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المنتدى
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2015

Incheon Declaration
Education 2030

Déclaration d'Incheon
Éducation 2030

Declaración de Incheon
Educación 2030

Инчхонская декларация
Образование 2030

仁川宣言
2030年教育

إعلان إنشيون
التعليم 2030



Incheon Declaration

Education 2030:

Towards inclusive and equitable quality education and lifelong learning for all

3

Déclaration d'Incheon

Éducation 2030 :

Vers une éducation inclusive et équitable de qualité et un apprentissage tout au long de la vie pour tous

15

Declaración de Incheon

Educación 2030:

Hacia una educación inclusiva y equitativa de calidad y un aprendizaje a lo largo de la vida para todos

29

Инчхонская декларация

Образование 2030:

Обеспечение всеобщего инклюзивного и справедливого качественного образования и обучения на протяжении всей жизни

43

仁川宣言

2030年教育:

实现包容和公平的全民优质教育和终身学习

57

إعلان إنشيون

التعليم بحلول عام 2030:

نحو التعليم الجيد المنصف والشامل والتعلم مدى الحياة للجميع

78



Incheon Declaration

Education 2030:

Towards inclusive and equitable quality
education and lifelong learning for all

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.

Incheon Declaration

Education 2030:

Towards inclusive and equitable quality education and lifelong learning for all

Preamble

1. We, 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, have gathered in May 2015 at the invitation of the Director-General of UNESCO in Incheon, Republic of Korea, for the World Education Forum 2015 (WEF 2015). We thank the Government and the people of the Republic of Korea for having hosted this important event as well as UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR, as the co-convenors of this meeting, for their contributions. We express our sincere appreciation to UNESCO for having initiated and led the convening of this milestone event for Education 2030.
2. On this historic occasion, we reaffirm the vision of the worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000 — the most important commitment to education in recent decades and which has helped drive significant progress in education. We also reaffirm the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights. We acknowledge the efforts made; however, we recognize with great concern that we are far from having reached education for all.

3. We recall the Muscat Agreement developed through broad consultations and adopted at the Global Education for All (EFA) Meeting 2014, and which successfully informed the proposed education targets of the Open Working Group on Sustainable Development Goals (SDGs). We further recall the outcomes of the regional ministerial conferences on education post-2015 and take note of the findings of the 2015 EFA Global Monitoring Report and the Regional EFA Synthesis Reports. We recognize the important contribution of the Global Education First Initiative as well as the role of governments and regional, intergovernmental and non-governmental organizations in galvanizing political commitment for education.
4. Having taken stock of progress made towards the EFA goals since 2000 and the education-related Millennium Development Goals (MDGs) as well as the lessons learned, and having examined the remaining challenges and deliberated on the proposed 2030 education agenda and the Framework for Action as well as on future priorities and strategies for its achievement, we adopt this Declaration.

Towards 2030: a new vision for education

5. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 "***Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all***" and its corresponding targets. It is transformative and universal, attends to the 'unfinished business' of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of

other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

6. Motivated by our significant achievements in expanding **access** to education over the last 15 years, we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. We also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning.
7. **Inclusion and equity** in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.
8. We recognize the importance of **gender equality** in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.
9. We commit to **quality** education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well

as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the 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 (GCED). In this regard, we strongly support the implementation of the Global Action Programme on ESD launched at the UNESCO World Conference on ESD in Aichi-Nagoya in 2014. We also stress the importance of human rights education and training in order to achieve the post-2015 sustainable development agenda.


10. We commit to promoting quality **lifelong learning opportunities** for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.
11. Furthermore, we note with serious concern that, today, a large proportion of the world's out-of-school 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. We 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. We highlight the need for education to be delivered in safe, supportive and secure learning environments free from violence. We recommend a sufficient crisis response, from emergency response through to recovery and rebuilding; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during situations of conflict, emergency, post-conflict and early recovery.

