights into global and local collaborations for education:

- a) Current Scenario in Chhattisgarh: Educational initiatives are expanding, but challenges such as digital divides, teacher shortages, and socio-cultural barriers persist.
- b) Opportunities: International partnerships can bring expertise in technology integration, sustainable education models, and teacher training. Local collaborations with tribal communities can preserve indigenous wisdom.
- c) Challenges: Limited funding, infrastructural constraints, and lack of global exposure among local institutions hinder effective collaborations.
- d) Role of Teacher Education: Teacher educators can serve as mediators of global best practices while contextualizing them to local realities.
- e) Community Engagement: Grassroots collaborations with tribal and rural communities can ensure inclusivity and cultural relevance.

6. Strategies for Chhattisgarh@2047

To harness the potential of SDG 17, the following strategies are recommended:

- Establish international academic consortia focused on SDG-linked education and research.
- Develop structured MoUs between Chhattisgarh's universities and global institutions for student/faculty exchange.
- Use digital platforms to connect rural and tribal schools with global knowledge resources.
- Integrate Indian Knowledge Systems (IKS) into global dialogues on sustainability and education.



- Build public–private–community partnerships to fund and sustain collaborative initiatives.
- Develop capacity-building programs for teacher educators and policymakers.
- Promote youth-led collaborations and innovation hubs aligned with SDGs.

7. Conclusion and Implications

Global and local collaborations, as envisioned by SDG 17, are indispensable for the transformation of education in Chhattisgarh and beyond. By 2047, Chhattisgarh can emerge as a model state that effectively integrates global best practices with indigenous knowledge and local contexts. Achieving this requires robust policy frameworks, sustained investments, and active participation of diverse stakeholders. The implications of this study extend to educational policy, institutional practices, and community engagement, providing a roadmap for building a sustainable, inclusive, and innovation-driven educational ecosystem.

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