



Transforming Education Summit, September 2022

convened by the UN Secretary-General

Concept Note on the Summit Work Streams

28 March 2022

I. Background

1. Recognizing that education is a foundation for peace, tolerance, human rights and sustainable development, the UN Secretary-General announced in his report to the UN General Assembly on Our Common Agenda his intention to convene a Transforming Education Summit (TES) in September 2022. The Summit is aimed at mobilizing action, ambition, solidarity and solutions with a view to transforming education between now and 2030.
2. The Summit will require a focused, intensive, and inclusive preparatory process that is built from the ground up, responds to member state priorities, is supported by the Summit secretariat and UN system and ensures the meaningful engagement of young people and the full set of education stakeholders.
3. The Summit preparatory process will be advanced across three intersecting and reinforcing workstreams:
 - a. National Consultations
 - b. Thematic Action Tracks
 - c. Public engagement and mobilization
4. Building on the preparatory document shared with Member States in February, the purpose of this note is to set out proposed parameters of each workstream for member state initial reflection and consideration.

II. Work stream 1: National consultations

Objective

5. National consultations aim at developing a shared vision, commitment and alignment of action across constituencies to transform education between now and 2030. Under the leadership of Member States, national consultations are intended to put focus on the policy, planning and mobilization of education into the future.

Approach

6. Inclusive dialogues on the transformation of education will be held in all Member States, involving government-led national consultations of the full range of stakeholders, including adolescent girls and young women, feminist movements, civil society groups, teacher associations, the private sector, development partners, education advocates, traditional and religious leaders, academia and research institutions, parliamentary networks, as well as other education influencers. Such an approach may require dedicated exchanges with various constituencies, prioritizing youth and student movements, teacher associations, as well as civil society organizations.
7. Transforming education starts with young people as agents of change. A dedicated global youth engagement strategy is being developed in consultation with key youth-led networks to ensure that



young people are involved in the Summit at all levels and empowered to develop and drive initiatives around the Summit. Connecting global and local youth dialogues, the strategy will enable youth and student-led priorities to be proposed and advanced leading up to the Summit.

8. Given the interconnectedness of education and broader development efforts, government participation should ensure cross-sectoral representation beyond the education sector, including health, social protection, food and nutrition, and labour. To the extent possible, national consultations should leverage existing sector coordination mechanisms. Active participation of finance ministries in these national dialogues is also critical.

Substantive Focus

9. National consultations could be c



Outputs

13. Outcomes from the national consultations could be consolidated in a National Roadmap for Transforming Education Systems, capturing national commitments and consensus on priority actions, building on existing plans, programmes, and initiatives. Heads of State and Government will be encouraged to report on progress made in addressing pandemic-related learning losses and to present their national roadmaps at the Summit in September. In some countries, national consultations could also continue after the Summit to further deepen the national reflection for transforming education. Follow-up and accountability for implementing these roadmaps will be undertaken through existing SDG4 monitoring processes, including the SDG4 High Level Steering Committee.

III. Work stream 2: Thematic Action Tracks

Objective

14. The objective of the Thematic Action Tracks work stream is to place a spotlight on a small number of areas that require greater attention and action and that can accelerate progress on education and the 2030 Agenda and transform education. Action tracks will identify evidence-based examples of successful policy interventions and mobilize new commitments to action, building on and strengthening existing initiatives, partnerships and coalitions, including those that emerged in response to the COVID-19 pandemic.

