



Global Education Cooperation Mechanism

High-Level Steering Committee

SDG4 Education 2030 High-Level Steering Committee Meeting Background document

8-9 December 2022
Room X, UNESCO Headquarters
Paris, France

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Provisional agenda

Day 1 (8 December 2022)		Action	Document
13:30-14:00	Coffee and Meet & Greet		
14:00-14:30	Introduction and framing by co-chairs	-	-
14:30-15:30	<p>Session 1: Framing HLSC taking forward TES outcomes</p> <p>This session will provide an update on the main outcomes and follow up strategy of the TES, and how these fit in the overall SDG4 agenda</p>	For discussion and feedback	Background documents: TES draft Follow-up Strategy HLSC's Functional Areas for the TES follow-up
15:30-17:00	<p>Session 2: TES Follow-up Pillar 5 Advancing thematic focus areas through the Global Initiatives</p> <p>This session will provide an update on how the work on the HSLC's thematic focus areas and TES action tracks has been advanced through the Global Initiatives launched at the Summit (Pillar 5), and next steps in taking this work forward.</p>	For discussion and agreement on the way forward	Background document: TES Global Initiatives
17:00-17:30	Coffee break		

17:30-18:30	<p>Session 3: TES Follow-up Pillar 5 cont. Accelerating country-level progress through Global Initiatives</p> <p>This session will continue the discussion on TES Global Initiatives and dig deeper on how partners best can rally around specific priorities in countries.</p>	For discussion and agreement on the way forward	Background document: TES Global Initiatives
19:00	Reception	-	-

Day 2 (9 December 2022)		Action	Document
09:00-09:30	<p>Brief recap of key messages and take aways of Day 1 by HLSC Sherpa co-Chairs</p>	-	-
09:30-11:00	<p>Session 4: TES Follow-up Pillar 1 Accelerating progress at the country level</p> <p>This session will focus on guiding and supporting countries on following through on their commitments to transformation following the Summit, including through leveraging UNCTs and regional and global level coordination.</p>	For discussion and agreement on the way forward	Background document: Analysis of TES National Statements
11:00-11:30	Coffee Break		
11:30-13:00	<p>Session 5: TES Follow-up Pillar 4 Transforming education financing</p> <p>This session will focus on how the Summit can contribute to the transformation of education financing, building on the work on Functional Area 3, and elevating the dialogue beyond the education sector.</p>	For discussion and agreement on the way forward	Background document: Call to Action on Financing Education
13:00-14:30	Lunch break		

<p>14:30-15:30</p>	<p>Session 6: TES Follow-up Pillar 3 Building a Global Movement to Transform Education</p> <p>This session will highlight how the Summit brought together a wide range of stakeholders including youth, teachers, civil society actors, academia, the private sector, foundations and others to form a global movement to transform education, and on sustaining and amplifying the movement beyond the Summit.</p>	<p>For discussion and agreement on the way forward</p>	<p>Background documents:</p> <p>Update on Global Youth Initiative</p> <p>Communications and Advocacy Strategy</p>
<p>15:30-17:00</p>	<p>Session 7: Conclusions Taking forward the Follow-up Pillars</p> <p>The HLSC will propose and decide on the required actions, responsibilities, milestones, and reporting per TES follow-up Pillar over the next two years.</p>	<p>HLSC decision on follow-up per Pillar</p>	<p>In-session document</p>

Session 1: Framing HLSC taking forward TES outcomes

Background document 1: TES Follow-up Strategy

Summary

As part of the broader roadmap of the Global Education Cooperation Mechanism (GCM) this document presents the Transforming Education Summit follow-up Strategy jointly prepared by the UN Secretary-General's Executive Office and UNESCO as the Secretariat of the Summit and of the SDG4 High-Level Steering Committee's (HLSC) Inter-Agency Secretariat. The document proposes, for the Steering Committee's feedback and endorsement, five pillars of the TES follow-up.

On this basis, during its meeting the HLSC will deliberate on the follow up pillars, provide guidance on their implementation, and propose and decide on the required actions, responsibilities and reporting milestones over the next two years. It will also discuss its own roles and actions in ensuring effective follow-up of the Summit, providing support through its three Functional Areas, overseeing the monitoring and accountability of the Summit outcomes, and reporting on progress.

Annex 1 provides relevant elements of *Our Common Agenda*: Report of the Secretary-General as a context of the TES and its follow-up.

The Summit Follow-up Strategy

Introduction

In September 2022, the UN Secretary-General convened the Transforming Education Summit in response to the triple-headed crisis heightened by the COVID-19 pandemic: a crisis of equity and inclusion, a crisis of quality and a crisis of relevance. Leveraging the report of the UNESCO International Commission on the Futures of Education, the Summit sought to fundamentally rethink the purpose, content, and delivery of education in the 21st century and to elevate education in national and global political agenda to mobilize ambition, solidarity and solutions to transform education.

The [Secretary-General's Vision Statement on Transforming Education](#) is a manifesto and urgent call to Member States and the global public to join efforts towards transforming education and elevate education to the top of high-level political dialogues, including the Summit of the Future in 2024. In the statement, the Secretary-General called on the SDG4 High-Level Steering Committee (HLSC) to ensure effective Summit follow up by strengthening global, regional and national level cooperation and integrating the Summit outcomes into SDG4 coordination, monitoring and implementation efforts.

Key Summit outcomes to be followed up are:

- 1) High-Level political commitment and cross-sectoral, multi-stakeholder engagement at the country level, building on the national consultations convened in 163 countries, which led to 119 national

consultation reports and 133 written national statements of commitment submitted by Member State governments.¹

- 2) A vision statement from the Secretary-General which sets out foundational principles to guide the urgent, deep and fundamental change that is needed to transform education.
- 3) A global movement for transforming education, with youth as central actors and agents of transformation, as manifested in the [Youth Declaration](#).
- 4) The Call to Action on Educational Investment, “Investing more, more equitably and more efficiently in education,” to fulfil the moral, political and economic imperative of investing in education.
- 5) Global initiatives to leverage greater financial, technical and political support for country-level implementation in light of a series of Calls to Action launched at the Summit.

Follow-up Pillar 1. From commitments to actions at the country level

In fulfilling their national commitments to transform education, Member States must pursue SDG 4 with a transformative, whole-of-government and whole-of-society approach. The UN system and partners will collaborate and support Member States, *building on existing systems and coordination mechanisms*, in the following ways:

- HLSC to provide guidance for Member States in following up on their national commitments and integrating them into national socioeconomic and education policy dialogues and planning (a guidance note to be prepared by end 2022), supported by UN Country Teams (UNCT) and others.
- Member States to report on progress at Global Education Meetings, convened periodically by UNESCO.
- Regional cooperation, peer-learning and capacity support to be organized through the **regional SDG 4 coordination mechanisms**, supported by the HLSC members representing the respective regions² and the regional offices of UN agencies, notably UNESCO and UNICEF.
- All UN Resident Coordinators and UNCTs as well as country education sector partner coordination groups (e.g., Local Education Groups) to review—where they exist—the **UN Cooperation Frameworks** and **GPE Partnership Compacts**, with a view to jointly supporting education transformation. Funding window for Summit follow-up to be opened in the Joint SDG Fund to incentivize follow-up support by UNCTs to national governments on Summit commitments.

Follow-up Pillar 2: Ensuring that education transformation is a key component of the Pact for the Future

The TES follow-up actions proposed above underpin the collective efforts for realizing education that is needed in the 21st century. Together with the Secretary-General's Vision Statement, they constitute an important input to the **Summit of the Future** in September 2024, which in turn could greatly enhance national and global efforts to transform education.

- The Executive Office of the UN Secretary-General, working with UNESCO, **the UN system and key stakeholders**, to engage the President of the General Assembly, relevant co-facilitators, the New York Group of Friends for Education and Lifelong Learning and Member State delegations to ensure adequate consideration of the Vision Statement in preparations for the Pact for the Future, the primary formal intergovernmental outcome from the Summit of the Future.

¹ The numbers are as of 1 November 2022

² The SDG 4 High-Level Steering Committee is composed of 28 members of which 18 represent the 6 regions of the world, with two Member States and one regional inter-governmental organization per region.

Follow-up Pillar 3. Global movement for transforming education

The momentum created for the Summit must be nurtured and sustained by young people, teachers and other partners and stakeholders beyond the education community, so that education is elevated to, and remains on top of the political agenda of governments. Key actors and stakeholders will continue to be engaged in various fora and platforms and remain publicly and politically active around education in the lead up to major global milestones including the High-Level Political Forum, the 2023 SDG Summit, the 2023 Global Education Meeting, the 2024 Summit of the Future and beyond. Among those, critical actors will be engaged through:

- The **Youth-led Global Initiative**: This Initiative will 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, UNESCO, UNICEF, European Union, the LEGO Foundation, UN Foundation and others, to take forward the recommendations of the Youth Declaration.
- **Private sector and private foundations**: Building on private sector engagement throughout the Summit process and on the Statement by Philanthropic Actors Supporting Education at the margin of TES, private sector and private foundations actors will continue being engaged in the Summit follow up through their HLSC representation and leverage their influence, resources and tools for transforming education.
- **Teachers and civil society organizations**: Teachers are the backbone of education systems. CSOs also play important roles in both supporting education transformation at country and local levels and holding governments accountable to the national commitments made at the Summit. The 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. The Secretary-General's Office and 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 sustained 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 high-level political dialogue. 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.

Follow-up 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 and Governments. The UN and the HLSC will reach out and bring together the Global Champions (see below), key global institutions, civil society partners and teachers to advocate for, undertake strategic actions and monitor the recommendations contained in the Call to Action, including through:

- Tracking and reporting on educational investment – domestic and international aid – against the benchmarks recalled/recommended in the **Call to Action**.

- Strengthening connections between various UN actors and international processes to **integrate education financing in the UN’s broader work on SDG financing**, including efforts to provide an SDG Stimulus for acceleration of achievement of the goals and to reform the international financial system, as proposed in Our Common Agenda.
- Advocacy for the inclusion of **education investment on the agenda of global finance dialogues**, including IMF-WB annual meetings, G7, G20, and other Summits, with a view to increasing fiscal space and ringfencing 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)**.
- Promotion of innovative financial mechanisms such as the **International Finance Facility for Education (IFFEd)** launched at the Summit.

Follow-up Pillar 5. TES Global Initiatives

Five global multi-stakeholder initiatives were launched at the Summit in response to the respective Calls to Action to mobilize cross-country cooperation and bring transformation to scale. Conveners of each Initiative are responsible for developing roadmaps and monitoring frameworks, ensuring their effective implementation at the country level, reporting on progress to the HLSC, and for advocacy and resource mobilization to scale them up.

- **Partnership for Transformative Actions in Crisis Situations** aims to advocate for and implement eight transformative Triple Nexus actions (humanitarian, development and peacebuilding), to secure increased and better-utilized financing and coordinated planning.
- **Foundational Learning Coalition** commits to halving the global share of 10-year-old children unable to read and understand a simple text by 2030, by enrolling all children and keeping them in school, increasing access to remedial and catch-up learning, supporting teachers, and supporting children’s and teachers’ health, nutrition and psycho-social well-being.
- **The Greening Education Partnership** aims to prepare every learner to acquire the knowledge, skills, values and attitudes to tackle climate change and to promote sustainable development at all levels of education and skills development in transition to green economy.
- **Global Platform for Gender Equality and Girls’ and Women’s Empowerment in and through Education** will monitor progress towards relevant commitments made at the Transforming Education Summit and elsewhere, highlight gaps in progress at the country level, and encourage transformative action.
- **Gateways to Public Digital Learning** aims to establish and support an international movement to ensure that every learner, teacher, and family can easily access, find, and use high-quality and curriculum-aligned digital education content to advance their learning.
- **Global Commission on the Teaching Profession**, proposed at the Summit, is being explored by Education International, UNESCO, ILO and EOSG.

