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## **A NEW DIMENSION OF EDUCATION TOWARDS 2030: BRIEF ANALYSIS OF INCHEON DECLARATION**

European integration trends in Ukraine and the Bologna process provide for the creation of a single Eurozone of higher education to ensure the competitiveness of European professionals in the world. The contemporary vision of educational system function in general is to transform lives through learning, recognizing the important role of knowledge and evidence-based information as the main drivers of development [1]. Moreover, we must press the point that the tendencies of educational transformations started with Bologna process continues today, bringing new challenges and targets. Taking this in mind, UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea, from 19 – 22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160 countries, including over 120 Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next fifteen years [7].

On this historic occasion, the vision of the worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000 was reaffirmed. The strategy of Education for All has demonstrated the most important commitment to education in recent decades which has helped to drive significant progress in education [6]. The recent decades with their numerous international and regional

human rights treaties has confirmed that right to receive education is interrelated with other human rights. Though, the majority of educational top management recognizes that unfortunately the goal of education for all is far from having been reached in all the countries of the world [4].

As a result, the Incheon Declaration was adopted after taking stock of progress made toward the EFA goals since 2000 and the education-related Millennium Development Goals (MDGs), as well as lessons learned, and after examining the remaining challenges and deliberating on the proposed Education 2030 agenda and Framework for Action, as well as future priorities and strategies for achieving them [3].

Moreover, the new vision of the contemporary education is reflected in modern technologies of Sustainable Development with corresponding targets to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all [7, p.6]”. Analyzing the abovementioned targets we can formulate the basic tendencies that our future educational goals will be focused on:

- 1) expanding access to education of all types, forms and levels;
- 2) inclusion and equity in and through education;
- 3) recognition of the gender equality importance;
- 4) access to quality education and to improving learning outcomes;
- 5) promoting quality lifelong learning opportunities for all, in all settings and at all levels of education [2].

In such a way, teaching a professional, during the training of specialists in education institutions, characterized by humanistic personality orientation, democracy, quality and accessibility [2].

Furthermore, it is a serious concern of nowadays that a large proportion of the world’s population lives in conflict-affected areas, and that crises, violence and attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally [5]. European administrative bodies commit to developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced

persons and refugees. The need for education to be delivered in safe, supportive and secure learning environments free from violence is highlighted [6].

The analysis proves that, according to the Incheon Declaration, the modern teaching process in global educational spaces requires emergency response through recovery and rebuilding; better coordinated national, regional, and global reaction; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during conflict, emergency, post-conflict, and early recovery with the goal of forming a stable system of humanistic, democratic education.

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