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## I. B

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1. Recognizing that education is a foundation for peace, tolerance, human rights and sustainable development, the UN Secretary-General announced in his report to the UN General Assembly on Our Common Agenda his intention to convene a Transforming Education Summit (TES) in September 2022. The Summit is aimed at mobilizing action, ambition, solidarity and solutions with a view to transforming education between now and 2030.
2. **The Summit is being convened in the context of two dramatic and deeply interconnected challenges to ensuring quality education and lifelong learning for all.** First, our world is experiencing a global learning crisis that is depriving hundreds of millions of children, young people, and adults of their right to quality education, leaving many of the education-related targets of the Sustainable Development Goals (SDGs) well off track. The continuing COVID-19 pandemic and the lack of effective measures for learning recovery risks turning this crisis into a generational catastrophe, especially for marginalized and vulnerable groups. Second, the learning crisis is part of a broader challenge relating to the ability of conventional education systems to deliver the knowledge, skills and outlooks needed for children, young people and adults to excel in today's world and contribute to sustainable, healthy and peaceful futures. In the context of a global climate crisis, rapid technological transformation, profound changes in the world of work, lower levels of trust in public institutions, the erosion of democratic values and the rise of disinformation, intolerance and hate speech, UNESCO's landmark report on the futures of education noted that 'far too often, formal learning does not meet the needs and aspirations of children and youth and their communities.'<sup>1</sup>
3. **In recent years and particularly in response to the COVID-19 crisis, numerous efforts have emerged to tackle these challenges with renewed vigour and focus.** At an international level, UNESCO convened two Global Education Meetings to galvanize global action on education, with Member States agreeing to a set of immediate priorities for action, the Paris Declaration: A Global Call for Investing in the Futures of Education and a new SDG4-Education 2030 High-Level Steering Committee on Education, with a clear and relevant functional focus, namely, priority setting, progress monitoring and effective financing. In tandem, the global education community has come together on a number of fronts. This includes the establishment by UNESCO of a Global Coalition for Education; a unique collaboration between UNESCO, UNICEF and the World Bank to monitor the impacts of the crisis on learning; the 'Save our Futures' global campaign to protect education during the crisis; a major drive to ensure access to remote and digital learning and skills; and a significant replenishment of the Global Partnership for Education Fund. Together, these efforts (tnerso)-10.9 (75 BDC BT-0.03on Mis t)6 (o r)Ep9bnt replenishme

## II. Objectives

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5. As the world emerges from the COVID-19 crisis, the Transforming Education Summit provides an opportunity to mobilize greater political ambition, commitment, and action to reverse the slide on SDG 4, reimagine education, and accelerate progress on education and the 2030 Agenda more broadly for the remainder of the Decade of Action.

## III. Activities

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6. The **Summit will take place in New York in September 2022** during high level week with a view to elevating education to the top of the global political agenda and to maximizing public awareness and engagement.
7. A **Pre-Summit will be organized in Paris at the end of June 2022** to harness the evolving discussions and generate greater momentum in the lead up to September. The Summit will also draw on the findings emerging from the review of implementation of SDG4 at the 2022 High-Level Political Forum (HLPF) on Sustainable Development of the UN Economic and Social Council (ECOSOC).

## IV. Implementation

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8. Preparations for the 2022 Summit will be guided by four overarching principles:

**Country-led:** The Summit will be guided by the 2030 Agenda, the 2015 Incheon Declaration for Education 2030 and recent outcomes of the UNESCO Global Education Meeting, including the 2021 Paris Declaration: A global call for investing in the Futures of Education. A significant emphasis will be placed on engagement at the national level and member states will be actively engaged throughout the process.

**Inclusive:** The Summit will embody the inclusive, networked and effective multilateralism envisioned by the Political Declaration marking the 75th anniversary of the United Nations and the Secretary-General's report on Our Common Agenda. The TES will therefore bring together the full range of stakeholders that are relevant to the advancement of the 2030 Agenda's commitments on education and lifelong learning, including youth and children, teachers, academia, international organizations, civil society and the private sector.

