



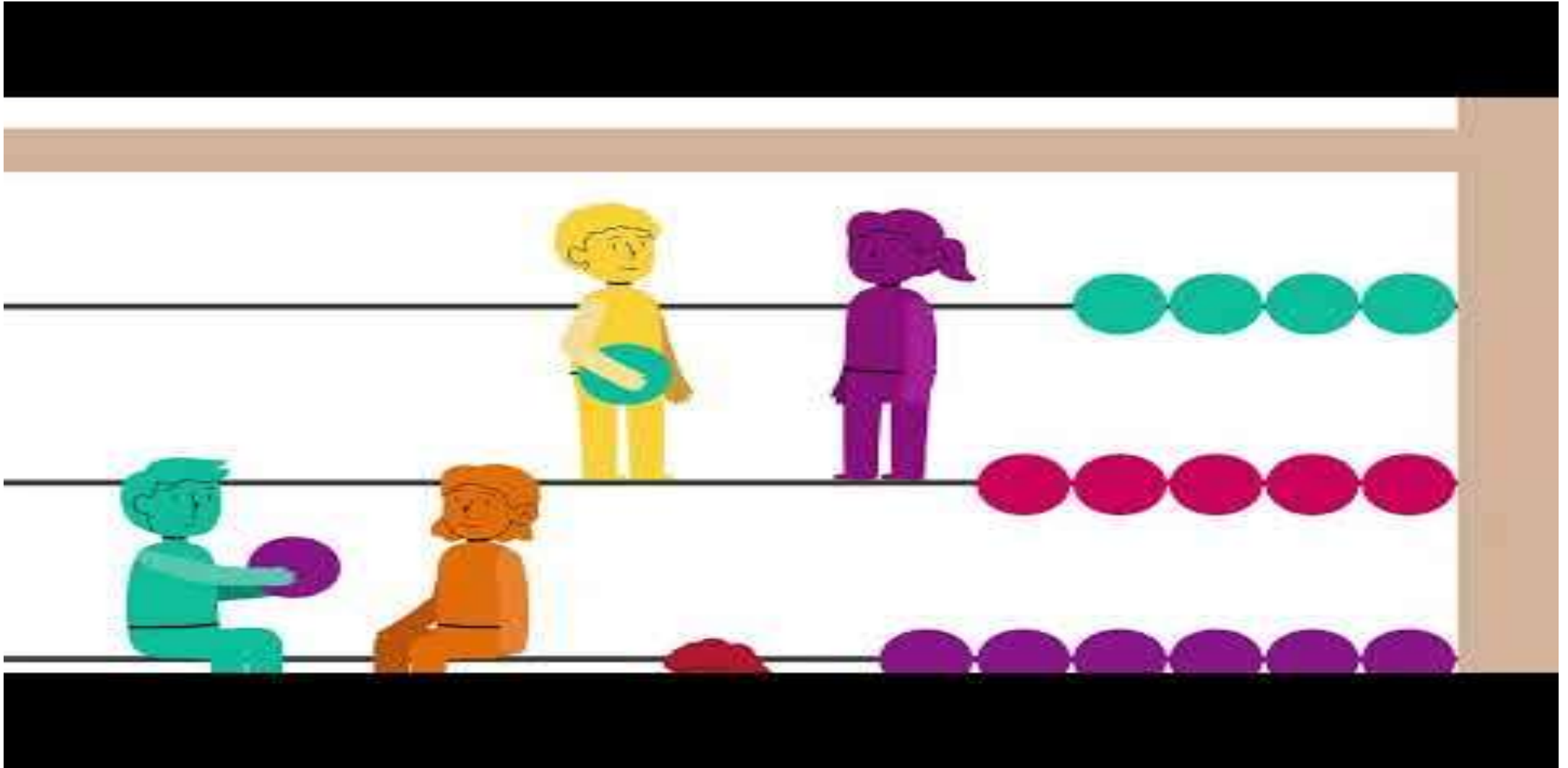
UNITED NATIONS
TRANSFORMING
EDUCATION
SUMMIT 2022



Bringing accountability to our promises to transform education

A call to action based on the national SDG 4 benchmarking process





Words will not **#TransformEducation**. We need an accountability mechanism to monitor countries' commitments, which **#SDG4 benchmarks** provide

TRANSFORMING EDUCATION SUMMIT 2022

The Transforming Education Summit was convened, in 16-17, 19 September 2022, in response to the global learning crisis.

