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EXPLORING THE HORIZONS OF EDUCATION: INSIGHTS FROM UNESCO'S 2030 AGENDA

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ABSTRACT

This paper provides a detailed exploration of UNESCO's ambitious 2030 education agenda, which is designed to foster an environment of inclusive and equitable education and to cultivate the principles of lifelong learning across the globe. By applying a meticulous documentary analysis approach within the broader spectrum of qualitative research methodologies, this study aims to uncover the depths of UNESCO's vision and the strategic objectives it seeks to achieve. At the heart of UNESCO's educational blueprint is the imperative to nurture an educational ecosystem that is not only inclusive and equitable but also deeply interwoven with the principles of sustainable development, human rights, gender equality, peace, non-violence, global citizenship, and a profound appreciation for cultural diversity. This initiative is supported by the collaborative expertise of over 50 specialists from a diverse array of respected institutions, including but not limited to UNESCO, UNICEF, the World Bank, UNFPA, UNDP, UN Women, and UNHCR, reflecting a multi-faceted and comprehensive approach to global education reform. The report underscores the transformative power of education as a cornerstone for sustainable development, urging nations to embrace policies that pivot towards knowledge-driven economies, minimize reliance on raw materials, and confront the pressing challenges of climate change and energy security. It emphasizes education's pivotal role in achieving the Sustainable Development Goals (SDGs), advocating for extended compulsory education up to 12 years, the inclusion of preschool within the compulsory education system, and spotlighting the indispensable nature of gender equality in securing educational rights for all individuals. In an era marked by the unforeseen challenges of a global pandemic, the report poignantly highlights the indispensable role of information and communication technologies (ICTs) in ensuring equitable access to education, thereby bridging the digital divide and fostering equal opportunities for learners worldwide. It calls for the development and meticulous implementation of comprehensive national monitoring and evaluation frameworks that are geared towards producing solid evidence for informed policymaking and reinforcing accountability mechanisms within the educational sector. Through this in-depth analysis, the paper aims to illuminate the strategic pathways outlined by UNESCO's 2030 education agenda, showcasing the organization's commitment to reshaping the educational landscape to meet the demands of the 21st century and beyond. It serves as a clarion call to global stakeholders to unite in the pursuit of a more inclusive, equitable, and sustainable future for education.

Keywords: UNESCO, educational reform, sustainable development, lifelong learning, inclusive education, equity in education.

INTRODUCTION

The United Nations Educational, Scientific and Cultural Organization (UNESCO) convened a meeting in Incheon, South Korea, attended by representatives of member countries to discuss issues such as gender equality, poverty reduction, sustainable consumption, safe cities, and peaceful societies, and to develop solutions. The meeting held in 2015 discussed the objectives related to education to be achieved by 2030 and the steps needed to achieve these goals. There is a wide and intense debate about the future of global development related to the inequality of opportunities arising from differences in educational opportunities worldwide. These discussions take place in the context of increasing global inequality, global economic stagnation, conflict, and climate change. In this context, UNESCO aims in this report to eliminate poverty, promote social and economic development, combat climate change, encourage equality of opportunity, and access to quality education in the post-2015 education and development agenda.

Since 2010, UNESCO has been presenting developments and activities related to science, technology, and innovation (STI), Research and Development (R&D), and higher education development worldwide. The Education 2030 forum meeting, which presented a new vision for education in the coming decades, was held in 2015 with more than 1,600 participants from 160 countries, including over 120 ministers, delegation heads and members, officials from multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth, and the private sector. The report consists of three global overview sections: The first section discusses the search for an effective growth strategy, the second monitors trends in innovation and mobility, and the third questions whether the gender gap in science and engineering is closing. There are 24 country- or region-specific sections, each prepared by over 50 experts covering a region or country. The report reveals that many countries use STI policies to transform their economies into knowledge-based policies, reduce dependence on raw materials, and apply policies aimed at sustainable development to promote the use of "green" technologies for energy security and to combat climate change (UNESCO, 2015).