Approach

15. The Thematic Action Tracks will be guided by the 2030 Agenda and its education-related goals and targets. They will also seek to respond to the Secretary-General's report on Our Common Agenda, as well as the Report of the International Commission for the Futures of Education, *Reimagining our Futures Together: A New Social Contract for Education*, convened by UNESCO.
16. Action tracks will build on global commitments made through the 2015 Incheon Declaration and Framework for Action on Education 2030 and the UNESCO Global Education Meetings (GEMs). Synergies will be sought with the Focus Areas of the SDG4-Education 2030 High-Level Steering Committee.
17. Action Tracks address key accelerators across the education cycle. The COVID-19 crisis heightened the sense of urgency to tackle the educational inequalities and learning crisis while reaffirming the universal relevance of the 2030 Agenda and its SDG 4: *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. On the other hand, the historical educational disruptions invited us to rethink and reimagine the purpose, content and delivery modes of education—in other words, to *transform education* toward peaceful, inclusive and sustainable futures of humanity and the planet.
18. Action Tracks will be convened at the global level and will make full use of existing coalitions and networks, as well as available virtual platforms and tools to allow for engagement and input from across the world. They will ensure consistent en ensuuyH c 2 `



Substantive focus

19. The following five Thematic Action Tracks build on the priority actions identified in the 2020 Global Education Meeting Declaration, to which national political leaders and the global community committed to accelerate progress towards SDG 4 in the COVID-19 context and beyond. They are further guided by the vision, principles and proposals contained in the Secretary-General's Our Common Agenda and UNESCO's Report on the Futures of Education.
20. Endorsed by the SDG4-Education 2030 High-Level Steering Committee, these Thematic Action Tracks are universally relevant, reflect the lifelong learning perspective of SDG 4 and spotlight the areas that require urgent and concerted action of governments and the global community. As such, they integrate two approaches—focus on the urgent need to address educational inequalities and



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

ii. Learning and skills for life, work and sustainable development:

Transforming education means empowering learners with knowledge, skills, values and attitudes to be resilient, adaptable and prepared for the uncertain future while contributing to human and planetary well-being and sustainable development. However, some 773 million youth and adults still lack basic literacy skills, two-thirds of whom are women; the proportion



going into tertiary education. Beyond the working conditions and remuneration, another deterrent for youths to enter the profession and for in-service teachers to deploy their talent lies in the teacher management systems that constrain teachers' agency, autonomy, and decision-making power, undermining teachers' pedagogical judgement. narrowing the curriculum and reducing creativity and innovation. Accelerating toward SDG 4 and transforming education is only possible when teachers are professionalized, trained, motivated and supported – in all settings and all levels of education from early childhood to TV



The COVID-19 pandemic has exacerbated the challenge of inadequate national educational budgets and flatlined ODA commitments, jeopardizing the achievement of the SDG 4 targets in many countries. Many countries also face additional costs of reopening schools, keeping them open safely, addressing the learning losses and narrowing the digital divide, in the face of shrinking economies and growing debt burdens. Not only should investments in education increase, but resources should also be spent in the most purposeful and effective way possible. The Summit seeks for better harmonization, alignment, and accountability of stakeholders for (1) ensuring adequate and sustainable financing matched to country needs, including domestic financing, international aid, innovative financing and fiscal space expansion; and (2) increasing equity and efficiency of public and international spending on education.

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Support

21. Each action track will be co-led by a champion member state(s) and a leading stakeholder, with substantive support provided by one or more UN or multilateral entity and the Special Adviser.
22. Each Action Track will be responsible for developing a discussion paper that synthesizes the research evidence, situation analysis, good practices and innovations, and recommendations on the key issues identified, for discussion with member states and education partners. They will also be responsible for ensuring the quality and consultative processes in developing the initial paper. The



27. *Placing youth and children to the forefront:* Transforming education starts with young people as agents of change. A dedicated youth engagement strategy is under development in consultation with



V. Follow-ups

33. The Summit will be an integral part and critical milestone in the roadmap of the renewed Global Cooperation Mechanism (GCM) for education. As such, the follow-up actions to the Summit outcomes will be taken forward by the SDG 4 High-Level Steering Committee (HLSC) under its mandate for the overall coordination and monitoring of SDG4.
34. By helping to build momentum in advance of the 2023 HLPF under the General Assembly, the outcomes of the Summit will further inform the Summit of the Future in 2023.