Main objectives and outputs

Objectives:

- Elevate education to the top global political agenda
- Mobilize action, solidarity and solutions to recover learning losses and transform education

Outputs:

- The Youth Declaration
- The UN Secretary General's vision statement



130 countries commit to prioritize education
[The commitments came after 115 national consultations](#) that brought together leaders, teachers, students, civil society and other partners.

Asia-Pacific Region:

25 National Statements of Commitment were submitted from countries from Asia-Pacific

Albania, Algeria, Angola, Andorra, Antigua and Barbuda, Argentina, Armenia, **Bangladesh**, Belarus, Belize, Benin, **Bhutan**, Bosnia and Herzegovina, Botswana, Brazil, **Brunei Darussalam**, Burkina Faso, Cabo Verde, **Cambodia**, Cameroon, Central African Republic, Chile, **China**, Commonwealth of Dominica, Congo, Comoros, Côte d'Ivoire, Cuba, Czech Republic, Dominican Republic, Djibouti, Eswatini, Ecuador, Egypt, Equatorial Guinea, Finland, **Federated States of Micronesia**, Gabon, Germany, Georgia, Ghana, Grenada, Guinea Conakry, Guinea-Bissau, Guyana, Honduras, Iceland, **Iran**, Iraq, Israel, Italy, Jamaica, **Japan**, Jordan, **Kazakhstan**, Kenya, Kuwait, **Kiribati**, **Kyrgyzstan**, **Lao PDR**, Latvia, Lesotho, Liberia, Libya, Liechtenstein, Madagascar, Mali, Malawi, Mauritania, Moldova, **Mongolia**, Montenegro, Morocco, Mozambique, Namibia, **Nauru**, **Nepal**, North Macedonia, Norway, Panama, **Philippines**, Portugal, Qatar, Rwanda, Saint Lucia, Saint Vincent and the Grenadines, Saudi Arabia, **Samoa**, Serbia, Senegal, Sierra Leone, **Singapore**, South Africa, **South Korea**, Spain, **Sri Lanka**, Saint Kitts and Nevis, Switzerland, Syrian Arab Republic, **Tajikistan**, Tanzania, **Thailand**, **Timor-Leste**, Turkmenistan, Uganda, United Arab Emirates, Ukraine, **Uzbekistan**, **Vietnam**, Yemen, Zimbabwe.





Transforming Education: An urgent political imperative for our collective future

Vision Statement of the Secretary-General on Transforming Education

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

I. A crisis in education affects us all

Education is the great enabler, but today, in many cases, it is also the great divider. This is a universal challenge, most intense in emergency settings and developing countries. Some thirty years after global commitments to ensure Education for All, nearly half of all children of the world are not enrolled in pre-primary education. Studies show that up to 70 per cent of children in poorer countries are unable to read a basic text by age 10. In a world that is experiencing a fourth industrial revolution, nearly half of all students do not complete secondary school and a full 700 million adults are illiterate, the majority of whom are women. In developed countries, education disparities that are often related to income, race and gender are reinforcing privilege and further entrenching poverty. Across these different contexts, the impacts are greatest on those who are already marginalized or disadvantaged, particularly adolescent girls and people with disabilities. These are the people that education systems systematically leave behind.

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

The UN Secretary General's vision statement

- A vision for education in the 21st century
- Transforming the ways we teach and learn
- Financing education investment
- The leadership needed to transform
- Keeping the promise for now and the future

TRANSFORMING EDUCATION SUMMIT 2022

- ***Seven new Global Initiatives launched at the Summit will focus on such solutions to transform education:***

1. **Greening Education** to get every learner climate-ready;
2. **Connecting** every child and young person to **digital solutions**;
3. Addressing the crisis in **foundational learning** among young learners;
4. Transforming education systems to enable all crisis-affected children and youth to access **inclusive, quality, safe learning opportunities** and continuity of education;
5. Advancing **gender equality** and girls' and women's empowerment;
6. Transforming the **financing** of education by investing more, more equitably, more efficiently, more innovatively;
7. **Empowering young people** to be effective leaders in reshaping education.