Implementing our common agenda

12. We reaffirm that the fundamental responsibility for successfully implementing this agenda lies with governments. We are determined to establish legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, and to uphold the right to participation of all stakeholders.
13. We call for strong global and regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda based on data collection, analysis and reporting at the country level, within the framework of regional entities, mechanisms and strategies.
14. We recognize that the success of the 2030 education agenda requires sound policies and planning as well as efficient implementation arrangements. It is also clear that the aspirations encompassed in the proposed SDG 4 cannot be realized without a significant and well-targeted increase in financing, particularly in those countries furthest from achieving quality education for all at all levels. We therefore are determined to increase public spending on education in accordance with country context, and urge adherence to the international and regional benchmarks of allocating efficiently at least 4 - 6% of Gross Domestic Product and/or at least 15 - 20% of total public expenditure to education.
15. Noting the importance of development cooperation in complementing investments by governments, we call upon developed countries, traditional and emerging donors, middle income countries and international financing mechanisms to increase funding to education and to support the implementation of the agenda according to countries' needs and priorities. We recognize that the fulfilment of all commitments related to official development assistance (ODA) is crucial, including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries. In accordance with their commitments, we urge those developed countries that have not yet done so to make additional concrete efforts towards the target of 0.7 per cent of GNP for ODA to developing countries. We also commit to increase our support to the least developed countries. We further recognize the importance of unlocking all potential resources to support the right to education. We recommend improving aid effectiveness through better coordination and

harmonization, and prioritizing financing and aid to neglected sub-sectors and low income countries. We also recommend significantly increasing support for education in humanitarian and protracted crises. We welcome the Oslo Summit on Education for Development (July 2015) and call on the Financing for Development Conference in Addis Ababa to support the proposed SDG 4.

16. We call on the WEF 2015 co-convenors, and in particular UNESCO, as well as on all partners, to individually and collectively support countries in implementing the 2030 education agenda, by providing technical advice, national capacity development and financial support based on their respective mandates and comparative advantages, and building on complementarity. To this end, we entrust UNESCO, in consultation with Member States, the WEF 2015 co-convenors and other partners, to develop an appropriate global coordination mechanism. Recognizing the Global Partnership for Education as a multi-stakeholder financing platform for education to support the implementation of the agenda according to the needs and priorities of countries, we recommend that it be part of this future global coordination mechanism.
17. We further entrust UNESCO, as the United Nations' specialized agency for education, to continue its mandated role to lead and coordinate the 2030 education agenda, in particular by: undertaking advocacy to sustain political commitment; facilitating policy dialogue, knowledge sharing and standard setting; monitoring progress towards the education targets; convening global, regional and national stakeholders to guide the implementation of the agenda; and functioning as a focal point for education within the overall SDG coordination architecture.
18. We resolve to develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for policy formulation and the management of education systems as well as to ensure accountability. We further request the WEF 2015 co-convenors and partners to support capacity development in data collection, analysis and reporting at the country level. Countries should seek to improve the quality, levels of disaggregation and timeliness of reporting to the UNESCO Institute for Statistics. We also request that the Education for All Global Monitoring Report be continued as an independent Global Education Monitoring Report (GEMR), hosted and published by UNESCO, as the mechanism for monitoring and reporting on the proposed SDG 4 and on education in the other proposed SDGs, within the mechanism to be established to monitor and review the implementation of the proposed SDGs.

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19. We have discussed and agreed upon the essential elements of the Education 2030 Framework for Action. Taking into account the United Nations summit for the adoption of the post-2015 development agenda (New York, September 2015) and the outcomes of the Third International Conference on Financing for Development (Addis Ababa, July 2015), a final version will be presented for adoption and launched at a special high-level meeting to be organized alongside the 38th session of the General Conference of UNESCO in November 2015. We are fully committed to its implementation after its adoption, to inspire and guide countries and partners to ensure that our agenda is achieved.
 20. Building on the legacy of Jomtien and Dakar, this Incheon Declaration is an historic commitment by all of us to transform lives through a new vision for education, with bold and innovative actions, to reach our ambitious goal by 2030.