Session 1: Framing HLSC taking forward TES outcomes

Background document 2: HLSC's Functional Areas for the TES follow-up

“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.”

(Vision Statement of the Secretary-General on Transforming Education Transforming Education)

The HLSC is expected to play a key role in all of the Summit follow-up Pillars, in carrying out its mandate to provide strategic guidance, make recommendations on priorities and actions, monitor and advocate for adequate financing, and encourage harmonisation and coordination of partner activities. This section provides updates on the HLSC's Functional Areas' workplans, highlighting those related to the TES follow-up.

Functional Area 1: Promote evidence-based policy formulation and implementation

Objective of the Functional Area 1

The overall objective of FA 1 is to *strengthen the institutional capacities of education authorities to use data and evidence for policy, planning and implementation.*

This objective is developed by the FA 1 reference group following a strategic review on the use of evidence for education policy, planning and implementation completed in March 2022. The review concludes that the evidence use is limited at the country level due to two broken feedback loops: (a) between researchers and decision makers and (b) between global and local levels. Based on the review's recommendations, the FA 1 reference group developed three strategic objectives, which were presented to the HLSC Sherpa meeting in May 2022:

- 1) Increase the accessibility of locally relevant research and evidence syntheses and support governments in using data and evidence for policy making, planning and implementation, particularly for countries furthest behind in respect of progress towards SDG 4
- 2) Build knowledge and policy bridges between global and country levels through support to regional hubs, cooperation, peer learning and knowledge sharing.
- 3) Advocate and support country-level uptake and use of evidence for education policy making, planning and implementation, particularly for countries furthest behind in respect of progress towards SDG 4.

Work plan 2022-2023

Objective	Activity	Actions, outputs and timeline
1. Increase the accessibility of locally relevant research and evidence syntheses and support governments in using data and evidence for policy making, planning and implementation, particularly for countries furthest behind in respect of progress towards SDG 4	Map/review global and regional partners' capacity development activities	<ul style="list-style-type: none"> • Strategic review completed Q1 2022 • Targeted consultation with MoEs by Q1 2023 • Map of existing capacity building activities by Q2 2023
	Develop <u>joint</u> capacity development activities/projects at the regional and country level	<ul style="list-style-type: none"> • Capacity-development activities developed by Q2 2023 • Fundraising proposals developed by Q2 2023 and funds raised activities by Q3 2023
	Pilot joint-capacity development activities/projects at the regional and country level	<ul style="list-style-type: none"> • Selection of pilot countries, thematic areas and peer learning partner countries by Q2 2023 • Three/four pilots implemented from Q3 2023 • Desk review completed with gaps in knowledge products identified by Q3 2023 • Framework to assess the use of knowledge products developed by Q4 2023
	Prepare joint knowledge products (e.g., guidance notes, training materials, manuals, case studies, evidence synthesis/use of evidence) particularly on HLSC's thematic focus areas and TES global initiatives	<ul style="list-style-type: none"> • (TES follow-up Pillar 1) Prepare guidance note on how Member States integrate the national commitments into national socioeconomic and education policy dialogues and planning Q4 2022. • Review existing knowledge products and compile a synthesis by Q2 2023. • Need for new knowledge products identified by Q3 2023. • New knowledge products prepared or collected/curated by Q4 2024 • New knowledge products disseminated and support TES and TES follow-up, in addition support for country use provided from Q1 2025
2. Build knowledge and policy bridges between global and country levels through support to regional hubs, cooperation, peer learning and knowledge sharing	Liaise with the regional SDG 4 coordination mechanisms to strengthen their "regional hubs" function; provide guidance, support and technical backstopping	<ul style="list-style-type: none"> • (TES follow-up Pillar 1) Support/collaborate in regional and cross-regional peer learning and capacity development activities, particularly related to follow-up Pillar 1 throughout 2023
3. Advocate and support country-level uptake and use of evidence for education policy making, planning and implementation, particularly for countries	Contribute to the global SDG4 knowledge portal (repurposed from the TES knowledge portal); showcase good regional and national use of evidence in policy	<ul style="list-style-type: none"> • Knowledge portal structure and functionality developed by Q1 2023 • (TES follow-up Pillar 1 and 5) Good practices on the use of evidence collected, reviewed and curated by Q3 2023

furthest behind in respect of progress towards SDG 4	Advocate for good practices with funders and practitioners	<ul style="list-style-type: none"> • Advocacy strategy and plan developed (e.g. webinars, knowledge hub, social media) • Advocacy strategy implemented
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Functional Area 2: Monitor progress and improve the availability/use of data

Objective of the Functional Area 2

FA 2 has two objectives. First, to improve the availability of timely and accurate data (i) on SDG 4 indicators, with emphasis on the subset of benchmark indicators, and (ii) on actions to be undertaken in relation to thematic focus areas. Second, to improve the reporting and increase the use of such data to monitor progress towards SDG 4, strengthen accountability, and inform action.

As progress is reported to the HLSC, the latter's role would be (i) to mobilize action in areas proposed as priorities by the FA 2 Technical Committee and (ii) to provide feedback, guidance and political support in areas that require further development.

Work plan 2022-2023

Objective	Activity	Milestones and deliverables
Data accessibility	Development of Global Education Observatory (GEO) as gateway to education / SDG 4 data	<ul style="list-style-type: none"> • January 2022: launch of the GEO website 1.0 • January 2023: launch of the GEO website 1.1 • July 2023: launch of the GEO website 2.0 with improved pages on SDG 4 indicators
Data gaps	<ul style="list-style-type: none"> • Joint plan to fill gaps on learning outcomes, along the lines of the first pillar of the Learning Data Compact 	<ul style="list-style-type: none"> • Q2/Q3 2023: HLSC guidance on the low- and lower-middle-income countries committing to be supported to collect data on at least two levels of education and two subject areas by 2025
	<ul style="list-style-type: none"> • Estimation models for the out-of-school rate and the completion rate 	<ul style="list-style-type: none"> • September 2022: launch of out-of-school rate model results at VIEW website • September 2023: mechanism in place to work with countries to improve understanding of the model approach, validate the estimates, and develop their capacity to use the data.
	<ul style="list-style-type: none"> • Fill gaps on public expenditure data by examining multiple sources 	<ul style="list-style-type: none"> • June 2023: new Education Finance Watch report
Technical Cooperation Group (TCG) on SDG 4 indicators	<ul style="list-style-type: none"> • Strengthen country participation in TCG processes and ownership of TCG decisions. 	<ul style="list-style-type: none"> • November 2022: annual TCG meeting • January 2023: complete nomination process of two observers per country and initiate member rotation process • April 2023: organize first conference of education statisticians
National SDG 4 benchmarks	<ul style="list-style-type: none"> • Continue developing national SDG 4 	<ul style="list-style-type: none"> • September 2022: methodological proposal in report launched on occasion of TES

	benchmarking process and report on progress	<ul style="list-style-type: none"> January 2023: first monitoring report on progress towards benchmarks
Thematic focus areas / TES follow-up monitoring	<ul style="list-style-type: none"> Identify additional benchmark indicators related to global initiatives, invite countries to set national targets and contribute to TES follow-up, in line with the Call to Action of the HLSC on following up on the commitments made at the Summit 	(TES follow-up Pillar 5) <ul style="list-style-type: none"> February 2023: Proposal on 2-3 TES-related benchmark indicators based on HLSC members' feedback and TCG recommendations, notably on greening education and digital education for all September 2023: Introduce a process requesting countries to set national targets on these additional TES-related benchmark indicators Other milestones as per the HLSC decisions on the TES follow-up

Functional Area 3: Drive financing mobilization and improve alignment

Objective of the Functional Area 3

The main objective of FA3 is *to support the coordination of global actors, mobilizing greater and more diversified levels of equitable and efficient financing to education, aimed at achieving impact at country level.*

Improving the efficacy of domestic financing and international support can be transformative but requires coordinated, participatory and targeted actions at global level to positively impact country financing targets. The comparative advantage of global-level mechanisms such as the High-Level Steering Committee of the GCM is to provide an overview of the opportunities where actors can better align resources to maximize gains, or gaps where actors can be better coordinated for concerted action in support of progress at country level.

FA3 partners are working together to identify where existing and additional resources can be combined to address identified gaps in the following 3 types of activities:

- **Advocacy:** Ensure that the case for education financing has a stronger voice in national and global discussions to mobilize greater domestic and international resources including the pursuit of alternative/ innovative sources of finance.
- **Technical support:** Support the design and use of public goods for strengthening country capacities to devise sound education sector financing strategies that support the implementation of nationally agreed outcome targets in policy frameworks
- **Data, Evidence and Knowledge:** Promote better evidence and data on education financing and their use; seek cross-country peer learning opportunities.

Work plan 2022-2023

Objective	Activity	Milestones and deliverables
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1. Ensure that the case for education financing has a stronger voice in national and global discussions to mobilize greater domestic and international resources including the pursuit of alternative / innovative sources of finance.	Advocate for stronger focus on education finance in global fora	<ul style="list-style-type: none"> • (Summit follow-up Pillar 4) Advocacy strategy for promoting a consistent message to be delivered in international finance meetings of the WB, IMF, G7, G20 aimed at increasing fiscal space for low- and middle-income countries; by Q1 2023.
	Advocate for stronger focus on increased education investments at national levels	<ul style="list-style-type: none"> • (TES follow-up Pillar 4) Advocacy strategy for promoting and support for national governments increasing fiscal space and ringfencing of funds for education; by Q1 2023. • (TES follow-up Pillar 1) Liaise with FA1 in support for Member States on national planning, from an education finance perspective; by Q1 2023
	Strengthening coordination between global and regional institutions & funds	<ul style="list-style-type: none"> • Identify opportunities and moments to improve inter-institutional coordination on international finance for education for 2023-24; by Q4 2022.
2. Support the design and use of public goods for strengthening country capacities to devise sound education sector financing strategies that support the implementation of nationally agreed outcome targets in policy frameworks.	Coordinate and support the production of joint knowledge products relevant to education financing	<ul style="list-style-type: none"> • Discussion paper on education finance leading to proposed call-to-action for transforming education finance completed Q3 2022. • Catalogue of best practices for transforming financing education by Q4 2022.
3. Promote better evidence and data on education financing and their use; seek cross-country peer learning opportunities.	Coordinate and support continued monitoring and tracking of education investments (national and international) through existing mechanisms.	<ul style="list-style-type: none"> • (TES follow-up Pillar 4): Regular monitoring of investments in education by national governments and international institutions and analysis of trends in comparison to agreed-upon/proposed benchmarks; by Q1 2023; Q4 2023.
	Support cross-country learning of best practices	<ul style="list-style-type: none"> • Proposal for country case studies as champions/success stories on education finance by Q1 2023. • Country case studies to be developed and disseminated by Q3 2023

Session 2: TES Follow-up Pillar 5 Advancing HLSC thematic focus areas through the Global Initiatives

Background document 3: TES Global Initiatives

Summary

This document provides an overview of the five TES Global Initiatives launched at the Transforming Education Summit in response to the relevant Calls to Action. These multi-stakeholder initiatives aim to mobilize cross-country cooperation and bring transformation to scale. A sixth one on the Global Commission on the Teaching Profession is under discussion following its announcement at the Summit. While encouraging time-bound thematic initiatives, the Secretary-General's Vision Statement reaffirms the concept of universally-relevant, lifelong learning to transform education.

This item is for HLSC's discussion and agreement on the way forward.

Background

While continuously strengthening an overall enabling environment for cooperation from the universal, lifelong learning perspective of SDG 4, the HLSC agrees on rolling **thematic focus areas** within which time-bound initiatives may be developed by coalitions of countries and partners to spotlight and accelerate advancement on specific issues or population groups. In February 2022, the HLSC agreed on four thematic focus areas, which, together with education financing, informed the "Thematic Action Tracks" of the Transforming Education Summit convened by the UN Secretary-General in September 2022.