- ***Call on countries to build on the [national SDG 4 benchmarking process](#), by:***

- Agreeing to set a small number of indicators, linked to the Global Initiatives, which will be added to the list of SDG 4 benchmark indicators.
- Setting national targets for these indicators for 2025 and 2030.

Follow up on the transformative commitments made at the Summit:

- **To be led by the SDG 4 High-level Steering Committee (HLSC) and coordinated by UNESCO**, with the UNESCO Institute for Statistics and the Global Education Monitoring Report continuing their mandate for SDG 4 monitoring and reporting.



Outcomes of the National Statements of Commitment: Asia-Pacific region

The National Statements of Commitment were informed by the National Consultations organized as part of the preparation process for TES.

➤ COVID-19 learning recovery

- Prioritized measures to address learning loss
- Committed to support social-emotional well-being of learners and teachers
- Re-engage learners and ensure return to school with focus on those at risk of dropping-out

➤ Addressing educational exclusions

- Most countries acknowledged the learning gaps and prioritized the disadvantaged and marginalized learners

➤ Transforming the teaching profession

- Committed to supporting pre- and in-service training and professional development

➤ Curricula renewal

- Committed to improving foundational literacy and numeracy skills
- Competency-based/project-based/critical thinking

➤ Digital learning and transformation

- Committed to universal connectivity
- Open and free digital resources and platforms
- Strengthening digital skills amongst learners and teachers

➤ Financing education

- Investing more equitably and efficiently in education

Benchmarks in 2030 Agenda / Education 2030

“ embrace a culture of
shared responsibility,
one based on ...
benchmarking for progress

UN Secretary General Synthesis Report
(§146), 2014

establish appropriate **intermediate
benchmarks** for selected SDG indicators,
that are indispensable for addressing
the **accountability** deficit associated
with longer-term targets

Education 2030 Framework for Action
(§28), 2015

We request UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to ... propose relevant and realistic benchmarks of key SDG indicators for subsequent monitoring

Global Education Meeting (§10), 2021

Seven benchmark indicators

SDG 4 target		Benchmark indicators
4.1	Basic education	1. Out of school rate [4.1.4] 2. Completion rate [4.1.2] 3. Learning proficiency [4.1.1]
4.2	Early childhood	4. Pre-primary participation [4.2.2]
4.3	TVET/Higher/Adult education	
4.4	Skills for work	
4.5	Equity	5. Gender gap in completion [4.5.1]
4.6	Adult literacy	
4.7	Sustainable development	
4.a	Learning environment	
4.b	Scholarships	
4.c	Teachers	6. Trained teachers [4.c.1]
FFA	Finance	7. Public education spending as (i) %total spending (ii) %GDP [FFA1/2]



Setting Commitments: benchmarking process updates



Submission status by country

Annex A: Benchmark submission status

Country	State	Early childhood participation rate	Out-of-school rate, primary	Out-of-school rate, lower secondary	Out-of-school rate, upper secondary	Completion rate, primary	Completion rate, lower secondary	Completion rate, upper secondary	Learning: reading, grade 2/3	Learning: reading, end of primary	Learning: reading, end of lower secondary	Learning: mathematics, grade 2/3	Learning: mathematics, end of primary	Learning: mathematics, end of lower secondary	Trained teachers, primary	Trained teachers, lower secondary	Trained teachers, upper secondary	Public expenditure, % GDP	Public expenditure, % total expenditure	Benchmark*
Sub-Saharan Africa ¹		52	33	39	38	47	53	46	33	38	75	33	38	55	34	44	34	16	100	28
Angola	None without targets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Benin	None with targets	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	1	1	4
Botswana	Submitted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17