The first part of the report reaffirms the vision of the global Education for All movement, which was launched in Jomtien in 1990 and reiterated in Dakar in 2000, helping to make significant progress in education. It also reaffirms the vision and political will reflected in numerous international and regional human rights conventions that foresee the right to education and its relation to other human rights, indicating efforts made to achieve this but expressing significant concern that we are far from reaching education for all. It then assesses the progress recorded since 2000 on Global Education for All (GEFA) goals and Millennium Development Goals (MDGs) related to education, examines remaining challenges, and accepts the proposed Education 2030 agenda and Framework for Action, as well as strategies for its future priorities and success (UNESCO, 2015).

The vision of the report is to transform lives through education as the main driving force of development and recognizing the significant role of education in achieving the proposed Sustainable Development Goals (SDGs). By providing a sense of urgency to a holistic, ambitious, and aspirational renewed education agenda, a commitment is made not to leave anyone behind. This new vision aims for the full realization of the proposed

SDGs to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and its corresponding targets. Again, the defined vision is transformative and universal, inspired by an education and development vision based on human rights and dignity; social justice, protection, cultural, linguistic, and ethnic diversity, and shared responsibility and accountability;. Education has been affirmed as a public good, a fundamental human right, and a basis for guaranteeing the realization of other rights. It emphasizes education as the key to full employment and the eradication of poverty, necessary for peace, tolerance, human fulfillment, and sustainable development. UNESCO stated its efforts would focus on access, equity, quality, and learning outcomes within a lifelong learning approach (UNESCO, 2015). It is stated that expanding access to education over the last 15 years will ensure the provision of free, publicly funded, fair, and quality primary and secondary education for an average of nine years, which is compulsory worldwide. It also promotes providing at least one year of free and compulsory pre-school education and promoting access to quality early childhood development, care, and education for all children. Additionally, meaningful educational and learning opportunities for the large population of out-of-school children and adolescents, requiring urgent, targeted, and sustained action, have been agreed upon to ensure all children attend school and learn (UNESCO, 2015).

Ensuring everyone benefits equally from educational opportunities, the cornerstone of a transformative education agenda, aims to eliminate all forms of exclusion and marginalization, disparities, and inequalities in access, participation, and learning outcomes. Accordingly, a commitment has been made to make the necessary changes in education policies and focus efforts on ensuring that no one is left behind, especially those who are disadvantaged (UNESCO, 2015).

The eighth section specifies the importance of gender equality in achieving the right to education. All countries are invited to develop gender-sensitive policies, support planning and learning environments, mainstream gender issues in teacher training and curricula, and eliminate gender-based discrimination and violence in schools. The goal is to improve learning outcomes, requiring the strengthening of inputs, processes, outcomes, and mechanisms. This will be achieved by empowering and adequately recruiting, training, and supporting teachers and educators in well-resourced, efficiently, and effectively managed systems. Quality education promotes creativity and knowledge and ensures the acquisition of foundational skills such as literacy and numeracy, as well as advanced cognitive, interpersonal, and social skills (Liu and Lin, 2014). It also develops skills, values, and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (Burmeister, Rauch, and Eilks, 2012). In this context, the importance of human rights education to ensure sustainability by 2030 has also been emphasized, as initiated at the UNESCO World ESD Conference in Aichi Nagoya in 2014 (UNESCO, 2015).

From the tenth section onwards, the importance of using information and communication technologies (ICTs) to enhance the quality of education and teaching is discussed. It promotes quality lifelong learning opportunities for everyone, in all settings, and at all levels of education (Sarkar, 2012). This includes fair and increased access

to quality technical and vocational education and training, higher education, and research, with careful attention to quality assurance. Additionally, the provision of flexible learning pathways and the recognition, validation, and accreditation of knowledge, skills, and competencies acquired through formal and non-formal education are important. It is also necessary to ensure that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy levels and acquire life skills, and to provide adults with opportunities for learning, education, and training. Furthermore, ICTs should be used to strengthen science, technology, and innovation, enhance education systems, knowledge dissemination, access to information, quality, and effective learning, and more efficient service delivery (UNESCO, 2015).