Incheon, Republic of Korea
21 May 2015



This Declaration is a huge step forward. It reflects our determination to ensure that all children, young people and adults gain the knowledge and skills they need to live in dignity, to fulfil their potential and contribute to their societies as responsible global citizens. It encourages governments to provide learning opportunities through life, so that people can continue to grow and be on the right side of change. It affirms that education, a fundamental human right, is the key to global peace and sustainable development.

Irina Bokova
Director-General of UNESCO

Education is the key to a better life for every child and the foundation of every strong society – but far too many children are still being left behind. To realize all our development goals, we need every child in school and learning.

Anthony Lake
Executive Director, UNICEF

To end poverty, boost shared prosperity, and achieve the Sustainable Development Goals, we must use development financing and technical expertise to effect radical change. We must work together to ensure that all children have access to quality education and learning opportunities throughout their lives, regardless of where they are born, their gender, or their family's income.

Jim Yong Kim
President of the World Bank Group

Together we must promote and protect every person's right to education, and ensure that quality education reaches all, and instills values of peace, justice, human rights and gender equality. We are proud to have been a co-convenor of the World Education Forum and pledge to take forward the new action agenda on education for all by 2030.

Babatunde Osotimehin
UNFPA Executive Director

In our world, knowledge is power, and education empowers. It is an indispensable part of the development equation. It has intrinsic value – extending far beyond the economic – to empower people to determine their own destiny. That is why the opportunity to be educated is central to advancing human development.

Helen Clark
UNDP Administrator

The Incheon Declaration rightly commits us to non-discriminatory education that recognizes the importance of gender equality and women’s empowerment for sustainable development. This is a crucial opportunity for us to work together, across sectors, towards the fulfilment of the Education for All promise of peaceful, just and equal societies. A world where people are equal can only be achieved if our education also universally teaches this.

Phumzile Mlambo-Ngcuka
UN Women Executive Director and
UN Under-Secretary-General

We have a collective responsibility to ensure education plans take into account the needs of some of the most vulnerable children and youth in the world – refugees, internally displaced children, stateless children and children whose right to education has been compromised by war and insecurity. These children are the keys to a secure and sustainable future, and their education matters for us all.

António Guterres
United Nations High Commissioner for Refugees



仁川宣言

2030年教育：

实现包容和公平的全民优质教育和终身学习



联合国教科文组织携手联合国儿童基金会、世界银行、联合国人口基金、联合国开发计划署、联合国妇女署、联合国难民事务高级专员办事处于2015年5月19-22日在大韩民国仁川市举办了2015年世界教育论坛，论坛由大韩民国主办。来自160个国家的1600余名与会者，包括120多名部长、代表团团长和成员、各机构首脑、多边和双边组织的官员以及民间社会、教师职业、青年和私营部门的代表通过了关于2030年教育的《仁川宣言》，为今后十五年提出了新的教育愿景。

仁川宣言

2030年教育：

实现包容和公平的全民优质教育和终身学习

序言

1. 我们，各国部长、代表团团长和成员、各机构首脑、多边和双边组织负责人、民间社会、教师职业、青年和私营部门的代表，应联合国教科文组织总干事的邀请，于2015年5月汇聚大韩民国仁川参加2015年世界教育论坛（WEF，2015）。我们感谢大韩民国政府和人民主办本次重要活动以及本次会议的共同召集者联合国儿童基金会、世界银行、联合国人口基金、开发计划署、妇女署和难民事务高级专员办事处做出的贡献。我们真诚赞赏联合国教科文组织倡议并牵头召集了此次关于2030年教育的里程碑式的活动。
2. 借此历史性盛会，我们重申1990年在宗滴恩启动、2000年在达喀尔重申的世界范围全民教育运动的愿景，它是近几十年来最为重要的教育承诺，并且有助于推动了教育领域的重大进步。我们还重申对受教育权及其与其它人权相互关系做出规定的许多国际和地区性人权条约体现的愿景和政治意愿。我们承认付出了努力，然而，我们还极为关切地认识到我们尚远未实现全民教育。