HLSC's thematic focus areas for 2022-2023:

1. Inclusive, equitable, safe and healthy schools
2. Learning and skills for life, work and sustainable development
3. Teachers, teaching and the teaching profession
4. Digital learning and transformation

The UN Secretary-General's Vision Statement reaffirms the lifelong learning principle in transforming education and calls for education systems to embrace this principle by universalizing early childhood education and offering more flexible pathways and financial policy incentives to allow people of all ages to learn, reskill and upskill. In this relation, Annex 3 provides a summary of recent world conferences organized by UNESCO focused on early childhood education, higher education and adult education.

Five global initiatives³ emerged from the "Spotlight Sessions" of the Summit Leaders' Day in response to the respective Calls to Action. A sixth one, the establishment of the Global Commission on the Teaching Profession, was announced at the Summit and the details are being discussed.

³ Partnership for Transformative Actions in Crisis Situations; Foundational Learning Coalition; Greening Education Partnership; Global Platform for Gender Equality and Girls' and Women's Empowerment in and through Education; Gateways to Public Digital Learning

An overview of the five Global Initiatives is presented below, including their respective convenors, a short summary, expected outcomes and activities developed by the convenors. The overview also a suggested timeframe and monitoring plan to measure progress. Convenors of each Initiative are responsible for developing roadmaps and monitoring frameworks, ensuring their effective implementation at the global and country levels, reporting on progress to the HLSC, and for advocacy and resource mobilization to scale them up. They will also contribute to enrich the TES/SDG4 Knowledge Portal by collecting and sharing good practices, publications, tools and resources, etc.

Initiative	Convenors/ Partners	Overview
<p>The Coalition for Foundational Learning</p> <p><i>Thematic Focus Area 2: Learning and skills for life, work and sustainable development</i></p>	<p>Convenors: UNICEF, UNESCO, World Bank, FCDO, USAID, Bill and Melinda Gates Foundation</p>	<p>Summary The Coalition for Foundational Learning is a global initiative to promote a shared commitment to ensure the acquisition of foundational learning (literacy, numeracy and socio-emotional skills) for all children. The aim is to build a Global Coalition on Foundational Learning with committed partners working together.</p> <p>Rationale Foundational learning provides the building blocks for all other learning, knowledge, and higher order skills that children and youth need to attain through, and beyond, education. Foundational learning is critical to enable all children to reach their full potential and participate in society and ensures that young people can contribute to sustainable development, inclusive growth, gender equality, national cohesion, peace and prosperity in their country and community while bolstering progress on all other SDGs.</p> <p>Objectives The Initiative will galvanize global commitments to ensure urgent and decisive actions are taken to recover and accelerate learning at the country level; enhance collaboration among stakeholders and partners for coordinated and coherent efforts to improve learning, including a focus on improving teaching; facilitate mutual learning and sharing of public goods to support implementation of evidence-based solutions; improve availability and use of learning data to inform decision-making; and close the education resource gap, and enable the investments, leveraging technologies and other reforms, needed to effectively advance foundational learning.</p> <p>Expected Outcomes The Coalition aims to advocate for and support governments to reduce the global share of children unable to read and understand a simple text by age ten, by half, by 2030.</p> <p>Outputs and examples of activities For each country endorser, activities will draw on the RAPID framework for learning recovery and acceleration aligned with the Commitment to Action. For Coalition Secretariat members, activities are yet to be finalized but the following pillars will be explored: support country-led action and</p>

		<p>implementation; enhance advocacy and communications; improve learning data and monitoring and; fill the education resources gap including open education resources.</p> <p>Members and governance The future plans are to establish a Secretariat comprising representatives of the convenors and other relevant groups – CSO, development partners, and champion countries. 6 countries have endorsed the Commitment to Action.</p> <p>Monitoring Plan The Coalition Secretariat is developing a progress monitoring tool that is linked to the SDG 4.1.1 and SDG 4.1.2, national targets, the Global Proficiency Framework in Reading and Mathematics and to the global and national processes, which will ensure a joint review of progress (by outcomes and actions) by endorsers. This will include interim, short-term goals in the run up to 2030.</p> <p>Timeframe The Coalition will run until 2030.</p>
<p>Greening Education Partnership: Getting Every Learner Climate-ready</p> <p><i>Thematic Focus Area 2: Learning and skills for life, work and sustainable development</i> <i>Thematic focus Area 3: Teachers, teaching and the teaching profession</i></p>	<p>Convenors UNESCO (secretariat)</p>	<p>Summary The Greening Education Partnership is a global initiative to support countries for accelerating the implementation of climate change education in response to climate crisis. The Partnership aims to deliver strong, coordinated, and comprehensive action that will support countries to prepare every learner to acquire the knowledge, skills, values and attitudes to tackle climate change and to promote sustainable development.</p> <p>Rationale The planetary crisis associated with climate change, biodiversity loss and pollution threaten the very survival of human beings and requires a rapid and radical transformation at all levels. Young people demand quality climate change education and governments, and education systems need to respond to this. As such, the Partnership will work around 4 pillars and identified challenges: Greening Learning, Greening Schools, Greening Capacity & Readiness and Greening Communities.</p> <p>Objectives The Partnership aims to foster synergistic and scaled-up strategic implementation; knowledge management and research in support of a vibrant community of practice; advocacy and communication; and monitoring of progress to inform global efforts on climate change education as part of the overall work on Education for Sustainable Development (ESD).</p> <p>Expected Outcomes The expected outcomes are: Political commitment and resources mobilized to support countries to get every learner climate-ready; Open</p>

		<p>and effective community of practice on greening education coordinated to foster mutual learning and synergetic collaboration and; Learning, schools, capacity building and communities greened by 2030.</p> <p>Outputs and examples of activities The Partnership convenes organizations who are already engaged in supporting actions related to the vision and the 4 pillars and will benefit from existing networks and already planned meetings to bring together these partners to encourage accelerated, scaled-up and coordinated action. A work plan is yet to be developed with partners, but examples of meetings are the GEP meetings, COP28 and the ESD-net 2030 Global meeting.</p> <p>Members and governance The Partnership is an open community of organizations and institutions, and membership is envisaged to be in two major categories: Member States and key stakeholders. A governance structure for the Partnership will be developed by a core group of members, but may include an advisory group, working groups and a secretariat. Key members who have expressed interest to contribute to the initiative include: Government of United Kingdom of Great Britain and Northern Ireland, Government of Japan, UNFCCC, UNEP, ILO, International Renewable Energy Agency (IRENA), UNICEF, WFP, UN CC:Learn UNITAR, Microsoft, Global Partnership for Education, UN Human Rights Council Special Rapporteur on the promotion and protection of human rights in the context of climate change, World Organization of the Scout Movement, Plan International, Learning Planet Institute, Earthday.org, UN Sustainable Development Solutions Network, Education International, Foundation for Environmental Education Global, Education Above All Foundation, Teach for All, Education Outcomes Fund, Office for Climate Education, Aga Khan Foundation, World’s Largest Lesson, Project Everyone, Dubai Cares, Mission 4.7, International Association of Universities..</p> <p>Monitoring Plan As part of the TES follow-up, UNESCO Institute of Statistics and Global Education Monitoring Report are planning to set up and monitor the country progress. In the monitoring plan, activities may include annual reporting on benchmarks, in-depth spotlight report on one benchmark every year.</p> <p>Timeframe The Partnership will run until 2030.</p>
<p>Education in Crisis Situations: Partnership for Transformative Actions</p>	<p>Convenors UNESCO UNHCR UNICEF ECW GPE</p>	<p>Summary The Education in Crisis Situations Partnership is a global initiative to mobilize cross-country cooperation, bring actions to scale while addressing immediate needs at national, regional and global levels. The Partnership aims to advocate for and implement the Triple Nexus Actions (Humanitarian, Development and Peacebuilding) through improve</p>

<p><i>Thematic Focus Area 1: Inclusive, equitable, safe and healthy schools</i></p>		<p>equitable inclusive education access and learning outcomes for children and youth affected by crises, protect and improve financing, reinforced planning and coordination to build crisis-resilient education systems, and scale and mainstream high-impact and evidence-based interventions into policy and programming efforts.</p> <p>Rationale Millions of children and young people are affected by barriers to access to and continuation of education during and after armed conflicts, health, or climate-induced disasters, political or economic crises and associated forced displacement, including refugee crisis. Crises impact the longer-term investment required to transform education systems and ensure resilience to future disruption. Systemic issues in education funding nationally and globally mean that children and youth are missing out on both national and international support and are falling further behind.</p> <p>Objectives The Partnership aims to: Improve equitable inclusive education access and learning outcomes for children and youth affected by crises; Protect and improve external financing, ensure it reaches learners equitably and aligns with national planning priorities and commitments to international conventions; Build inclusive, crisis-resilient education systems that ensure protection of the right to education for children and youth, address the needs of all learners in a holistic way, and include information and tools related to safeguarding health, wellbeing, nutrition, water, sanitation and protection from violence, sexual exploitation and abuse and; Scale and mainstream high-impact and evidence-based interventions into policy and programming efforts with a focus on eight inter-linked priorities.</p> <p>Expected Outcomes The expected outcomes are: Nurture and sustain the political commitment and resources mobilized to support countries to adhere to the pillars of the Call to Action plus create a movement beyond ministries of education to address EiEPC transformative actions; Map the national consultation commitments to concrete country level actions supported by engaged EiEPC stakeholders on the ground and anchor interventions to national, regional and global monitoring and reporting mechanisms by 2025 with clear way forward to 2030; Reinforce open and effective Triple Nexus partnership platforms including community of practice on evidence-based policies, data and monitoring and improved financing.</p> <p>Outputs and examples of activities The outputs, activities and timelines will be designed and developed in collaboration with regional stakeholders by December 2022.</p> <p>Members and governance A governance structure for the Partnership will be developed by the co-conveners and may include a technical steering committee/advisory group, working groups and a secretariat. 36 Member states and entities</p>
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		<p>have endorsed the Initiative, and formal endorsements will be sought from various stakeholders.</p> <p>Monitoring Plan The monitoring plan will be designed and developed in collaboration with regional stakeholders by December 2022.</p> <p>Timeframe The partnership targets the implementation period between 2023 until 2030, with a status report and evaluation in 2025.</p>
<p>Gateways to Public Digital Learning</p> <p><i>Thematic Focus Area 4: Digital learning and transformation</i></p>	<p>Conveners UNESCO, UNICEF</p>	<p>Summary Gateways to Public Digital Learning is a global initiative to establish and support an international movement to ensure that every learner, teacher, and family can easily find, access, and use high-quality and curriculum-aligned digital education content to advance their learning. The initiative will map, describe, and analyze existing public platforms and content, help countries create and strengthen national platforms, identify and share best practices, and establish international norms and standards to guide the development of platforms in ways that advance national and international goals for education.</p> <p>Rationale Progress to establish and strengthen public digital learning platforms and content remains deeply uneven, and it is imperative that countries and the broader international community get the fast-moving transition of education into digital and virtual spaces right. The Gateways Initiative aims to advance this goal by assuring that all people can find and use public options for public education in digital as well as non-digital environments.</p> <p>Objectives The Initiative aims to support countries advance progress toward the two commitments on ‘digital learning content’: Establish and iteratively improve public digital learning platforms with high quality, curriculum-aligned education resources, ensuring they are free, open, and accessible for all, in line with UNESCO’s Recommendation on Open Educational Resources, while also protecting the privacy, safety and data security of users and; Ensure these platforms empower teachers, learners, and families, support accessibility and sharing of content, and meet the diverse needs of users including learners with disabilities, speakers of minority languages, girls and women, and people on the move.</p> <p>Expected Outcomes The expected outcomes are to support countries establish and iteratively improve public digital learning platforms populated with high-quality and curriculum-aligned digital education content and resources to better support learners, teachers, and families with an aim to assure and improve high quality public digital learning for all.</p>