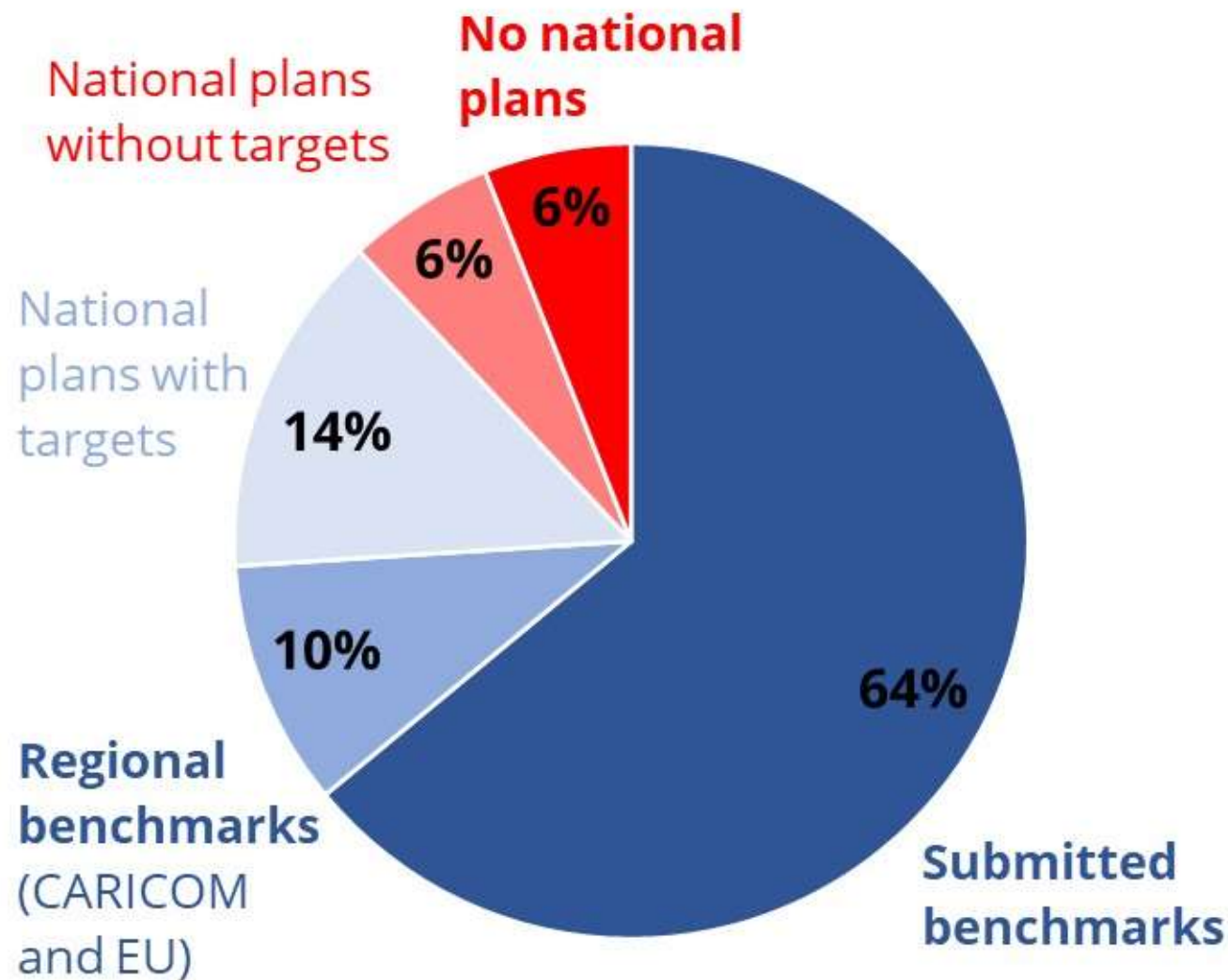
Data by indicator

Annex B: Benchmark