



Report on the 2022 Transforming Education Summit

Convened by the
UN Secretary-General

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**United
Nations**

Report on the Transforming Education Summit

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Foreword by the Special Adviser of the Secretary-General on the Transforming Education Summit

To educate every person

To educate every person. It sounds basic and yet, more than twenty years into the 21st century, the world is still far from reaching such a goal, as captured in the 2030 Agenda.

Instead, education confronts a dramatic triple crisis: a crisis of equity and inclusion, as millions are out of school; a crisis of quality, as many of those who are in school are not even learning the basics; and a crisis of relevance, as many educational systems are not equipping the new generations with the values, knowledge, and skills they need to thrive in today's complex world.

This was the context in which the UN Secretary General convened the Transforming Education Summit. In seven short months, the Summit brought education back to the top of the political debate. It also helped mobilize commitments for transformative action from governments, development partners, civil society, multilateral agencies, young people and many more. I am grateful to all who made this Summit a success, and to our colleagues in UNESCO and across the UN system, whose contribution was seen at all levels.

What is clear coming out of this Summit is that, as urgent as it is to recover from the learning losses due to the COVID-19 pandemic, it is not enough. The world must reimagine and transform its

educational systems if they are to be fit for purpose. This is especially true for developing countries whose hopes of meeting the SDGs simply will not be met without a surge in domestic commitment and global solidarity in pursuit of education transformation.

The time has come to reflect anew on how we understand and what we expect of education. Education must be understood as a holistic learning process - a process through which we learn how to learn throughout our lives; we learn how to do and how to work in this rapidly changing world; we learn how to live together with respect for each other and for nature, and, especially, a process through which we learn how to be, how to live and enjoy a full and meaningful life.

This implies rethinking both the content and the methods of education. Schools must be transformed, so that they include everyone, regardless of circumstance, context or background. Teachers must be supported to become valued agents of change. The digital revolution can be harnessed to expand access and to ensure more creative ways of

teaching and learning. Finally, to confront the triple crisis of education, Member States and international financial institutions must recognize that education is not a mere expenditure, but a crucial long-term investment, and they must act accordingly.

To educate every person, we need bold and urgent transformative action. The Summit has helped spark many of those actions, including the emergence of

a youth-led global movement for the transformation of education. Young people will be the ones who demand from us, and from their governments, their right to a quality education. That is how rights become a reality. It is incumbent on all of us - from Member States to the United Nations system - to nurture and grow these actions for the achievement of this higher purpose.

Leonardo Garnier

Special Adviser of the Secretary-General
on the Transforming Education Summit



UN Photo/Jaclyn Licht

Executive Summary

The past several decades witnessed an impressive expansion of access to education across the world, contributing to upholding people's rights and human dignity and to the advancement of social, economic, political, and cultural development. Today, however, exacerbated by the COVID-19 crisis, education is deep crisis: a crisis of equity, quality, and relevance. Hundreds of millions of the most vulnerable children, young people, and adults remain excluded from education. Millions more are in school but not learning. And as our societies, economies and environment undergo fundamental change, contemporary education systems are struggling to respond. Together, these crises have left the education related goals and targets of the 2030 Agenda severely off track and risk leaving learners and societies ill equipped to navigate uncertain futures.

In response to this slow-burning and often unseen crisis, the UN Secretary-General convened the Transforming Education Summit (TES) at UN Headquarters in New York on 16-17 and 19 September 2022 as part of a broader effort under *Our Common Agenda* to accelerate SDG progress and ensure multilateralism is fit for the future.

The Summit was preceded by an extensive preparatory process at all levels. It drew on the report of the UNESCO International Commission on the Futures of Education. It benefited from inputs across three workstreams: national and regional consultations, thematic action tracks, and public engagement, communications, and advocacy. A Pre-Summit, held from 27-30 June at UNESCO-Headquarters in Paris and attended by Heads of State, over 150 Ministers and a wide range of education stakeholders, was a turning point on the road to September.

Over 2,000 participants joined in the Summit itself which took place during the high-level week of the 77th session of the UN General Assembly. Through a Youth-led Mobilization Day, a TES Solutions Day

and a TES Leaders Day, the Summit succeeded in elevating the crisis in education to the top of global and national political agendas. Thanks to the enormous contributions to many partners, it delivered outcomes in five key areas:

- Statements of National Commitment to Transform Education were submitted by 133 Member States, complemented by the personal participation of 65 Heads of State and Government (HOS/Gs) at the Summit itself.
- A Vision Statement of the UN Secretary-General, '*Transforming Education: An urgent political imperative for our collective future*', was issued to provide a set of principles for education in the 21st century.
- Global initiatives were launched to mobilize support for national efforts on major thematic priorities: education in crisis situations, the learning crisis, greening education, advancing gender equality and girls' and women's empowerment through education and public digital learning. A proposal for the establishment of a

Global Commission on the Teaching Profession also emerged from the Summit process, alongside a Global Youth Initiative and a fresh push for disability inclusion in education.

- The case for more, more equitable and more efficient investment in education was strengthened through the launch of an ambitious Call to Action on Transforming Education Financing and through the establishment of the International Financing Facility for Education which has the potential to mobilize some USD 10 billion in funding for lower-middle income countries in the years to come.
- A global movement for transforming education – grounded in the leadership of young people and the dynamism of civil society, teachers, and other partners – was strengthened. The Youth Declaration on Transforming Education is a centerpiece of this effort and sets the bar for future implementation efforts across the world.

The Transforming Education Summit was an important milestone for education across the world, now and into the future but its true impact will be determined by the effectiveness of the Summit follow-up at national, regional, and global levels.

As called for in the Secretary-General’s Vision Statement, the SDG 4 High Level Steering Committee (HLSC), co-chaired by UNESCO and Sierra Leone, will play a key role in this regard: strengthening cooperation within and beyond education at all levels and integrating the Summit outcomes into SDG4 coordination, monitoring and implementation efforts, including the SDG4 Global Education Cooperation Mechanism and the UN’s Our Common Agenda process. A TES follow-up strategy, endorsed by the HLSC, will guide future actions of Member States and partners, centred around five Pillars:

First, Member States are requested to integrate national statements of commitment into existing socio-economic and education plans, policies, and frameworks aimed at delivering SDG4 and to report on progress on a regular basis through the UNESCO-convened Global Education Meetings. Since education and skills is one of the key transitions for accelerating implementation of the 2030 Agenda, this effort can inform member state contributions to the 2023 SDG Summit.

Second, as a key component of preparing our societies to navigate uncertain futures, Member States are encouraged to give the transformation of education adequate consideration in the outcomes of the 2024 Summit of the Future. A policy brief will issue in the second quarter of 2023, building on the Secretary-General’s Vision Statement.

Third, several actions are envisaged to sustain and grow the global movement that emerged through the Summit – led by young people, teachers and other partners and stakeholders within and beyond the education community. This includes the advancement of a Global Youth Initiative to take forward the recommendation of the Youth Declaration at all levels.

Fourth, the UN and the HLSC will work with the Global Champions, key global institutions, civil society partners and teachers to advocate for, undertake strategic actions and monitor the recommendations contained in the Call to Action on Financing Education.

Fifth, the conveners of each of the five thematic initiatives that emerged from the Summit are expected to develop roadmaps and undertake advocacy efforts to ensure their effective implementation at the country level, reporting on progress to the HLSC. To unearth a set of concrete recommendations to tackle the global teacher shortage and ensure the role of teachers and the nature of teaching evolves to meet the needs of 21st century education, the establishment of a high-level expert panel is currently being considered.

The TES was a critical step forward, but it is only the beginning. The mindset of policymakers, stakeholders, and other actors must profoundly change if our transforming education journey is to deliver a

real breakthrough – for those excluded from education; those in school but not learning and those left entirely ill-prepared by contemporary education for a rapidly changing world. Whether the follow-up efforts can benefit take this work to the next level

depends on all of us: on leadership, on enhancing existing systems, programmes, and governance; on greater financing; on civil participation and on our joint efforts.



UN Secretary-General addressing the Transforming Education Summit on Leaders Day. (UN Photo/Paulo Filgueiras)

1. Introduction

All human beings are born to learn continuously to survive, live and thrive. Across our lifespans, learning takes place through institutionalized, intentional, and planned education in formal and non-formal settings, as well as informally in families, communities, and other spaces –increasingly in cyber ones. Ensuring inclusive and equitable quality education and lifelong learning is not only a specific goal of the Sustainable Development Goals (SDGs). It is also intertwined in collective efforts to achieve other SDGs and secure the human rights of all.

The past several decades have witnessed considerable expansion of education across the world, contributing to upholding people’s dignity and empowerment and the advancement of social, economic, political, and cultural development. Today, however, education is experiencing compounded crises. First, it is experiencing a crisis of equity and equality. Millions of children, young people and adults are denied their right to education, which limits their potential to achieve other rights and freedoms. The world is still home to at least 763 million young people and adults who lack basic literacy skills and 244 million out-of-school children and young people. The repercussions of COVID-19 pandemic have magnified pre-existing educational inequalities and challenges, disproportionately affecting the marginalized populations. The pandemic affected 1.6 billion children by school closures for an average of 20 weeks, peaking to 80 weeks in some cases. About 24 million students may never return to school. Globally, students could lose 17 trillion dollars in lifetime earnings, which represents 14% of today’s GDP. Second, it is a crisis of quality. Many children, including those who are enrolled in school, are not acquiring basic literacy skills. In low- and middle-income countries, the share of 10-year-old children who could not read and understand a simple text was as high as 57 percent in 2019, which has increased to 70 percent in 2022. More fundamentally, it is a crisis of relevance:

education provided through contemporary systems is no longer fit for purpose. We are urged to revisit the very purposes of education as humanity faces an existential dilemma between pursuing an unsustainable path or radically change course - a *break-down or breakthrough*. The [UNESCO International Commission on the Futures of Education](#) in its report on *‘Reimagining our futures together: A new social contract for education’* states that ‘education must aim to unite us around collective endeavours and provide the knowledge, science, and innovation needed to shape sustainable futures for all anchored in social, economic, and environmental justice. It must redress past injustices while preparing us for environmental, technological, and social changes on the horizon’.

At this critical juncture, the UN Secretary-General António Guterres proposed to organize the Transforming Education Summit in his report, *‘Our Common Agenda’*. Forging a new social contract for education, based on the two foundational principles of the right to quality education and a commitment to ‘education as a public endeavour and a common good’, is integral to the broader agenda of action proposed by the Secretary-General’s report to accelerate the implementation of existing agreements, including the SDGs, and to better equip global governance to deal with future challenges.

The [Transforming Education Summit](#) was convened by the UN Secretary-General at UN Headquarters in New York on 16-17 and 19 September 2022 during the 77th session of the UN General Assembly. The Summit provided a unique opportunity to elevate

education to the top of the global political agenda and to mobilize action, ambition, solidarity, and solutions to recover pandemic-related learning losses and sow the seeds to transform education for the breakthrough that our world so urgently needs.



UN Deputy Secretary-General in conversation with young people at the UNICEF exhibition on the Global Learning Crisis. (UN Photo/Paulo Filgueiras)

2. Summit preparations

2.1 TES governance structure, processes and support

Preparations for the Summit started in February 2022 as part of the consultations on Our Common Agenda, led by the President of the General Assembly. From the outset, it was agreed that preparations would be inclusive, youth-inspired, country-led and built on existing efforts and initiatives. Preparations were advanced also through three workstreams, namely i) national consultations, ii) Thematic Action Tracks (AT), and iii) public engagement, communications, and advocacy.

TES preparations were overseen by the UN Deputy Secretary-General Ms. Amina J. Mohammed, on behalf of the Secretary-General together with the Special Adviser to the Secretary-General on the Transforming Education Summit, Mr. Leonardo Garnier.

A Summit Advisory Committee was established to provide strategic and substantive guidance on preparations. Its [31 members](#) represented different constituencies, including 11 Member States whose representatives were drawn from the SDG4-Education 2030 High Level Steering Committee (HLSC) and the UN Permanent Missions in New York. The Committee met six times between March and October 2022, co-chaired by the Deputy Secretary-General and the Minister of Basic and Senior Secondary Education of Sierra Leone, H.E. Mr. David Sengh.

An Inter-Agency TES Secretariat (TESS) ensured the timely and effective implementation of activities and executed necessary tasks, considering recommendations of the TES Advisory Committee. It was hosted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in tandem with the SDG4 Global Cooperation Mechanism's Inter-Agency Secretariat (IAS), headed by the Assistant Director-General for Education of UNESCO, Ms Stefania Giannini. It was resourced by professional staff seconded by UNESCO, the International Telecommunication Union (ITU),

the Joint United Nations Programme on HIV/AIDS (UNAIDS), the Office of the United Nations High Commissioner for Refugees (UNHCR), UN Children's Fund (UNICEF), UN Women and the World Food Programme (WFP)

A UN Task Team was established to provide a platform for all relevant UN agencies, funds, and programmes to engage in preparations and to provide UN development system's coordinated support to the Summit preparations. Chaired by the Executive Director of the UNICEF, it met four times during the Summit process. The UN Development Coordination Office (DCO) also played a key role in ensuring coordinated support to UN Country Teams (UNCT), headed by UN Resident Coordinators.

