UNESCO | unesco

HIGHLIGHTS

Transforming Education Towards SDG 4

Report of a global survey on country actions to transform education

Education 2030

UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

United Nations
Educational, Scientific
and Cultural Organization

Table of contents

1. Introduction

This is a summary of the soon-to-be-published *Transforming Education Towards SDG 4: Report of a global survey on country actions to transform education,* **prepared by UNESCO.**

Education is a fundamental human right and enables other human rights. The vision of the Sustainable Development Goal 4 (SDG 4) — "ensure inclusive, equitable quality education and promote lifelong learning opportunities for all" — is to transform lives through education, recognizing the catalytic role of education as a driver of development and the achievement of all SDGs.

As the 2030 deadline approaches, the global education crisis deepens, with 250 million children and youth out of school[1] and 40% of primary-school-age children lacking basic reading skills, with significant and persistent disparities and inequalities between and within countries.[2] There is a shortage of 44 million teachers worldwide[3] and a USD 97 billion annual funding gap for low- and lower-middle-income countries to achieve their national SDG 4 targets.[4] Political commitment and targeted actions are essential to reverse these trends.

Inspired by the report of UNESCO's International Commission on the Futures of Education, *Reimagining Our Futures Together*: *A New Social Contract for Education*,[5] the United Nations Secretary-General in his *Our Common Agenda* report announced the 2022 Transforming Education Summit (TES) to forge a shared vision for education and accelerate progress towards SDG 4.[6] The TES served as a platform to rethink the purpose, content and delivery of education as well as galvanize ambition and political commitment, resulting in 143 National Statements of Commitment and a number of Calls to Action.

The SDG 4 High-Level Steering Committee (HLSC) that was mandated to lead the TES follow-up requested its UNESCO-based Inter-Agency Secretariat to develop a Dashboard of Country Commitments and Actions to Transform Education as a monitoring tool for country commitments.

What is transforming education?

- **Transforming education** involves rethinking the purpose, content, and teaching and learning methods of education as a holistic, lifelong process, ensuring that it adapts to a rapidly changing global landscape to meet the needs of every individual who then contributes to peaceful, inclusive and sustainable futures of humanity and the planet.

- **Transformative actions** are discussed broadly and inclusively, referring to measures, strategies or policies at various levels aimed at reimagining educational systems to transform education. Transformative actions encompass both gradual or small-scale improvements and larger systematic changes that better align with the evolving needs of learners within a new social contract.

Calls to Action launched at the Transforming Education Summit

- Gender equality and girls' and women's empowerment in and through education

- Quality public digital learning for all

- Greening education

- Addressing the learning crisis

- Education in crisis situations

- Investing more, more equitably and more efficiently

On the eve of the SDG Summit in September 2023, UNESCO launched the Dashboard of Country Commitments that displays the analysis of the commitments by 143 countries and Member States were also invited to take the Survey on Country Actions to Transform Education. The survey was completed by 91 country governments (46.7%). Of these, 73 countries (51.1% of the 143 countries that made commitments) submitted both national statements of commitment and survey responses.

2. Key messages

1. There is no singular way to transform education.

✎ Approaches to transforming education should be contextualized to each country's unique reality, including political environment, institutional capacity, and economic and socio-cultural conditions.

✎ To optimize the success of transformation, four critical conditions should be considered: (i) shared vision and ownership of the transformation agenda, (ii) aligned policies and strategies, (iii) engagement and empowerment of local actors and (iv) effective governance structures for accountability and commitment.

7/10 **Seven out of ten** countries reported to have incorporated TES commitments into their national education policies and/or plans through participatory revisions.

While many transformative actions are being reported, **less focus** was placed on the mechanisms to evaluate their **effectiveness**.

2. Education financing is vital to the education transformation agenda, yet adequate and sustained funding for education remains a persistent challenge.

✎ Countries need to mobilize additional funds to meet their national SDG4 targets, while improving the effective and efficient utilization of these resources. Transforming education financing requires universal, sustainable and systemic financing solutions.

✎ Effective education financing requires cutting inefficiencies, enhancing governance, linking investments to education outcomes, and ensuring accountability to maximize the impact and value for money of investments in the sector.

✎ International aid remains vital as a complement to domestic resources, to support countries catalyze sector transformation. Countries and the global community must increase investment in education from all sources, including through innovative financing solutions complementary to domestic public resources, and improve cross-sector resource mobilisation and collaboration.

86% Domestic resources account for the largest share of funding education (approximately 97%). Overall, 86% of countries reported taking **concrete steps** towards improving domestic financing of education, with actions focused on increasing the volume of public funding for education and on protecting education budgets in times of crisis and fiscal constraint.
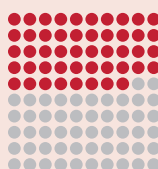
Only a few donor countries meet the benchmark of allocating 0.7% of their Gross National Income (GNI) to Official Development Aid (ODA) and even fewer allocate the recommended 15% to education. **Nearly half (48%)** of the responding donor countries reported **concrete actions** towards improving international aid to education, including support to global tax justice and country-level tax system reforms to widen fiscal space to allow more government spending on education.

3. All countries reported actions toward inclusion, equity and gender equality, but gaps remain.

✎ Despite progress, significant challenges to inclusion persist, which underscores the need for targeted strategies to address these ongoing challenges.

✎ Refugee and other forcibly displaced children and young people are at acute risk of educational exclusion. Thus, countries are making efforts to include refugees and displaced children and youth in their national education system plans and systems.

All 91 responding countries have undertaken actions towards inclusion, equity and gender equality — the sentiment at the heart of the 2030 Agenda for Sustainable Development to leave no one behind — with special attention and **support** given to **girls and women** as well as learners faced with different challenges that render them more vulnerable, including disabilities, poverty and remote or rural residence.

4. Digital transformation cuts across all thematic areas, highlighting its critical contributions to transforming education.

✎ Guided by the principles of inclusion, equity, quality and accessibility, three 'keys'—content, capacity and connectivity—must be used to unlock the power of digital learning, making it more universally accessible and a more reliable pillar of holistic educational experiences.

Countries are investing in strengthening teacher support and development by leveraging **digital tools** for their teaching practices.

Countries almost universally committed and reported actions for **digital learning**, with many prioritizing the expansion of internet connectivity for educational purposes while promoting equity and inclusion.