Furthermore, serious concerns are raised today that a large portion of the out-of-school population worldwide lives in areas affected by conflicts, and that crises, violence, and attacks on educational institutions, natural disasters, and pandemics continue to disrupt education and development. More inclusive, responsive, and flexible education systems need to be developed to meet the needs of children, youth, and adults in these contexts, including internally displaced persons and refugees. It has been emphasized that education should be provided in non-violent, safe, supportive, and secure learning environments. We propose adequate crisis response, from emergency response to recovery and reconstruction; better coordinated national, regional, and global responses; and capacity building for comprehensive risk reduction and mitigation to ensure the continuity of education in conflict, emergency, post-conflict, and early recovery situations (UNESCO, 2015).

The primary objective of this scholarly inquiry is to meticulously delineate the objectives as delineated within the UNESCO 2030 education report, alongside an in-depth examination of the requisite research endeavors necessary for the realization of these stipulated goals. This investigation seeks to unravel and elucidate the comprehensive framework of aims that have been systematically categorized under five distinct subheadings, namely objectives, strategic approaches, overarching goals, and performance indicators, as articulated in the UNESCO 2030 educational blueprint. Furthermore, this study aims to critically explore and articulate the foundational principles and methodologies proposed within the report for the effective attainment of these specified educational objectives. Through a detailed analysis, this research endeavors to provide clarity on the strategic pathways and operational mechanisms envisioned by UNESCO to foster an educational landscape that aligns with the ambitious targets set for the year 2030, thereby contributing to a broader understanding of the strategic orientation and policy directives necessary to navigate towards these global educational aspirations.

METHOD

Research Model

This research is grounded in a qualitative research approach, utilizing the document (text) review technique as the primary tool for data collection, while the analysis of the data employed the descriptive analysis technique. The fundamental objective of document review is to analyze written materials containing information about the phenomenon or phenomena under investigation (Yıldırım & Şimşek, 2016). Document review is especially used

as a solitary research method in scenarios where direct interviews and observations are not feasible. This method encompasses the analysis of written and verbal materials containing information on the subjects planned to be investigated. Document review involves the analysis of written materials that contain information about the events or phenomena being investigated. Traditionally utilized by historians, anthropologists, and linguists, document review has also contributed to the development of significant theories by sociologists and psychologists (Yıldırım & Şimşek, 2016). In our research, the document review encompasses the analysis of written materials containing information about the subjects under investigation. The 2030 Education Report evaluated in our research was reviewed by two expert researchers in the field of education program and instruction to obtain expert opinions. After completing the report review, the evaluations made by each expert were also checked by the other expert to ensure validity and reliability.

Study Group

The study group of the research includes the UNESCO 2030 education report and scientific research published about this report and related reports. In determining the study group for the research, typical case sampling from the purposive sampling methods used in qualitative research was employed. According to Yıldırım & Şimşek (2016), in typical case sampling, the selection is concerned with showcasing and introducing an innovation or a newly implemented application by choosing the most related situation affected by the innovation or application. The purpose here is not to generalize about the universe by taking typical cases into the study group but to be informed about a specific subject and enlighten those who are not sufficiently informed. Despite being accepted by many countries, there is a lack of sufficient scientific research on the education report. In this context, articles published by Burmeister, Rauch, & Eilks, (2012); Baskaran, (2017); Liu, SC & Lin, (2014); Sarkar, (2012); Torres, (2018) have been reviewed.

Data Collection

The UNESCO 2030 Education report has been the foundation for the data collection of the research. Additionally, searches were conducted on Web of Science and Google Scholar databases related to the report. Furthermore, literature searches were also carried out through weblogs and press publication sites.

Research was accessed through searches conducted with the keywords "UNESCO 2030", "Education 2030", "Incheon Declaration", and "UNESCO". After a preliminary review of the research, articles relevant to our study were selected for further examination. Research not pertinent to our study, such as those focusing on health and international relations, was not considered for evaluation.

Data Analysis

According to Yıldırım & Şimşek (2016), in the descriptive analysis method, the essence of the data collected within the scope of the research is reflected according to pre-determined themes, and interpretations are made. Accordingly, the data collected within the scope of the research were subjected to descriptive analysis.