Summit preparations were supported by the generous contributions of several funding partners: Dubai Cares; the Education Above All Foundation and the State of Qatar; the European Union, the Kingdom of Saudi Arabia, and the Lego Foundation.

2.2 The three workstreams and communications

2.2.1 National and regional consultations

The TES national consultation process served as a catalyst, stimulator, and activator of numerous new, and in some cases pre-existing, discussions on 'why, what and how to transform education'. Following the UN Secretary-General's letter to Heads of State and Government of 18 April 2022, many Member States appointed high-level national convenors and held national consultations, considering the three recommended principles: a whole-of-government approach, inclusion of multiple constituencies, and ensuring the engagement of young people as agents of change. UN Resident Coordinators and UN Country Teams especially UN entities such as UNESCO and UNICEF were tasked to support the national consultation processes as required. '[Guidelines for National Consultations](#)' (April 2022), a '[National Convenor's Handbook](#)' (May

2022) and *'Futures of Education briefing notes'* were all prepared to support consultations.

In the majority of cases (88%), a Minister, Deputy Minister, or Government Official associated with the Ministry of Education was appointed as the TES national convener. In a few cases, such as Benin and Iraq¹, the TES national convener was situated at the level of the Prime Minister or a National Development Coordination body, presumably to facilitate inter-sectoral cooperation through a whole-of-government approach to bring in diverse perspectives of non-education actors required for a transformed 21st century education. In Ghana and Nigeria², the academic community was entrusted to drive the national debate on education transformation. Participation in TES national consultations was broad and diverse. Nearly two-thirds of participants (63%) were affiliated with the Education sector, while involving a range of stakeholders and partners. Globally, an estimated 365,459 people participated in in-person or online TES national consultations and surveys, including teachers and educators (39%), young people and students (19%), academics (7%), parents (3%), school leaders (2%), and others.³ The degree to which the national consultations have included the whole of society varies from country to country.

The preliminary outcomes of national consultations processes were presented at the Transforming Education Pre-Summit in June. One month after the Summit, on 23 October 2022, two-thirds (133) of UN Member States had submitted National Statements of Commitment, while 119 countries had prepared national consultation reports.⁴ Most countries (90%) that submitted written statements of commitment also submitted national consultations reports.

Prior to the Transforming Education Pre-Summit, eight regional and sub-regional consultations of ministerial and technical natures were convened.⁵ From these consultations, preliminary visions to transform education emerged. The Latin America and the Caribbean (LAC) vision addresses 'structural and systemic factors contributing to debt and educational injustices'. The European vision is grounded in embedding common fundamental values of democracy, human rights, and the rule of law, as well as civic renewal. The African Union (AU) vision is aligned with the Continental Education Strategy for Africa 2016 to 2025. What they share at the core is a holistic view of education as a lifelong learning process, a human right and a common good. All regions recognized the value in fostering regional-level collaboration to identify cross-border solutions and share ideas and good practices through dialogue, partnerships, and joint initiatives. Regional cooperation also testifies to a recognition of the growing transnational nature of education in today's world.

To build on this momentum, countries and partners have been collaborating through different platforms and opportunities, including the ADEA's Triennial (19-21 October) and the AU's Summit in 2024 which is expected to place a focus on education.

2.2.2 Thematic Action Tracks

The Thematic Action Tracks (AT) workstream focused on five areas that require urgent attention and action to accelerate progress towards the 2030 Agenda and to transform education beyond 2030. Initially proposed by the SDG4 HLSC, these areas were: 'Inclusive, equitable, safe, and healthy schools (AT1)'; 'Learning and skills for life, work, and

1 Estimated numbers of participants based on countries' reporting in TES national consultations reports.

2 Estimated numbers of participants based on countries' reporting in TES national consultations reports.

3 Estimated numbers of participants based on countries' reporting in TES national consultations reports.

4 *Analysis of National Statements of Commitments*: 23 October 2022 (UNESCO)

5 They were: the second Asia-Pacific Regional Education Minister's Conference (APREMC II) (Bangkok, 5-7 June 2022) organized by Thailand, UNESCO, and UNICEF; the Third Regional Meeting of Ministers of Education of Latin America and the Caribbean: 'The Right to Education in Context: Recovering and Transforming' (Buenos Aires, 26-27 May 2022) held by UNESCO and the Republic of Argentina; the regional consultation of Europe Region (23 June 2022) organized by the Council of Europe and the European Commission in partnership with UNESCO; the 'Transforming Education in Africa: The Global Coalition in Action' (25 May 2022) organized by UNESCO; the High-Level Meeting on 'Young People's Learning, Skilling, Social Inclusion and Transition to Decent Work' (Amman, 23-24 May 2022) organized by the ILO, the United Nations Development Programme (UNDP), the UN Population Fund (UNFPA) and the UNICEF; the Arab Region and Western Asia Regional Consultation (31 May 2022) organized virtually by the State of Qatar and the Education Above All Foundation in partnership with the UN. In addition, the African Union (AU) organized a high-level TES side event, 'Transforming Education in Africa: Past, Present and Future' in partnership with UNESCO, UNICEF, and WPF and development partners (New York, 20 September 2022)

sustainable development (AT2)'; 'Teachers, teaching, and the teaching profession (AT3)'; 'Digital learning and transformation (AT4)'; and 'Financing education (AT5)'. They addressed key issues common across all countries from a lifelong perspective, paying attention to cross-cutting issues, notably gender equality, disability inclusion, and education in emergencies and crisis situations.

This workstream sought to consolidate knowledge, identify effective policy measures and practices, and reflect on transformative elements.

Each AT was led by two Member States and one stakeholder who responded to a call for expression of interest.⁶ They worked closely with the TES Special Adviser and a UN Support Team led by different UN and multilateral partners⁷. Each AT developed a discussion paper based on research evidence and good practices collected, highlighting contexts, a vision and levers of transformation, recommendations for county and global level actions, and partnerships and initiatives. Each paper also identified linkages with other Action Track themes and mainstreamed gender equality and inclusion perspectives. These discussion papers informed the content of the Secretary-General's Vision Statement on Transforming Education. In addition, an [online catalogue on good practices and innovations](#) was developed on the [Transforming Education Knowledge Hub](#) with the inputs from Member States and partners. The 355 good practices collected by December 2022 are intended to serve as sources of inspiration for transformative policies and practices.

The ATs also made substantive contributions to the Pre-Summit by holding thematic sessions and to the Summit by laying the groundwork for the Spotlight Sessions, events held on 19 September.

2.2.3 Public Engagement and mobilization

The public engagement workstream was instrumental in generating greater engagement and mobilization of stakeholders and igniting a global movement for transforming education. Co-chaired by Head of the TES Secretariat and the TES Special Adviser, a series of Stakeholders Consultations were held to inform and consult with hundreds of participants, including youth, students, teachers, civil society, the private sector, experts, and a range of other actors. Public engagement culminated in the TES Mobilization Day and Solutions Day on 16-17 September.

A prominent aspect of the public engagement efforts was the meaningful engagement and participation of young people, which helped enhance the relevance of the TES outcomes. For instance, the Summit's Youth Group, composed of youth representatives from the TES Advisory Committee and the [SDG4 Youth network](#), supported the preparations of a Youth Declaration on Transforming Education, which presents the collective vision, demands, and commitments of youth on transforming education. [Youth Declaration](#) consultations engaged nearly half a million young people from over 170 countries through over 20 in-person and online consultations, online surveys and polls, social media campaigns, written inputs, and other means. To take this work forward, a Youth Global Initiative was announced during the Summit and is being developed under the leadership of the SDG4 Youth Network.

The TES process also embraced teachers' voices which are essential for education decision-making at all levels and thus transforming education. Their engagement was especially prominent at the global level. Hundreds of teachers and their representatives engaged through consultations for the teacher focused AT3, while Pre-summit and Summit sessions and events featured teachers' voices. A dedicated campaign

6 The AT co-leads are as follows. AT1: Italy, Namibia and SDG4Youth Network; AT2: Colombia, Japan and WorldSkills International); AT3: Nigeria, Romania, and International Taskforce on Teachers for Education 2030/Hamdan Foundation; AT4: Greece, Singapore, and EdTech Hub; and AT5: Fiji, Belgium and ActionAid/Global Campaign for Education.

7 The leads of the UN Support Teams are as follows. AT1: UNICEF (anchor), UNESCO (alternate); AT2: UNESCO (anchor), ILO (alternate), AT3: ILO (anchor), UNESCO (alternate), 4) UNESCO (anchor), UNICEF (alternate) and 5) World Bank (anchor), GPE (alternate).

(#TeachersTransform) was also organized by the International Task Force on Teachers for Education 2030, which drew attention to their key role in transforming education in relation with pedagogy, climate education and digital transformation.

This workstream also facilitated the heightened ambition and engagement of the private sector in the TES process, drawing from existing platforms and networks, including the UNESCO Global Education Coalition, Generation Unlimited, the Global Business Coalition for Education, and the UN Global Compact. The private sector actors contributed to identifying solutions and creating a global movement through their participation in the Summit Mobilization Hub, a Private Sector Consultation in May 2022, the Pre-Summit with the Plenary Session, a roundtable, and business lounge dedicated to the private sector, and the Summit. A Statement by Philanthropic Actors Supporting Education was issued at the margin of TES, sending a strong signal that private foundations are eager to leverage their influence, resources, and tools for transforming education.

2.2.4 Communications and advocacy

Coordinated communications and advocacy efforts resulted in effective dissemination of a summit narrative, key messages and the information on activities and the raised profile of education. In coordination with the public engagement, communications contributed to the push for a global movement for transforming education. The Summit Mobilization Hub⁸, a group of around 40 civil society partners under the coordination of the UN Foundation, played an important role in aligning partners' advocacy efforts (e.g. World's To Do List campaign led by Project Everyone, World's Largest Lesson at the Pre-Summit, Let Me Learn campaign led by Theirworld) and boosting the global movement. Several celebrities brought their influence to support the movement.

A multilingual TES website offered a range of information on the Summit, its preparations, and human-interest stories, recording over 200,000 page-views in September. Complementing the website, the Transforming Education Knowledge Hub also shared information, good practices, tools, and resources, provided opportunities for public engagement and consultations, and featured young people's innovative ideas collected through a global youth-pitch initiative. Furthermore, nine issues of newsletters were published between 21 July and 30 September for over 5,000 subscribers. The Resident Coordinator System through its UN Country Teams and the Regional Offices of UNESCO and UNICEF were other means of regular briefings and dissemination.

These efforts resulted in the good media coverage of the Summit. Global media in over 115 countries reported the Summit in the six UN official languages.⁹ As of 27 September, more than 920 pieces were published across the world, and this number should be higher if pieces in non-UN official languages are counted. The majority was published at national level with an emphasis on national consultations, education priorities and necessary reforms, while reference was also made to the five Thematic Action Tracks. Many also featured recovery from the Covid-19 crisis and the need for increased domestic budgets for education. Many media outlets focused on broader themes such as education in crises settings and education to fight poverty. In addition, during the Summit days, the #TransformingEducation hashtag produced 152.1 million impressions across Twitter, Facebook, LinkedIn, Instagram, YouTube, and the Web. The TES Twitter account passed the 10,000 followers mark just after the Summit, with a noticeably high engagement rate per post.

⁸ Participants in the Summit Mobilization Hub included the Global Campaign for Education, the Education Commission, Education International, Global Citizen, the Global Partnership for Education, the LEGO Foundation, Plan International, Teach for All, Theirworld, UNICEF, UNESCO, World Vision International, Unlock the Future, the UN Office of the Secretary-General's Envoy on Youth, Project Everyone, Oxfam, the Business Council for the UN (BCUN) and Communications Corps.

⁹ The six UN official languages are: English, French, Spanish, Arabic, Chinese, and Russian.

2.3 Transforming Education Pre-Summit (Paris, 28-30 June 2022)

The ministerial level [Transforming Education Pre-Summit](#) (UNESCO Headquarters, Paris, 28-30 June 2022) was an important milestone towards the Summit. This three-day hybrid event with the Youth Forum and Global Engagement Day (28 June) and the Ministerial Segment (29-30 June) included [Plenary sessions and ministerial roundtables](#), 34 roundtables and workshops, and the ‘Village’ at which 23 organisations and institutions presented their programmes and activities with display stands. The Pre-Summit highlighted key levers for transformation as inputs for the Secretary-General’s Vision Statement to be issued in September 2022. The inclusive preparatory process, which involved various actors, including young people, teachers, and other civil society members, laid a foundation for the Summit in New York in September.

