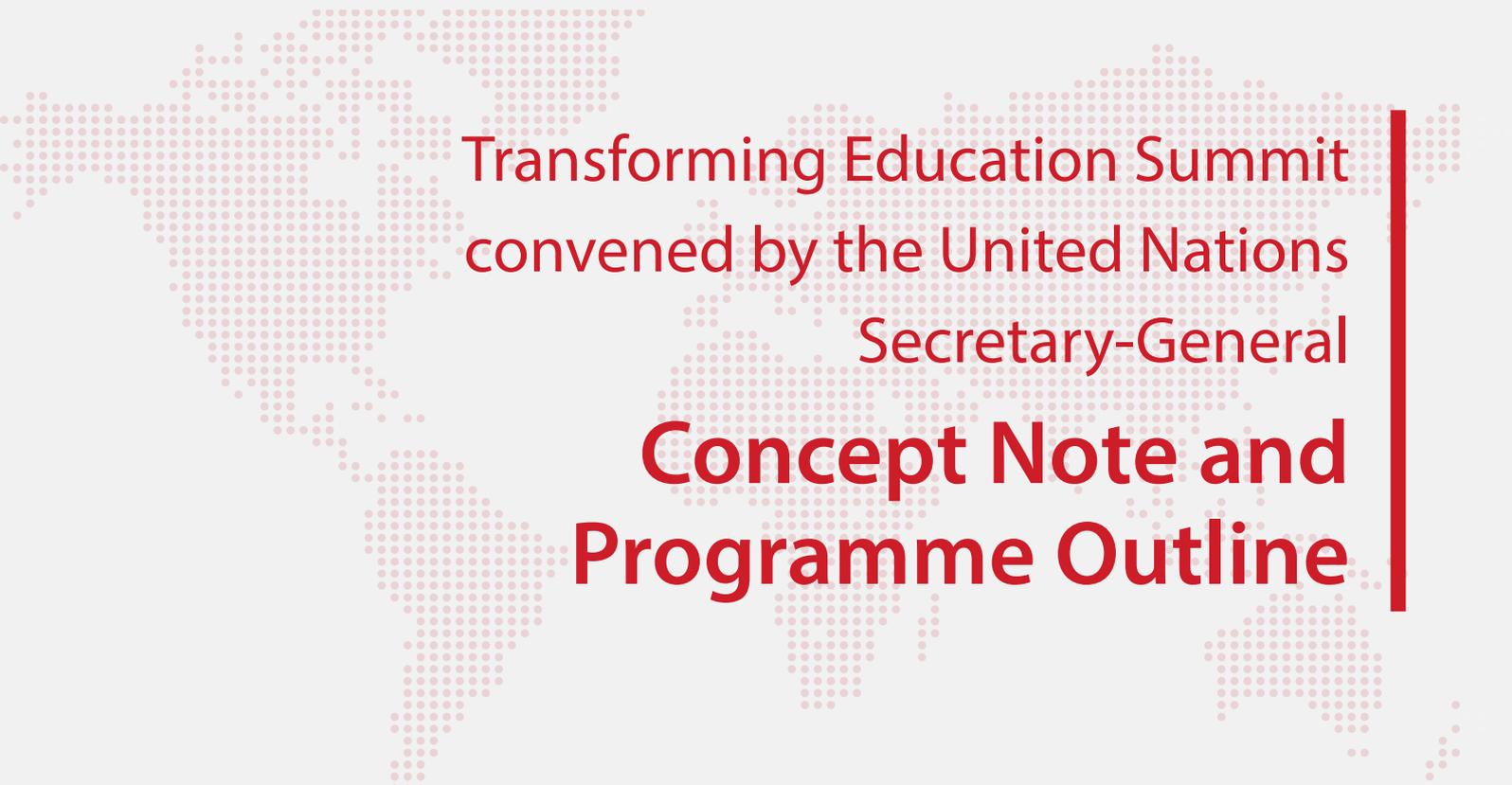




UNITED NATIONS
TRANSFORMING
EDUCATION
SUMMIT 2022

Last updated: 1 September, 2022

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Transforming Education Summit convened by the United Nations Secretary-General Concept Note and Programme Outline

19 September 2022 – Leaders Day

16-17 September 2022 – Mobilization and Solutions Days

I. Background

Recognizing that education is a human right and a foundation for peace, tolerance, other human rights and sustainable development, the United Nations (UN) Secretary-General is convening world leaders for a Transforming Education Summit (TES) on Monday 19 September 2022, as a key milestone in the advancement of Our Common Agenda. The Summit will be preceded by engagements on Mobilization and Solutions on Friday, 16 and Saturday, 17 September respectively, in which ministerial-participation is encouraged.