levels by country and indicator

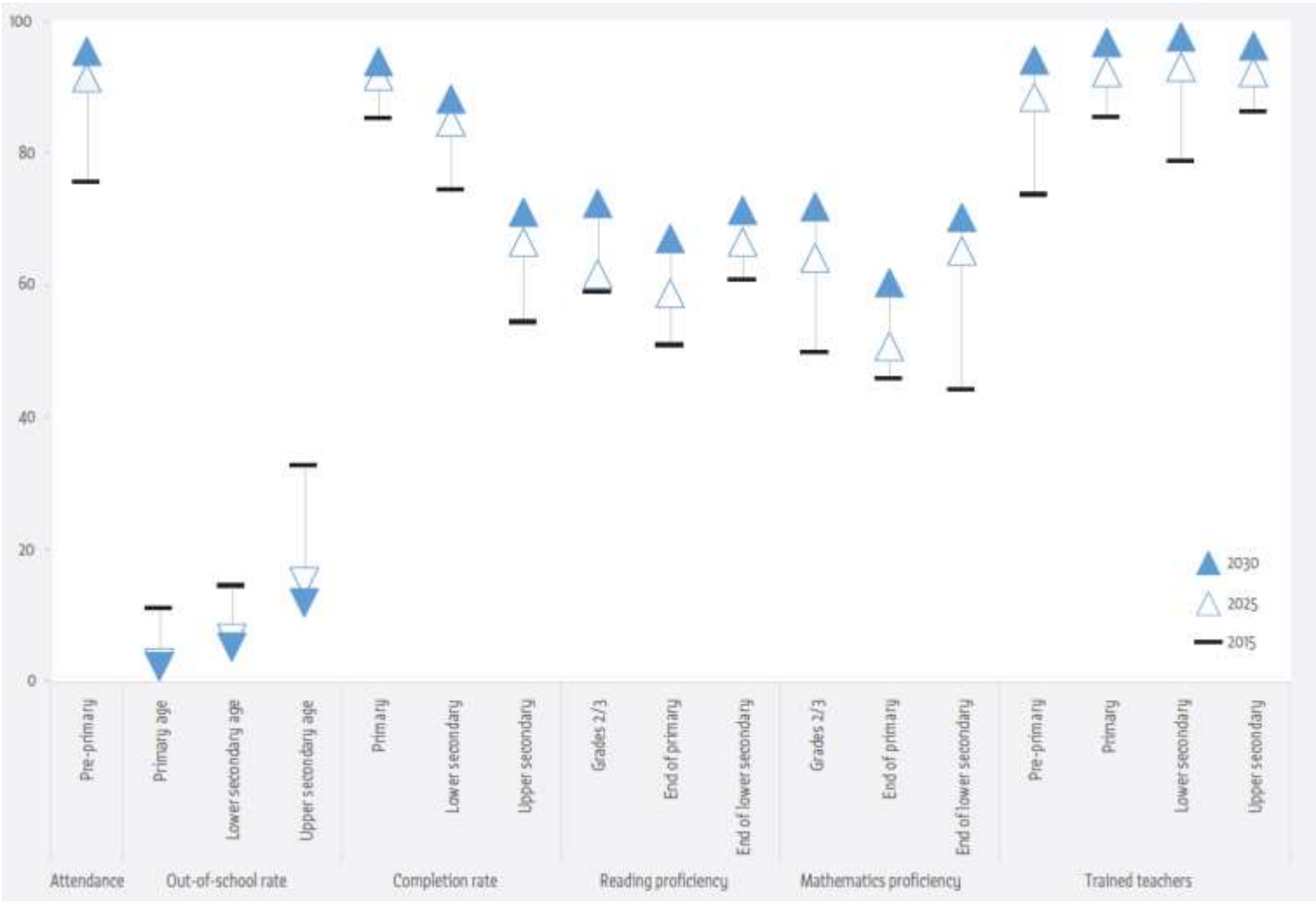