FINDINGS

The 2030 Education Report outlines five sub-headings under the title of objectives, strategic approaches, goals, and indicators: strengthening policies, plans, legislation, and systems; emphasizing equality, inclusion, and gender equality; focusing on quality and learning; promoting lifelong learning; and addressing education in emergencies. The Sustainable Development Goals (SDGs) of the UNESCO Education report, aimed at providing inclusive, equitable, and quality education and promoting lifelong learning opportunities for all, are as follows:

1. By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.
2. By 2030, 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.
3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.
4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.
5. By 2030, 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.
6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
7. By 2030, 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, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

The sub-targets are defined as follows: a. Build and upgrade education facilities that are child, disability, and gender-sensitive and provide safe, non-violent, inclusive, and effective learning environments for all. b. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States, and African countries, for enrolment in higher education, including vocational training and information and communication technology, technical, engineering, and scientific programmes. c. By 2030, substantially increase the supply of qualified teachers, including through

international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

National, regional, and global efforts required to achieve the Sustainable Development Goals related to education and other SDGs in education are as follows:

- Establish effective and inclusive partnerships;
- Develop education policies and collaboration methods;
- Ensure the provision of highly equitable, inclusive, and quality education systems for everyone;
- Mobilize resources for adequate funding for education;
- Ensure the monitoring, tracking, and review of all targets.

The indicators section of the 2030 Education Report proposes four levels of indicators: global, thematic, regional, and national. These indicators are based on five criteria: relevance, alignment with the concepts in the target, feasibility of regular data collection across countries, ease of global communication, and interpretability. The indicators described in the report are as follows:

- Global: A small set of globally comparable indicators developed through a consultative process by the United Nations Statistics Commission to monitor progress towards the relevant targets.
- Thematic: A broader set of globally comparable indicators proposed by the education community to monitor education targets more comprehensively across countries.
- Regional: Additional indicators that can be developed to take into account specific regional contexts and related policy priorities for concepts less suitable for global comparison.
- National: Indicators selected or developed by countries to take into account their national contexts and correspond to their education systems, plans, and policy agendas.

The Implementation Methods section of the Education 2030 report states that the realization of the decisions taken and the goals identified will require national, regional, and global mechanisms for governance, accountability, coordination, monitoring, follow-up and review, reporting, and evaluation. In addition, it will require the activation of strategies, including partnerships and financing. The primary aim of the Education 2030 implementation mechanisms is to support country-led actions. To be effective, these mechanisms will be inclusive, participatory, and transparent. They will be built upon existing mechanisms as much as possible (UNESCO, 2015).

In the Effective Coordination section of the Education 2030 report, it is requested that units be formed by the education ministries of countries to achieve the goals. It is also stated that civil society organizations should follow up on this process.

In the section on Monitoring, Tracking, and Reviewing Evidence-Based Policies of the Education 2030 report, it states: Success for Education 2030 requires robust monitoring, reporting, and evaluation policies, systems, and tools based on monitoring and review. Monitoring quality in education requires a multidimensional approach that encompasses system design, inputs, content, processes, and outcomes. Primary responsibility for monitoring lies at the country level, where countries should create effective monitoring and accountability mechanisms adapted to national priorities in consultation with civil society. Additionally, countries should work globally to create a larger consensus on what quality standards and learning outcomes are necessary throughout life, from early childhood development to adult skills acquisition, and how these should be measured. Furthermore, countries should strive to improve the quality and timeliness of reporting. Information and data must be freely accessible to everyone. National-level data, information, and outcomes, along with new data sources when necessary, will inform regional and global reviews (UNESCO, 2015).

In the section preceding the conclusion of the Education 2030 report, titled Financing, it is stated that significant financing is needed to achieve the goals. Especially in countries lacking sufficiently quality education at all levels and in emergencies, sustainable, innovative, and well-targeted financing and effective implementation arrangements are required. For this purpose, a high-level Commission on Financing Global Education Opportunities has been established as a determined first step to revitalize investment in education and reverse the current insufficient funding. Efforts to close the financing gap in achieving the goals should start with countries' own efforts to find financing, with international support playing a significant role in complementing the efforts of poor countries to mobilize public resources domestically. Additionally, alternative and innovative financing approaches will be needed.