One notable outcome was the momentum generated towards the TES with the presential participation of 1,850 representatives from countries, stakeholders, and partners, including the Presidents of Ethiopia and Sierra Leone, and 154 Ministers

and vice-ministers of education, Principals of UN agencies funds, programmes, and representatives of multilateral and regional organizations, young people, experts, teachers, NGOs, the private sector, and other members of civil society. Another outcome was youth voices being heard. Young people were at the centre of the discussions throughout the Pre-Summit, including the Youth Forum and Global Engagement Day which launched the Youth Declaration preparation process.

The Pre-Summit also helped strengthen the synergies between the TES process and the SDG4 global cooperation roadmap in the lead up to the TES and the Summit of the Future in 2024. The SDG4-Education 2030 HLSC Leaders’ Group met and issued its [‘Urgent Call for Action for investing in education and transforming education around five Thematic Action Tracks’](#). The International Commission also issued a statement on [‘Transforming education together for just and sustainable future’](#) issued in time for the Pre-Summit discussions, provided concrete directions for these changes.



Group photo at the Closing segment of the Pre-Summit hosted by UNESCO in Paris. (UNESCO/Christine Alix)

3. The Transforming Education Summit and its main outcomes

The TES process culminated in the [Transforming Education Summit](#) (New York, 16-17 and 19 September 2022). The Summit brought together more than 2,000 participants, including 65 Head of States/ Governments, Ministers of Education, representatives from UN agencies, International, regional, and national organizations, private sector, civil society organizations, teachers, academic experts, and young people. Over the course of three days with the [Mobilization Day](#) (16 September), the [Solutions Day](#) (17 September) and the [Leaders Day](#) (19 September), participants presented their visions and held discussions, which led to concrete national and global commitments to making education relevant to our futures and responsive to the challenges of our time. The following illustrates the main outcomes of the Summit.

a) A vision of the Secretary-General on transforming education

The primary formal outcome of the Summit was a Vision Statement of the UN Secretary-General on ‘*Transforming Education: an urgent political imperative for our collective future*’ that draws on the insights generated by the Summit process and the report of the UNESCO International Commission on the Futures of Education.

The Vision Statement notes that education is in crisis ‘beset by inequalities and struggling to adjust to the needs of the 21st century’. This requires our immediate, mid-term and longer-term responses including a fundamental rethink of the purpose and content of education, grounded in two principles of a new social contract for education, namely ensuring the right to quality education throughout life

and strengthening education as a public endeavor and a common good.

The Vision Statement notes that truly transformative education must build on the capabilities and aspirations of children, parents, families, and communities and respond to local, national, and global needs. It identified four key areas in which transformative education must support learners:

- ‘*learning to learn*’ to equip every learner with literacy and numeracy, and digital skills, critical and scientific thinking, curiosity, the creativity, social and emotional skills, empathy, and kindness;
- ‘*learning to live together*’ to enable learners to be active and responsible citizens and to build better relations with others, society and the planet;

- ‘learning to do’ to allow people of all ages to participate in the world of work and society by skilling, reskilling and upskilling;
- ‘learning to be’ to instill in learners the values and capacities to lead a meaningful life, to enjoy that life, and to live it fully and well.

To meet these higher purposes, the vision statement identified four areas within education systems that require transformation.

First, **a learning environment must be supportive of the development of all learners.** This entails making schools and learning spaces inclusive, safe, healthy, and stimulating for all, including refugees and persons displaced by emergencies, conflicts, and protracted crises, girls and women, out-of-school children and youth, persons with disabilities, linguistic minorities, indigenous peoples, and people in rural areas. Appropriate policy and legislative measures and inclusive curriculum and learning materials are also important to protect rights, promote inclusion, prevent and address all forms of violence, stigma, discrimination, and exclusion, as well as to support learners’ nutrition, and physical and mental health.

Second, **teachers must be supported and empowered to transform themselves** and become agents of change, knowledge producers, facilitators, and guides for understanding complex realities. For these to be achieved, action is required in four areas: 1) enhancing teachers’ capacity, agency, and autonomy through initial and continuous training to manage curriculum, pedagogy and assessment for transformative teaching and learning based on experience, enquiry, curiosity and joy; 2) addressing global teacher shortage, including by ensuring decent working conditions, an enhanced status of teachers, and more equitable, fair, and non-discriminatory teacher recruitment and promotion mechanisms; 3) monitoring and evaluation of teaching for greater accountability and learning outcomes, which in turn can help build resilient education systems with the efficient use of resources; and 4) involving teachers in policy formulation, including curricular and pedagogical reforms, and social dialogue.

Third, **the digital revolution must be harnessed for the benefit of public education.** The digital

revolution is a double-edged sword: it can promote and transform education to everyone’s benefit but can also exacerbate inequalities and undermine learning outcomes. For its effective use, the three ‘keys’ of digital learning must be unlocked: connectivity (universal access to broadband connectivity), capacities (universal digital literacy for education and empowerment), and content (robust and open public digital learning platforms and content, and digital learning resources treated as global public and common goods).

Fourth, **there is an urgent need to invest more, more equitably, and more efficiently in education.** Education spending must be perceived as a crucial national investment in people and in our collective future, rather than consumption. Investing in education is a moral, political, and economic imperative. The cost of not financing education is much higher than the cost of financing it.

Finally, the SG’s Vision Statement highlights the collective commitment and action of political leaders and stakeholders required to keep the promise.

The Vision Statement intends to support the joint efforts of Member States and the global public towards transformation and is a manifesto for collective action. It will also serve as a major reference document for inter-governmental negotiations in preparation for the 2024 Summit of the Future.

b) The commitment of Heads of State and Governments to transforming education

Another significant outcome of the Summit was the strong commitment of Heads of State and Government (HOS/Gs) to transforming education. During the five Leaders Roundtables held on the TES Leaders Day, 65 HOS/Gs presented their national visions and commitments to transforming education, while 133 countries submitted national statements by the time of the Summit.

Overall, the picture emerging from an analysis of the 133 national statements of commitment is promising, implying the momentum and a potential ground for transforming education developed in many countries. Broadly, they elaborate on the following issues.

SNAPSHOT OF NATIONAL COMMITMENTS TO TRANSFORM EDUCATION:

92%

RENEWED

commitments to mitigating the negative impacts of COVID-19 educational disruptions

68%

FOCUSED

on rethinking curriculum content and pedagogical approaches

87%

RECOGNIZED

the importance of ensuring more inclusive education systems that cater for the needs of the most vulnerable learners and communities

90%

HIGHLIGHTED

the importance of one or more aspects of digital learning

35%

SET

time-bound targets to maintain or increase the share of domestic public education spending

40%

RECOGNIZED

the importance of accountability and monitoring mechanisms for implementation of commitments

First, on COVID-19 recovery, almost all National Statements (92%) renewed commitments to mitigating the negative impacts of the COVID-19 educational disruptions. Nearly half of the countries (47%) explicitly expressed their concerns about learning losses and the need to support the psycho-social and mental well-being of both students and teachers (57%). Over a third of the countries (37%) also committed to building resilience of national education systems to withstand future crises and shocks. Among them, a quarter indicated aspirations or plans to leverage digital learning solutions to prepare for future crises. Six countries - Cambodia, Liberia, Senegal, South Africa, Tajikistan, and Turkmenistan - prioritized the need to strengthen emergency preparedness through capacity-building in disaster-risk reduction and climate-change adaptation within the education sector, while a few others outlined the need for greater budget elasticity to leverage emergency funds.

Second, regarding longer-term transformation, countries committed to transformation in several areas. This includes rethinking teaching profession, curriculum, and assessment, digital learning, higher education, skills development, and lifelong learning, as well as research and innovation. On teaching profession, the central role of teachers, educators and other teaching personnel was acknowledged in most statements. Most countries (94%) highlighted pre- and in-service training and professional development of teachers as a key determinant to improving the quality of learning. Less countries mentioned, however, improving working conditions and social status of teachers (32%) and addressing teacher shortage (23%) and contract teacher and the professional needs of the invisible unappointed teacher workforce that often serves the poorest or most marginalized learners (2%). Brazil, Croatia, France, and Latvia are among the one third of the countries which committed to salary increases ¹⁰. Egypt committed to appointing

¹⁰ The four countries commitments: Brazil for 33% increase for basic education teachers in 2022, Croatia which has increased teachers' salaries cumulatively since 2017 by 27%, France for 10% increase for basic education teachers in 2023, and Latvia for 11% and 8.4% increase of lowest wages, respectively for pre-primary (40h work/week) and primary teachers (30h work/week).

150,000 new teachers in the coming five years to address teacher shortage.

Rethinking curriculum content and pedagogical approaches was at the heart of over two-thirds of all National Statements of Commitment (69%). Countries placed a strong emphasis on competency-based approaches, as well as interdisciplinary teaching and learning methods that are seen as a promoter of systems thinking. Countries often noted the continued prevalence of rote learning and underlined the value of project-based learning and collaborative pedagogies to foster problem-solving skills. Some 20% of countries specifically called for renewal of assessment methods that focus on critical thinking. Commitments were also made to improve foundational literacy and numeracy skills (35%), early childhood care and education (ECCE) (over 60%), and technical and vocational education and training (53%). The centrality of ECCE for the acquisition of foundational skills were particularly emphasized by seven countries - Kiribati, Montenegro, Nigeria, Samoa, South Africa, Sri Lanka, and Tajikistan. Beyond pedagogical methods, two-thirds of national statements of commitment referenced one or more aspects of the *greening education* global initiative that emerged from the TES process. Nearly half of all countries (49%) outlined the need to integrate climate-change education into curricula, while ten countries committed to ensuring school infrastructure exemplify carbon-neutrality.

In addition, some 40 percent of countries perceived higher education institutions as a driver of innovation and experimentation for future education systems and sustainable societies. Recognizing the growing transnational nature of education in today's world, statements referencing higher education frequently pointed to the need for strengthened knowledge and intercultural exchange and cooperation.

Nearly 90 percent of National Statements of Commitment highlighted one or more aspects of digital learning, such as open, free, and curriculum-aligned digital learning content (35%) and improving digital skills (29%), while raising

concerns about connectivity (45%). Only a handful of countries committed to reinforcing e-governance in education through the progressive digitization of management and administrative processes to inform decision-making at policy and school levels. Guyana is one of such countries, committing to digitizing the Education Management Information System (EMIS) to support policy development.

Third, numerous countries made commitments to enhancing education finance. Over one third of countries (35%) set time-bound targets to maintain or increase the share of domestic public education spending in line with international indicative benchmarks of 4-6% of GDP and 15-20% of public expenditure. Measures proposed to this effect include leveraging private sector contributions (20%), redirecting part of the revenues from industries into social sectors, inheritance taxation, or value-added taxation on luxury and/or climate-intensive consumption goods. Some lower middle-income countries proposed complementary sources of financing, including special saving banking products as proposed by Algeria, and cash transfers from diaspora communities, acknowledging that all or part of the costs of education falls on households. Three low- or lower-middle-income countries - Honduran, Malawi, and Pakistan on behalf of G77 and China - noted that their debt burden restricted possibilities to increase domestic financing of education.

Greater efficiency in public education spending was a priority for close to 30% of countries. Some of them indicated decentralization reforms as a mean to achieve efficiency gains where there is sufficient institutional capacity. Eight countries - Algeria, Cambodia, Egypt, Guyana, Honduras, Kiribati, Mongolia, and Tajikistan - also indicated that well-trained civil servants skilled in program-based budgeting and results-based management would be key to monitoring and accounting for efficiency. While low-income and conflict-affected countries called for sustained technical and financial assistance, only two donor countries expressed commitments to increasing aid flows to education in emergencies, as well as girls' education. France committed to allocating more than 2 billion euros to education cooperation, while Switzerland committed to re-directing part of its Official Development

Aid (ODA) to education through multilateral cooperation mechanisms such as the Global Partnership for Education (GPE) or Education Cannot Wait (ECW).

Fourth, in terms of raising the ambition of national education targets and benchmarks and accountability, some 40% of the countries recognized the importance of accountability and monitoring mechanisms to ensure the implementation of the commitments expressed.

Nearly one third of the countries (29%) renewed commitments to reviewing and reporting on progress against existing SDG4 targets and indicators. Regarding monitoring the implementation of national commitments, however, only four countries explicitly included this component, including Namibia which proposed the creation of Transform Education Offices. Accountability for efficiency in public education spending was also referenced by a quarter of Member States (23%). Results-based budgeting and management were often referenced as a means of ensuring greater efficiency.