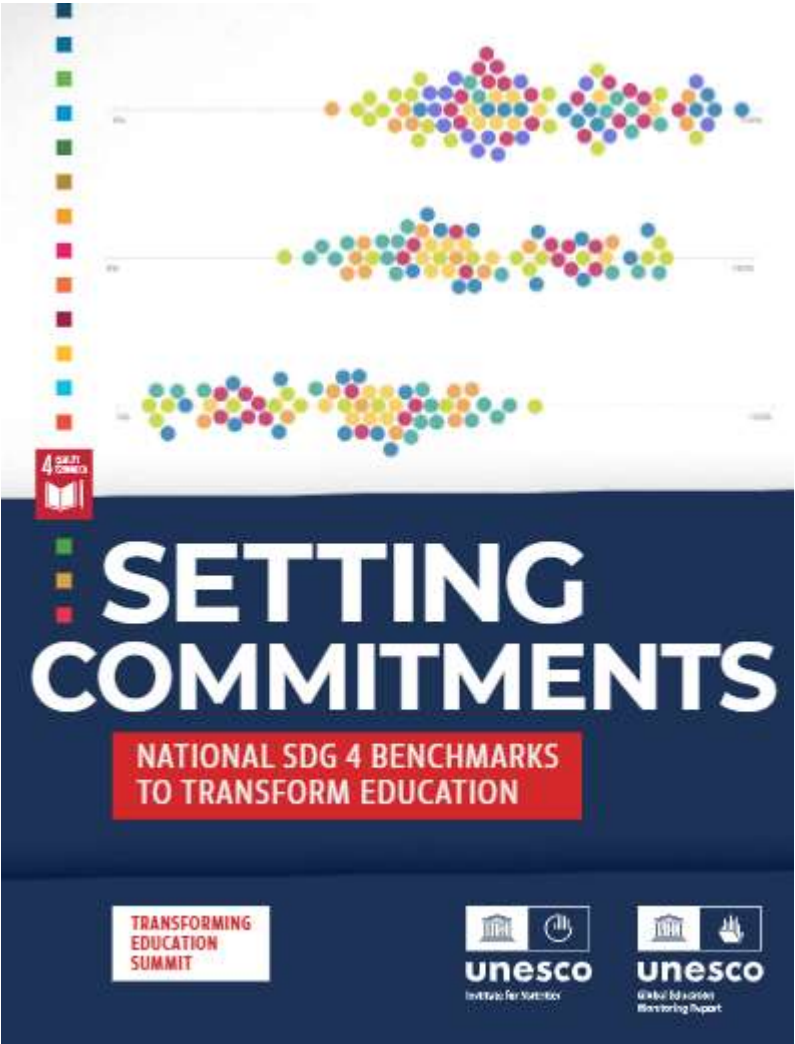
Early childhood education attendance