The quality of digital learning content is a relatively neglected concern, for which only a handful of countries provided examples of government-sanctioned digital learning platforms. **Digital learning platforms** must be freely accessible while striving to protect the data privacy and digital well-being of learners and educators.

5. Transforming education requires prioritizing investments in the teaching profession, ensuring that teachers are qualified, professionally trained, motivated and well-supported.

✎ Teachers are the key agents in transforming education. Addressing the global teacher shortage, estimated to be nearly 44 million by 2030[7], is an urgent priority that requires systemic teacher recruitment, training and retention planning.

To ensure that teachers can support the diverse needs of learners amidst evolving educational demands, nine out of ten countries are undertaking transformative actions in **teacher training and professional development** in new pedagogical skills, digital tools and renewed curricula.

Improved working conditions and professional autonomy are essential to making the teaching profession more attractive and keeping the supply of teachers sufficient and sustainable. Yet, a relatively smaller number of countries — six out of ten — reported actions in these critical areas.

6. Pivotal to educational transformation is the adoption of a holistic, lifelong and comprehensive approach that addresses the development and well-being of individual learners and society.

✎ Rethinking the purpose, content and delivery of education is at the core of transforming education, with a lifelong learning perspective in light of the multi-dimensional transitions facing today's world. Having mainstreamed these transformative aspects into curricula, the challenge is to develop the capacities, conditions and processes for their effective implementation, both inside and outside classroom.

95%

Nearly all countries (95%) have reported on actions to renew and **update curricular contents** and 88% of the countries have reported on updating pedagogical approaches.

Eight out of ten countries are incorporating education for **sustainable development**, including greening education, and skills for work, including Technical and Vocational Education and Training (TVET), into their teaching and learning processes in response to the global climate crisis and to the evolving labour market demands driven by the green and digital transition.

Integrated **early childhood care and education** emerged as one of the thematic areas with the highest level of country actions reported (92%) and the second largest difference from the commitment level (55 percentage points) after youth engagement (56 points).

Three-quarters of the responding countries report on transformative actions to foster learners' 21st-century skills, social and emotional learning, and physical and mental health and well-being. The challenge remains to develop the capacities, conditions and processes for effective **implementation inside and outside the classroom**.

7. Genuine and meaningful engagement of stakeholders, especially youth, students and teachers, and effective governance are needed to transform education.

✎ Placing youth engagement within a country's legal framework, developing and financing a youth policy, and inviting young leaders to sit at the decision-making table are natural and strategic steps to be co-created with young people.

Youth engagement in education is rising, with three-quarters of the countries reporting actions undertaken to engage their young constituents.

✎ In fulfilling their national commitments to transform education, many countries are pursuing SDG 4 and national targets with a transformative, whole-of-government and whole-of-society approach, building on existing systems and coordination mechanisms.

3. Paths to transformation

Chapter 2 illustrates *how* countries have brought about education transformation with reference to the four inter-connected 'paths to transformation' (**Figure 1**) and the indicative strategies suggested in the HLSC's Guidance Note, highlighting good practices at different stages of a policy cycle: 'Creating wider and deeper ownership of the commitment,' 'From commitment to policy plan,' 'From policy and plan to action,' and 'Accounting for commitments, actions, and results.'

Figure 1. Four prerequisites to optimize the success of transformation

Transforming education requires a holistic approach. The survey indicates that countries are making strides in transforming their education systems, with varying approaches tailored to their specific contexts (**Figure 2**).

1. **Creating wider and deeper ownership** of the commitments involves; (a) making ministries and agencies outside of education aware of the global message and the national commitments and how their contribution and collaboration are essential to transforming education and (b) reaching out to the local and school actors to ensure their support for transformation. A majority of countries report on engaging stakeholders through public communication, consultation, whole-of-government dialogue and social dialogue. Few countries (38%) reported on creating accessible web platforms for broader dissemination.

2. **From commitment to policy and plan:** The political will and momentum created by the TES offered the opportunity to integrate the transformation agenda into existing national policies and plans. Seven out of ten countries have integrated their TES commitments into their national education policies or plans.

3. **From policy and plan to action:** Implementation of policies and plans requires identification of and solutions to surmount the country's specific bottlenecks and ways to leverage enablers. This is particularly vital when seeking to align policy priorities and strategies among stakeholders as well as garner support for local-level implementers – schools and teachers in particular. A total of 68% of countries report on identifying implementation enablers and bottlenecks. For example, Estonia and the United Arab Emirates report actively engaging stakeholders to identify and address implementation challenges to ensure alignment at all levels.

4. **Accounting for commitments, actions and results** takes a dual approach — on the global stage through Member States' reporting on their progress towards SDG 4 and the TES follow-up, and within each country where diverse actors are empowered to be accountable for their roles in these endeavours. A total of 70% of countries reported using monitoring and evaluation mechanisms, but only 49% report developing new or making adjustments to existing matrices. Albania and Senegal, for example, are enhancing their education management information systems (EMIS) to integrate transformation indicators.

Figure 2. Percentage of countries implementing strategies on the Paths to Transformation (n=91)

Creating wider and deeper ownership of the commitment to transformation
- Stakeholder Mapping — 53%
- Public Communication of Messages — 55%
- Creation of Accessible Platform/Website — 38%
- Post-TES Stakeholder Consultations — 51%
- Whole-of-Government Dialogue on Education — 57%
- Social Dialogue with Education Personnel — 64%
- Capacity Building for Investment Advocacy — 43%

From commitment to policy and plan
- Review of National Consultations — 41%
- Integration into Education Plans — 70%
- Revision of Plans through Participatory Approach — 68%
- Integration into National Development Plans — 48%
- Annual Reviews for Alignment — 46%
- Integration into Programming Documents — 53%

From policy and plan to action
- Sharing Transformation Agenda — 58%
- Identifying Enablers and Bottlenecks — 68%
- Engaging Teachers in Policy Dialogues — 59%
- Strengthening School Supervisors — 66%
- Supporting Principals and Teachers — 59%
- Scaling-Up Local Initiatives — 53%

Accounting for commitments, actions and results
- Development/Adjustment of Monitoring Matrix — 49%
- Use of Existing Monitoring Mechanisms — 70%
- Review and Adaptation of M&E Frameworks — 56%
- Dissemination of Monitoring Findings — 48%

<div style="background:#c0392b;color:white">

4. Country actions to transform education

</div>

The national statements of commitments were analyzed according to 9 themes and 37 sub-themes (**Figure 3**). The survey asked countries what transformative actions inspired by the TES they have initiated or undertaken towards their national statements of commitment.