		<p>Outputs and examples of activities</p> <p>The Initiative will advance progress across three components:</p> <ol style="list-style-type: none"> 1. A Global Gateway; create and maintain a global gateway to existing public digital learning platforms 2. Evidence Generation and Good Practices; create and showcase good practices on digital education platforms 3. Norms and Standards; establish international norms and standards to support countries ensure public digital learning platforms <p>Members and governance</p> <p>The Initiative is convened and led by UNESCO and UNICEF, and will draw on the expertise of global, regional, and national partners. The Initiative will engage, and leverage partners involved in the TES Digital Learning Action Track, champion countries and Secretary-General’s High-level Panel on Digital Cooperation.</p> <p>Monitoring Plan</p> <p>The Initiative will track progress across its three components and prepare an annual report summarizing actions, accomplishments, and obstacles, in addition to any reporting required for relevant donor organizations.</p> <p>Timeframe</p> <p>The initiative will run from January 2023 to December 2025.</p>
<p>Global Platform to drive Leadership and Accountability for Gender Equality and Girls’ and Women’s Empowerment in and through Education</p>	<p>Conveners UNESCO, UNICEF, the World Humanitarian Forum, Plan International, Malala Fund, the World Bank, the UN Girls’ Education Initiative (UNGEI)</p>	<p>Summary</p> <p>The Global Platform is a multi-stakeholder forum to address gender inequality and gender gaps in educational attainment. The main goal is to drive transformative leadership, accountability, innovation, data, and financing to advance gender equality and girls’ and women’s empowerment in and through education.</p> <p>Rationale</p> <p>Gender inequalities persist in education, and it will take 22 years to close the gender gap in education attainment. The challenge is to maintain political commitment and scale up action to accelerate progress where the needs are the greatest. In order to drive leadership and accountability for gender equality and girl’s and women’s empowerment in and through education, the Platform will gather governments, donors, partners and civil society to monitor progress against commitments, highlight gaps, and propel transformative action.</p> <p>Objectives</p> <p>The Platform aims to achieve five results areas:</p> <ol style="list-style-type: none"> 1. Transformative Leadership to empower girls and women in and through education, transform education systems to advance gender equality, and end harmful gender norms 2. Transformative Accountability to collectively monitor progress and catalyze action against global commitments to transformative

		<p>action for gender equality and girls’ and women’s empowerment in and through education</p> <ol style="list-style-type: none"> 3. Transformative Innovation to scale up multi-sectoral, cost-effective, gender-transformative solutions that accelerate impact, including through digital innovations 4. 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 5. Transformative Financing to close gender disparities in all aspects and at all levels of education, and promote gender-transformative education <p>Expected Outcomes The Platform aims to scale up transformative leadership, accountability, innovation, data and financing to advance gender equality and girls’ and women’s empowerment in and through education. Specific outcomes are yet to be developed and finalized.</p> <p>Outputs and examples of activities The Platform’s outputs and activities will address three overarching accountability questions:</p> <ol style="list-style-type: none"> 1. Are we on track to achieve commitments and targets for advancing gender equality in and through education and for the most marginalized girls and women? 2. Are we realizing transformative actions and addressing gaps in service provision and financing, reaching the most marginalized girls and women, and promoting gender equality in and through education? 3. Are our interventions informed by evidence on what works to ensure transformative outcomes for gender equality in and through education and for marginalized girls and women? <p>Activities are expected to include global, region and country-level monitoring, annual reports, in-country advocacy and capacity development, support to promote gender-transformative curricula, support to action-oriented research and scale up, etc.</p> <p>Members and governance The Platform will be governed by a Steering Committee composed of high-level representatives from the foundational member organizations and will be convened at least once every six months. A Technical Advisory Panel will also be constituted. The Platform will be open for participation to all governments, development partners and civil society organizations.</p> <p>Monitoring Plan A detailed monitoring plan will be developed in the inception phase of the Platform, including process and performance indicators.</p>
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		Timeframe The Platform will be operational for four years, through 2026.
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HLSC Member State Ministers met in New York on 20 September to discuss TES follow-up with a focus on the Global Initiatives launched on 19 September at the Summit, and a possible set of indicators to be monitored by the HLSC. Please see Annex 2 for the Meeting Report and an overview of the proposed indicators.



Session 3: IAS Strengthening the supporting mechanisms - Inter-Agency Secretariat

Background document 4: Inter-Agency Secretariat Staffing

Summary

This document proposes a strengthened structure for the Global Education Cooperation Mechanism (GCM) Inter-Agency Secretariat (IAS), to support the overall mandate of the SDG4 High-Level Steering Committee, including the follow up to the Transforming Education Summit.

The proposed staffing structure includes a total of 20 core staff, which would require a total of 3 million USD in 2023, and 3.6 million USD in 2024. Based on resources already mobilized, mostly through fixed-term positions and funding mobilized by UNESCO, the funding gap as of November 2022 is 4 million USD for 2023-2024, including 1.4 million for 2023.

Rationale

In addition to its overall mandate as the global education apex body, the SDG4 HLSC has been mandated through the UN SG Vision Statement to lead and coordinate the follow up to the Transforming Education Summit, by taking forward its main outcomes through five main pillars.

As the main body that supports and enables the HLSC mandate, the Inter-Agency Secretariat (IAS) must be equipped with adequate human and financial resources to carry out its work, especially with the full dissolution of the TES Secretariat by end November 2022.

This proposal outlines the human resource structure and associated financial costs to strengthen the IAS, hosted by UNESCO. The IAS will bring staff from various agencies and organizations together to ensure an inclusive structure is in place to continue supporting the critical work of the SDG4-HLSC and the overall (functioning of the) GCM.

IAS staffing structure

The Inter-agency Secretariat hosted by UNESCO is led and coordinated by the IAS Head and Deputy Head. The IAS reports to UNESCO's Assistant Director-General for Education.

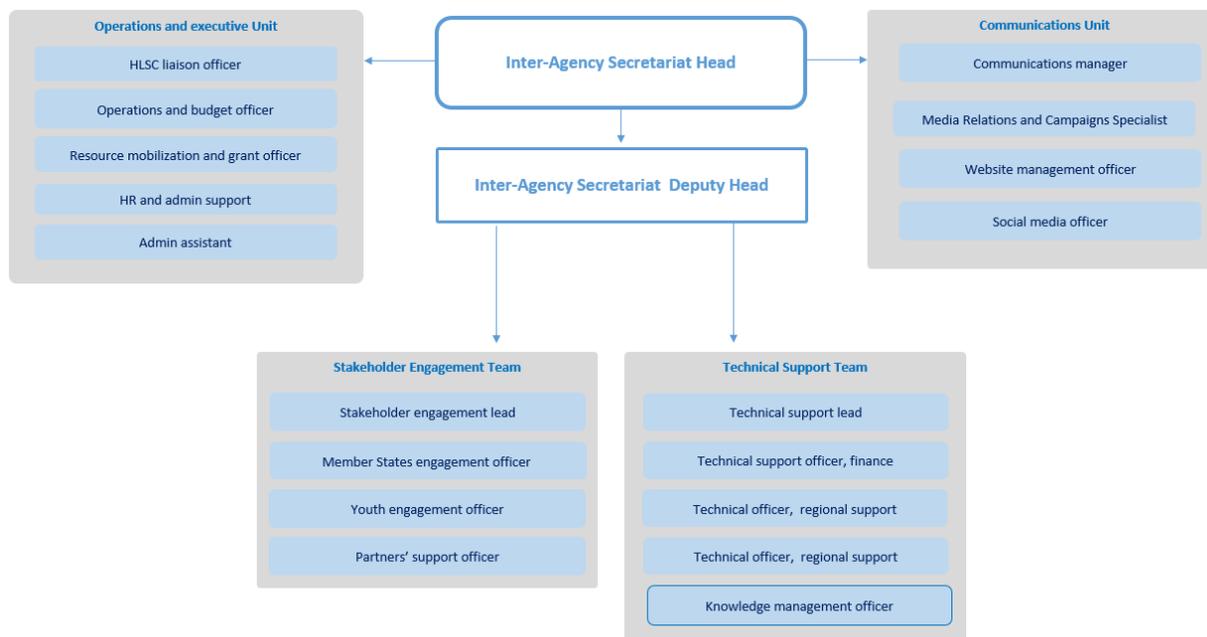
As agreed during the February 2022 Sherpa meeting, the IAS is set up according to the following work pillars: two core teams (Stakeholder Engagement Team and Technical Support Team) and two units (Communications Unit and Operations Unit). At least 30% of the IAS's roles need to be non-UNESCO staff to ensure a diverse and inclusive structure.

In 2022, several Project Assignment posts were externally recruited thanks to Norway's support to UNESCO's SDG4 global coordination and monitoring role, while four staff joined the team on secondment from Finland, Norway, Republic of Korea and the LEGO Foundation. In addition, a dedicated Transforming

Education Summit secretariat composed of staff from across UN agencies was set up (from February to October 2022) to manage the Summit preparatory process and overall organization, under the overall umbrella of the IAS.

In 2023, the staff structure of the IAS will be strengthened to ensure that the IAS can continue supporting the HLSC in its overall mandate, while also ensuring the follow up of the Transforming Education Summit.

This structure will comprise a total of 20 staff, including 6 UNESCO staff members on fixed-term contracts, and 14 temporary positions, as per the diagram below:



IAS required profiles

Required profiles to staff the IAS structure are as follows:

Technical Support Team

The minimum essential members off the IAS Technical Support Team are:

- **Technical support lead** - develops an overall strategic plan and to for the HSLC's deliverables, ensuring coherence and complementarities across the deliverables of the FA Technical Committees, thematic focus areas and global initiatives; develops templates to help the Technical Committees and working groups plan, tracks progress and reports and consolidates these to HLSC; guides and supervises the team members.
- **Technical support officer – finance** supports and provides guidance to the FA Technical Committees with focus on FA3; proposes actions and helps mobilize resources and partners for the Technical Committees; supports the enrichment of the SDG 4 Knowledge Hub.
- **Technical support officer – country and regional support** (two positions) supports and provides guidance to the regional SDG4 coordination mechanisms; maps education sector coordination mechanisms at the regional and country levels; helps follow up and consolidate information on the

implementation of the national commitments made at the TES and Global Education Meetings; supports the enrichment of the SDG 4 Knowledge Hub including information about relevant regional cooperation frameworks, networks, events, etc.

- **Knowledge management officer** is responsible for the content management of the SDG Knowledge Hub, including the collection, curation and display of good practices and innovations, publications, communication materials, websites and databases, in close collaboration with the web manager of the IAS Communications Team.

Stakeholders Engagement Team

- **Stakeholder engagement Lead** provides overall strategy for stakeholders' engagement and liaises with partners to accelerate progress on HLSC priorities.
- **Member state engagement officer** supports and provides guidance to the country representatives of the HLSC, as well as to UNESCO's member states, prepares and conducts member state constituency consultation ahead of HLSC meetings.
- **Partners' support officer** supports and provides guidance to partner representatives on the HLSC, as well as non-member key partners of the HLSC, prepares and private sector and organisations' constituency consultation ahead of HLSC meetings; focal point for GEF and MEP.
- **Youth engagement officer** supports the SDG4Youth Network in all matters related to the HLSC; supports the implementation of the Youth-led Global Initiative in close collaboration with the SDG4Youth Network.