3. 我们忆及经广泛磋商制定并于2014年全球全民教育会议所通过、对可持续发展目标开放工作组拟议的具体教育目标提供了有益启发的《马斯喀特协定》。我们还忆及地区部长级2015年后教育会议的成果，并注意到2015年《全民教育全球监测报告》和《全民教育地区综合报告》的调查结果。我们认识到“全球教育第一倡议”的重要贡献以及各国政府以及地区、政府间和非政府组织为促成教育方面的政治承诺所发挥的作用。
4. 我们总结了2000年以来在实现全民教育目标和与教育有关的千年发展目标方面取得的进展以及吸取的经验教训，审议了仍然存在的挑战，讨论了拟议的2030年教育议程及行动框架和为实现议程而提出的未来优先事项和战略，我们通过本宣言。

走向2030年：新的教育愿景

5. 我们认识到教育作为发展的主要驱动力以及它在实现其它拟议的可持续发展目标方面的重要作用，我们的愿景是通过教育改变生活。我们怀着紧迫意识，承诺要制定一个全面的、有雄心、有追求、不放弃任何人的单一和更新的教育议程。这一新愿景完全体现在了拟议的可持续发展目标4（“**为所有人确保包容、公平的优质教育并促进终身学习机会**”）及其相关具体目标之中。新愿景既具有变革性也具有普遍性，致力于全民教育议程和与教育有关的千年发展目标的“未竟事业”，应对全球和国家的教育挑战。它吸取了人文主义的教育和发展观，其基础是人权和尊严，社会正义，包容，保护，文化、语言和民族多样性，共担责任和义务。我们重申教育是一项公益事业、基本人权和确保实现其它权利的基础。教育对于和平、宽容、自我实现和可持续发展至关重要。我们认识到教育是实现充分就业和消除贫穷的关键。我们将从终身学习的角度，将工作重心放在获得、公平和包容、质量和学习成果上。

6. 过去十五年，我们在扩大**教育机会**方面取得了重大进步，我们将再接再厉，确保提供十二年免费、公立、公平、优质、学有所获的中小学教育，其中至少九年为义务教育。我们还鼓励提供至少一年的免费、义务、优质的学前教育，让所有儿童接受优质的幼儿发展、保育和教育。我们还承诺为广大失学儿童和少年提供满意的教育和培训机会，我们需要立即行动起来，有的放矢，持之以恒，确保所有儿童入学读书。
7. 在教育领域并通过教育手段实现**包容和公平**是变革性教育议程的基石。所以，我们承诺反对在获取、参与和学习成果方面一切形式的排斥和边缘化、不平衡和不平等现象。除非所有人都达到目标，否则任何教育目标都不能被视为已经达到。我们承诺对教育政策进行必要改变，将工作重点放在最弱势者，尤其是残疾人方面，确保不落一人。
8. 我们认识到**性别平等**对于实现全民教育权利的重要性。因此我们承诺支持注重性别的政策、规划和学习环境，将性别问题纳入教师培训和课程中，消除校园性别歧视和暴力。
9. 我们承诺提供**优质教育**并改善学习成果，这需要加强教育投入、教育过程和成果评估，并建立衡量进展的机制。我们将确保教师和教育者在资金充足、有效和高效管理的系统内增强能力、足额招聘、享有良好的培训和职业资格、积极进取并获得支持。优质教育培养创造力和知识，使人获得识字计算的基本技能、分析和解决问题的能力以及其它高水平的认知、人际和社交能力。通过可持续发展教育（ESD）和全球公民教育（GCED），优质教育还培养让公民过上健康圆满的生活、做出明智决策、应对当地和全球挑战的技能、价值观和态度。在这方面，我们强烈支持实施2014年在爱知县名古屋举办的联合国教科文组织世界可持续发展教育大会上启动的《全球可持续发展教育行动计划》。我们还强调人权教育和培训对于实现2015年后可持续发展议程的重要性。

