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.
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.
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
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

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# Seven benchmark indicators

<table>
<thead>
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Setting Commitments: benchmarking process updates

Submission status by country

Annex A: Benchmark submission status

Data by indicator

Annex B: Benchmark levels by country and indicator

Early childhood education attendance

<table>
<thead>
<tr>
<th>Country</th>
<th>DEE5</th>
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<th>DEE7</th>
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<tr>
<td>Sub-Saharan Africa</td>
<td>64.6</td>
<td>58.8</td>
<td>67.1</td>
</tr>
<tr>
<td>Angola</td>
<td>66.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burundi</td>
<td>88</td>
<td>76.7</td>
<td>85.5</td>
</tr>
<tr>
<td>Botswana</td>
<td>91.3</td>
<td>83</td>
<td>79</td>
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Setting Commitments: country coverage

Bringing accountability to our promises to transform education
Setting Commitments: where countries plan to be by 2025 and 2030

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Setting Commitments: country case studies

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

National SDG 4 benchmark objectives
National SDG 4 benchmark objectives

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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.
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SDG 4 monitoring framework

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Thank you

Learn more: https://transformingeducationsummit.sdg4education2030.org/TESFollowUp

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