

# Review of: "Fostering Sustainable Development Goal-4 Through Culturo-Techno-Contextual-Approach in Innovative Steam Education: A Policy Assessment"

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Potential competing interests: No potential competing interests to declare.

The paper "Fostering Sustainable Development Goal-4 Through Culturo-Techno-Contextual-Approach in Innovative Steam Education: A Policy Assessment" by Grace Akanbi and Abiodun Ezekiel Adesina from Emmanuel Alayande University of Education, Oyo, examines the critical role of innovative STEAM (Science, Technology, Engineering, Arts, and Mathematics) education in achieving Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education and promotes lifelong learning opportunities for all.

The authors present a compelling case for the integration of a Culturo-Techno-Contextual Approach (CTCA) in STEAM education to address the global challenges of the 21st century. They argue that by leveraging local cultures, technological advancements, and contextual relevancy in the curriculum, STEAM education can be made more accessible, engaging, and effective for a diverse range of learners. This approach not only enriches the learning experience but also equips students with critical thinking, creativity, and problem-solving skills essential for sustainable development.

The paper thoroughly explores the components of the CTCA, highlighting the importance of cultural sensitivity, technological integration, and contextual relevance in curriculum design and implementation. It underscores the need for policy reforms that support teacher training, infrastructure development, community engagement, and collaborative partnerships to foster a conducive environment for innovative STEAM education.

Moreover, the study critically examines the current educational policies and practices, pointing out the gaps and challenges in promoting equitable and quality education through STEAM. The authors advocate for a holistic policy framework that encompasses curriculum development, teacher training, assessment methods, and international collaboration to effectively implement CTCA in STEAM education.

In conclusion, the paper makes a significant contribution to the discourse on educational reforms for sustainable development. It provides valuable insights and practical recommendations for policymakers, educators, and stakeholders to harness the potential of STEAM education through a Culturo-Techno-Contextual Approach. By aligning educational strategies with the principles of SDG 4, the study paves the way for a sustainable and inclusive future through quality education.

The research presented in the paper is robust, drawing on a wide range of sources and empirical evidence to support its claims. The methodology is sound, with a clear articulation of the Culturo-Techno-Contextual Approach and its application

in STEAM education. The discussion is insightful, offering a comprehensive analysis of the policy implications and the steps needed to foster sustainable development through innovative education practices.

Overall, this paper is a valuable contribution to the field of educational research, offering a novel perspective on the integration of culture, technology, and context in STEAM education to achieve Sustainable Development Goal 4. Its recommendations are timely and relevant, providing a roadmap for transforming education to meet the challenges of the 21st century.