**Youth-inspired:** The Summit will be prepared by, with and for youth. Steps will be taken to ensure that youth help to shape the Summit and participate in all Summit work streams.

**Building on existing efforts:** The Summit will seek to reinforce and strengthen global cooperation

around education at all levels including by ensuring effective integration of the Summit's outcomes into existing SDG4 arrangements. It will be prepared with the full engagement of UNESCO and other relevant UN entities and seek to further strengthen existing efforts and initiatives, including those that emerged in response to the COVID-19 pandemic. The Summit will, for instance, ensure strong synergies with the work of the newly established SDG4-Education High-Level Steering Committee, helping to ignite its work for the future.



9. The Summit will require a focused, intensive, and inclusive preparatory process that is built from the ground up, responds to member state priorities, is supported by the Summit secretariat and UN system and ensures the meaningful engagement of young people and the full set of education stakeholders.
10. For this purpose, the TES will employ three primary intersecting and reinforcing workstreams for advancing preparations.
  - **National Consultations:** National consultations aim at developing a shared vision, commitment and alignment of action across constituencies to transform education between now and 2030. Under the leadership of Member States, national consultations are intended to put focus on the policy, planning and budgetary changes needed to recover learning losses, get SDG4 back on track and reimagine education into the future.
  - **Thematic Action Tracks:** The objective of the Thematic Action Tracks work stream is to place a spotlight on a small number of areas that require greater attention and action and that can accelerate progress on education and the 2030 Agenda and transform education. Action tracks will identify evidence-based examples of successful policy interventions and mobilize new commitments to action, building on and strengthening existing initiatives, partnerships and coalitions, including those that emerged in response to the COVID-19 pandemic. Action tracks will address the following five key issues:
    - Inclusive, equitable, safe and healthy schools:
    - Teachers, teaching and the teaching profession:
    - Learning and skills for life, work and sustainable development:
    - Digital learning and transformation
    - Financing of education:
  - **Public engagement and mobilization:** Given the speed and scale of change needed to achieve SDG4 and reimagine education, deep and sustained public support and engagement, which translates into political debate at all levels, will be essential. Building on a range of existing efforts, the objective of the public engagement and mobilization work stream is to democratize dialogue around education and to grow a global movement for education transformation.
11. A full overview of the Summit's three workstreams is included in Annex 1.

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## Work stream 1: National consultations

### Objective

16. National consultations aim at developing a shared vision, commitment and alignment of action across constituencies to transform education between now and 2030. Under the leadership of Member States, national consultations are intended to put focus on the policy, planning and budgetary changes needed to recover learning losses, get SDG4 back on track and reimagine education into the future.

### Approach

17. Inclusive dialogues on the transformation of education require broad public engagement and mobilization. Government-led national consultations would seek to ensure meaningful engagement of the full set of education stakeholders, including students and youth organizations, networks of adolescent girls and young women, feminist movements, civil society groups, teacher associations, the private sector, development partners, education advocates, traditional and religious leaders, academia and research institutions, parliamentary networks, as well as other education influencers. Such an approach may require dedicated exchanges with various constituencies, prioritizing youth and student movements, teacher associations, as well as civil society organizations.
18. Transforming education starts with young people as agents of change. A dedicated global youth engagement strategy is being developed in consultation with key youth-led networks to ensure that young people are involved





25. In some countries, national consultations could also continue after the Summit to further deepen the national reflection for transforming education. Follow-up and accountability for implementing these roadmaps will be undertaken through existing SDG4 monitoring processes, including the SDG4 High Level Steering Committee.

## Work stream 2: Thematic Action Tracks

### Objective

26. The objective of the Thematic Action Tracks work stream is to place a spotlight on a small number of areas that require greater attention and action and that can accelerate progress on education and the 2030 Agenda and transform education. Action tracks will identify evidence-based examples of successful policy interventions and mobilize new commitments to action, building on and strengthening existing initiatives, and identify key elements for transforming education, including those that require further international cooperation.

### Approach

27. The Thematic Action Tracks will be guided by the 2030 Agenda and its education-related goals and targets. They will also seek to respond to the Secretary-General's report on Our Common Agenda, as well as the Report of the International Commission for the Futures of Education, *Reimagining our Futures Together: A New Social Contract for Education*, convened by UNESCO.