- 10.** 我们承诺在所有环境中以及在各级教育中促进优质的全民**终身学习机会**。它包括公平获取和扩大优质的职业技术教育与培训以及高等教育和研究，并适当注重质量保证。此外，提供灵活的学习途径，承认、验证和认证通过非正规和非正式教育获得的知识、技能和能力也很重要。我们还承诺确保所有青年和成人，特别是女童和妇女达到一定的、公认的实用识字和计算的熟练水平，获得生活技能，向他们提供成人学习、教育和培训的机会。我们还承诺加强科学、技术和创新。必须利用信息通信技术来加强教育系统、知识传播、信息获取、学习质量和效果，并提供更加有效的服务。
- 11.** 此外，我们深为关切地注意到，今天世界上的失学儿童很大部分生活在受冲突影响的地区，而且教育机构遭受的危机、暴力和攻击以及自然灾害和流行疾病继续在全球干扰着教育和发展。我们承诺发展更加包容、更具反应力和复原力的教育系统，以满足这些局势下的儿童、青年和成人的需求，包括境内流离失所者和难民的需求。我们强调需要在安全、友好、有保障、无暴力的学习环境中施行教育。我们建议开展从紧急干预直到恢复和重建的适当的危机应对行动，更好地协调国家、地区和全球应对行动，开发全面减少和减轻风险的能力，在冲突、紧急、冲突后和恢复之初局势下确保教育的继续进行。

实施我们的共同议程

- 12.** 我们重申，成功实施该议程的首要责任在于各国政府。我们决心制定促进问责制和透明度、参与式治理和各级各部门协调伙伴关系的法律和政策框架，维护所有有关各方的参与权利。
- 13.** 我们呼吁在国家层面数据搜集、分析和报告基础上，在地区性机构、机制和战略框架内，在全球和地区层面开展实施教育议程的有力的协作、合作、协调和监测。

14. 我们认识到2030年教育议程的成功需要合理的政策和规划以及有效的执行安排。也很显然，特别是在实现各级优质全民教育方面差距最大的国家，如果不大幅度、有针对性地增加资金，拟议的可持续发展目标4的蓝图就无法实现。所以我们决心根据各国的具体情况，增加对教育的公共支出，敦促遵守国际和地区基准，即将国内生产总值的至少4%-6%和/或公共总支出的至少15%-20%用于教育。
15. 我们注意到发展合作对于补充政府投入的重要性，呼吁发达国家、传统和新兴捐助者、中等收入国家和国际筹资机制根据各国需求和优先事项增加教育供资，支持议程的实施。我们认为兑现所有官方发展援助（ODA）承诺至关重要，包括许多发达国家做出的向发展中国家提供占其国民生产总值（GNP）0.7%作为官方发展援助的承诺。我们敦促尚未采取行动的发达国家按其承诺作出进一步具体努力，实现向发展中国家提供占国民生产总值0.7%的官方发展援助的目标。我们还承诺增加对最不发达国家的支持。我们还认识到释放所有潜在资源支持教育权利的重要性。我们建议通过更好地协调和统一来改善援助的效益，并优先向受忽视的分部门和低收入国家提供资金和援助。我们还建议大幅增加对长期人道主义危机下的教育的支持力度。我们欢迎奥斯陆教育促发展峰会（2015年7月）的举办，呼吁亚的斯亚贝巴发展筹资会议支持拟议的可持续发展目标4。
16. 我们呼吁2015年世界教育论坛的共同召集机构，特别是联合国教科文组织，以及所有合作伙伴，根据各自职责和比较优势并利用它们的互补性，通过提供技术咨询、培养国家能力以及提供财政支持，各自或共同地支持各国实施2030年教育议程。为此，我们委托联合国教科文组织与会员国、2015年世界教育论坛共同召集机构和其它合作伙伴磋商，建立适当的全球协调机制。我们认为全球教育伙伴关系机制是根据各国需要和优先事项支持实施议程的教育多方筹资平台，我们建议把它纳入这一未来的全球协调机制之中。