In the conclusion section of the Education 2030 report, the following commitments are given: As the international education community, we are strongly united in a new, all-encompassing approach to providing inclusive and equitable quality education for children, youth, and adults and promoting lifelong learning opportunities for everyone. We will work together to achieve all education targets, which will strengthen international cooperation in the education world. We recognize that significantly additional financing is needed to advance progress in the Education 2030 report and reach new targets, and resources must be used most effectively. We also emphasize the need for good governance and accountability led by citizens. Believing that the Education 2030 report will make historic progress in education, we commit to bold, innovative, and sustainable actions to truly transform lives through education. Achieving the goals of the Education 2030 report means success can only be declared for everyone (UNESCO, 2015).

In the appendices section of the Education 2030 report, the first appendix explains the proposed 11 global indicators. The second appendix explains the proposed thematic indicator framework.

CONCLUSION and DISCUSSION

The report emphasizes the need for many countries to transform their economies into knowledge-based policies and use science, technology, and innovation (STI) policies to reduce reliance on raw materials. It mentions the importance of implementing policies for sustainable development and using 'green' technologies to address energy security as well as combat climate change. Despite the financial crisis, the report shows that global expenditures on R&D (2007-2013) grew faster than the global economy.

The report follows some key global trends in R&D expenditures, concluding that the global financial crisis did not impact investment in R&D. In 2013, the world's gross domestic research and development expenditures (GDP) significantly increased and reached purchasing power parity (Baskaran, 2017). It is indicated that there was a convergence trend between high and low-income countries from 2010 to 2015, with both public and private R&D advancing significantly.

The report expresses concern about women being a minority in the research world. It states that ensuring equal opportunities in education, spreading inclusive education by removing barriers for girls to attend school, and promoting employment of women in higher education are necessary.

Regarding national education policies, it is required that UN member countries make a formal commitment to help achieve the SDGs and include human rights and fundamental freedoms in their education policy reports. However, there are serious inconsistencies between rhetoric and practice. Signing a document does not mean a policy is implemented, and countries' self-assessment of their education policy practices can be biased (UNESCO 2017). Political environments in some countries may prevent the inclusion of global education in national education policies. Additionally, using tests like PISA, rather than assessments based on standardized tests (mathematics, language, science), would be more accurate. Therefore, it is important for civil society organizations working on education to continuously remind politicians of their commitments and develop fundamental accountability tools (Torres, 2018).

The most critical strategy for achieving the goals by 2030 is the widespread inclusion of education for sustainable development and global citizenship education in the national curriculum. Currently, countries address the principles of SDGs in various ways, including extracurricular activities, curricula, and general school approaches. The fifth UNESCO consultation (2012) found that approximately 50% of the countries covered peace, non-violence, human rights, and fundamental freedoms, 16% cultural diversity and tolerance, and only 7% included education for sustainable development (UNESCO 2017). Comparative and international research is needed to better understand how the identified goals are translated into curriculum content and textbooks and how the curriculum is implemented in actual educational institutions.

The report mentions the need for knowledge and skills to promote sustainable development, global citizenship, human rights, peace, etc., but there is no clear consensus among participating countries on the characteristics of

said knowledge and skills. Furthermore, while knowledge and skills should complement attitudes and values development, there is again no unity of thought and practice. The Global Citizenship Education Working Group addresses this challenge and has identified eight key global citizenship competencies. These include: 1) empathy, 2) critical thinking/problem-solving; 3) ability to communicate and collaborate with others; 4) conflict resolution; 5) a sense of identity and security; 6) shared universal values (human rights, peace, justice, etc.); 7) respect for diversity and intercultural understanding; and 8) recognition of global issues and interconnectivity (environmental, social, economic, etc.) (Center for Universal Education at Brookings, 2017). These efforts will yield positive results in terms of education, but the report lacks sufficient explanation on how competencies like empathy, critical thinking, 'sense of identity,' or respect for diversity can be fairly and effectively assessed in different social, cultural, and institutional contexts.