Chapter 3 'Country actions to transform education' presents the analysis of transformative actions taking place in countries with respect to the 9 thematic areas. The chapter first illustrates to what extent countries have translated their commitments by utilizing the analytical framework used for the Dashboard of Country Commitments and Actions. It then delves into emerging transformations using country examples and good practices, with special focus on the transformative actions related to the five thematic Calls to Action.

Given that national statements of commitment were meant to be succinct and focused on a small number of priority areas, there are visible differences in the thematic topics committed

Figure 3. Country commitments: percentage of countries that made commitments by sub-theme (n=143 countries)
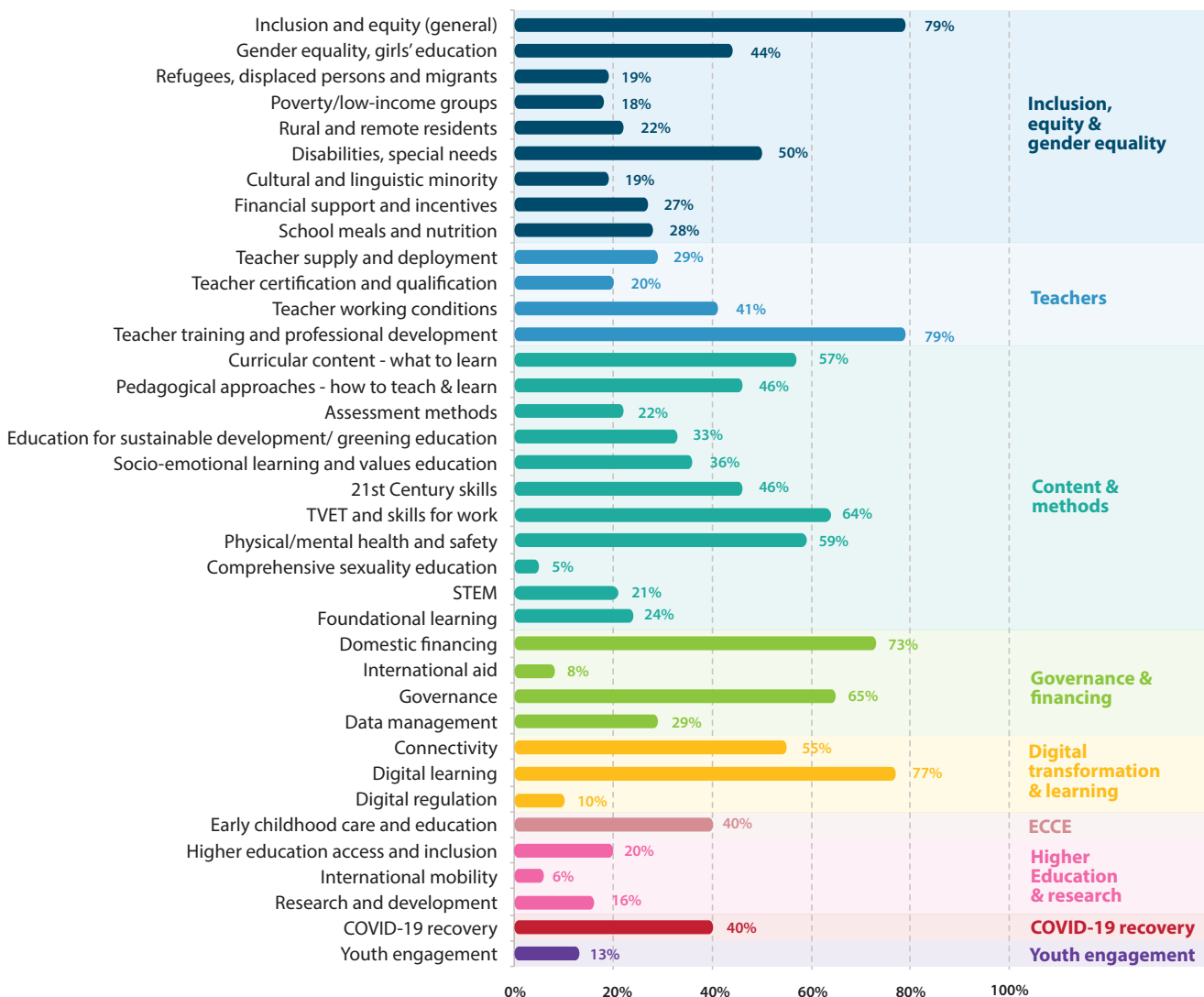
by countries. The top five thematic areas are closely linked to the five Thematic Action Tracks of the Transforming Education Summit (inclusive, equitable, safe and healthy schools; learning and skills; teachers; digital learning and transformation; financing of education).