Country	Early childhood education attendance		
	2015	2025	2030
Sub-Saharan Africa	44.9	53.8	67.1
Angola	65.2		
Benin	88	28.7	33.3
Botswana	21.3	60	75

Setting Commitments: country coverage

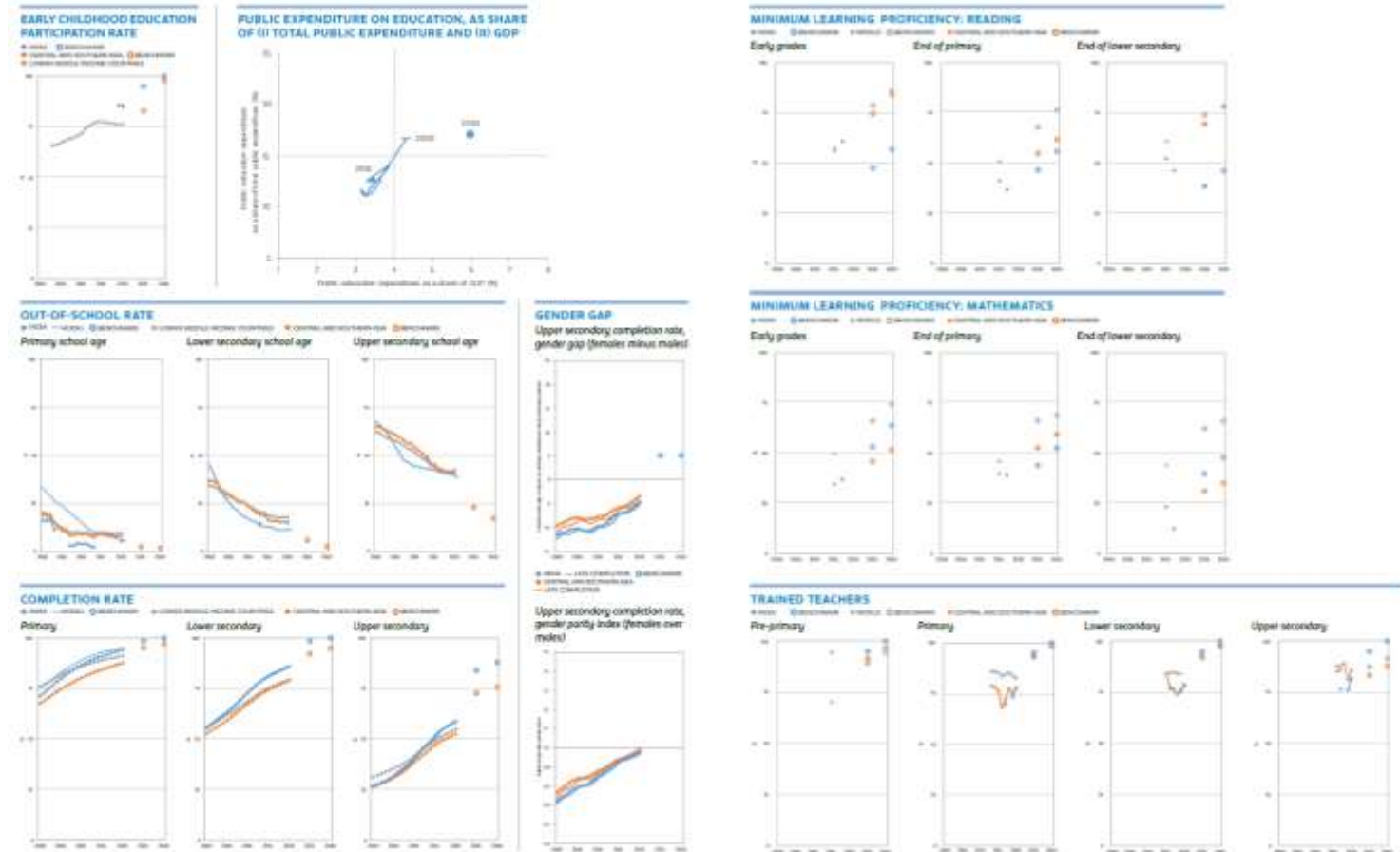


Setting Commitments: where countries plan to be by 2025 and 2030



Setting Commitments: country case studies

Angola, China, Colombia, France, Guyana, India, Jordan, Kenya, Lao PDR, Latvia, Mexico, Samoa










Bringing accountability to our promises to transform education

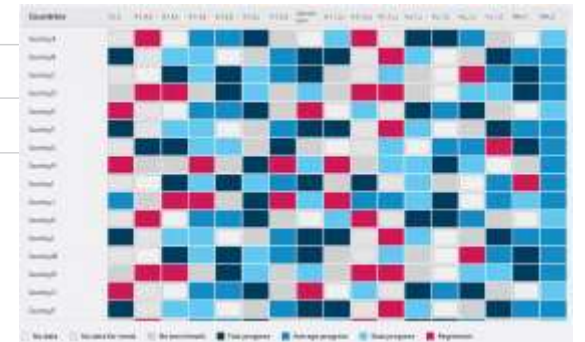
Setting Commitments: next steps









Monitor every January against:

1. National benchmarks

Fast progress		>75% probability that 2025 national benchmark will be achieved given latest value
Average progress		25-75% of probability that 2025 national benchmark will be achieved given latest value
Slow progress		<25% probability that 2025 national benchmarks will be achieved given latest values
Regression		Negative progress
No benchmark		
No data for trend		
No data		