The Summit is being convened in response to a global crisis in education – one of equity and inclusion, quality and relevance. Often slow and unseen, this crisis is having a devastating impact on the futures of children and youth worldwide with progress towards the education-related Sustainable Development Goals badly off track. If unaddressed, its negative impacts on our collective pursuit of peace, justice, human rights and sustainable development will be felt for decades to come.

Preparatory process

Building on the seminal report from the UNESCO International Commission on the Futures of Education which was chaired by Ms. Sahle-work Zewde, President of the Federal Democratic Republic of Ethiopia¹, and the lessons from the COVID-19 Pandemic, a focused, intensive, and inclusive preparatory process has been undertaken in 2022:

- **National consultations** have been advanced in over 100 countries to develop a shared vision, commitment and alignment of action across constituencies to transform education.
- **Thematic Action Tracks** have been convened at the global level to place a spotlight on the areas that require greater attention and action: (1) Inclusive, equitable, safe and healthy schools; (2) Teachers, teaching and the teaching profession; (3) Learning and skills for life, work and sustainable development; (4) Digital learning and transformation; and (5) Financing of education.
- **Public engagement and mobilization** efforts have sought to democratize dialogue around education and to grow a global movement for education transformation.

A **Pre-Summit, held at UNESCO HQ in Paris from 28 to 30 June 2022**, provided an inclusive forum for countries to present preliminary outcomes of national consultations and engage in discussions of key recommendations from the Summit Action Tracks. The meeting generated significant momentum with the participation of more than 1,800 persons, including 154 Ministers of Education and Vice-Ministers and two Heads of State. It clearly indicated, however, that more work was needed to have localized and deeper conversations on the country-specific transformations.

¹ [UNESCO International Commission on the Futures of Education](#)

Objectives and expected outcomes

The Summit provides a unique opportunity to elevate education to the top of the global political agenda and to mobilize action, ambition, solidarity and solutions to recover pandemic-related learning losses and sow the seeds to transform education in a rapidly changing world.

Building on the Summit preparations, the main expected outcomes of the September Summit are:

1. National and international commitments to transform education;
2. Greater public engagement around and support for transforming education; and
3. A Vision Statement on Transforming Education from the Secretary-General.

The Secretary-General's Vision Statement will be formally submitted as an input to intergovernmental negotiations on the future of education as part of the preparations for the proposed UN Summit of the Future. It will also inform the work of the SDG4-Education 2030 High-Level Steering Committee in order to ensure effective follow-up at all levels.

II. Programme Overview

A Leaders Day will be held on Monday 19 September, from 10:00 to 19:00 (New York EDT). Summit engagement days will be held on Friday 16 September (Mobilization Day) and Saturday 17 September (Solutions Day) at UN Headquarters.

16 September: Mobilization Day

The Mobilization Day will be youth-led and youth-organized and will involve the full participation of a wide range of stakeholders. It will serve to convey the collective recommendations of youth on transforming education to decision and policymakers, informed by the Summit Youth Declaration. It will also focus on mobilizing the global public, youth, teachers, civil society and others to support the transformation of education across the world. Ministers and Member State delegations are actively encouraged to participate in these engagements. Further details will be provided in due course.

17 September: Solutions Day

The Solutions Day will provide a platform for partners to mobilize support to launch or scale up initiatives connected to the Summit Thematic Action tracks. Coalitions for action or other multi-stakeholder initiatives that will contribute to transforming education will be presented. Member States are encouraged to co-organize sessions and events on 17 September. A call for proposals to organize events and meetings on 17 September has been launched and can be accessed on the Summit website here: [Summit Solutions Day Call for Proposals | United Nations](#)

19 September: Leaders Day

Leaders Day will be dedicated to the presentation of National Statements of Commitment by Heads of State and Government in the form of Leaders Roundtables. A limited number of spotlight sessions will also be held to place a focus on cross-cutting priorities for transforming education. Leaders Day will also feature presentation of the Summit Youth Declaration and the Secretary-General's Vision Statement for Transforming Education. A **programme outline is included in Annex 1**. Details regarding the list of speakers and access are included in sections below.

III. Statements from Heads of State and Government

During the Leaders Day on 19 September, attending Heads of State and Government are invited to present a national statement of commitment to transform education not exceeding **4 minutes** in duration. **Guidance as to the potential content of National Statements of Commitments is included in Annex 2**.