Communications Unit

- **Communications Manager** leads the drafting and implementation of the HLSC/Global Education Movement Communications / Outreach / Advocacy Strategy to enhance the visibility of the work of the HLSC and elevate education to the top of the political agenda of governments.
- **Website management officer** conceptualises and oversees web presence for ED/E30/SDG and the Inter-Agency Secretariat (IAS); Conceptualises and oversees web design for GCM websites.
- **Media relations and campaigns specialist** activates campaigns around key moments including work with the HLSC Communication leads and Network of celebrities and influencers.
- **Social media officer (P2)** develops and implements a comprehensive social media strategy for the follow up to Transforming Education Summit and IAS.

Operations Unit

- **Operations and budget officer** maintains and reports on the overall budget of the IAS.
- **HLSC liaison officer** ensures efficient and timely communications with the members of the HLSC, supports the HLSC representatives and is central point of contact for HLSC members.
- **Resource mobilisation and grant officer** maintains the funding and grant portfolio of the IAS; develops funding proposals and required reports.

- **HR and admin support** provides executive support to the Head of the IAS; performs general tasks related to office management, ensuring the efficient organisation of the IAS.
- **Admin assistant** provides executive support to the Operations Unit; performs general tasks related to office management, ensuring the efficient organisation of the IAS.

IAS funding needs for 2023 and 2024

Overall funding gap

The total staffing cost of the Inter-Agency Secretariat is **6.7 million USD for 2023-2024**, divided between 3.1 million USD for 2023, and 3.6 million USD for 2024, to cover 20 full-time staff.

Out of this amount, a total of 1.7 million USD has already been secured for 2023, as well as 1 million USD for 2024, or **2.7 million already secured for 2023-2024**. Most of this funding comes from UNESCO core budget through fixed term staff, and extrabudgetary funds mobilized for external hiring.

The **overall funding gap for the IAS therefore stands at 4 million USD for 2023-2024**, including a funding gap of 1.4 million USD for 2023 and 2.6 million USD in 2024.

	Total staff cost 2023	Funding available 2023	Funding gap 2023	Total staff cost 2024	Funding available 2024	Funding gap 2024	Staffing cost 2023-2024	Total funding gap
Management	460,980	460,980	-	460,980	460,980	-	921,960	-
Operations and Executive Unit	540,386	160,940	379,446	657,536	160,940	496,596	1,197,922	876,042
Communications	512,618	252,620	259,998	710,612	126,620	583,992	1,223,230	843,990
Stakeholders' engagement	675,990	399,996	275,994	767,988	-	767,988	1,443,978	1,043,982
Technical team	891,990	432,000	459,990	983,988	216,000	767,988	1,875,978	1,227,978
TOTAL	3,081,964	1,706,536	1,375,428	3,581,104	964,540	2,616,564	6,663,068	3,991,992

Support opportunities and modalities

Direct and flexible financial contributions to allow for recruitment of the specific profiles required for the most efficient and effective functioning of the Secretariat, combined with secondments from UN agencies and other partners.

Secondment proposals to the IAS should meet the following criteria:

- Primarily long term and minimum one year long
- Primarily based in Paris, France
- Matching the ToRs of specific IAS positions to be filled

- Appointed following a recruitment process (recruitment panels may include a mix of partners) and according to standard UNESCO secondment modalities.

Session 4: TES Follow-up Pillar 1 Accelerating progress at the country level

Background document 5: Analysis of TES National Statements

Summary

This document provides a thematic summary of the 133 national statements of commitment which were submitted for the Transforming Education Summit.

1. Covid-19 recovery

Almost all National Statements (92%) renewed commitment to mitigating the impacts of the Covid-19 educational disruption. Nearly half of the countries (47%) expressed concerns about Covid-related learning losses. Measures to mitigate learning loss included accelerated or catch-up programs designed on the basis of diagnostic assessments of foundational literacy and numeracy skill levels. Interestingly, over half the countries (57%) highlighted the need to support the psycho-social and mental well-being of both students and teachers. It is to be noted, however, that very few articulated concrete measures to do so.

2. Resilience to future shocks

Over a third of the countries (37%) underlined the need to strengthen diverse aspects of education system resilience to withstand future crises and shocks. Among them, a quarter indicated aspirations or plans to leverage digital learning solutions to prepare for future crises. Six¹ 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.

3. Addressing educational exclusions

The majority of National Statements (87%) underscored the importance of ensuring more inclusive education systems that meet the needs of the most vulnerable learners and communities. The analysis of educational inclusion below examines various determinants of exclusion as they relate to socioeconomic status, gender, disability, rural residence, displacement status, as well as cultural/linguistic status.

Three quarters of National Statements (73%) acknowledged socio-economic vulnerability as a key barrier to educational access. A third indicated that rural residence remains a persistent challenge for access to educational opportunity. Statements referenced various measures to offset the direct and indirect costs of education for socio-economically vulnerable communities. Nearly a third of all countries, for instance, committed to expanding school-feeding/nutrition programs, while a quarter advocated for free or affordable early childhood care and education. Among other measures cited were scholarships and/or tuition fee exemptions in higher education. Two thirds of the countries (65%) also recognized persistent challenges related to gender equality in education and/or the need for gender-specific or gender-sensitive education policy, programs, and approaches. Having said that, the Statements rarely proposed specific or innovative measures to improve gender equality in/through education, although several did mention measures such as incentives to steer girls and young women into STEM, or gender-sensitive teacher training programmes and curricula.

A third of all countries (35%) acknowledged the need to better adapt education to the needs of learners with disabilities, highlighting gaps in access, lack of specialized teachers, and/or appropriate teaching/learning resources and school infrastructure.

Nearly 70 per cent of the 133 Member States that submitted a national statement of commitment are experiencing the direct or indirect effects of conflict or political instability, including internal and/or refugee displacement, migration and statelessness. Learners in these situations are among the most vulnerable, and both the European Union and the G77 acknowledged the significant impact that conflict has on education attainment and education systems.⁴ Nevertheless, only a few countries underscored problems related to rebuilding schools and the teacher workforce in conflict and post-conflict situations despite the endemic nature of these challenges in affected countries.

Nearly half of the countries that host the world's 75% of the roughly 30 million registered emergency or protracted refugees or asylum seekers acknowledged these populations in their commitments. With a few notable exceptions, most of those countries underscored the importance of ensuring the right to education regardless of legal status or nationality while indicating sustainable financing remains a challenge. When it comes to stateless people whose access to education is either nil or limited beyond lower primary, only two of the 15 Member States⁵ known to have substantial numbers of acknowledged the intention to address the issue.

Finally, fewer than 15% of Statements addressed educational inclusion from the perspective of cultural or linguistic minorities. It is noteworthy that no countries addressed the question of mother tongue instruction as a cultural right and as a means of improving foundational learning outcomes.

⁴ Among those crisis-affected member states that did not participate in TES processes, Afghanistan, Eritrea, Lebanon, Myanmar, the Russian Federation, Venezuela are experiencing or absorbing crises that have resulted in significant internal or refugee displacement. Venezuela and Eritrea, which also did not participate, are among the five countries whose populations displaced abroad are highest relative to their inhabitants.

⁵ CAR, Chad, Iraq, Kazakhstan, Kenya, Malaysia, Rwanda, Serbia, Syria, Thailand, Uzbekistan, Vietnam, Yemen, Zambia, Zimbabwe.

4. Transforming the teaching profession

Most countries (94%) highlighted pre- and in-service training and professional development of teachers as a key determinant to improve the quality of learning, including by improving teacher motivation and retention. Learning opportunities that support teaching as a collaborative profession through exchange programs, communities of practice, and peer mentoring were highlighted. Many of these Statements also underlined the need to increase teachers' qualification requirements to university level in order to elevate both teacher capacity and professional standing.

A third of Statements acknowledged the need to improve the working conditions and social status of teachers as strategic priorities to attract qualified candidates and strengthen the quality of the teacher workforce. Yet only four countries offered significant commitments to salary increases.

A quarter of all Statements recognized teacher shortage as a core issue. However, concrete measures to address the challenge were almost entirely absent, and this even in countries where there is increasing pressure on demand for teachers due to high population growth. While many of these countries highlighted the need to incentivize more equitable distribution of teachers across regions where learners were in greatest need, only one country forecasted the number of recruitments needed to respond to the shortage of teachers.

The issue of contract teachers and the professional needs of the significant and invisible unappointed teacher workforce that frequently serves the poorest or most marginalized learners in low-middle income communities is almost entirely absent.

5. Renewing curriculum content and methods

Rethinking curriculum content and methods was at the heart of over two-thirds of all National Statements of Commitment (69%). Renewing pedagogical approaches was central to these conversations with countries placing strong emphasis on competency-based approaches, as well as on interdisciplinary teaching and learning methods that are seen as developing capacities for systems thinking. Countries often noted the continued prevalence of rote learning methods, and further underlined the value of project-based learning, collaborative methods, problem solving, critical thinking and research on contemporary issues. Some 20% of countries specifically called for renewal of assessment methods that focus on critical and independent thinking.

Beyond pedagogical methods, 70% of Statements outlined the need to integrate climate-change education into curricula and ensure school infrastructure exemplify carbon-neutrality. More than a third of Statements (35%) specifically mentioned commitments to improve foundational learning in basic education, including by redoubling efforts to address inadequate levels of literacy and numeracy skills among disadvantaged learners. Among the many Statements (over 60%) that recognized the important role of early childhood care and education, seven countries specifically outlined early learning as key to narrowing literacy achievement gaps in primary grades.

Half of all countries highlighted the need for education systems to better prepare learners for future jobs and the importance of technical and vocational skills development to deliver an adaptable workforce prepared for nationally relevant employment opportunities. A third of these Statements indicated the

need to strengthen partnerships with local private industry to improve the relevance of vocational and professional skills development programmes.

6. Higher education, research and innovation

While higher education was not an area of particular focus of TES consultations, some 40% of countries referenced the important role of higher education institutions as spaces of ideation, innovation, and experimentation that serve both the entire education system and wider sustainable development goals.

Some of these indicated that university research and teaching personnel are best placed to drive innovation, including through applied research directed at improving access to, and learning outcomes in, basic education, technical education, and STEM research and application. Public investment in higher education to drive economic growth in countries where budgets for basic education are insufficient was cited as a conundrum by nearly all LMICs, where the goals of equity and inclusive access for marginalized populations are challenged by the privatization of tertiary education. 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.

7. Digital learning and transformation

As can be expected for a Summit devoted to the transformation of education, close to 90% of National Statements of Commitment highlighted one or more aspects of digital learning. Lower income countries were most likely to suggest that digital solutions would help solve endemic learning deficits for out-of-school, rural, or crisis-affected populations. This was true even in the many countries that reported severe limitations in access to public digital learning, and who recognized that deployment of digital learning during the pandemic exacerbated educational inequities.

Close to half of all countries (45%) raised concerns about connectivity gaps and inequitable access to devices for disadvantaged learners and schools. Countries where aspirations to broadband internet coverage represent significant financial challenges frequently committed to establishing or strengthening public-private partnerships with technology providers.

Building on post-pandemic initiatives, a third of all countries (35%) endeavored to create or further extend open, free, and curriculum-aligned digital learning content and strengthen platforms. Lower income countries were frequently focused on offline resources that do not rely on connectivity, including traditional broadcast technologies such as radio and TV.

A quarter of all countries (29%) committed to strengthening digital skills among learners and teachers. Some countries highlighted the capacity of teachers to create digital content and to ensure that they are able to leverage digital tools for pedagogical innovation and not simply for knowledge dissemination and use. Interestingly, beyond technical skills. Others also emphasized the need to strengthen the capacity of learners and teachers to understand technology in reflexive and critical ways. Training programs that address the issues of safety, privacy, online bullying, and misinformation were considered key to developing digital citizenship.

Only a handful of countries committed to reinforcing e-governance in education through the progressive digitization of management and administrative processes in order to inform decision-making at policy and school levels.