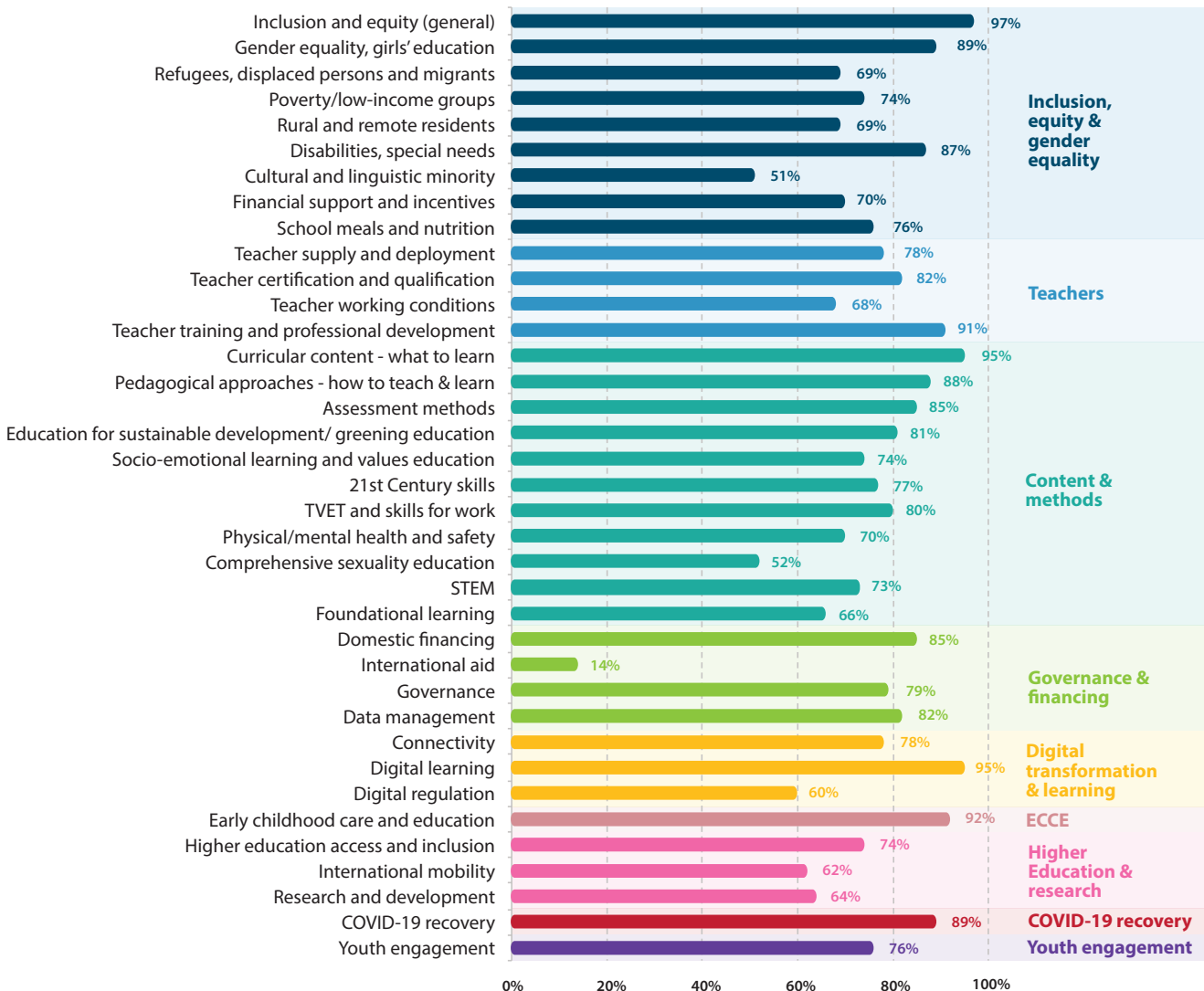**Figure 4** displays the percentages of countries that have reported undertaking actions by thematic area. Countries have implemented transformative actions on the thematic areas not visible in their national statements of commitments, particularly in early childhood care and education (ECCE) and COVID-19 recovery efforts. Notably, only 18% of national statements of commitment expressed commitments to youth engagement, but three-quarters of countries have reported taking action under this theme.

> **Countries' actions often extend beyond their stated commitments, highlighting that just because a country did not commit to a specific thematic area does not mean actions are not being undertaken.**

Figure 4. Country actions: percentage of countries that have undertaken actions by sub-theme (n=91 countries)

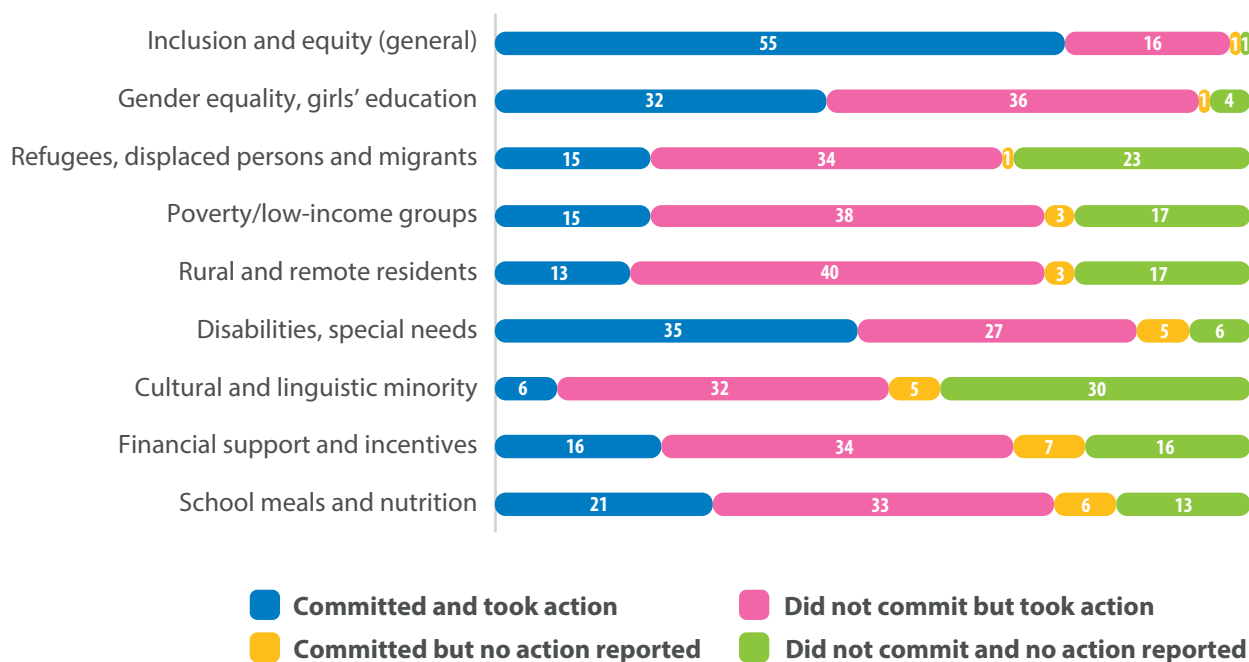| Sub-theme	Percentage	Category
Inclusion and equity (general)	97%	Inclusion, equity & gender equality
Gender equality, girls' education	89%	
Refugees, displaced persons and migrants	69%	
Poverty/low-income groups	74%	
Rural and remote residents	69%	
Disabilities, special needs	87%	
Cultural and linguistic minority	51%	
Financial support and incentives	70%	
School meals and nutrition	76%	
Teacher supply and deployment	78%	Teachers
Teacher certification and qualification	82%	
Teacher working conditions	68%	
Teacher training and professional development	91%	
Curricular content - what to learn	95%	Content & methods
Pedagogical approaches - how to teach & learn	88%	
Assessment methods	85%	
Education for sustainable development/ greening education	81%	
Socio-emotional learning and values education	74%	
21st Century skills	77%	
TVET and skills for work	80%	
Physical/mental health and safety	70%	
Comprehensive sexuality education	52%	
STEM	73%	
Foundational learning	66%	
Domestic financing	85%	Governance & financing
International aid	14%	
Governance	79%	
Data management	82%	
Connectivity	78%	Digital transformation & learning
Digital learning	95%	
Digital regulation	60%	
Early childhood care and education	92%	ECCE
Higher education access and inclusion	74%	Higher Education & research
International mobility	62%	
Research and development	64%	
COVID-19 recovery	89%	COVID-19 recovery
Youth engagement	76%	Youth engagement