Two general approaches to accountability emerge from the TES National Statements of Commitment. The first is a data-based approach mentioned by a quarter of countries (25%), by which progress is monitored by data against indicators to inform decision-making. This approach, however, implies the need for strengthening of learner-level data and privacy and regulatory frameworks which were almost entirely absent from the National Statements of Commitment. The second is a people-centered approach. Five countries, for instance, emphasized that education systems are first and foremost accountable to society, to the community, and to young people. Djibouti proposed that impact on ‘beneficiaries’ and the ‘life trajectories of millions of children’ should be the central concern of education monitoring systems. Ten countries, including Honduras, committed to participatory monitoring mechanisms that account better for “qualitative changes”. Albania, Antigua, and Barbuda respectively committed to giving students and teachers a central role in these participatory monitoring systems, which require new forms of governance in line with the idea of a new social contract for education.

Finally, transformation requires appropriate governance and conducive environments which can catalyze systemic transformation and the effective use of transformative levers in concrete measures and interventions with both intersecting each other. Overall, many National Statements addressed levers of transformation inspired by the Thematic Action Tracks and the work of the International Commission on the Futures of Education. In terms of systemic transformation, most of the National Statements (87%) recognized the importance of ensuring more inclusive education systems catered for the needs of the most vulnerable learners and communities who face interrelated multiple factors of exclusion, including socio-economic vulnerability, gender, disability, rural residence, and the refugee, migrant, displacement, stateless, and minority status. As mentioned earlier, countries perceive strengthening of diverse aspects of education system resilience is necessary to withstand future crises and shocks.

Linking these systemic transformations to impactful measures and interventions requires the governance that can forge a new social contract and entails whole-of-government and whole-of-society approaches to transformation. Despite the recognition of the importance of inclusive and resilient education systems, however, only one in four countries (28%) expressed the need for broader social dialogue and more horizontal collaboration across a broad range of stakeholders, with five countries specifically calling for a new social contract for education. Only a handful of countries committed to the inclusion of young people, learners, teachers, and educators, in decision-making and legislative processes. While frequently referenced in national consultations reports, the whole-of-government approaches were not very visible in most of National Statements of Commitment. Only nine countries identified inter-ministerial dialogue as a strategic lever for policy alignment and/or increased public funding of education. The analysis of National Statements provisionally illuminated the need to investigate governance and the interlinkages between systemic transformations and concrete transformative interventions as we move forward towards the Summit of the Future.

c) Calls to Action and initiatives

The TES also resulted in concrete calls to action, initiatives, and partnerships to translate the visions of transforming education into action on the ground.

Throughout the [TES Solutions Day](#) (17 September), a total of 46 events were co-organized by Member States, UN agencies and other partners to mobilize collective actions around the five Thematic Action Tracks, with a view to unlocking transformative changes at the country level. On the [TES Leaders Day](#) (19 September), six Spotlight sessions were organized, each highlighting a cross-cutting priority and calling for highest-level political support for action. The spotlight sessions invited Member States and partners to respond to their Calls to Action and join new multi-stakeholder initiatives which address issues of critical importance identified through the TES process, complementary to existing efforts of many other initiatives and partnerships. Five global initiatives that emerged from the Spotlight Sessions and the proposed Global Commission on the Teaching Profession that was announced at the Summit all aim to mobilize cross-country cooperation and bring transformation to scale.

Partnership for Transformative Actions in Crisis Situations: This partnership intends to mobilize cross-country cooperation and bring actions to scale, while addressing immediate needs at national, regional, and global levels. The Partnership will advocate for and implement the Triple Nexus Actions (Humanitarian, Development and Peacebuilding) in multiple areas: 1) improve access to equitable and inclusive education and learning outcomes for children and youth affected by crises; 2) protect and improve education financing and ensure its equitable distribution in alignment with national planning priorities and commitments to international conventions; 3) reinforced planning and coordination to build crisis-resilient education systems, and 4) scale and mainstream high-impact and evidence-based interventions into policy and programming efforts. This partnership is co-convened by UNESCO, UNHCR, UNICEF, the ECW, and the GPE.

Global Coalition for Foundational Learning: This global coalition was created to galvanize global commitments to promoting foundational learning (literacy, numeracy, and socio-emotional skills) for all children. More concretely, it aims to reduce the global share of children unable to read and understand a simple text by age ten, by half, by 2030. Through its four pillars, namely ‘country-led action’, ‘learning data and monitoring’, ‘advocacy and communication’, and ‘resource mobilization’, this Coalition will ensure: urgent and decisive actions for recovery from the COVID-19 educational disruptions and learning acceleration; coordinated efforts to improve learning and teaching; mutual learning and sharing of public goods for evidence-based solutions; the availability and use of learning data to inform decision-making; the narrowed resource gaps; and technologies and other reforms leveraged. It is co-convened by UNICEF, UNESCO, the World Bank, Foreign, Commonwealth and Development Office of the United Kingdom (FCDO), the United States Agency for International Development (USAID), the Bill and Melinda Gates Foundation.

Greening Education Partnership: Through strong, coordinated, and comprehensive action, this Partnership aims to support countries to prepare every learner to acquire the knowledge, skills, values, and attitudes required to tackle climate change and to promote sustainable development. More concretely, its expected outcomes are: 1) political commitment and resources mobilized in support of countries to ensure every learner becomes climate-ready; 2) open and effective community of practice on greening education to foster mutual learning and synergistic collaboration; and 3) learning, schools, capacity building and communities greened by 2030. These will be achieved through fostering synergistic and scaled-up strategic implementation; knowledge management and research; advocacy and communication; and monitoring of progress as part of the overall work on Education for Sustainable Development (ESD). Convened by UNESCO, this Partnership is an open community of countries and partners.

Gateways to Public Digital Learning: This global initiative intends to establish and support an international movement to ensure that every

learner, teacher, and family can easily find, access, and use digital education content to advance their learning. More concretely, it aims to support countries to meet the two commitments on 'digital learning content': 1) establish and improve public digital learning platforms with high quality, curriculum-aligned education resources, while ensuring that they are free, open, and accessible for all and protecting the privacy, safety and data security of users; and 2) ensure these platforms are accessible to and empower diverse teachers, learners, and families, including those with disabilities, speakers of minority languages, girls and women, and people on the move. Its actions will be centered around creation and maintenance of a global gateway, evidence and knowledge management, and norm- and standard-setting. UNESCO and UNICEF co-convene this global initiative.

Global Platform for Gender Equality and Girls' and Women's Empowerment in and through Education:

The Global Platform is a multi-stakeholder forum to address gender inequality and gender gaps in educational attainment. It has five specific objectives: 1) driving *transformative leadership* to empower girls and women in and through education, transform education systems to advance gender equality, and end harmful gender norms; 2) ensuring *transformative accountability* to collectively monitor progress and catalyze action against global commitments to transformative action for gender equality and girls' and women's empowerment in and through education; 3) fostering *transformative innovation* to scale up multi-sectoral, cost-effective, gender-transformative solutions that accelerate impact, including through digital innovations; 4) enhancing *transformative data* to improve the quality and use of intersectional, gender-responsive data for more effective, targeted planning and efficient tracking of gender equality outcomes; and promoting *transformative financing* to close gender disparities in all aspects and at all levels of education, and promote gender-transformative education. This platform is co-convened by UNESCO, UNICEF, the World Humanitarian Forum, Plan International, Malala Fund, the World Bank, the UN Girls' Education Initiative (UNGEI).

Other initiatives of note:

A proposal to establish a **Global Commission on the Teaching Profession** was put forward by teacher unions and Education International at the Summit. In addition, the International Disability and Development Consortium, the International Disability Alliance, the Global Action on Disability Network, and the Global Campaign for Education, launched a **Call to Action: Transforming Education for Disability Inclusion**. The Broadband Commission for Sustainable Development issued the Open Statement on '[Universal, Inclusive and Affordable Connectivity for the Digital Transformation of Education](#)'.

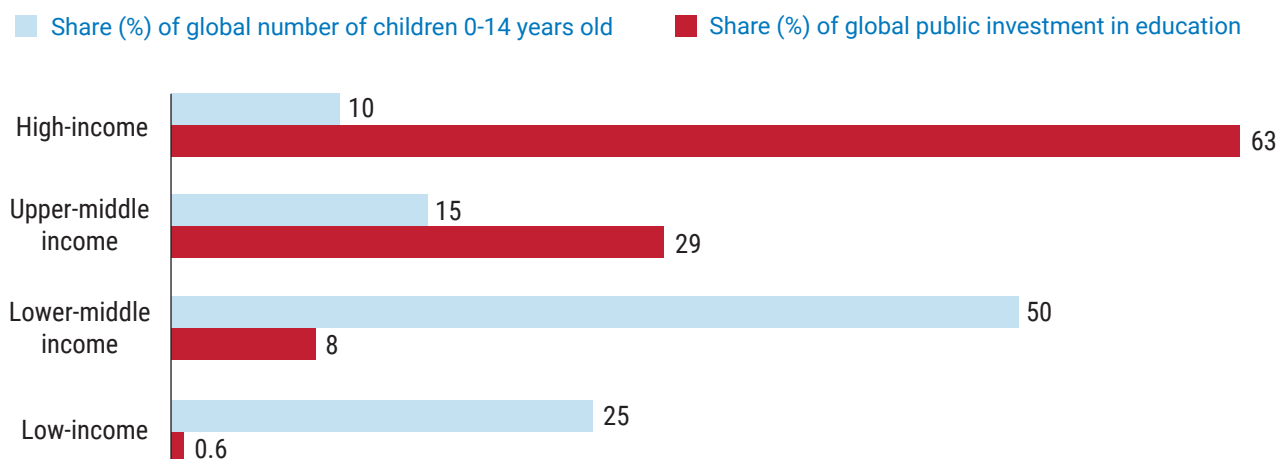
d) The critical importance of financing education

Today, roughly US\$5 trillion or 6% of global GDP is invested in education worldwide.(footnote: UNESCO/World Bank Education Finance Watch 2022) As illustrated in Table 1, however, most of this educational investment, is concentrated in high-income countries, which account for 63% of global investment in education but only 10% of the school-age population (using the 0–14-year-old population as a proxy). In 2020 this unequal distribution of educational investment translated into education spending of approximately US\$8,000 per capita per year in high-income countries, \$1,000 in upper-middle-income countries, \$300 in lower-middle-income countries and a mere \$50 in low-income countries.

In this context, it is unsurprising that the Summit placed a significant focus on education financing.

Drawing on the work of the Thematic Action Track on Education Financing, a Call to Action on Educational Investment was launched, urging all countries and partners to take concrete action at the national and global levels to invest more in education and in a more equitable and efficient manner. The call builds on the SDG4-Education 2030 commitments, the GPE Heads of State Declaration on Education Financing, the Paris Declaration on Education Financing, and other

TABLE1: SHARE OF GLOBAL INVESTMENTS IN EDUCATION AND OF 0-14 YEAR OLD GLOBAL POPULATION BY NATIONAL LEVEL OF INCOME



UNESCO, World Bank: Education Finance Watch 2022, UN Population Division data

existing frameworks on financing for development. It puts forward concrete recommendations and targets across four key areas. First, it notes that the proportion of education spending in GDP and the total public expenditure per capita on education must be increased. Second, it echoes the call in ‘Our Common Agenda’, for a New Global Deal to allow developing countries to invest more in people. Third, it stresses the need for investment to be made more equitably to tackle educational inequalities and exclusion to do justice for millions of marginalized learners. Fourth, it underscores the need for a more efficient investment in education through effective public financial management systems and monitoring, as well as regular assessment of the impact of educational investment.

In addition, the Secretary-General and the Right Honorable Mr. Gordon Brown, the UN Special Envoy for Global Education, together announced the establishment of the International Financing Facility for Education (IFFEd) to tackle the education crisis in lower-middle-income countries (LMICs) in which 80% of the world’s children reside and one in five children are out of school. It is the first-of-its-kind finance facility developed in partnership with the Governments of Sweden, the UK, the Netherlands as well as the Asian and the African Development Banks. The IFFEd will provide an initial \$2 billion in additional affordable funding for education programmes to be disbursed starting

in 2023 and could unlock an extra \$10 billion of additional financing for education and skills by 2030.

e) An inclusive global movement ignited, spearheaded by young people

Building on the momentum generated through the preparatory process, the Summit ignited a global movement for transforming education.

The Summit illuminated the centrality of young people in this movement. On the TES Mobilization Day, young people together with teachers, civil society actors, Member States, the private sector, and other stakeholders engaged in intergenerational dialogues on actions needed to transform education. The UN Secretary-General called on UN partners to depart from ‘consulting youth’ to ‘considering them as partners and actually giving them a seat at the table’, which will help assume responsibilities towards future generation to achieve intergenerational equity.