8. Financing education

Over one third of countries (35%) set time-bounded targets to maintain or increase the share of domestic public education spending in line with international commitments and benchmarks of 4-6% of GDP and 15-20% of public expenditure. A number of these also mentioned possible measures to strengthen public budgets for education, for example by redirecting part of the revenues from extractive industries into social sectors, through inheritance taxation, or value-added taxation on luxury and/or climate-intensive consumption goods. It is important to highlight that three low- or lower-middle income countries⁷ noted that their debt burden restricted possibilities to increase domestic financing of education.

Some 20% of countries also committed to better leveraging private sector contributions to strengthen public investments in education. Some lower middle-income countries proposed complementary sources of financing, such as special saving banking products, and cash transfers from diaspora communities, acknowledging that all or part of the costs of education falls on households.

Greater efficiency in public education spending was a priority for close to 30% of countries. Some of these indicated that efficiency gains could result from decentralization reforms. Where there is sufficient institutional capacity, local administrations and financially autonomous schools were entrusted to allocate resources adjusted to local needs. Eight countries 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 support education in emergencies, as well as girls' education.

9. Governing education as a common good

The principle of education as a common good implies a new social contract for education as a collective responsibility to be forged through more inclusive public dialogue and policy making. Over a quarter of all countries (28%) recognized that the transformation of education systems requires 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.

Having said this, only a handful of countries committed to explicitly including teachers and educators, and youth and students in decision-making and legislative processes. Several countries envisaged offering communities and families the possibility of recourse to legal measures in order to hold public authorities accountable. While frequently referenced in national consultations reports, whole-of-government approaches were almost not very visible in 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.

10. Youth engagement

Youth engagement has been at the core of the Transforming Education Summit. While youth voices were very much present at the global level, translating into the Youth Declaration launched during the Summit, youth participation in education policymaking did not come out strongly in the national statements of commitments.

Twenty-nine countries out of 133, or approximately 22%, made any mention of youth within their statements of commitment. Only eighteen countries (13%) referenced youth or student engagement in the TES National Consultations and only fourteen countries (approximately 10%) referenced sustained engagement of youth and/or students in policy processes and/or school governance. While all countries did not necessarily reference youth engagement in their national statements of commitments, this reflects the limited participation of young people in national education policy to date.

Session 5: TES Follow-up Pillar 4 Transforming education financing

Background document 6: Call to Action on Financing Education

Summary

Building on the SDG4-Education 2030 commitments, GPE Heads of State Declaration on Education Financing, the Paris Declaration on Education Financing, and other existing frameworks on financing for development, this Call to Action on Financing education urges all countries and all partners to take concrete action both nationally and internationally in order to invest more, to invest more equitably and to invest more efficiently in education.

Call to Action

Governments at the national level shall:

Invest more in education:

- Assume their responsibility and leadership for the adequate financing of education, working to identify and solve the main roadblocks to fulfill both domestically agreed priorities and internationally agreed goals for education, especially those related to SDG4.
- Increase the fiscal space for education and commit to ring-fencing funds to social protection and education systems. Following the Incheon and Paris Declarations, governments shall allocate at least 4-6% of GDP and at least 15-20% of total public expenditure to education, protecting public education budgets from the constrained fiscal environment resulting from the COVID 19 pandemic and the global economic crisis.
- Commit to protect and increase real investment per student and per school-age person towards an ambitious national benchmark established according to the national and regional context.
- Commit to reach an adequate tax-to-GDP ratio as required, through ambitious and progressive tax reforms with linked commitments towards financing educational investment.

Invest more equitably in education:

- Establish specific goals with respect to the percentage of educational investment going to the 40% and 20% of families with lowest income, to those living in rural or distant areas, children with disabilities or those especially vulnerable.

- Track and report on educational investment and its results in a disaggregated and systematic way, to make sure educational investment is equitably distributed at all levels of education, starting with pre-primary, with special attention to those most vulnerable. Integrate gender responsiveness into public expenditure monitoring to redress imbalances and restructure expenditures to promote gender equality.
- Commit to investing more in re-skilling and life-learning opportunities, to help prepare both youth and adults for the economy of the future, and to spur new, decent job opportunities in the growing green and digital economies.

In order to invest more efficiently in education, governments at the national level shall:

- Increase the efficiency of educational investment by reducing leakages; increasing delivery capacities of the education stakeholders and institutions; working across education partners in an inclusive manner; strengthening accountability frameworks; and improving teacher workforce development and management.
- Take action on linking sector planning and budget programming so that education plans have clear and realistic financing strategies with robust cost and revenue productions; and develop adequate and timely data to link and evaluate these plans with respect to expected outcomes.
- Promote a whole of government approach, through the use of Integrated National Financing Frameworks (INFFs) and SDG-aligned budgeting strategies which allow for pooled- or joint-funding across development sectors, in line with wider national development strategies and priorities and recognizing that, in the end, the objective is not a particular sector, but the real persons whose lives are transformed by public policies.

The international community shall:

Increase its financial contribution to education:

- Fulfill the established benchmark 0.7% of donor Gross National Income (GNI) for official development assistance (ODA) and increase the proportion of such aid going to education to 15% - 20% of total ODA and allocate these to the countries where the need is greatest.
- There is also scope for international financing institutions, multilateral and regional banks to significantly expand their current spending on education; and for philanthropies to significantly step up their contribution to supporting public education systems.
- Scale up proven innovative financing mechanisms including the Global Partnership for Education (GPE) Multiplier fund, which unlocks additional financing from public and private funders, and support new innovative financial mechanisms like the International Finance Facility for Education (IFFEd) which aims at leveraging significantly increased education financing for LMICs through regional and multilateral development banks.
- Work on scaling up existing successful smart aid financing, and grants to support the poorest countries to increase fiscal space and address rising debt distress, which precludes significant borrowing in many cases, including LICs and LMICs.

- Agree on a new international collective approach to financing of education for refugees and other learners displaced by climate catastrophes. This must address the distinct education needs of displaced and refugee children.

Support national efforts for financing education:

- Prioritize global actions on taxes, supporting international reforms that can help countries increase their tax income in a rapid and progressive way, shifting international financial institutions country-level dialogue to be bolder and more progressive on tax reforms, and ensuring global rules do not push countries into “race to the bottom” strategies in terms of taxes and harmful tax incentives. This includes global action on tax loopholes, agreements on a global asset register, the reduction of illicit financial flows, unfair trade taxation, acting on tax havens and promoting a process for setting fair global tax rules.
- Revise the international financial and debt architecture to ensure sufficient financing can be mobilized in support of long-term, sustainable development objectives, including by removing conditionalities that require cutting expenditure on education as a pre-requisite to attain new financing, and using innovative tools such as debt-for-education swaps.
- Support action on debt relief, restructuring, and in some cases, cancellation, for any countries spending more on debt servicing than education.
- Urge the International Monetary Fund (IMF) and other international financial institutions to address obstacles such as public sector wage constraints that prevent increased spending on education; and champion policies that will allow significant new recruitment of professional teachers wherever there are shortages.
- Find new solutions and mechanisms that can unblock funding and advance the case for a new allocation of Special Drawing Rights (SDRs) and reallocation of existing SDRs to countries most in need to invest in education.
- Create new norms and formulas to help Ministries of Finance and Governments as a whole factor in long-term returns to investment in education so that education spending is not seen purely as a consumption expenditure in medium term expenditure frameworks and other planning / budget documents.

Session 6: TES Follow-up Pillar 3

Building a Global Movement to Transform Education

Background document 7: Update on Global Youth Initiative

Summary

This document offers an update on the development of the Global Youth Initiative for endorsement by the HLSC.

Background

The Transforming Education Summit provided a unique opportunity to elevate education to the top of the global political agenda while bringing the priorities and aspirations of young people to the forefront through inclusive dialogues and meaningful engagement.

During the Summit preparation process, almost half a million youth were consulted in 170 countries to share their views on what needs to be done to transform education. This led to the elaboration of the Youth Declaration, a first-of-its-kind document presenting the collective vision, demands, and commitments from youth on transforming education. The Youth Declaration was launched during the Summit and presented as young people's inputs to the Secretary-General's Vision Statement.

As the Transforming Education Summit came to an end, opening the way to the Summit of the Future planned for 2024, the need to keep education high on the political agenda remains greater than ever. The Youth Declaration provides a strong foundation to bring youth and student networks as well as other stakeholders together around a Global Youth Initiative to transform education and grow a youth-led global movement.

Overview of Global Youth Initiative

The objective of the Global Youth Initiative is to provide a strategic framework for collective action to take the recommendations of the Youth Declaration forward, localize them at the regional and country levels, and support the growth of a bottom up, youth-led global education movement.

This strategic framework is meant to be inclusive and dynamic, bringing together multiple networks and partners to align action and initiatives and maintain the momentum well beyond the Summit, building on key education and other global moments.

Building on the recommendations of the Youth Declaration, the Global Youth Initiative will consist of three main components, as follows:



It will be co-created, implemented and monitored by youth networks and partners under the overall coordination of the SDG4 Youth Network, and with the support of the HLSC Inter-Agency Secretariat.

While the HLSC Inter-Agency Secretariat will act as the penholder to develop and finalize the Global Youth Initiative, the content of the three components of this initiative will be co-created and led by various partners through regular consultations.

Regional and global consultations to develop the Global Youth Initiative will take place in October-November 2022, with the objective of finalizing the document by the end of December 2022.

HLSC's role in taking the Youth Initiative forward

The Global Youth Initiative calls upon youth and student networks and global education partners to come together and support a youth-led global movement to transform education.

The SDG4 Youth Network, as the youth platform of the Global Education Cooperation Mechanism (GCM), will coordinate the overall development and implementation of the Global Youth Initiative, with the support of the HLSC Inter-Agency Secretariat.

As the representative of the youth constituency on the HLSC, the SDG4 Youth Network will be responsible for consulting other youth and student networks to ensure their collective participation in the global education apex body and in the overall Summit follow up.

The Global Youth Initiative will include a results framework to monitor progress and ensure accountability. Partners will report on the components that they are leading on to the HLSC Inter-Agency Secretariat on a regular basis. The SDG4 Youth Network will in turn provide regular updates on the initiative during the HLSC Sherpa and Leaders meetings, as part of the overall Summit follow up.

Session 6: TES Follow-up Pillar 3 Building a Global Movement to Transform Education

Background document 8: Communications and Advocacy Strategy

Summary

The Communications and Advocacy is developed to support the HLSC in to align the HLSC's current communication strategy with the TES follow-up Strategy. It supports especially campaigning efforts for the Summit follow-up Pillar 3: Global Movement for Transforming Education and harnesses key global moments to advocate for education to remain on top of the political agenda.

Considering HLSC's key role in ensuring the effective Summit follow-up, the revised advocacy and communication strategy also aims to raise the profile of HLSC members as they **lead** global education, **engage** a wide range of audience in support of transforming education and **empower** and strengthen young people to lead the transformation of education.

Advocacy outcomes

The two-year advocacy strategy will contribute to the following outcomes by the end of 2024:

- Advocacy at global, regional and national levels will have led to commitments being developed into actions for transforming education by all countries that submitted national statements of commitment and the global education community will fully support national-level implementation of these commitments;
- A Global Education movement is nurtured and sustained beyond the education community, **galvanising public awareness and action** and elevating education to the top of the political agenda of governments.
- Thanks to advocacy and communication efforts, educational investment – domestic and international aid – has increased against the benchmarks recalled/recommended in the Transforming Education Summit's Call to Action.
- By the end of 2024 increased **visibility of the HLSC as a key actor for** guiding and monitoring country efforts towards SDG4 with a transformative approach.