4.1 Inclusion, equity and gender equality

Inclusion, equity and gender equality in and through education are essential to achieving the 2030 Sustainable Development Goals. Inclusion represents a transformative journey for both the educational system and society as a whole.[8] It ensures that all learners regardless of their circumstances, individual characteristics and abilities have unrestricted access to and are able to participate in quality education. To achieve this, the education system itself must undergo transformation to value and respond to diversity, and to eliminate all forms of discrimination.

Figure 5 shows that of the 73 countries that submitted both a national statement of commitment and a completed survey, 36 countries (49%) did not specifically commit to gender equality and/ or girls' and women's education but still took actions. In fact, 89% of all 91 responding countries reported actions on this sub-theme.

Figure 5. Comparison of country commitments and actions per sub-theme under inclusion, equity and gender equality (n=73 countries)

	Committed and took action	Did not commit but took action
	Committed but no action reported	Did not commit and no action reported

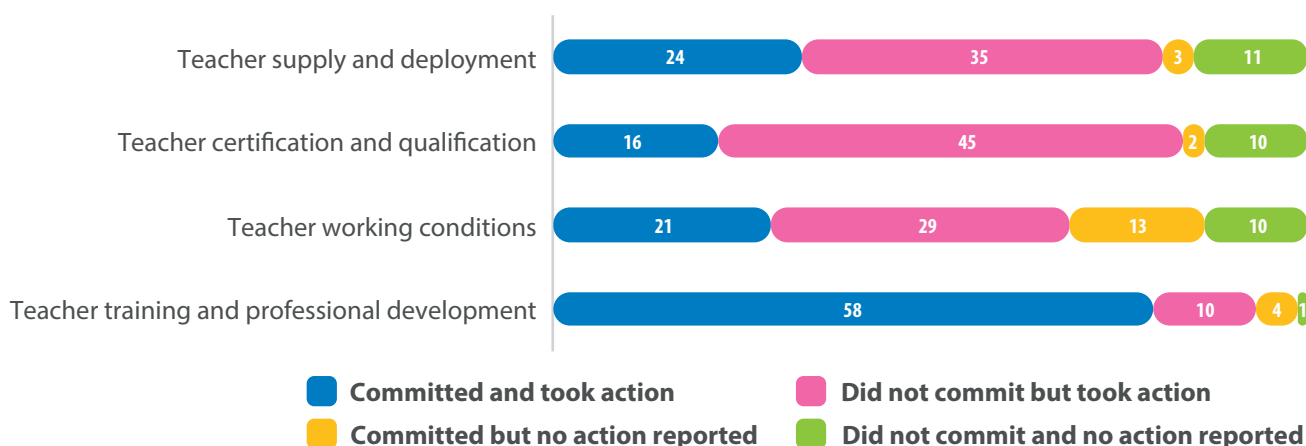| Action area	Sample of country actions
Eliminate gender-based stereotypes and discrimination to promote gender equality and inclusivity in education systems.	Albania, Argentina, Belgium, Brazil, Côte d'Ivoire, El Salvador, Estonia, Germany, Latvia, Senegal and Zambia have introduced initiatives to raise educators' awareness of the effects of gender stereotypes. Argentina has been updating its education policies in compliance with national law (laws 26,150 and 26,206). These laws entail implementing comprehensive and universal educational actions in human rights and gender equality. They also guarantee students to receive Comprehensive Sexuality Education (CSE) in all educational institutions whether public or private, across all levels and modalities.

Implement systemic changes to include individuals with disabilities and special needs in education.	Bahrain has implemented special education programmes into 175 mainstream schools. Part of this initiative involves conducting awareness programmes for teachers, administrative staff and the entire student body to ensure that schools are equipped to meet the diverse needs of students with disabilities so they can learn in regular schools.
Combatting poverty by investing in education and promoting inclusive learning programmes.	Lebanon's 2025 education strategy aims to provide equal opportunities for vulnerable children – both Lebanese and refugees – through government-funded tuition for grades K to 9 and a 'Cash for Education' programme that assists with non-tuition expenses, benefiting about 90,000 students from the most vulnerable groups in public schools. This financial support of 15 to 20 USD per child per month over two consecutive years will help mitigate the economic pressures that often drive families towards short-term solutions like child labour or early marriage for girls. Thus, this initiative also aims to contribute to a reduction in child labour.
Enhancing access to education for children and youth affected by crises through inclusive educational systems.	Costa Rica allows refugees and migrants to access the different public educational services. Estonia has integrated nearly 80,000 Ukrainian refugees into its education system by providing substantial financial, material and mental health support.

4.2 Teachers

Teachers play a crucial role in upholding the right to education and have a significant impact on students' learning and well-being. Transforming education depends on well-trained, professionalized, empowered, highly motivated and well-supported teachers. In addition to the global teacher shortage estimated at 44 million, the COVID-19 pandemic, along with the transition to digital learning and existing inequalities, has increased the demand to transform the teaching profession and practice. In response to these challenges, the Secretary-General of the UN convened a High-Level Panel on the Teaching Profession (HLP), which issued a set of recommendations focused on enhancing teacher autonomy, increasing investment in teacher training, and fostering inclusivity and equity in education.[9]

Figure 6 shows that 58 out of 73 countries (79%) that submitted both a national statement of commitment and a completed survey put their commitment to transform teacher training and professional development into action, while an additional 10 countries (14%) reported such actions without explicitly pledging their commitment at the occasion.