17. 我们还委托联合国教科文组织作为联合国主管教育的专门机构继续履行其牵头和协调2030年教育议程的职责，尤其通过以下方式：宣传兑现政治承诺；促进政策对话、知识共享和标准制定；监测实现教育具体目标的进展；召集全球、地区和国家有关方面指导议程实施工作；在可持续发展目标的总体协调架构内发挥教育协调中心的功能。
18. 我们决定建立综合性的国家监测和评估系统，为政策制定和教育系统管理提供合理依据，并确保问责制。我们还恳请2015年世界教育论坛的共同召集机构和合作伙伴支持各国加强在数据搜集、分析和报告方面的能力。各国应努力改进数据的质量和分列层次，及时向联合国教科文组织统计研究所报告。我们还要求《全民教育全球监测报告》继续成为一份由联合国教科文组织主持和出版的独立的《全球教育监测报告》（GEMR），在为了监测和审查拟议的可持续发展目标的实施情况而将要建立的机制中，作为监测和报告拟议的可持续发展目标4和其它拟议的与教育有关的可持续发展目标的机制。
19. 我们讨论并商定了《2030年教育行动框架》的主要内容。考虑到将要通过2015年后发展议程的联合国峰会（纽约，2015年9月）和第三次发展筹资国际会议（亚的斯亚贝巴，2015年7月）的成果，行动框架的最终版本将在与2015年11月联合国教科文组织大会第三十八届会议平行举行的特别高层会议上提交通过并启动。一旦行动框架获得通过，我们将全力付诸实施，为各国和合作伙伴提供启发和指导，以实现我们的议程。
20. 承自宗滴恩和达喀尔之基础，本《仁川宣言》是我们所有各方做出的一项历史性承诺，旨在通过新的教育愿景，采取大胆和创新行动来改变我们的生活，在2030年实现我们的宏伟目标。

仁川，大韩民国，2015年5月21日





该《宣言》向前迈进了一大步。它反映了我们的决心，即确保所有儿童、青年和成获得必要的知识和技能，从而有尊严地生活、发挥自己的潜能、作为负责的全球公民为社会做出贡献。它鼓励各国政府提供终身学习机会，使人能够不断成长，站在变革的正确一方。它申明教育是一项基本人权，是世界和平与可持续发展的关键。

**联合国教科文组织总干事
伊琳娜·博科娃**

教育是每个儿童开启美好生活的钥匙，是每个强大社会的基石，但是教育对太多儿童来说依然遥不可及。要实现我们的所有发展目标，就要做到让每个儿童都入学学习。

**联合国儿童基金会执行主任
安东尼·莱克**

要消除贫穷、促进共同繁荣、实现可持续发展目标，我们必须利用发展资金和技术知识以实现根本转变。我们必须同心协力，确保所有儿童，不论其生于何处，也不论其性别和家庭收入，都能够接受优质教育，获得终身学习的机会。

**世界银行行长
金墉**

我们必须齐心协力，促进和保护每个人的受教育权，确保优质教育惠及所有人，传递和平、正义、人权和性别平等价值观。我们自豪地成为世界教育论坛的共同召集者，承诺推动关于2030年全民教育的新的行动议程。

**联合国人口基金执行主任
巴巴图德·奥索蒂梅因**

当今世界，知识就是力量，教育生成力量。教育是发展均衡的不可分割的一部分。它具有使人决定自己命运的内在价值，这种价值远非经济价值所能衡量。所以受教育机会是促进人的发展的核心。

**联合国开发计划署署长
海伦·克拉克**

我们在《仁川宣言》中正确地做出了非歧视教育的承诺，这种教育承认性别平等和妇女自立对于可持续发展的重要性。对于我们来说，这是一个各部门携手努力、实现建设和平、公正、平等社会的全民教育承诺的重要机遇。若实现一个人人平等的世界，则我们的教育须时时处处教导我们这一价值观。

**联合国妇女署执行主任兼联合国副秘书长
普姆齐莱·姆兰博-恩格库卡**

我们有一种共同责任，要确保制定的儿童计划考虑到难民、境内流离失所儿童、无国籍儿童以及因战争和不安全因素使受教育权受到影响的儿童等世界上最弱势的儿童和青年的需求。这些儿童是安全和可持续未来的关键，他们的教育与我们所有人息息相关。

**联合国难民事务高级专员
安东尼奥·古特雷斯**