During the Summit, youth advocates shared the Youth Declaration with the UN Secretary-General and world leaders, laying out their collective demands for the transformation they want to see, along with their commitments for action on education. The Youth Declaration was the culmination of a months-long process of consultations engaging nearly half a million youth from over 170

countries through in-person consultations, online surveys and polls, social media campaigns, written inputs, and more. The establishment of a dedicated UN Youth Office by the UN General Assembly Resolution ([A/RES/76/306](#)) on 8 September 2022 is expected to reinforce the Global Youth Initiative for transforming education.

In addition, young people have been joining forces through other initiatives that were launched at of the TES. The United Nations Girls' Education Initiative (UNGEI) launched the [*Global Feminist Coalition for Gender Transformative Education*](#),

bringing together feminist civil society organizations and young activists from more than 25 countries. Under the leadership of the UN Foundation, the large youth-led and youth focused organizations gathered to issue the [Unlock Declaration](#), by which they launched the [*Unlock the Future coalition*](#). Big Change, Lego Foundation and the Brookings Institution partnered to launch the global [*Big Education Conversation*](#) initiative to provide a platform for government and stakeholders, such as students, parents, educators to exchange ideas about the purposes of education and how to transform education.

4. TES follow-up and the way forward

The TES offered a conceptual and political platform for transforming education. Whether the follow-up efforts can benefit from this platform depends on leadership, coordinated action, and how existing systems, programmes, and governance can be enhanced or transformed to be fit for purpose.

The Summit's outcomes will be followed up at the national, regional, and global levels in alignment with the existing processes, initiatives, and mechanisms, including the SDG4 Global Education Cooperation Mechanism and the UN's *Our Common Agenda* process. As by the Secretary-General's Vision Statement, the SDG 4 HLSC, co-chaired by UNESCO and Sierra Leone, will play a key role to ensure and monitor effective Summit follow-up. The HLSC will strengthen global-, regional- and national-level cooperation within and beyond education and will integrate the Summit outcomes into SDG4 coordination, monitoring, and implementation efforts. The HLSC will report on progress, including through the Global Education Meetings, and the SDG Summit in 2023, as well as other existing mechanisms, such as the Voluntary National Reports of the ECOSOC High-Level Political Forum. The Special Adviser of the Secretary-General on Transforming Education will also play a key role in ensuring that Summit commitments and initiatives are translated into concrete follow-up actions at the regional and national levels.

A TES follow-up Strategy, which was jointly developed by the Executive Office of the Secretary-General and UNESCO (as the TES Secretariat and SDG4 HLSC Inter-Agency Secretariat), was

endorsed by the SDG4 HLSC at their December 2022 meeting ¹¹. The strategy will guide actions of Member States and partners centered around five Pillars.

Pillar 1: From commitments to actions at the country level

Member States are expected to deliver on their national commitments to transforming education by integrating them into national systems, socioeconomic and education policy dialogues, planning, curricula, assessment systems, and other structures geared towards the achievement of the education-related goals of the 2030 Agenda. Member States are also requested to report on progress at Global Education Meetings, convened periodically by UNESCO.

In support of these national efforts, the HLSC has issued guidance to Member States on follow-up to their national commitments. The UN development system, including through the UN Resident Coordinators and UNCTs, particularly UN entities such as UNICEF and UNESCO, as well as country education sector partner coordination groups (e.g., Local Education Groups) will support national efforts, including through UN Cooperation

¹¹ See Annex 4 for the full set of decisions by the SDG4 High Level Steering Committee during their December 2022 meeting

Frameworks and GPE Partnership Compacts. Under the guidance of the Special Adviser on the Transforming Education Summit, a dedicated funding window on transforming education is being established in the Joint SDG Fund. This will play a critical role in facilitating an integrated approach to follow-up across the work of UNCTs.

It should be noted that some issues require trans-national collaboration and governance going beyond a national system. For instance, meeting the learning needs of refugees and other crisis-affected populations requires international cooperation and support through appropriate humanitarian and development assistance mechanisms.

At the regional level, the regional SDG4 coordination mechanisms, supported by the HLSC members representing the respective regions and the regional offices of UN agencies, notably UNESCO and UNICEF, will facilitate regional cooperation, peer-learning, and capacity-building. They will also support and monitor national TES-follow-up efforts and will ensure the alignment of regional processes generated by regional organizations with national and global efforts within the framework of the GCM. Relevant Issue-based coalitions under the UN's Regional Collaborative Platforms will also play a key role in mobilizing support for country-level action.

In the follow-up, it is important to ensure the appropriate institutional environment and culture for transformation, in which a government, stakeholders, and partners can interact and participate in inclusive and democratic structures, processes, and arrangements related to policies, resources, and interventions. Ultimately, transformation occurs from within when people – be it policymakers, administrators, principals, teachers, other practitioners, families, and learners - find reasons, are convinced, and feel empowered to take steps. Transformative governance should be able to facilitate this change in relation with transformations of broader systems, policies, interventions, and practice. This calls for strong national leadership at the highest level to facilitate whole-of-government and whole-of-society approaches to transformation with the support of relevant mechanisms, processes, and arrangements, including the UN Resident Coordinator System, and education sector partner groups.

In addition, non-state actors, including the private sectors and foundations are increasingly playing active roles in delivering education in today's globalized world. In these evolving landscapes, UN has an important role to play providing a space for collective reflection, action, norm-setting, and international cooperation.

Pillar 2: Ensuring that education transformation is integrated into the Pact for the Future

The UN Secretary-General's Vision Statement and the TES follow-up actions collectively will inform a UN Policy Brief on Transforming Education, to be finalized by mid-2023. This Policy Brief will be provided as a key input to the 'Summit of the Future: Multilateral Solutions for a Better Tomorrow' which will be convened on 22-23 September 2024 in New York. Consideration within the context of the Pact for the Future – the primary outcome document of the Summit – would provide greater impetus for longer-term national and global efforts to transform education and effectively situate education as a centerpiece in preparing societies for uncertain futures. The High-Level Political Forum on Sustainable Development, the 2023 SDG Summit (19-20 September 2023), the 2023 Global Education Meeting will be strategic milestones in the lead up to the Summit of the Future.

Pillar 3. Global movement for transforming education

To keep education on top of the political agenda, sustaining and growing a global movement generated for the Summit by young people, teachers and other partners and stakeholders beyond the education community is fundamental. Key actors and stakeholders will continue to be engaged in various fora and platforms and remain publicly and politically active around education through the following:

The Global Youth Initiative: to bring together a range of youth and student networks under the leadership of the SDG4Youth Network, with the support of key partners including the UN Youth Office, GCM's Inter-Agency Secretariat, UNESCO,

UNICEF, European Union, the LEGO Foundation, UN Foundation and others, to take forward the recommendations of the Youth Declaration;

The private sector and private foundations: to be represented in HLSC and leverage their influence, resources and tools for transforming education, building on the TES process and the Statement by Philanthropic Actors Supporting Education at the margin of TES;

Teachers as a backbone of education systems and Civil Society Organizations (CSO): to support education transformation at country and local levels and hold governments accountable to the national commitments made at the Summit. Education International (EI) and the Collective Consultation of NGOs on Education 2030 (CCNGO), as the key consultation and discussion platforms represented on the HLSC, will join and lead mobilization and advocacy efforts, together with other major advocacy international NGOs in follow up to the Summit.

Global Champions for Education Transformation: at the invitation of the Secretary-General, the Emir of Qatar, the President of Sierra Leone, the President of Argentina, the Prime Minister of Japan, and the President of the European Commission have stepped up to advocate for transforming and investing in education worldwide. UNESCO will provide support to actively engage them in advocacy for education.

Communications and advocacy: Campaigning efforts to support the Global Education Movement will be facilitated by the HLSC Inter-Agency Secretariat through a communications and advocacy strategy, harnessing key global moments (including the International Day of Education, COP27, G20, World Economic Forum and other key moments) and involving goodwill ambassadors, youth influencers and celebrities to demand and advocate for education to remain on top of the political agenda. A dedicated SDG4-TES Knowledge Hub will provide a platform for dissemination and discussion on good practices and innovations; monitoring data; tools, references, and communication materials.

Pillar 4. Transformation of education financing

The Summit highlighted the need for a fundamental shift in how education is seen and treated by Governments and Finance Ministries, as well as other partners. Advocating for financing education as an indispensable investment, the UN and the HLSC will reach out and bring together the Global Champions, key global institutions, civil society partners and teachers to advocate for, undertake strategic actions and monitor the recommendations contained in the Call to Action on ‘*Financing education: Investing more, more equitably, and more efficiently in education*’.

Those strategic actions include: tracking and reporting on educational investment – domestic and external resources – against the benchmarks indicated in the Call to Action; integrating education financing in the UN’s broader work on SDG financing, including an SDG Stimulus for acceleration of achievement of the goals, a reform of the international financial system, as proposed in Our Common Agenda; and advocacy for the inclusion of education investment on the agenda of global finance dialogues, including IMF-WB annual meetings, G7, G20, and other Summits, for increased fiscal space and increased funds for education and social protection; boosting coordinated international support for education through global multi-donor education funds, especially the Global Partnership for Education (GPE) and the Education Cannot Wait (ECW); and promotion of innovative financial mechanisms such as the International Finance Facility for Education (IFFEd) established at the Summit.

Pillar 5. TES Global Initiatives

The five global multi-stakeholder initiatives launched at the Summit are another important pillar of the TES follow-up.

The conveners of each Initiative are expected to develop roadmaps monitor frameworks, ensure their effective implementation at the country level, report on progress to the HLSC, and promote advocacy and resource mobilization to scale them up.

The HLSC will provide support to the implementation of these initiatives in its three functional areas: (Functional Area 1) policy-making and implementation based on evidence and good practices; (Functional Area 2) defining indicators for TES follow-up in relation with existing SDG 4 benchmark indicators and monitoring progress against them; and (Functional Area 3) facilitating the dialogue on finance with countries and key actors, including finance ministers, to mobilize resources and promote their equitable use and innovative financing partnerships.

Further to a proposal put forward at the Summit and given additional consultation, the appointment of a High Level Expert Panel on the Teaching Profession is currently being considered, aimed at producing a set of evidence-informed recommendations to ensure that every learner has access to a professionally trained, qualified, and well-supported teacher who can flourish in a transformed education system.



Karimot Odebode (left), Poet from Nigeria, and Ulises Brengi, SDG4 Youth Network, make a spoken word introduction of the Youth Declaration on Transforming Education during the Leaders Day of the Transforming Education Summit. (Paulo Filgueiras)



The UN Secretary-General address the Transforming Education Summit Youth-Led Mobilization Day: *'If I have to think of one single thing in which we should invest in, I would say education.'* (Paulo Filgueiras)

5. Conclusion

The Summit was an important milestone for education, but only time will tell if it becomes a historical turning point for learners across the world.

Member States expressed their determination to leverage the power of education to drive a 'breakthrough', rather than a 'breakdown', for a greener, safer, better, and just future world. Now, this determination must be translated into concrete action.

The social movement generated through the TES must grow and flourish with young people remaining at its centre to promote education as a human right, a common good and public endeavours through a renewed social contract. The mindset of

policymakers, stakeholders, and other actors must profoundly change with the TES having marked the point-of-no-return in our transforming education journey.

It is only with these efforts that we could ensure that all children, young people, and adults benefit from inclusive and equitable quality education and lifelong learning opportunities to live life that they can value in harmony with the planet.

Annex 1:

Vision Statement of the Secretary-General on Transforming Education

Transforming Education: An urgent political imperative for our collective future

Education is a fundamental human right. It has long held a special place in the hearts and minds of people across the world, and for good reason. Throughout history, it has been a source of personal dignity and empowerment and a driving force for the advancement of social, economic, political, and cultural development. Yet today, beset by inequalities and struggling to adjust to the needs of the 21st century, education is in crisis. The impacts of this crisis play out over time and often go unseen. But they are profound and will be felt for decades to come. If we are to transform our world by 2030 as envisaged by the Sustainable Development Goals, then the international community must give this crisis the attention it deserves. We must respond decisively, with conviction, imagination, and in solidarity to transform education. Informed by an extensive and inclusive preparatory process, we offer this Vision Statement to Member States and the global public to support our joint efforts towards that transformation, to contribute to the upcoming Summit of the Future, and as a manifesto for collective action.

I. A crisis in education affects us all

Education is the great enabler, but today, in many cases, it is also the great divider. This is a universal challenge, most intense in emergency settings and developing countries. Some thirty years after global commitments to ensure Education for All, nearly half of all children of the world are not enrolled in

pre-primary education. Studies show that up to 70 per cent of children in poorer countries are unable to read a basic text by age 10. In a world that is experiencing a fourth industrial revolution, nearly half of all students do not complete secondary school and a full 700 million adults are illiterate, the majority of whom are women. In developed countries, education disparities that are often related to income, race and gender are reinforcing privilege and further entrenching poverty. Across these different contexts, the impacts are greatest on those who are already marginalized or disadvantaged, particularly adolescent girls and people with disabilities. These are the people that education systems systematically leave behind.