Figure 6. Comparison of country commitments and actions per sub-theme under teachers (n=73countries)

Sub-theme	Committed and took action	Did not commit but took action	Committed but no action reported	Did not commit and no action reported
Teacher supply and deployment	24	35	3	11
Teacher certification and qualification	16	45	2	10
Teacher working conditions	21	29	13	10
Teacher training and professional development	58	10	4	1

■ Committed and took action ■ Did not commit but took action
■ Committed but no action reported ■ Did not commit and no action reported

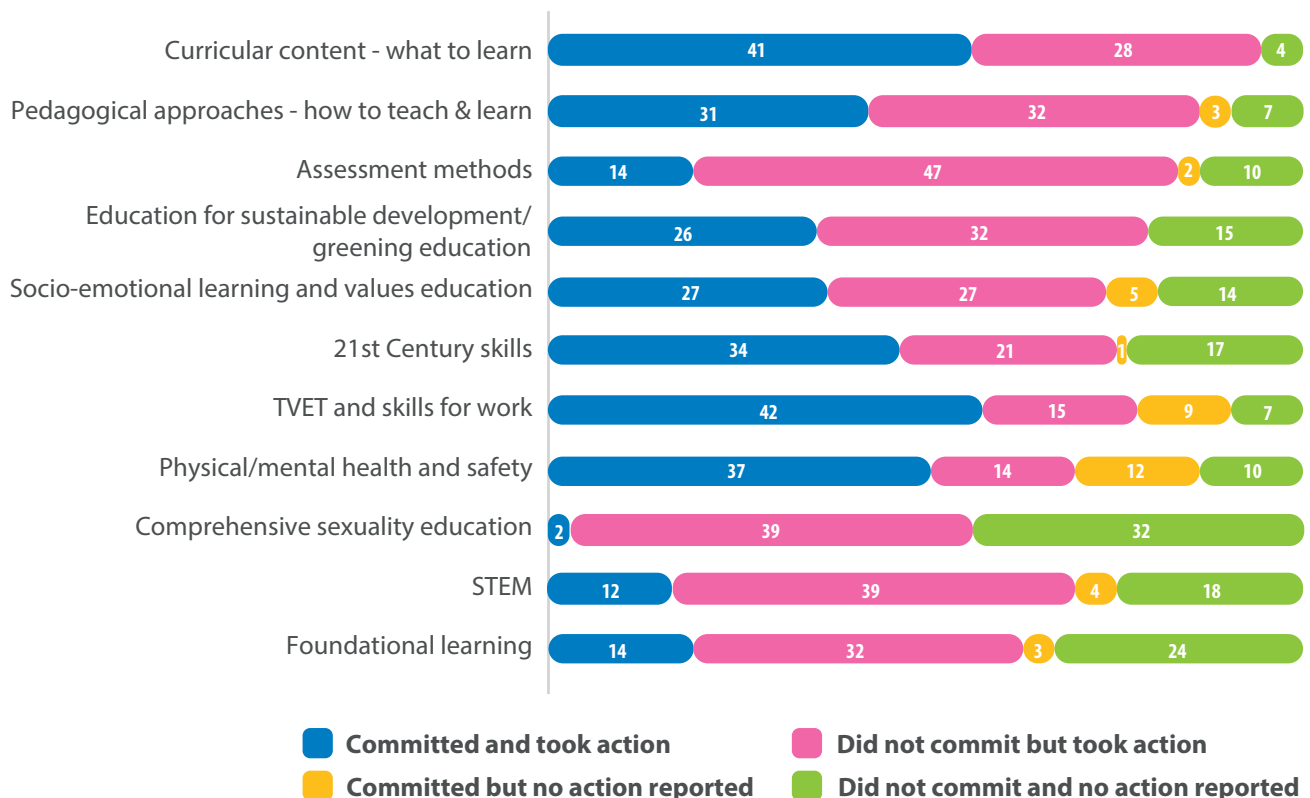| Action area	Sample of country actions
Address teacher shortages through empowerment, enhanced training and collaboration.	Estonia, Germany, Iceland, Indonesia, Kingdom of the Netherlands, Kyrgyzstan, Mauritius and Switzerland are addressing teacher shortages through professional training programmes, legislative reforms, recruitment drives and collaboration between governments and educational institutions. Mauritius has taken action to solve its serious shortages of primary school teachers by creating additional primary school teacher posts in all subject areas and actively recruiting 600 trainee primary school educators, with an expected result of an increase of 16.4% in the primary teaching workforce.
Establish and maintain a comprehensive system for teacher qualifications and certifications to ensure the provision of high-quality education.	The United Arab Emirates has implemented strict certification standards for teachers to ensure that they meet the required academic qualifications and teaching experience set by the Teacher Licensing decree. Kyrgyzstan has made major improvements in its certification process by automating it, creating an electronic platform and providing advanced training to a large number of its teaching staff in 2022 and 2023.
Overcome recruitment and retention challenges through improved working conditions and remuneration.	Bangladesh institutionalised World Teachers' Day (WTD) as the 2nd highest category of national events and conducted a nationwide WTD celebration to recognise and elevate teachers' social status and promote teacher professionalisation. France improved teacher working conditions with salary raises and additional compensation and career development opportunities through the "teachers' pact."

4.3 Learning contents and methods

Central to transforming education is a holistic approach that renews curriculum, teaching and learning methods and continuous lifelong learning opportunities. The *Reimagining Our Futures Together* report of UNESCO's International Commission on the Futures of Education[10] advocates for a comprehensive renewal aimed at cultivating diverse knowledge forms through interdisciplinary and intercultural perspectives. For example, elevating the importance of mainstreaming environmental sustainability as well as social and emotional skills in the curriculum. [11] Such an approach prepares learners for future challenges and fosters resilient, well-rounded individuals.

Transformation involves rethinking the purpose of education along with the curriculum, content design, teaching and learning methods, and assessments to foster critical thinking, creativity and problem-solving skills to bridge the gap between traditional educational methods and future needs. Transforming contents and methods also encompasses integrating digital tools to support personalized learning, innovative pedagogical approaches, curriculum redesign, and cultivating a learning environment that promotes autonomous, critical and caring thinking, creativity, and lifelong learning.