Advocacy approaches

The following approaches will serve as a roadmap for the Global Advocacy Approach and sets out how the SDG4 Inter-Agency Secretariat and its partners will work to achieve its outcomes through advocacy:

Global	Regional/Local	Global Initiatives	HLSC-specific
<p>Campaign and branding: Develop and support a global political advocacy campaign that will build on the alliances with Youth Networks initiated during the TES process, and engage a broad range of stakeholders to increase public support and demand for transforming education and mobilize a global movement for education.</p>	<p>Support member states and regions by developing advocacy and communications toolkits to help profile their work on SDG4 progress</p>	<p>Engage ambassadors, influencers and other high-profile celebrities through campaigns to reach and engage public audiences and to support the global Education movement building around the Global Initiatives</p>	<p>Examine and analyse the need of re-branding, a new logo and articulating a new narrative to strengthen the role and impact of the HLSC and its mandate of follow-up TES and the Global Initiatives</p>
<p>Leveraging key moments: Influence and advocate at strategic global fora, such as G7, G20, COP28, World Economic Forum and World Bank Spring Meetings, to continue holding governments and donors accountable on delivering on the Global Initiatives</p>	<p>Support and coordinate HLSC members, member states, partners and stakeholders' advocacy efforts by leveraging and coordinating initiatives and efforts</p>	<p>Develop advocacy social media campaigns with clear key messages around the key moments and for each Global Initiative (TBD).</p>	<p>Use creative storytelling and develop data-driven key messages for HLSC Leaders to communicate a clear vision and make a compelling case for the increasingly pivotal role of the HLSC in collaboration with the GEM Report team</p>
<p>Identifying SDG4 champions: Use the power and following of an SDG4 Special Advocate and other high-profile influencers to engage public audiences (with focus on young people), to continue building a global movement around the Global Initiatives and put public pressure on governments & donors</p>		<p>Share key learnings and best practices within the community of education and networks and the wider organisation as relevant through a repurposed Transforming Education hub</p>	<p>Focus outreach on specialised media and leverage social media platforms and the Transforming Education Hub to promote HLSC members as thought leaders, to promote the advocacy outcomes of countries delivering against the benchmark indicators for the initiatives</p>
<p>The hub/Digital strategy: Repurpose and use the SDG4/Transforming Education Hub as a platform for joint advocacy efforts. Hub has potential to become a lively, robust and data-</p>	<p>Align Regional HLSC Websites with SDG4/Transforming Education hub.</p>	<p>Utilize and develop the Transforming Education Hub as a platform and one-stop shop for SDG4-related knowledge assets, as we</p>	<p>Use the Transforming Education Hub as a platform for increased visibility for the HLSC</p>

driven resource that can bring the education community together.		establish the vision towards the Summit of the Future and tools	
Develop relevant, diverse content and create actionable content for social media platforms and deploy a 3-dimensional approach to content production – create, co-create and use (partner) content wherever applicable			Maximise the role of the HLSC Comms Leads Network to support, coordinate and serve as a platform for HLSC members, member states, partners and stakeholders’ communication efforts by amplifying initiatives and efforts on various platforms, also aligning advocacy and campaigning efforts

HLSC Communications Network

The HLSC’s Inter-Agency Secretariat has created an HLSC Communications Network that brings together the Communications focal points of all HLSC members and represents a unique platform in the education landscape to align communications efforts across various constituencies – including Member States, Multilaterals, civil society, private sector, youth, and others.

Under the leadership of the IAS, this network will serve as a platform to take forward the communications and advocacy efforts initiated during the Summit process, moving from an “event-based” to an “issue-based” strategy focusing on elevating education as a key and urgent political issue.

The network will build on the work of the Summit Mobilization Hub and in close collaboration with the “movement coordination function” of the IAS to align advocacy and mobilization efforts.

Annex 1

Our Common Agenda

Summary

The Our Common Agenda report looks ahead at the next 25 years, representing the Secretary-General's vision on the future of global cooperation. It calls for inclusive, networked, and effective multilateralism to better respond to humanity's most pressing challenges. The Transforming Education Summit held on 16, 17 and 19 September 2022 during the UN General Assembly in New York, has been a center piece of the report, allowing education to be positioned on the top of the political agenda.

Our Common Agenda

On the [75th anniversary](#) of the United Nations, Member States pledged to strengthen global governance for the sake of present and coming generations. They requested the Secretary-General to report back with recommendations to advance our common agenda and to respond to current and future challenges ([UN75 declaration - A/RES/75/1](#)). After a year of intensive consultations with Member States, civil society, the UN system and others, and building on the [UN75 global dialogue](#), his report '[Our Common Agenda](#)' was launched on 10 September 2021.

The Our Common Agenda report contains:

- **A wake-up call to turbo-charge implementation of the SDGs through:**
 1. **A renewal of the social contract**, anchored in human rights.
 2. **A focus on the future**, through a deepening of solidarity with the world's young people.
 3. **Urgent action to protect and deliver global commons and global public goods** through a more networked, inclusive and effective multilateralism.
 4. **An upgraded UN that is fit for a new era** and can offer more relevant, system-wide, multilateral and multi-stakeholder solutions to the challenges of the 21st century.
- **A proposal for a Summit of the Future to address the challenges of tomorrow.**

Our Common Agenda – a once-in-a-generation opportunity to unite to face the future

From February-March 2022, the President of the General Assembly organized a series of five inclusive, informal thematic consultations on the Our Common Agenda report recommendations. His summaries of the consultations paved the way for the implementation phase.

In the 3rd quarter of 2022, the General Assembly took the following intergovernmental steps flowing from Our Common Agenda:

- Adoption of the right to a healthy environment (July 2022)
- Adoption of a Resolution on Modalities for the Summit of the Future (A/RES/76/307)
- Establishment of the United Nations Youth Office (A/RES/76/306)

- Circulation of an elements paper for an eventual Declaration on Future Generations (by co-facilitators Fiji and the Netherlands)
- Summit on Transforming Education (September 2022)
- High-Level Event on Implementation of the Global Accelerator on Jobs and Social Protection for Just Transitions (September 2022)

Summit of the Future

The Summit will be held on 22 and 23 September 2024, in New York, preceded by a preparatory ministerial meeting on 18 September 2023. It will consist of plenary meetings and interactive dialogues to be held in parallel.

The Summit will adopt a concise, action-oriented outcome “**Pact for the Future**”, agreed in advance by consensus through intergovernmental negotiations. The Secretary-General is requested to engage with Member States and other relevant partners on his Common Agenda proposals as they relate to the Summit of the Future including action-oriented recommendations. In this spirit, the preparatory process will consist of: (a) Consultations to determine the scope of the Summit, (b) Negotiations to conclude the outcome document.

Per the vision of the Secretary-General, the Summit's goals are to:

- Reaffirm international support for key principles and values of multilateral cooperation, including the UN Charter and Human Rights.
- Re-invigorate the multilateral system and make it fit for the challenges of today and tomorrow.
- Reach an agreement on a ‘Pact for the Future’, endorsed by Heads of States.
- Agree on concrete solutions to specific needs & governance gaps on global public goods.
- Provide a high profile, public moment to showcase networked, inclusive, and effective multilateralism and a United Nations that is seeking to address the challenges of the future.

Annex 2

Meeting Report – HLSC Member States post-TES

Summary

On 20 September in New York, the Ministers of the High-Level Steering Committee met to discuss TES follow-up with a focus on the Global Initiatives launched on 19 September at the Summit, and a possible set of indicators to be monitored by the HLSC.

Meeting of HLSC Member State Ministers at the Transforming Education Summit

Introductory remarks by the HLSC co-Chairs

In line with its mandated role to lead the global coordination of SDG 4, the HLSC's leadership in the Summit follow up is reaffirmed in the UN Secretary-General's vision statement. The HLSC is expected to strengthen global and regional-level cooperation and joint action among Member States and education partners. As representatives of their respective regions, the HLSC Member States have a critical responsibility in taking forward the Summit's outcomes.

One of the main outcomes of the Summit and the focus of this meeting is the launch of a set of Global Initiatives around targeted themes. A coalition of Member States, multilateral, civil society and private sector organizations as well as youth representatives are helping convene each Initiative, with their Calls to Action launched at the Summit.

Conveners of the Initiatives, each with their own coordination modality, are responsible for supporting and ensuring their effective implementation at the country level, reporting on progress to the HLSC, and proposing monitoring mechanisms.

Through its three core functions, the HLSC will play a dual role of supporting the Global Initiatives and reporting on their progress. It will propose indicators to measure progress per Initiative, building on the existing SDG 4 indicators and adding potential new ones (see annex). It will work with countries to set their national 2025 and 2030 targets and report on progress.

The HLSC Leaders will meet before the end of this year to discuss and agree on a comprehensive TES follow-up strategy.

In 2023 the aim would be for the HLSC to have a meeting dedicated to the monitoring of progress, possibly a Global Education Meeting and a first report on Global Initiatives and other Summit outcomes. In 2024, the HLSC will renew its membership and revisit its thematic focus areas, while continuing to press for education to be placed prominently at the Summit of the Future. In 2025, a critical milestone will be the review of the SDG monitoring framework, presenting an opportunity for the HLSC to propose that selected new TES-related indicators be integrated in the revised Framework.

Open discussion

HLSC Ministers reaffirmed their support for the Summit's Global Initiatives, underscoring the importance of turning the Summit's commitments into actions, hence the critical importance of the HLSC's mandate in monitoring progress and strengthening accountability for results.

Establishing a monitoring framework for the Global Initiatives was strongly supported, while underscoring the importance of agreeing on a set of indicators that take different national realities into account.

Regarding the selection of indicators, the need to focus not only on outcomes but also on progress and impact was highlighted, as well as the importance of having both quantitative and qualitative indicators, including policy tracking. The need to address learners in crisis/emergency contexts (not only refugees), teacher shortage, and skills beyond foundational skills were underscored.

Several stressed the need to focus on the 2030 horizon, beyond 2025, to ensure feasibility and actual delivery, which will be challenging in the short term.

The importance of the regional level in the Summit follow up was also underlined, in particular the need for alignment and coordination with existing regional frameworks and agendas.

Finally, the need to engage with Ministers of Finance to address the glaring education financing gap was emphasized as well as the importance of exploring concrete opportunities for both Ministers of Education and Finance to exchange, possibly around the IMF and World Bank's 2023 Spring Meetings.

Conclusion and way forward

Building on the national SDG 4 benchmarking process, the HLSC Ministers agreed to call on countries to:

- Agree to set a small number of indicators, linked to the Global Initiatives, to be added to the list of SDG 4 benchmark indicators
- Set national targets for these indicators for 2025 and 2030, representing the transformation countries want to see coming out of the Summit

Ministers charged the HLSC's Technical Committee for Data and Monitoring (FA2) with the elaboration of a proposed set of benchmark indicators and their technical feasibility for consideration and decision at the HLSC's upcoming meeting on TES follow-up.

Annex 1: Suggested Indicators' Framework for TES Global Initiatives for the meeting discussion

Global initiative	Suggested quantitative benchmark indicators	
ESD/Greening Education	Schools that are green-accredited Climate education in school curricula	
Digital Education for All	[4.a] Schools connected to the internet Countries with public learning platforms Percentage of teachers and learners with access to public learning platforms	[4.c.1 Trained teachers]
Advancing Gender Equality	[4.5.1] Gender gap in completion	
Foundational learning	[4.1.1] Minimum learning proficiency [4.1.2] Completion rate	
Education in Crisis Situations	[4.1.2] Out-of-school rate, disaggregated by refugee status	
Education Financing	[FFA] Public spending on education as share of (i) GDP and (ii) total public spending	
Youth Empowerment	Countries with youth advisory committee for education policy	

Blue = existing indicator
Green = potential new indicator

Annex 3

Recent World Education Conferences

Summary

In the lead up to September 2022, a series of major world conferences convened by UNESCO prepared the ground for the Transforming Education Summit (TES), including on education for sustainable development (Berlin, 2021), higher education (Barcelona, May 2022), and adult learning (Marrakech, June 2022), as well as post-TES on early childhood care and education (Tashkent, November 2022). The common thread running through these global events is the recognition of the right to quality education throughout life, which is reflected in the Summit's vision, outcomes and follow up.

