

Operationalizing UNESCO's Education 2030 Agenda: A Comparative Analysis of SDG 4 Practices in Ankara's Universities

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Abstract

Consistent with UNESCO's Education 2030 Framework and the United Nations Sustainable Development Goal 4 (SDG 4), higher education institutions are progressively anticipated to have a strategic role in promoting inclusive, equitable, and sustainable education while enhancing social responsibility. This study analyzes the extent to which universities in Ankara, Türkiye incorporate the principles of SDG 4 into their institutional policies and practices, focusing specifically on education, lifelong learning, and community participation. The study is based on document analysis and thematic content analysis of publicly accessible materials obtained from official university websites and annual activity reports. The sample comprises both state and foundation universities in Ankara, including Ba?kent University, Hacettepe University, Ankara University, and Gazi University, facilitating a comparative analysis across institutional categories.

The analytical framework is directly based on UNESCO's Education 2030 agenda and implemented through five theme categories: Inclusion and Equity, Lifelong Learning, Quality Assurance, Social Responsibility, and Community Engagement. Research reveals that although the majority of institutions clearly include SDG-related themes in their strategic and quality assurance documents, the extent of systematic implementation and monitoring varies considerably. State universities exhibit more advanced systems for institutional governance and community participation, while foundation universities prioritize innovative educational methodologies and project-oriented social responsibility projects. Notwithstanding explicit commitments, obstacles persist concerning the measurability and continuity of initiatives aligned with SDG 4.

The study identifies both similarities and differences in the implementation of UNESCO's SDG 4 principles by universities in Ankara and provides policy recommendations to enhance the systematic,



traceable, and sustainable incorporation of Education 2030 objectives within higher education institutions.

Keywords: SDG 4 (Quality Education), UNESCO Education 2030 Framework, Higher Education Institutions, Community Engagement and Social Responsibility, Institutional Policy Analysis