Sharing the progress different countries have made in addressing the challenges related to education policies, curricula, teacher training, and student assessment with other countries would be beneficial. These shares will also help the education community in translating discourses into actions and conducting quantitative and qualitative assessments of these actions to move towards the sustainable targets set for 2030. The Sustainable Development Goals are important for the international community's commitment to move towards a better world.

Ideas about Global Citizenship Education can be subject to multiple views and approaches. Different theoretical and practical interpretations can be adapted according to countries' political, economic, and regional positions.

RECOMMENDATIONS

Recommendations for advancing global education goals by 2030 are:

Enhancing Policy and Legislative Frameworks

- Governments should prioritize the development and implementation of knowledge-based policies that support the transformation of their economies towards sustainability. This includes integrating science, technology, and innovation (STI) policies to reduce reliance on raw materials and promote green technologies.
- International collaboration should be strengthened to share best practices and innovations in policy and legislative frameworks that contribute to sustainable development goals (SDGs).

Promoting Equity, Inclusion, and Gender Equality

- Education systems worldwide must adopt more inclusive practices that remove barriers to education for all, especially for girls and women. Initiatives to increase female participation in research and higher education fields should be emphasized.

- Policies should be formulated and rigorously implemented to ensure that education is accessible to marginalized and vulnerable groups, including those with disabilities and those in precarious situations.

Focusing on Quality of Education and Learning Outcomes

- Investment in teacher training is crucial. Efforts should be made to substantially improve the quality of teacher education globally, with an emphasis on pedagogical skills that promote critical thinking, creativity, and problem-solving.
- Curricula should be revised to include comprehensive content on sustainable development, global citizenship, human rights, and peace education. This includes developing and implementing standard assessments that measure not just academic achievements but also competencies in these areas.

Promoting Lifelong Learning

- Policies and programs should be developed to support lifelong learning pathways, offering opportunities for education and skill development at all stages of life. This includes adult education and vocational training that meet the needs of the changing job market.
- Digital platforms and technologies should be leveraged to provide accessible and flexible learning opportunities for all, especially in remote and underserved areas.

Addressing Education in Emergencies

- Establish resilient education systems that can continue to function in times of crisis, including conflicts, natural disasters, and pandemics. This involves creating contingency plans and adaptive learning solutions that can be deployed rapidly.
- International cooperation and funding should be mobilized to support education in emergency situations, ensuring that displaced and refugee children have access to quality education.

Strengthening International Cooperation and Partnerships

- Foster global partnerships that facilitate the exchange of knowledge, resources, and best practices in education. This includes partnerships between governments, international organizations, civil society, and the private sector.
- Encourage donor countries and international organizations to increase their investment in education, particularly in low-income countries, to close the funding gap and support the achievement of the SDGs.

Enhancing Monitoring and Evaluation Mechanisms

- Develop robust mechanisms for monitoring and evaluating the implementation of education policies and programs. This includes establishing clear indicators and benchmarks for measuring progress towards the SDGs.
- Promote transparency and accountability in education systems by involving civil society and communities in the monitoring process and decision-making.

Revitalizing Financing for Education

- Innovative financing models should be explored and adopted to increase funding for education. This includes public-private partnerships, education bonds, and international financing initiatives.
- Ensure that funding for education is sustainable, equitable, and targeted to areas of greatest need, including early childhood education, quality primary and secondary education, and lifelong learning opportunities.

By implementing these recommendations, the international community can make significant strides towards achieving the ambitious goals set forth in the 2030 Education Report, ultimately transforming lives and societies through the power of education.

Ethics Statement

"This article complies with the journal's writing rules, publication principles, research and publication ethics rules, and journal ethics rules. The author bears responsibility for any violations related to the article." Since this article was conducted through document analysis, one of the qualitative research methods, it does not require ethical board approval.

Author's Contribution Rate Statement: Author's Contribution Rate Statement: In this study, the first author's contribution is 25%, the second author's contribution is 25%, the third author's contribution is 25%, and the fourth author's contribution is 25%.

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