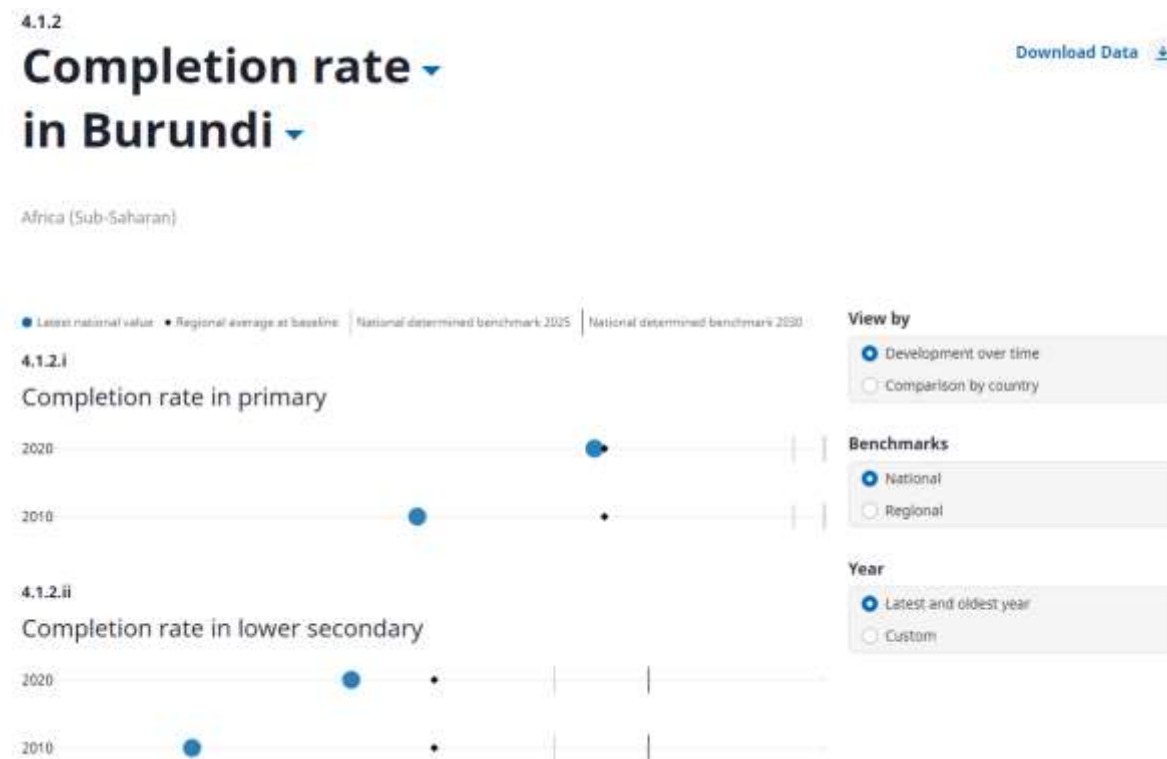
2. 'Feasible' progress

Fast progress		Top 25% of progress rate and/or reached close to SDG 4 target
Average progress		25-75% of progress rate
Slow progress		Bottom 25% of progress rate
Regression		Negative progress
No data for trend		
No data		



Global Education Observatory: gateway for benchmarks

Dashboards will feature on the Global Education Observatory, a focal point on the follow-up process



National SDG 4 benchmark objectives

Mark contribution each country is making to global agenda

= bring climate change agenda approach to education

Make progress monitoring context-specific, as each country's starting points differ **but** be more ambitious than 'business as usual'

Link national, regional and global education agendas: coherence and common language

Focus attention on data gaps on key indicators that every education system needs for management purposes

Strengthen national planning: all plans should include targets

Help monitor global initiatives as part of SDG 4 processes
= linchpin of global education cooperation mechanism

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Call to Action by the SDG 4 High-level Steering Committee

...

- “ We call on countries to build on the national SDG 4 benchmarking process, by:
1. Agreeing to set a small number of **indicators**, linked to the Global Initiatives, which will be added to the list of SDG4 benchmark indicators.
 2. Setting **national targets** for these indicators for 2025 and 2030. These will represent the transformation countries want to see coming out of this Summit.

...

This follow-up mechanism will be led by the SDG 4 High-level Steering Committee and coordinated by the UNESCO Institute for Statistics and the Global Education Monitoring Report, which share the mandate for monitoring and reporting on SDG 4.

SDG 4 monitoring framework

SDG 4 target		Benchmark indicators	Global initiatives
4.1	Basic education	1. Out of school rate [4.1.4]	Education in emergencies
		2. Completion rate [4.1.2]	Foundational learning
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4.6	Adult literacy		
4.7	Sustainable development		Greening education
4.a	Learning environment		Digital transformation
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			Youth participation

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4.7	Sustainable development	To add	Greening education
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		To add	Youth participation

Thank you

Learn more: <https://transformingeducationsummit.sdg4education2030.org/TEFollowUp>

Silvia Montoya
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Monitoring Report