The crisis in education, however, runs much deeper and goes beyond the challenge of equity and equality. Study after study, poll after poll, draw the same conclusion: education systems are no longer fit for purpose. Young people and adults alike report that education does not equip them with the knowledge, experience, skills, or values needed to thrive in a rapidly changing world. Learning continues to underplay skills, including problem solving, critical thinking and empathy. Employers complain of a major skills mismatch while many adults are left with little or no access to affordable training and re-skilling opportunities. Teachers are often poorly trained, undervalued, and underpaid, and are held back by outdated roles, methods, and tools of instruction. Parents and families decry the value

or lack of return on the investments they make in education and their children.

The COVID-19 pandemic both exacerbated and illuminated this crisis. It resulted in dramatic learning losses and widespread cuts to education budgets, dealing a hammer blow to securing access to quality education for all by 2030 - the central promise of Sustainable Development Goal 4. Today, millions of learners are denied their fundamental right to quality education, and societies are left ill-prepared to overcome intersecting crises that threaten our collective future – climate disruption, poverty, increasing inequality, cultural and political polarization, lack of trust, and conflict. All of this can, and must change.

Our first task is swift and targeted action to recover the learning losses inflicted by the pandemic, particularly on marginalized groups. As we do this, however, there can be no going back to the education models of the past. We must reimagine education systems and raise the status of education. We must ensure that learning empowers individuals and societies to both reshape the present and lead us to a more just, sustainable, resilient, and peaceful future.

II. Rethinking the purpose and content of education in the 21st century

The crisis in education requires us to fundamentally rethink its purpose and curricula. The seminal report from the UNESCO International Commission on the Futures of Education, led by Her Excellency Mrs. Sahle-Work Zewde, President of the Federal Democratic Republic of Ethiopia, provides a solid point of departure. It makes a strong case for a new social contract for education, grounded in two principles: ensuring the right to quality education throughout life; and strengthening education as a public endeavor and a common good. The inputs from Member State consultations, from young people and from the Summit's Action Tracks, helped to define what those principles might mean in the classroom, for teachers and students.

A truly transformative education should build on what communities, families, parents, and children treasure most, and respond to local, national, and

global needs, cultures, and capacities. It should promote the holistic development of all learners throughout their lives, supporting them to realize their aspirations and to contribute their families, communities, and societies. To achieve this, transformative education must support learners in the following four key areas.

Learn to learn: This calls for equipping every learner with the ability to read and write, to identify, understand, and communicate clearly and effectively. It will help every learner to acquire and develop numeracy, digital, and scientific skills. It should also instill the curiosity, the creativity, and the capacity for critical thinking and to nurture social and emotional skills, empathy, and kindness. There is abundant evidence that, to maximize its potential, such learning should start at the earliest stages of life. Universal access to early childhood education offers governments and families a critical tool to prevent and reverse inter-generational inequalities. It is one of the most important investments to improve educational outcomes.

Learn to live together: In a world of rising tensions, fraying trust and existential environmental crises, education must help us not only to live better with each other, but also with nature.

There has been a significant weakening of social cohesion and rising levels of violence within the home, among communities, and across borders in recent years. Attacks on truth, facts and democratic institutions have become more widespread online and in real life. Education can prepare learners to fulfil their responsibilities to their societies and to be active and responsible citizens in their own communities, in their countries and in the world. It can support them to advance human rights. It can contribute to their understanding of social justice, respect for diversity and global solidarity. It can sow the seeds of a culture of peace.

Young people are also keenly aware that humanity faces existential threats in the form of the triple planetary crisis: climate change, pollution, and biodiversity. Throughout the Summit process, they made clear that they want to know more about these issues and to become part of the solution. As countries advance their commitments to Education

for Sustainable Development, I urge them to consider how curricula and pedagogy could empower learners with the awareness, values, attitudes, and skills necessary to drive the change we need.

The pursuit of gender equality and the rights of women and girls remains a crucial goal of the international community and education is also critical to this endeavor. Education systems can put in place essential equity, inclusive and non-discriminatory measures to support girls. They should remove all legal and other barriers, such as the ban on secondary education for girls that is causing untold suffering in Afghanistan. They should also include an age-appropriate and gendersensitive curriculum for all that addresses gender-based prejudice, norms, or stereotypes, empowers and equips learners to combat violence against women, and ensure sexual and reproductive health.

Learn to do: The world of work is undergoing fundamental change. Technological advances are creating new jobs and making others obsolete. The green, digital and care economy transitions hold enormous potential to align economic activity with social and environmental outcomes. Education holds the key to ensuring that workers are prepared for this future. It must allow people of all ages to learn to do, with a focus skilling, reskilling, and upskilling.

First and foremost, this calls for education systems to embrace the concept of life-long learning, with more flexible pathways and financial policy incentives to allow people to re-engage with education systems several times throughout their lives. Different avenues should be made available including non-formal routes, catch-up and bridging programs, accelerated learning, and the use of digital platforms. Learning to do calls for a focus on a whole new set of skills, including digital literacy, financial skills, and emerging technical and STEM skills. Transformed education systems should develop flexible career management skills, and promote innovation, creativity, and entrepreneurship. This also calls for qualifications that recognize skills, work experiences and knowledge throughout life, and beyond formal education.

Learn to be: This implies the deepest purpose of education, which is to instill in learners the values and capacities to lead a meaningful life, to enjoy that life, and to live it fully and well. In part, it is a byproduct of learning to learn, to live together, and to do. Learning to be requires developing every student's potential for creativity and innovation; their capacity to enjoy and to express themselves through the arts; their awareness of history and the diversity of cultures; and their disposition for leading a healthy life, to practice physical activities, games, and sports. This cannot be achieved by chance; it requires an evolution in curricula and mindsets, so that building the capacity to develop our individual and social identities is not a mere add-on, but an integral component of 21st century education.

III. Transforming education systems to meet our higher purposes

To meet these higher purposes, we need to transform education in the following four areas:

Ensuring a learning environment that supports the development of all learners

The schools of the future, whether formal or informal, physical, or virtual, must evolve to become more inclusive, safe, healthy, and stimulating learning places. With the right to education curtailed for millions of children and youth across the world today, we are far from such a reality. At the sharpest end of the exclusion crisis, are refugees and persons displaced by emergencies, conflicts, and protracted crises. In other contexts, disadvantage can be because of where one lives, or one's family income or status. Children and youth can also face discrimination in education on grounds of sex, disability, ethnicity, religion, language, sexual orientation, gender identity, and legal status. Violence, harassment, and bullying are all too commonplace. All of this undermines our collective effort to build tolerant and inclusive societies, in which we learn to respect and appreciate our cultural and human diversity.

Legislation and policies are essential to protect rights, promote inclusion, prevent and address all forms of violence, stigma, discrimination, and

exclusion. It is also critical to support learners' nutrition, physical and mental health, for example, through the expansion of school counselling and school meals programmes. Inclusion must also be reflected in curricula and learning materials, which should promote equality, respect for diversity, and confront harmful stereotypes, norms, attitudes, and practices. Urgent action is needed to reach those most directly affected by crises and conflict today, and to transform education systems to prevent, prepare for, respond, and recover from crises.

Enabling teachers to transform themselves and become agents of change

Teachers are the backbone of all good education systems. To fulfil their essential roles in the education systems of the future, however, fundamental change is needed – both in how societies view and value teachers and how teachers approach their roles and fulfill their responsibility. Teachers must become knowledge producers, facilitators, and guides in the comprehension of complex realities. They must be trained and empowered to transcend from passive to active, from vertical and unidirectional to collaborative. They must promote learning based on experience, enquiry, and curiosity; develop the capacity, the joy and discipline for problem solving. To spark such a transformation, action is required in four areas.

The capacity, agency, and autonomy of teachers must be broadened, empowering them to design, interpret and manage the curriculum and to adapt and prioritize content and pedagogy. This includes implementing and mainstreaming context-responsive learning options, pedagogies, and curricula in diverse forms, assessment strategies and expected learning outcomes, from high tech to low-tech, and no-tech contexts. The global teacher shortage must be tackled head-on, including by making the teaching profession more attractive for younger generations. This calls for decent working conditions and an enhanced status of teachers, including through wages comparable with professions requiring similar levels of qualifications, and continuous professional development. Recruitment and promotion mechanisms for teachers must also become more equitable, fair, and non-discriminatory, ensuring opportunity for women and people from vulnerable

and marginalized groups. Integrated teaching career management systems can also foster constant professional development. Monitoring and evaluation of teaching is essential to support accountability and to ensure effective learning outcomes and the efficient use of educational investment. Finally, educational systems must ensure the participation of teachers in the formulation of educational policies, including curricular and pedagogical transformation. Their right to organize themselves is fundamental.

Harnessing the digital revolution for the benefit of public education.

If harnessed properly, the digital revolution could be one of the most powerful tools for ensuring quality education for all and transforming the way teachers teach and learners learn. But if not, it could exacerbate inequalities and undermine learning outcomes, as the pandemic made all too apparent. In low- and middle-income countries, a large majority of learners and teachers had no access to digital connectivity or resources.

Confronting this challenge requires unlocking the three 'keys' of digital learning: connectivity, capacities, and content. For the connectivity key, we need universal access to broadband connectivity for teachers, students, schools, and other educational environments, which in turn requires the closing of existing deficits in access to electricity. For the capacity key, we must assure universal digital literacy for education and other empowering purposes, with particular attention to preparing and supporting teachers to use technology effectively. And for the content key, we need robust and open public digital learning platforms and content, and to guarantee that digital learning resources are treated as global public and common goods.

Countries should take rapid action towards full educational connectivity and the international community must back the ongoing expansion of the Giga initiative to support country action. We also urge all actors to join and support the new multi-partner initiative to create and strengthen inclusive digital learning platforms and content. Building on existing efforts, this initiative will search for and promote solutions to the financing, design,

production, and free distribution of high quality public digital learning content. This is an important contribution to the broader push to secure a Global Digital Compact proposed in my report on the “Our Common Agenda”.

Investing more, more equitably, and more efficiently in education

Quality education is the single most important investment that any country can make for its future and its people. Investing in education is investing in people and in our collective future. This is a moral, political, and economic imperative. Put simply: the cost of not financing education is much higher than the cost of financing it.

Global inequalities in education spending are particularly shocking, with high-income countries spending on average about US \$8,000 a year per school-age person compared to a mere US \$50 invested in lower income countries. These disparities are compounded by educational inequalities within countries, where the benefits of educational investment rarely reach those who need them the most. To solve this problem, we must reframe how we see education and act in three critical directions.

First, we must invest more in education. This will require a fundamental shift in how education is seen and treated by Ministries of Finance and governments. Education spending is not just a consumption expenditure – it is a crucial national investment. Such a shift can provide the basis for an increase in the proportion of GDP and the total public expenditure that governments devote to education. There is also a need to increase real investment per student and per school-age person, aiming towards an ambitious national benchmark established according to the national and regional context. This could require a progressive revamping

of existing tax systems, increasing the proportion of taxes to GDP, and establishing social protection floors.

As developing country governments boost education spending, international partners can play a much more supportive role. As outlined in “Our Common Agenda”, a New Global Deal is needed to allow developing countries to invest more in people, avoiding “race to the bottom” tax strategies, countering illicit financial flows and tackling the debt crisis. Donors can also reverse current trends by repositioning education in their development cooperation: allocating 15 - 20 per cent of ODA to education, capitalizing existing education funds and ensuring that funding reaches the most vulnerable people and countries. International financial institutions can ensure their policies and practices support government plans to increase spending on education, including teacher recruitment. They can also work towards doubling their current education portfolios including by exploring education debt swaps and innovative financing. In this regard the establishment of the International Financing Facility for Education (IFFEd) is a welcome step forward. Its full funding and increased engagement with multilateral development banks will allow it to expand in the years ahead. Private philanthropies can also step up their contribution to transforming education, building on early signs of progress in this area.

Second, we must invest more equitably in education. We must make sure that educational investment reaches those who have been traditionally excluded from quality education. Education investment must be equitable in geographical terms, so that rural, distant, and emergency-affected communities have access to adequate infrastructure, good teachers and learning resources. It must also be equitable along socioeconomic lines, making sure

that families living in poverty will have access to the opportunities offered by high-quality public. And it must also be equitable in terms of all those groups and sectors usually discriminated against in their access to these opportunities, such as women and girls, ethnic minorities, persons with disabilities, indigenous populations, and those in protracted crises amongst others. We must make sure that education investment leaves no one and no community behind.

Finally, we must invest more efficiently in education. We must ensure that education investments transform the lives of learners and the future of societies. This requires effective public financial management systems and monitoring, as well as regular assessment of the impact of educational investment, to ensure that increased resources reach the intended destination and produces the expected learning outcomes established in educational policies. Effective investments in transformational education are essential.