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## **Substantive focus**

31. The following five Thematic Action Tracks build on the priority actions identified in the 2020 Global Education Meeting Declaration, to which national political leaders and the global community committed to accelerate progress towards SDG 4 in the COVID-19 context and beyond. They are further guided by the vision, principles

vulnerable and marginalized groups including in fragile, emergency and crisis contexts. It demands a change of culture in the classroom, encouraging more collaborative learning, valuing diversity, and the development of skills, values and conditions needed for more just, equitable, healthy and sustainable futures. In short, the futures of education call for urgent and concerted action of governments, the local and global community to turn the principle of leaving no one behind to the practice of full inclusion, empowerment and social justice.

*Key issues: Gender equality, Education in emergencies, Education for persons with disabilities, and School health and nutrition.*

support teachers and education personnel to respond to a variety of situations, formats and learning needs. The COVID-19 crisis highlighted the urgency of equipping teachers with digital and pedagogical skills, together with social and emotional education to ensure their own wellbeing as well as supporting learners.

The educational disruptions and school closures in times of crisis have confirmed the crucial role of teachers not only in maintaining learning continuity, but in sustaining the dynamics of households, families, and communities. However, this high regard for the work of teachers is not fully reflected in current policy measures; and teachers are seldom consulted or invited to participate in decision-making and policy formulation processes. A consequence of this lack of recognition is that the teaching profession is not one of the most appealing careers for students going into tertiary education. Beyond the working conditions and remuneration, another deterrent for youths to enter the profession and for in-service teachers to deploy their talent lies in the teacher management systems that constrain teachers' agency, autonomy, and decision-making power, undermining teachers' pedagogical judgement. narrowing the curriculum and reducing creativity and innovation. Accelerating toward SDG 4 and transforming education is only possible when teachers are professionalized, trained, motivated and supported – in all settings and all levels of education from early childhood to TVET, adult and higher education.

*Key issues: Teacher shortages, Quali cations and emerging professional development needs, Status and working conditions of teachers and education personnel, Educational leadership and innovation.*

- iv. Digital learning and transformation: During the COVID-19 crisis, we witnessed impressive creativity, innovation and collaboration to provide remote learning, using diverse technologies. However, the pandemic illuminated the connectivity and digital divides within and across countries, with more than two-thirds of school-age learners (1.3 billion children) lacking internet access at home<sup>5</sup>. Digital divides also mean many are left out of remote learning opportunities, including girls and young women who are less likely than boys and men in their households to have digital skills, access to computers and the internet to benefit equally from remote learning, and to access information and social networks. Inclusive, equitable and sustainable approaches to digital technologies as well as safe and productive use of online learning are a key strategy for educational recovery and resilience and for the future of education and learning. In this regard, the Rewired Global Declaration on Connectivity for Education presents concrete actions to commit to under

*Key issues: Digital transformation of education systems; Connectivity/narrowing digital divide, inclusive and assistive technologies; Free, open and high-quality digital education content; and Digital citizenship, well-being, privacy and security.*

- v. Financing of education: Education is an investment that requires sustainable funding and domestic resources remain the primary source of funding for education. The 2021 Global Education Meeting Paris Declaration urges all governments to develop strategies to increase resources for education and use these resources effectively and equitably. Reaching the SDG 4 targets will require significantly increased financial resources. Over the last decade, global education spending has grown steadily with low- and middle-income countries registering the fastest growth. But, in many countries, the spending growth has been accompanied by high population growth that will continue to put significant pressure on developing countries' education systems and government budgets over the next 30 years.