Annex 1: Programme Outline

Transforming Education Summit Leaders Day, 19 September

8:30 - 10:00	Annual SDG Moment General Assembly Hall		
Transforming Education Summit			
10:00 - 10:40	Opening session (General Assembly Hall) Address by the UN Secretary-General and special guests		
10:40 - 11:20	Towards Education Transformation (General Assembly Hall) Scene setting panel		
11:30 - 13:15	Transforming Education Together Part I		
	Leaders Roundtable 1 Trusteeship Council Chamber	Leaders Roundtable 2 Economic and Social Council Chamber	Spotlight Session 1: Education in situations of crisis Conference Room 4
13:30 - 14:45	Lunch Break		
	Spotlight Session 2: Foundational learning Conference Room 4	Spotlight Session 3: Education for Sustainable Development ECOSOC Chamber	
15:00 - 16:30	Transforming Education Together Part II		
	Leaders Roundtable 3 Trusteeship Council Chamber	Leaders Roundtable 4 Economic and Social Council Chamber	Spotlight Session 4: Digital transformation Conference Room 4
16:45 - 18:15	Transforming Education Together Part III		
	Leaders Roundtable 5 Trusteeship Council Chamber	Leaders Roundtable 6 Economic and Social Council Chamber	Spotlight Session 5: Education Financing Conference Room 4
18:30 - 19:00	Closing session (General Assembly hall)		

Annex 2: Guidance for National Statements of Commitment

On 19 September 2022, Heads of States are invited to present a National Statement of Commitment that outlines a bold vision and concrete actions for the transformation of education to drive progress towards the Sustainable Development Goals and better prepare learners for the future (4mins max).

*Countries are also requested to submit a written version of that statement to the Summit secretariat by **22 August** (maximum 800 words; tes.nationalconsultations@unesco.org).*

Building on inclusive [National Consultations](#), statements should seek to reflect a whole-of-society vision of the transformation of education systems and what key levers of change can bring about this vision.

The following framework is provided as guide to countries as they articulate their National Statements.

I. COVID-19 learning recovery

What key actions are being taken to ensure full recovery from the COVID-19 educational disruption, particularly for the most vulnerable? What lessons have been learned for the future?

II. Transforming education

Why is a transformation of education systems needed in your country and within the following four areas, what key elements of transformation is your country committing to?

- Addressing educational exclusion, safety and health (especially mental health)
- Transforming the teaching profession
- Renewing curricula and pedagogies
- Steering the digital transformation for just and equitable learning

[See Box 1 for further guidance on these issues]

III. Financing education as a common good

What domestic and public financial transformations are required to reflect these new levels of ambition for education in your country?

For countries that provide overseas development assistance, what changes do you intend to undertake to boost both quality and quantity of international assistance of education?

IV. Next steps

What next steps will your government undertake after the Transforming Education Summit?

Which constituencies need to be involved in crafting shared solutions for the transformation of education and what transformations are needed in how these actors work together?

Box 1: Possible Elements of Transformation

1. Commitment to addressing educational exclusion

- Who are the people and communities that are excluded from the educational system (e.g., girls and young women; learners with disabilities; indigenous populations, cultural and linguistic minorities; rural learners; stateless people; internally displaced people, refugees)?
- Why? What are the root causes of these educational exclusions?
- What social, economic policies, and/or legal measures are being taken to address these exclusions? The space for addressing educational exclusion from within the education sector alone can be limited. What system-wide transformations are required to ensure the inclusion of all in the education system?

2. Commitment to transforming the teaching profession

- Is the shortage of teachers already a reality or a risk in your country? What is currently put in place to improve the attractiveness of the teaching profession?
- Are there measures being taken to improve salaries, social status, and working conditions for teachers? What are they?
- Are there measures to support teachers' pre- and in-service training, as well as their leadership, autonomy, and professional development? What are they?
- Is the deployment and distribution of teachers equitable across your country? What is being done about it?

3. Commitment to renewing curricula and pedagogies

- Is the acquisition of foundational literacy and numeracy skills an issue in your country? Why? How is it being addressed?
- Is there a need to strengthen socio-emotional, civic, and interpersonal capabilities to prepare learners for life? How?
- How is your country building in the "greening" of education through curricula addressing climate change and sustainable development?
- What transformative pedagogical approaches can best prepare learners to collaborate with others, navigate complexity, and solve future challenges (e.g., project-based learning, problem-posing, inquiry-based learning, student laboratories, technical and vocational workshops, artistic and creative collaborations)?

4. Commitment to steering the digital transformation for just and equitable learning

- Is there a digital divide in education in your country fueled by inequitable access to devices, connectivity, and/or teacher training? Who is left out? How is this digital divide being addressed?
- Are there initiatives in your country to create, curate, and maintain free, open, curriculum-aligned digital resources and platforms as part of the digital commons? Who is in charge? What entity oversees it, and are they sufficiently resourced?