UNESCO 2021 World Conference on Education for Sustainable Development

The UNESCO 2021 World Conference on Education for Sustainable Development was held from 17 to 19 May 2021, bringing 2800 people – from governments, international and intergovernmental organizations, civil society, youth, the business sector, and many more - together virtually to call for learners of all ages to be empowered to [#LearnForOurPlanet](#) and act for sustainability.

In light of the pressing environmental issues the world is facing, the Conference created momentum for the new [framework Education for Sustainable Development \(ESD\) for 2030](#) and its [roadmap](#), which aim to build a more just and sustainable world through strengthening ESD to build education systems that support learners of all ages to be responsible and active contributors to more sustainable societies and a healthy planet.

The World Conference on ESD culminated with the adoption of the [Berlin Declaration on Education for Sustainable Development](#) which commits to making environmental and climate action a central part of the curriculum in all education systems.

UNESCO World Higher Education Conference 2022

The UNESCO World Higher Education Conference (WHEC2022) gathered 2500 higher education stakeholders in Barcelona, Spain, from 18 to 22 May 2022, to reshape ideas and practices in higher education to ensure sustainable development for the planet and humanity. It brought together relevant stakeholders to define and prepare a roadmap for a new era of higher education. This roadmap, conceived as an open, living document, aims to respond to the challenges faced by humanity and the planet, with special attention to the global disruption created by the COVID-19.

The WHEC2022 was organized by UNESCO with the generous support of the Government of Spain, the regional Government of Catalonia, the City Hall and the Regional Authority of Barcelona and in partnership with GUNi/ACUP.

The conference resulted in a [roadmap](#) with key activities and priorities, which is to be updated by beginning of 2023.

Seventh International Conference on Adult Education

From 15 to 17 June 2022, participants from across the globe came together for the Seventh International Conference on Adult Education (CONFINTEA VII) in Marrakech, Kingdom of Morocco. They took stock of achievements in adult learning and education, discussed challenges, and developed a new framework for action to make adult learning and education a reality around the world. CONFINTEA VII was hosted by the Kingdom of Morocco and co-organized with UNESCO.

CONFINTEA VII encouraged UNESCO Member States to put in place policies, incentives, regulatory frameworks and institutional structures and mechanisms to contribute to a human rights culture, social justice, shared values and sustainability. In recognition of continuing advancements in artificial intelligence, special attention was paid to using information and communications technologies to promote access to adult learning and education and inclusion.

The conference resulted in the [CONFINTEA VII Marrakech Framework for Action](#): harnessing the transformational power of adult learning and education.

World Conference on Early Childhood Care and Education

The World Conference on Early Childhood Care and Education, hosted by the Republic of Uzbekistan and organized by UNESCO, was held 14-16 November 2022 in Tashkent, Uzbekistan. The conference reaffirmed the right of every young child to quality care and education from birth and urged Member States to renew and expand their commitment to and investment in ensuring that access of all girls and boys to quality early childhood development, care and pre-primary education so that they are ready for primary education.

The World Conference had three main goals: i) To develop ambitious, relevant, and culturally appropriate policies; ii) To put in place effective and accountable systems, multi-stakeholder partnerships and services; and iii) to increase and improve investment in Early Childhood Care and Education as an essential and integral part of countries' strategies for attaining lifelong learning societies and sustainable development.

Ahead of the conference, regional consultations have resulted in Regional Outcome documents, which highlight key issues, trends, challenges, and perspectives of ECCE, identify innovative practices and innovations, and generate regional recommendations. The conference also resulted in the Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education. .

Annex 4 Key Moments and Milestones for SDG4

	2022	2023										2024		
	December	January	February	March	April	May	July	September	November	December	January	March	April	September
Global events	OECD Meeting of ED Ministers	International Day of Education World Economic Forum		UN Commission on the Status of Women	World Bank Spring meeting ECOSOC Youth Forum Commission on Population and Development	G7 Education Ministers Conference and G7 Summit	HLPF Y20 Summit	SDG Summit G20 Summit International Day to Protect Education from Attack	COP28 Global Education Meeting	Global Refugee Forum (GRF)	International Day of Education		World Bank Spring meeting	Summit of the Future
GCM / Key education partners' meetings	HLSC meeting Digital Transformation Collaboration (DTC) meeting	ECW High-level Financing Event on EIE	Istanbul Youth Summit		HLSC Sherpa mtg (tbc)			HLSC member states moment (tbc)	HLSC Leaders meeting, [first report on Global Initiatives and national commitments,			HLSC meeting (tbc)		

Regional meetings	LAC: Regional Steering Committee Meeting							renewal of HLSC]			
	AFR: meetings with stakeholders on the way forward from national statements	AFR: AU and UNICEF to discuss follow-up of TES	AFR: AU Summit	LAC: Launch of TES national consultations analysis		LAC: Ad-hoc ministerial meeting on TES commitments	APA: Policy dialogue on the Regional Guidelines on Priority Area for transformation of Education systems and acceleration of SDG4 (title and time tbc)	APA: Regional Seminar on the progress of SDG 4 (title TBC)	APA: SDG4 mid-term review finalized (Q4 2023)		
	Launch of LAC Chapter of the Global Education Coalition		LAC: LLECE meeting	AFR: follow-up meeting on AU summit							

* The GCM Platforms (the multilateral education platform – MEP, the Global Education Forum – GEF, the CCNGO, and the SDG4Youth Network) also meet periodically. Dates of their sessions tbc.

Annex 5

SDG 4-Education 2030 High-Level Steering Committee Membership 2022-2023

Member State and Regional Organisation Representatives

Group I (Western Europe and North American)

France

H.E. Mr Pap Ndiaye, Minister of National Education, Youth and Sports of the French Republic

Ms Nathalie Nikitenko, Delegate for European and International Relations and Cooperation

Portugal

H.E. Mr João Miguel Marques da Costa, Minister of Education of the Portuguese Republic

Ms Luísa Ucha, Advisor to the Ministry of Education of the Portuguese Republic

European Commission

Ms Jutta Urpilainen, Commissioner for International Partnerships, European Commission

Mr Martin Seychell, Deputy Director-General DG INTPA, European Commission

Group II (Eastern Europe)

Latvia

H.E. Ms Anita Muižniece, Minister Education and Science of the Republic of Latvia

Ms Laura Treimane, Counsellor for Education and Science, Permanent Representation of the Republic of Latvia to OECD and UNESCO

Slovenia

H.E. Dr. Igor Papič, Minister of Education, Science and Sport of the Republic of Slovenia

Mr Aleš Ojsteršek, Education Development and Quality Office Ministry of Education, Science and Sport

Council of Europe

Mr Matjaz Gruden, Director of Democratic Participation

Mr Villano Qiriazzi, Head of the Education Department

Group III (Latin-American and Caribbean)

Argentina

H.E. Mr Jaime Perczyk, Minister of Education of the Argentine Republic

Ms Marina Larrea, National Director of International Cooperation

Colombia

H.E. Mr Alejandro Gaviria Uribe, Minister of National Education of the Republic of Colombia

Mr Nicolás Ávila Venegas, Advisor to the Minister of National Education of the Republic of Colombia

Organization of Ibero-American States for Education, Science and Culture (OEI)

Mr Mariano Jabonero Blanco, Secretary-General

Ms Tamara Díaz, Director of the Education Sector

Group IV (Asia and the Pacific)

Bangladesh

H.E. Dr. Dipu Moni M.P. Hon'ble Minister of Education of the People's Republic of Bangladesh

H.E. Mr. Khondker Mohammad Talha, Ambassador, Permanent Delegate of the People's Republic of Bangladesh to UNESCO

China

H.E. Mr Huai Jinpeng, Minister of Education of the People's Republic of China

Mr Qin Changwei, Secretary-General, Chinese National Commission for UNESCO

Southeast Asian Ministers of Education Organization (SEAMEO)

Dr Ethel Agnes Pascua-Valenzuela, Director, SEAMEO Secretariat

Dr Kamaleswaran Jayarajah, Research, Evaluation and Assessment Specialist, SEAMEO Secretariat

Group V (a) (Africa Region)

Côte d'Ivoire

H.E. Ms Mariatou Kone, Minister of National Education and Literacy of Côte d'Ivoire

M. Kouassi Kouakou Eloi Noël, Inspector and Head of Education, Technical Advisor to the Minister of National Education and Literacy of Côte d'Ivoire

Sierra Leone – HLSC co-Chair

H.E. Mr Julius Maada Bio, President of the Republic of Sierra Leone

H.E. Mr David Moinina Sengh, Minister of Basic and Senior Secondary Education

African Union

H.E. Prof. Mohamed Belhocine, Commissioner for Education, Science, Technology and Innovation (ESTI)

Mr Hambani Masheleni, Ag. Head of Education Division

Group V (b) (Arab Region)

Jordan

H.E Prof. Azmi Mahafzah, Minister of Education and Higher Education of the Kingdom of Jordan

Ms Ibtisam Ayoub, Secretary General, Jordan National Commission for Education, Culture and Science

Morocco

H.E. Mr Chakib Benmoussa, Minister of National Education, Preschool and Sports, President of the National Commission for Education, Science and Culture of the Kingdom of Morocco

Mr Adil Bajja, Director of Strategy, Statistics and Planning

ALECSO

Mr Mohamed Ould Amar, Director General

Mr Hechmi Ardhaoui, Education Expert

Multilateral Organisations/Banks/Funds Representatives

GPE

Mr Charles North, Acting Chief Executive Officer

Ms Margarita Focas Licht, Manager, Partnerships Team and Acting Deputy CEO

OECD

Mr Mathias Cormann, Secretary-General

Mr Andreas Schleicher, Director for Education and Skills, Special Advisor on Education Policy to the Secretary-General of the OECD

UNICEF

Ms Catherine M. Russell, Executive Director

Mr Rob Jenkins, Global Director, Education and Adolescent Development

World Bank

Ms Mari Pangestu, Managing Director, Development Policy & Partnerships

Mr Jaime Saavedra, Global Director Education

Development Cooperation (Donor) Representative

Spain

H.E. Mr José Manuel Albares Bueno, Minister of Foreign Affairs, European Union and Cooperation, Spain

Ms María Pilar Moreno Fernández, Head of Unit, Decentralized Cooperation and Education, DG for Sustainable Development Policies, State Secretariat for International Cooperation

Civil Society Representative: CCNGO on Education 2030

Mr Refat Sabbah, President, Global Campaign for Education

Ms Helen Dabu, Secretary General, Asia South Pacific Association for Basic and Adult Education

Teacher Organization Representative

Education International

Mr David Edwards, General Secretary

Ms Antonia Wulff, Director of the Research, Policy and Advocacy Unit

Foundations and Private Sector Representative (shared seat)

Mr Simon Sommer, Co-Chief Executive Officer, Jacobs Foundation

Ms Camilla Croso, Director of Education, Open Society Foundations

Youth and Student Representative

Ms Kenisha Arora, SDG4Youth Representative, Europe and North America

Ms Doris Mwikali, SDG4Youth Representative, Africa

UNESCO (ex officio member) – HLSC co-Chair

Ms Audrey Azoulay, Director-General

Ms Stefania Giannini, Assistant Director-General for Education

Standing invitation to attend HLSC Leadership Group meetings

The Rt. Hon. Gordon Brown, UN Special Envoy for Global Education

Ms Jayathma Wickramanayake, UN Secretary-General's Envoy on Youth



High-Level Steering Committee Meeting

8-9 December 2022

This background document has been prepared for the second SDG 4 Education 2030 High-Level Steering Committee Sherpa and Leaders meeting.

Read more about the [Global Education Cooperation Mechanism](#)

Stay in touch



Education2030@unesco.org



www.sdg4education2030.org



@Education2030UN

UNESCO HQ
Inter-Agency Secretariat
7 place de Fontenoy
Paris 75007