IV. OUR COLLECTIVE LEADERSHIP: KEEPING THE PROMISE

Education transformation requires the collective commitment and action of visionary political leaders at all levels, parents, students, teachers, and the public at large.

Countries that have registered a National Statement of Commitment can translate those commitments into a clear road map for transformation and proactively engage the education leadership from the local to the regional and national levels. This can evolve into a whole of government effort necessitating a new eco-system for education, with a clear line of accountability between vision, commitments, resources, actions, and results. And by results, we are thinking of the learners whose lives should be transformed by education.

A new approach from government requires a new approach from all of society, demanding transformative education. Young people will be the heartbeat of this effort, leveraging their voices, experiences, knowledge, and agency. Inclusive and participatory mechanisms to accompany and guide national

transformation efforts are also critical. Students, parents, teachers, unions, employers, academia, and civil society must take up their respective roles – with an openness to change. The One Million Conversations, the Youth Flagship initiative and a series of coalitions launched at the Summit can support such efforts, working together to meet people where they are. The Summit has helped to generate a new momentum and to seed a public movement for the transformation of education. Moving forward, it must be nurtured and supported at all levels, led by the learners and teachers across the world, inspired by civil society, and connected with broader movements for positive change.

The UN system is primed to support governments and communities on this journey. UN Resident Coordinators and leading members of UN Country Teams including UNESCO, UNICEF, and the World Bank, can begin to reenvision their own offer to developing countries, working with other international education partners like the EU and global funds to transform our collective contribution.

Looking ahead, the SDG4 High Level Steering Committee co-chaired by UNESCO and Sierra Leone will play a key role in ensuring the effective follow-up of the Summit – strengthening global, regional, and national level cooperation, the alignment of action between education partners and the provision of support across its three functional areas. UNESCO and partners can also identify ways to strengthen political accountability for transforming and financing education, taking current arrangements for monitoring SDG4 implementation including the Global Education Meetings and the national SDG4 benchmarking process, to the next level. Finally, the UN Summit of the Future in 2024 provides a further opportunity to take forward the progress from this input.

The Transforming Education Summit was a collective effort. I stand ready to work with Member States and partners to keep the flame of transformation burning. We must push forward together, with a focus on tangible actions where it matters most: on the ground, in the classroom, and in the experience of teachers and learners alike.

Annex 2:

Youth Declaration on Transforming Education

We, the youth of the world, recognize that our

contemporary world is teeming with multiple and tumultuous crises. With these crises unfolding globally, if we are to survive and thrive in planetary peace and righteous equality, then education is our primary source of hope and resolution. In order to redeem and remake the state of the world, **we must first transform the state of education.**

For too long, we have been excluded or only tokenistically included in the policy and decision-making processes affecting our lives, livelihoods, and futures. In transforming education, we demand that our voices be heard, our lived experiences valued, our demands addressed, and our efforts, leadership, and agency acknowledged. **We intend to achieve these goals not as passive beneficiaries but as partners and collaborators every step of the way.**

We are not waiting for an invitation to transform education. In fact, **we are at the forefront of driving change;** pioneering innovations, mobilizing our peers and communities, advocating for universal and quality education, and unceasingly working from the ground up to transform education.

We emphasize our collective responsibility, duty, and opportunity to create an education system that is fully accessible and inclusive, one that centers on the needs of girls and young women, refugees, persons with disabilities, LGBTIQ+ persons, people of color, indigenous peoples, and other vulnerable and marginalized groups - also emphasizing the intersectionality of these identities. We also highlight the importance of fostering intergenerational solidarity, dialogue, and partnership in this process.

With this first-of-its-kind Youth Declaration, we - the youth of the world - present our common vision for transforming education. It is the

outcome of an extensive consultation process with **nearly half a million youth in all our diversity** and from over 170 countries and territories, who contributed through over 20 in-person and online, global, regional, national, and grassroots-level dialogues; online surveys, social media campaigns, and more.

This Youth Declaration is founded on— and is a continuation of— the 2030 Agenda for Sustainable Development, particularly Sustainable Development Goal 4, and it builds on the purposes and principles enshrined in the Universal Declaration of Human Rights and Charter of the United Nations, emphasizing that education is a fundamental human right, a global public good, and a public responsibility. It also builds on Our Common Agenda, the Convention on the Rights of the Child, UN Youth Strategy - Youth2030, and other key documents.

To achieve these ends, we assert the need for an intersectional, intersectoral, and cross-cutting approach based on the principles of human rights, sustainable development, gender equality, climate justice, inclusion, equity, equality, and solidarity across all actions to transform education and its systems at the global, regional, national, local, and grassroots levels.

Therefore, **we call upon the Member States particularly,** as well as governments, civil society, international organizations, the United Nations, and other key decision-makers in education systems (hereafter decision-makers) to commit to and ensure the implementation of the following demands:

- 1 **We demand** decision-makers engage with youth in all our diversity, including elected student

representatives, in a meaningful, effective, diverse, and safe manner in the design, implementation, execution, monitoring, and evaluation of the process to transform education – including the follow-up to the Transforming Education Summit;

- 2 **We demand** that decision-makers promote and invest in youth and student leadership and support systems for representation, especially for those from vulnerable and marginalized communities, and include youth and students in policy and decisionmaking bodies and national delegations;
- 3 **We urge** decision-makers to decolonize and democratize knowledge production, pedagogy, and learning by improving and mandating curricula that dismantle colonial, racist, misogynistic, and other discriminating attitudes, as well as recognizing the value of indigenous and local knowledge;
- 4 **We demand** decision-makers to invest in gender-transformative education to create a present and future that is feminist, equitable, and free from harmful gender stereotypes.
- 5 **We demand** decision-makers to ensure the provision of quality comprehensive sexuality education for all learners in and beyond schools;
- 6 **We call** upon decision-makers to invest in inclusive education that embraces diversity and ensures the full participation of all students in the same learning environment regardless of ability, ethnicity, religion, legal status, gender, psychosocial needs, marital status, sexual orientation, caretaker role, and any other discriminating factor;
- 7 **We demand** decision-makers to invest in education for sustainable development across curricula, particularly climate education to build skills and knowledge needed to build resilience, mitigate the impacts of the climate crisis and ensure climate justice, as well as invest in early-warning systems and resilient infrastructure to ensure safety, security, and education continuity;
- 8 **We urge** decision-makers to promote a broader and holistic vision of education that is founded upon the principles of peace and human rights and one that enables every young person to lead a fulfilling, motivated, enjoyable, and quality life;
- 9 **We call** upon decision-makers to promote and nurture academic freedom, foster an education that advances critical thinking, imagination, communication, innovation, socioemotional, and interpersonal skills, and invest in effectively combating misinformation;
- 10 **We demand** decision-makers to eradicate all legal, financial, and systemic barriers preventing all learners, particularly migrant, refugee, and displaced youth, from accessing and fully participating in education - such as lack of recognition of prior learning, lack of recognition of academic documents, barriers related to transitioning from one level of education to another, and more;
- 11 **We urge** decision-makers to build a safe learning environment for all, including online, devoid of bullying, harassment, physical, sexual, psychological, and gender-based violence, discrimination, racism, sexism, xenophobia, ableism, and ageism;
- 12 **We call** upon decision-makers to center the mental health and wellness of all learners within and beyond the classroom throughout our educational journeys, also extending to out-of-school children and youth, as well as create the optimal environments to promote recreational activities, such as arts and sports, in order to generate complements in education equitably in all children and youth;
- 13 **We demand** decision-makers to invest in social protection to support the educational journeys of all children and youth, especially girls and young women, refugee youth, young persons with disabilities, indigenous youth, and more, while simultaneously ensuring that effective and efficient strategies be put in place to have out-of-school children and youth back in school;
- 14 **We urge** decision-makers to improve the quality of education at all levels, including by providing increased support for foundational learning to ensure all children engage in early literacy activities and learn basic reading, writing, and maths in primary school;
- 15 **We call** upon decision-makers to recognize and invest in non-formal education programs and organizations, particularly those that are

youth-led, as an integral part of the right to education and a key approach to promoting the development of personal and collective values and civic engagement of children and youth;

16 We call upon decision-makers to invest in future-proof skills development, technical and vocational training, apprenticeships, and other relevant opportunities to ensure access to decent jobs for youth, especially members from vulnerable and marginalized communities;

17 We especially urge decision-makers to strategically invest in green and digital skills, policies, and strategies to enhance education, research, entrepreneurial opportunities, and decent jobs for youth, especially those who still do not have access to electricity, the Internet, or legal access to online services;

18 We demand decision-makers to provide quality and relevant training, professional development, necessary facilities, appropriate working conditions, and an innovative, safe and enriching environment for teachers, including by raising the status of the profession, and particularly by working with young teachers, women teachers, refugee teachers, and representatives of teachers' unions;

19 We call upon decision-makers to put in place recruitment mechanisms for teachers that are equitable, fair, non-discriminatory, and democratic, especially to ensure that people from vulnerable and marginalized communities are recruited;

20 We urge decision-makers to invest in the digital infrastructure of education and affordable,

dignified, safe, and stable access to digital connectivity for all, to aid learning and close the digital divide;

- 21 We demand** decision-makers to ensure sustainable, flexible, accessible, equitable, efficient, and data-driven sources of funding to effectively and strategically finance education transformation in a universal, fair, just, resilient, safe, and democratic manner for all learners, especially girls and young women, young persons with disabilities, young refugees, indigenous youth, and more;
- 22 We demand** decision-makers, particularly the Member States, to protect and increase international and national education financing by protecting education budgets, increasing accountable resources of public funding to reach the most vulnerable and marginalized children and youth, effectively collaborating across sectors and ministries, and ultimately reaching the benchmark of 20% of government budgets for education;
- 23 We also** urge decision-makers, and particularly the Member States, to support, fully fund, and establish multistakeholder and public-private partnerships to ensure dedicated funding to transform education and close the gap in quality of education between and within regions, public and private institutions, urban and rural areas, and more;
- 24 We particularly** call upon decision-makers to increase funding for education during and after emergencies in the adversely affected regions and territories through official development assistance, humanitarian aid, public financing, and others until all children and youth have equitable access to quality education, particularly girls and young women, refugees, and displaced persons;
- 25 We demand** the decision-makers to establish robust and democratic measures and procedures for transparent, accountable, and effective implementation of the above recommendations, ensuring especially that the youth can directly and through substantive representation,

redress, and hold accountable the actions of decision-makers;

Guided by the above principles, purposes, and demands, we – the youth of the world - are committed to:

- 1** Continue to stand in solidarity with every young person worldwide and in all our diversity, particularly young women and girls, LGBTIQ+ youth, young persons with disabilities, young refugees and migrants, indigenous youth, and other vulnerable and marginalized groups, towards transforming education;
- 2** Continue advocating for transforming education individually and collectively through social movements, civil society organizations, youth-led solutions, and more;
- 3** Continue to hold decision-makers, especially the Member States, accountable during the entire process of design, execution, delivery, monitoring, and evaluation of the aforementioned demands while ensuring that our accountability frameworks are gendertransformative;
- 4** Launch an action plan coordinated by the SDG4 Youth Network to take the aforementioned demands forward beyond the Summit, mobilize stakeholders to continue growing a global movement for education transformation, and equip young people with the necessary skills to advocate for quality education at both local and global levels;
- 5** Promote intergenerational, intercultural, and interreligious dialogue and cooperation in education systems across all communities, countries, and regions to create a better world built on solidarity, diversity, empathy, mutual understanding, and respect.