Figure 7 shows that of the 73 countires that have submitted both a national statement of commitment and a completed survey, the largest number of countries (42) made a commitment and took actions on "TVET and skills for work." While 'skills for work' obviously encompasses much broader issues than curricular content, the survey highlights countries' attention and efforts given to this sub-theme, for which 80% of all responding countries reported actions.

Figure 7. Comparison of country commitments and actions per sub-theme under learning content and methods (n=73 countries)

Legend:
- Committed and took action (blue)
- Did not commit but took action (pink)
- Committed but no action reported (yellow)
- Did not commit and no action reported (green)

Data by sub-theme:
- Curricular content - what to learn: 41, 28, 4
- Pedagogical approaches - how to teach & learn: 31, 32, 3, 7
- Assessment methods: 14, 47, 2, 10
- Education for sustainable development/greening education: 26, 32, 15
- Socio-emotional learning and values education: 27, 27, 5, 14
- 21st Century skills: 34, 21, 1, 17
- TVET and skills for work: 42, 15, 9, 7
- Physical/mental health and safety: 37, 14, 12, 10
- Comprehensive sexuality education: 2, 39, 32
- STEM: 12, 39, 4, 18
- Foundational learning: 14, 32, 3, 24

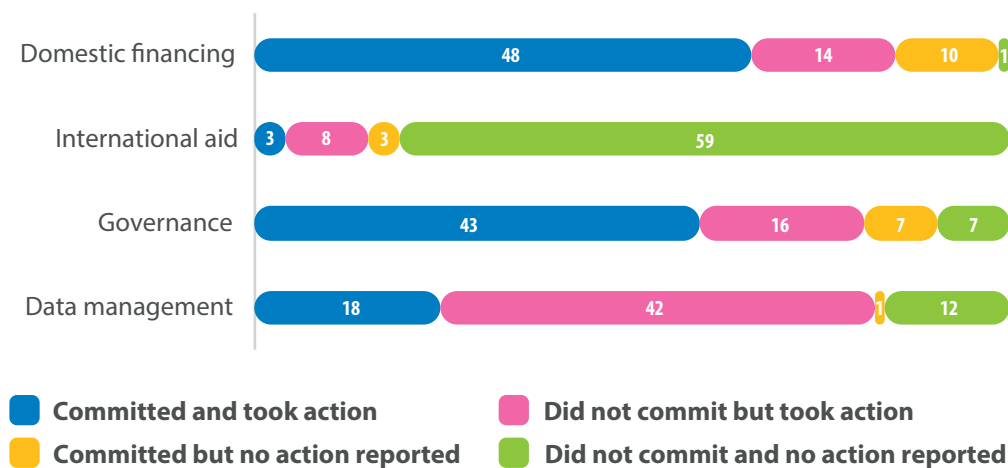| Action area	Sample of country actions
Promote holistic learning and well-being of learners equipped with diverse knowledge, skills and competencies needed for the future.	Countries are integrating climate change and environmental education into curricula to ensure learners are prepared to tackle environmental challenges. Oman's Green School project encourages eco-friendly practices and infrastructure in schools.
	Countries are enhancing STEM education and TVET to meet current and future job market demands. Several countries (Angola, Aruba, Argentina, Armenia, Bangladesh, Brazil, Estonia, Kyrgyzstan, Latvia, Madagascar, Saudi Arabia, Switzerland, Oman, Timor-Leste and the United Arab Emirates) report on efforts to expand and strengthen their TVET programmes emphasizing their role in equipping students with practical skills needed by and directly applicable to labour market needs and contributing to sustainable development goals.
	Countries are integrating socio-emotional learning (SEL) to help students gain skills to manage emotions and establish supportive relationships by creating supportive classroom environments. Countries are also prioritizing well-being by implementing comprehensive school health and nutrition programmes that address both physical and mental health. Jordan integrated SEL into mathematics and the Arabic language curriculum, showcasing that SEL could be integrated into all subjects.
Adopt dynamic pedagogical approaches that are learner-driven to empower students to actively shape their education. 'How to learn and how to teach' shapes pedagogical approaches to meet 21st-century needs.	Tunisia reports on building learning frameworks around various pedagogical approaches, including creativity, playful, project-based learning, and learning in authentic situations. Zambia has placed learner-centred pedagogies at the forefront of all lessons at all levels, exemplified by the Zambia Education Enhancement Project (ZEEP).
Adapt assessment methods to the curricular contents and learning approaches to effectively support every learners' holistic development.	Timor-Leste is revising assessments to measure more competencies than rote learning, while Côte d'Ivoire integrated timetables devoted to remediation and is focused on designing and implementing new evaluation formats.

4.4 Governance and data management

Effective and equitable education systems require robust governance and efficient data management, reinforced by diverse stakeholder involvement to ensure that educational systems are transparent, accountable and resilient in the face of future challenges. Broadly, governance refers to the processes, policies and institutional arrangements that connect the many actors in education, including such areas as finance, management and regulation, from the national finance or education ministry down to the classroom and community.[12]

Survey responses highlight the commitment of numerous countries to a whole-of-society approach that actively engages a diverse array of stakeholders in the governance process, including families, students, communities and the private sector. A whole-of-society approach recognizes that addressing sustainable development requires cross-sector collaboration. Transforming education also demands a commitment to transparency, efficiency and accountability in governance, where governance and data management work hand in hand.

Figure 8 shows that 59 out of 73 countries (81%) that submitted both a national statement of commitment and a survey response reported transformative actions in governance and data management. However, 59% of the countries committed to and took action on governance, while 58% of countries did not make a commitment to data management yet still took action.