The COVID-19 pandemic has exacerbated the challenge of inadequate national educational budgets and flatlined ODA commitments, jeopardizing the achievement of the SDG 4 targets in many countries. Many countries also face additional costs of reopening schools, keeping them open safely, addressing the learning losses and narrowing the digital divide, in the face of shrinking economies and growing

## Outputs

35. Each Action Track shall develop an initial discussion paper, a set of ideas for action and an online catalogue of evidence-based good practices and innovations. Building on existing coalitions and networks, the Summit Action Tracks should also contribute to successful partnerships and opportunities for multilateral, multisectoral mobilization. A short update from discussions thus far shall be distilled for discussion at the Pre-Summit. Following further consultations and mobilization, a final contribution will be provided to the Summit itself, and inform the Summit outcome document.
36. Follow-up implementation and monitoring will be carried out within the framework of the Global Education Cooperation Mechanism, spearheaded by the SDG4-Education 2030 High-Level Steering Committee.

## Work Stream 3: Public engagement and mobilization

### Objective

Given the speed and scale of change needed to achieve SDG4 and reimagine education, deep and sustained public support and engagement, which translates into political debate at all levels, will be essential. Building on a range of existing efforts, the objective of the public engagement and mobilization work stream is to democratize dialogue around education and to grow a global movement for education transformation.

### Approach

37. The public engagement and mobilization workstream will be closely interconnected with the other work streams of the Summit – thematic action tracks and national consultations. It will take a two-fold approach:
38. Placing youth and children to the forefront: Transforming education starts with young people as agents of change. A dedicated youth engagement strategy is under development in consultation with key youth-led networks to ensure that young people are involved in the Summit at all levels and empowered to develop and drive initiatives around the Summit. The strategy will enable youth and student-led priorities to be proposed, supported and implemented leading up to the Summit. Guidelines for the national consultations will articulate how best to engage young people, particularly adolescent girls and young women, to contribute both to secure new commitments to achieve SDG 4 at the country level and to raise awareness among children, young people, communities and decision-makers around the importance of transforming education. Young people will also be centrally involved in Summit Action Tracks, as well as in the Pre-Summit and Summit itself.
39. Increasing public support for education: Building on existing global education movements and recent advocacy campaigns (e.g., the Save our Future campaign, the GPE replenishment “Raise your hand” campaign, the 100 Million campaign, Keeping girls in the picture, Education Plus Initiative, among others), and drawing on the themes identified through the Summit action tracks, targeted mobilization efforts at the global, national and local levels could help strengthen public awareness of, and demand for education and grow an unprecedented

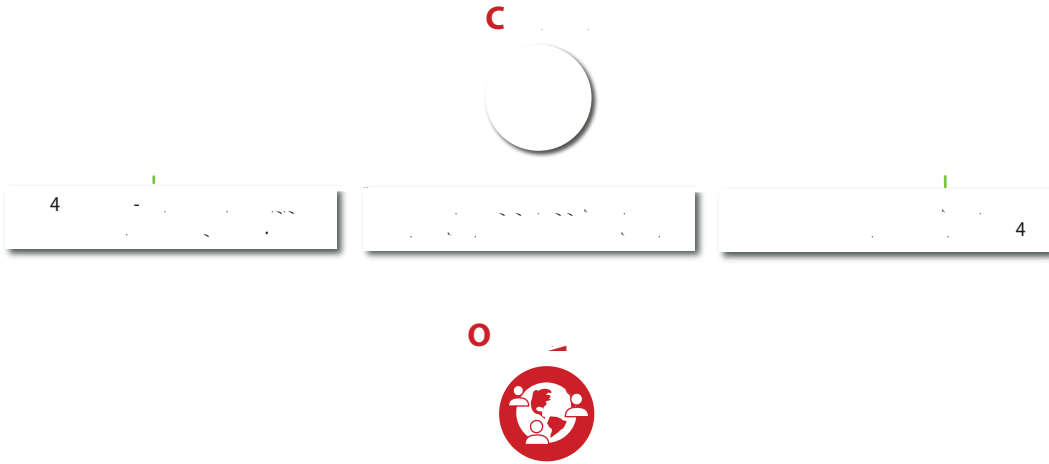
global movement for transforming education. Harnessing the power of civil society groups, young people, teachers' networks, education advocates, academia, business and other education champions and influencers at the global, regional and country levels will be critical. This movement will be multi-sectorial in nature, and closely interconnected with other complementary sectors, in particular health, food, nutrition, child protection and social protection that are key to achieve SDG 4.

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# March-September 2022