Annex 3:

Heads of State and Government that participated in the Summit

Leaders Round Table 1

STATE/GOVERNMENT	SPEAKER
Guyana	His Excellency Mohamed Irfaan Ali, President of the Co-operative Republic of Guyana
Türkiye	His Excellency Recep Tayyip Erdoğan, President of the Republic of Türkiye
Nigeria	His Excellency Muhammadu Buhari, President of the Federal Republic of Nigeria
Guatemala	His Excellency Alejandro Giammattei Falla, President of the Republic of Guatemala
Romania (Video message)	His Excellency Klaus Werner Iohannis, President of Romania
Zambia	His Excellency Hakainde Hichilema, President of the Republic of Zambia
Niger	His Excellency Mohamed Bazoum, President of the Republic of Niger
San Marino (Video message)	His Excellency Oscar Mina II and His Excellency Paolo Rondelli I Captains Regent of the Republic of San Marino
Pakistan (on behalf of the Group of 77 and China)	Her Excellency Hina Rabbani Khar, Minister of State for Foreign Affairs of the Islamic Republic of Pakistan

Leaders Round Table 2

STATE/GOVERNMENT	SPEAKER
Colombia	His Excellency Mr Gustavo Petro Urrego, President of the Republic of Colombia
Malawi	His Excellency Mr. Lazarus McCarthy Chakwera, President of the Republic of Malawi and Minister for Defense
Yemen	His Excellency Mr. Rashad Mohammed Al-Alimi, President of the Presidential Leadership Council of the Republic of Yemen
Peru	His Excellency Mr. Pedro Castillo Terrones, President of the Republic of Peru
Finland (video-message)	His Excellency Mr. Sauli Niinistö, President of the Republic of Finland
Moldova (video-message)	Her Excellency Ms. Maia Sandu, President of the Republic of Moldova
Central African Republic	His Excellency Mr Faustin Archange Touadera, President of the Central African Republic

Leaders Round Table 3

STATE/GOVERNMENT	SPEAKER
Bulgaria (Video message)	His Excellency Mr Gustavo Petro Urrego, President of the Republic of Colombia
Mongolia (Video message)	His Excellency Mr. Lazarus McCarthy Chakwera, President of the Republic of Malawi and Minister for Defense
Latvia (Video message)	His Excellency Egils Levits, President of the Republic of Latvia
Iran (Islamic Republic of)	His Excellency Seyyed Ebrahim Raisi, President of the Islamic Republic of Iran
Cabo Verde	His Excellency José Maria Pereira Neves, President of the Republic of Cabo Verde
The Gambia	His Excellency Adama Barrow, President of the Republic of The Gambia
Micronesia (Federated States of)	His Excellency Mr. David W. Panuelo, President and Head of Government of the Federated States of Micronesia
Gabon (Video message)	His Excellency Ali Bongo Ondimba, President of the Gabonese Republic
Suriname	His Excellency Chandrikapersad Santokhi, President of the Republic of Suriname
Slovenia (Video message)	His Excellency Borut Pahor, President of the Republic of Slovenia
Sudan (Video message)	His Excellency First Lt. General Abdel-Fattah Al-Burhan Abdelrahman Al-Burhan, President of the Transitional Sovereign Council of the Republic of the Sudan
Lithuania (Video message)	His Excellency Gitanas Nausėda, President of the Republic of Lithuania
Kiribati (Video message)	His Excellency Taneti Maamau, President, Head of Government and Minister for Foreign Affairs and Immigration of the Republic of Kiribati

Leaders Round Table 4

STATE/GOVERNMENT	SPEAKER
South Sudan (Republic of)	His Excellency Mr. Hussein Abdelbagi Akol, Vice-President
Tanzania (United Republic of)	His Excellency Mr. Philip Mpango, Vice-President
Iceland (Republic of)	Her Excellency Ms. Katrin Jakobsdóttir, Prime Minister
Malta (Republic of)	His Excellency Mr. Robert Abela, Prime Minister
Holy See	His Eminence Cardinal Pietro Parolin, Secretary of State
Georgia	His Excellency Mr. Irakli Garibashvili, Prime Minister
Samoa (Independent State of)	Her Excellency Ms. Fiame Naomi Mataafa, Prime Minister and Minister for Foreign Affairs and Trade
Burkina Faso	His Excellency Mr. Albert Ouedraogo, Prime Minister
Uganda (Republic of) (Video message)	Her Excellency Mrs. Jessica Alupo, Vice-President of the Republic
Austria (Republic of)	His Excellency Mr. Karl Nehammer, Federal Chancellor
Andorra (Principality of)	His Excellency Mr. Xavier Espot Zamora, Head of Government
Kuwait (State of)	His Highness Sheikh Ahmad Nawaf Al-Ahmad AlSabah, Prime Minister
North Macedonia (Republic of)	His Excellency Mr. Dimitar Kovachevski, Prime Minister
Bangladesh (People's Republic of) (Video message)	Her Excellency Sheikh Hasina, Prime Minister

STATE/GOVERNMENT	SPEAKER
Portugal (Republic of)	His Excellency Mr. António Costa, Prime Minister
Lesotho (Kingdom of)	His Excellency Mr. Moeketsi Majoro, Prime Minister
Saint Vincent and the Grenadines	His Excellency Mr. Ralph E. Gonsalves, Prime Minister and Minister for National Security, Legal Affairs and Information
Tonga (Kingdom of)	His Excellency Mr. Siaosi 'Ofakivahafolau Sovaleni Prime Minister
Kyrgyz Republic (Video message)	His Excellency Mr. Akylbek Zhaparov Chairman of the Cabinet of Ministers

Leaders Round Table 5

STATE/GOVERNMENT	SPEAKER
Morocco	His Excellency Aziz Akhannouch, Head of Government of the Kingdom of Morocco
Japan (Video message)	His Excellency Kishida Fumio, Prime Minister of Japan
State of Palestine (Video message)	His Excellency Mohammad Shtayeh, Prime Minister, Minister for the Interior and Minister for Waqf of the State of Palestine
Canada (Video message)	His Excellency Justin Trudeau, Prime Minister of Canada
Mauritius (Video message)	His Excellency Pravind Kumar Jugnauth, Prime Minister of the Republic of Mauritius
Iraq (Video message)	His Excellency Mustafa Al-Kadhimi, Prime Minister of the Republic of Iraq
Fiji (Video message)	His Excellency Josaia Voreqe Bainimarama, Prime Minister of the Republic of Fiji
Malaysia (Video message)	His Excellency Ismail Sabri Yaakob, Prime Minister of Malaysia
Belgium (Video message)	His Excellency Alexander de Croo, Prime Minister of the Kingdom of Belgium
Netherlands	Her Excellency Evelyn Wever-Croes, Prime Minister of Aruba, the Kingdom of the Netherlands
Luxembourg (Video message)	His Excellency Xavier Bettel, Prime Minister of the Grand Duchy of Luxembourg
Thailand (Video message)	His Excellency General Prawit Wongsuwon, Acting Prime Minister of the Kingdom of Thailand
Ecuador	His Excellency Guillermo Lasso Mendoza, President of the Republic of Ecuador
Solomon Islands	His Excellency Manasseh Sogavare, Prime Minister of Solomon Islands
Guinea (Video message)	His Excellency Bernard Goumou, Prime Minister of Guinea
Greece (Video message)	His Excellency Kyriakos Mitsotakis, Prime Minister of the Hellenic Republic

Annex 4:

Decisions of SDG4 High-Level Steering Committee (Paris, 8-9 December 2022)

At the Transforming Education Summit (TES) that took place in September 2022 in New York, the UN Secretary-General mandated the SDG4 High-Level Steering Committee (HLSC) to ensure and monitor the effective follow-up of the Summit by strengthening global, regional and national-level cooperation and integrating the Summit outcomes into SDG4 coordination, monitoring and implementation efforts. The HLSC Leaders and Sherpa Groups met at UNESCO Headquarters in Paris, France, and adopted the following decisions with respect to the TES Follow-up Pillars.

Preamble: HLSC taking forward TES outcomes

SDG 4 High-Level Steering Committee:

- 1 **endorses** the TES Follow-up Strategy and accepts its key role in ensuring the effective follow-up as referred to in the Secretary-General's Vision Statement.

Pillar 1: From commitments to actions at the country level

SDG 4 High-Level Steering Committee:

- 2 **welcomes** the national statements of commitment submitted by Member States and encourages those that have not yet submitted to do so.
- 3 **invites** Member States to translate their national commitments into action, ensure the allocation of sufficient public resources and

report progress at Global Education Meetings, and requests its Evidence and Policy Technical Committee (FA1) to prepare a guidance note.

- 4 **requests** its Inter-Agency Secretariat to develop a dashboard of country commitments and actions.
- 5 **calls** on development partners, UN Country Teams and regional bodies to strengthen their support for education and to align this support with the priorities and milestones of Member States.
- 6 **calls** on Member States to pursue their commitments made in inter-governmental processes such as the Marrakesh Framework for Action on Adult Education and the Tashkent Declaration on Early Childhood Care and Education, upholding their strategic importance in advancing the aspirations of the TES to transform education at the country level.

- 7 **welcomes** the TES Statement by Philanthropic Actors Supporting Education, and encourages further mobilization of private foundations and the private sector in cooperation and coordination with Member States.
- 8 **calls** on Member States to fully involve youth in the development and implementation of the national commitments, and requests the SDG4Youth network to provide updates to the HLSC.
- 9 **invites** Member States to hold inclusive national dialogues at all levels in order to advance progress in education.

Pillar 2: Ensuring that education transformation is a key component of the Summit of the Future

SDG 4 High-Level Steering Committee:

- 10 **calls** on Member States to position education strategically at the SDG Summit and in the outcome document of the Summit of the Future.
- 11 **requests** its Sherpa Group to identify opportunities for the HLSC to be involved in the preparatory processes.

Pillar 3: Global movement for transforming education

SDG 4 High-Level Steering Committee:

- 12 **calls** on Member States and all stakeholders to continue to be publicly and politically active around the urgency to transform education, and invites key partners to come together to devise a strategy for the global movement, building on existing initiatives.
- 13 **commits** to championing political mobilization and to working with the Global Champions for Education Transformation and the Group of Friends for Education and Lifelong Learning.
- 14 **calls** on Member States, regional organizations, donors and all other stakeholders to endorse and find concrete opportunities to support the Global Youth Initiative led by the SDG4Youth Network, to be launched at the January 2023 International Day of Education.

- 15 **calls** on Member States to strengthen their youth and student engagement in education by setting up national mechanisms such as youth representation bodies or advisory committees and actively involving them in policy design, implementation and monitoring.
- 16 **calls** on Member States to ensure systematic participation of civil society organizations and teachers in education policy processes, recognizing their central role in the global movement for education.

Pillar 4: Transformation of education financing

SDG 4 High-Level Steering Committee:

- 17 **encourages** Member States to leverage their TES national commitments and the Call to Action on Financing Education to increase and improve domestic funding for education and requests its Data and Monitoring (FA2) and Education Finance (FA3) Technical Committees to monitor and publish domestic investments (levels, equity and efficiency) in education.
- 18 **requests** its Education Finance Technical Committee (FA3) to develop and implement an advocacy strategy to place stronger focus on education finance in major global fora (such as G7, G20, IMF/WB Meetings, WEF), including a periodic ministerial forum of Ministers of Education and Ministers of Finance.
- 19 **asks** the World Bank and IMF to secure a session on education finance at the 2023 Spring Meetings.
- 20 **requests** its Education Finance Technical Committee (FA3) to convene relevant partners (multilateral & bilateral donors; philanthropies & foundations, the Global Education Forum) to agree on actions to take forward the international commitments in the Call to Action on Financing Education, and its Sherpa Group to guide the process.
- 21 **calls** on development partners to significantly increase their contributions to education including through multilateral funds and financing mechanisms, especially for education

in emergencies, and requests its Technical Committees to report to the HLSC.

Pillar 5: TES Global Initiatives

SDG 4 High-Level Steering Committee:

- 22 calls** on Member States and other stakeholders to endorse the Calls to Action and to support the TES Global Initiatives.
- 23 decides** to add indicators for (i) greening education, (ii) digital transformation and (iii) youth and student engagement to the existing SDG4 benchmark indicator framework, and requests its Data and Monitoring Technical Committee (FA2) to develop a methodology for these indicators that are realistic, build on the existing SDG4 monitoring framework and support the development of country capacity.
- 24 requests** the Global Initiative convenors to curate good practices on the SDG4-Transforming Education Knowledge Hub, with support of the regional SDG 4 coordination mechanisms and UN Country Teams, to monitor systematically national commitments and

actions taken, and provide progress updates to the HLSC and at Global Education Meetings.

Conclusions

SDG 4 High-Level Steering Committee:

- 25 adopts** the proposed decisions with respect to the TES follow-up pillars.
- 26 calls** on all Members States to set national targets for 2025 and 2030 on the SDG 4 benchmark indicators and the new indicators (greening education, digital education, and youth engagement).

Annex 5:

Main sources of information

Summit

- [Secretary-General's Vision Statement \(Annex 1\)](#)
- [Youth Declaration \(Annex 2\)](#)
- [National Statements of Commitment \(videos\)](#)
- [Concept Note and Programme Outline](#)

Workstreams

- [Calls to Action](#)
- [A synthesis report of national consultations](#)
- [National statements of commitment to transform education](#)
- [Statements and outcomes from the regional meetings](#)
- [Thematic Action Track discussion papers](#)

Pre-Summit

- [Pre-Summit Webpage](#)
- [Pre-Summit Concept Note](#)

Communication

- [Transforming Education Summit Webpage](#)
- [Transforming Education Hub](#)
- Social media
- ['Let me learn' campaign](#)
- Media coverage
- [Info-Letters](#)

Other related platforms

- [Report of the International Commission on the Futures of Education on 'Reimagining our futures together: A new social contract for education'](#)
- [Futures of Education briefing notes](#)
- [Statement of the International Commission on the Futures of Education entitled 'Transforming Education Together for Just and Sustainable Future'](#)
- SDG4 HLSC meetings and its ['Urgent Call for Action'](#) for investing in education made on the occasion of the Transforming Education Pre-Summit.