Figure 8. Comparison of country commitments and actions per sub-theme under governance and financing (n=73 countries)

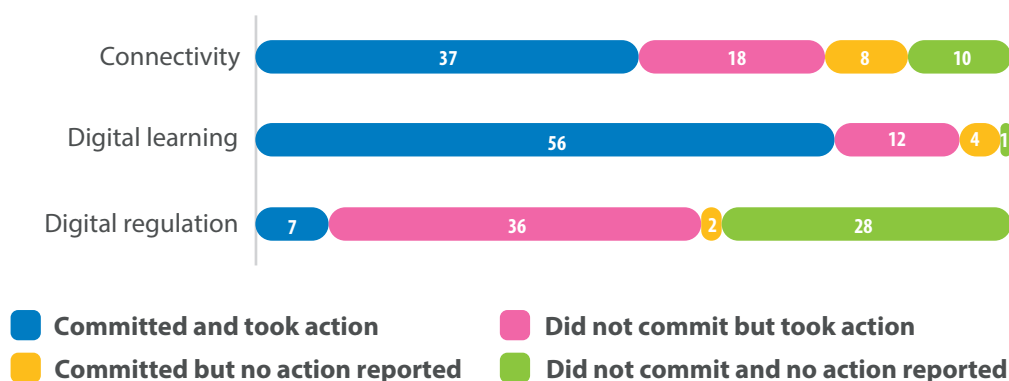| Action area	Sample of country actions
Strengthen the whole-of-government and whole-of-society approach to policy making and implementation.	Several countries (Belgium, China, El Salvador, Estonia, Ethiopia, Latvia, Malawi, Mali, Republic of Korea, Sierra Leone and Zambia) reported on the importance of cooperation at every level of government, cross-nationally and with international organizations.
Empower and develop the capacity of decentralized tiers of government.	The Kingdom of the Netherlands' national Ministry of Education, Culture, and Science primarily provides funding, sets quality standards and determines overall educational attainment targets, while granting schools autonomy to manage their educational quality and digital infrastructure as long as they meet these government-set targets.
Enhance data management systems to be integrated, open and used for decision-making.	The Republic of Moldova has created a public access portal (SIME) to display and download publicly available education data. Libya has created an advanced data system that provides correct and reliable data, especially in national exams, where the data of all students will be available for more than 40 years. Students can now easily request documents from the nearest offices and will not need to travel.
Promote transparency and accountability.	Costa Rica's Ministry of Public Education has created SABER (*Sistema de Administración Básica de la Educación y sus Recursos*), a technological tool to help carry out monitoring processes, transparency and traceability of information at all levels, with the aim of continuously improving the education system. All educational centres in the country, both public and private, are required to provide information on a monthly basis in the SABER platform. The information helps generate useful calculations regarding resources required for various populations, regions and educational centres.

4.5 Digital transformation and learning

The rapid technological evolution is reshaping every aspect of our society, including education. As one of the five Thematic Action Tracks of the TES, "digital transformation and learning" illuminates the role of technologies in larger systemic efforts to transform education and lifelong learning.[13] The *Call to Action*: *Assuring and improving quality public digital learning for all*[14] launched during the Summit identified three keys — content, capacity and connectivity — to unlock the power of digital learning while highlighting the need to centre the most marginalized.

As articulated in the 2023 *Global Education Monitoring Report*, the use of technology should be on the terms of education, guided by the four principles of inclusion, equity, quality and accessibility.[15] If applied appropriately, digital technologies can expand access to education, support teachers' development and tasks, and foster autonomous learning to pursue diverse interests and develop lifelong skills. However, the digital transformation of education often faces challenges, such as the 'digital divide', content quality, effective pedagogies, and lack of support systems. Also, the growing dependence on technology risks the commodification of education and thus requires thoughtful governance to balance private sector involvement and ensure accountability and transparency.

Digital learning is one of the sub-themes with the highest rate of countries reporting tranformative actions (95% of all responding countries). On the other hand, **Figure 9** shows that 49% of countries (those that have submitted a national statement of commitment and survey response) did not make a specific commitment towards digital regulations but still took actions, indicating that this is also an area of concern for many countries.

Figure 9. Comparison of country commitments and actions per sub-theme under digital transformation and learning (n=73 countries)

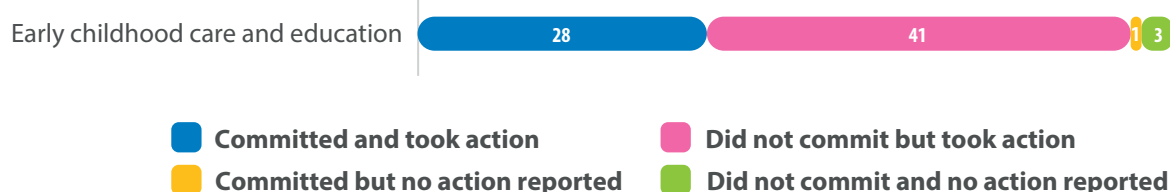| Action area	Sample of country actions
Ensure the safe and responsible use of technology while addressing the "digital divide".	**Connectivity:** the German federal government provided 6.5 billion euros to improve the digital infrastructure across some 40,000 schools in the country. Spain is providing 300,000 portable devices for the most vulnerable students through its Education System Digitalization Program (#EcoDigEdu). **Digital Learning:** The Dominican Republic is training 100,000 teachers in the pedagogical use of ICT.

Strengthen teacher support and digital learning content as cornerstones for effective digital learning.	**Teacher support:** Argentina has provided training to over 260,000 teachers in 2022. Uzbekistan is implementing the 'One Million Programmer' project which also incentivizes teachers to complete training via teacher prizes; and Mali has trained more than 1,600 teachers in digital education, particularly in the production and use of digital resources. **Digital Learning Content:** Only a handful have cited examples of digital learning platforms, including the Smart Education of China which serves as an all-encompassing platform that hosts a wide range of curriculum-aligned learning resources; the Madrasati platform of Saudi Arabia provides a comprehensive solution to facilitate distance learning processes.
Foster the governance of digital transformation of education with policy support and cross-sectorial cooperation.	Survey responses show an increase in actions towards digital regulation, with countries adopting comprehensive national strategies. For example, Andorra adopted the digital strategy for education 2022–2025, focusing on digital skills and teacher support as well as the security, accessibility, quality and eco-responsibility of digital tools in the education system; Ethiopia published the Digital Education Strategy and Implementation Plan 2023–2028 to operationalize its digital education strategy.
Galvanize systematic efforts to review and reflect on the emerging trends in technologies and steer them for the benefit of education.	Türkiye utilizes Virtual Reality to support TVET education, while Singapore is implementing a national project to build AI literacy for all students and the Republic of Korea is integrating AI into its education sector using ethical guidelines.

4.6 Early childhood care and education

Early childhood care and education (ECCE) encompasses services, activities and interventions for children from birth to eight years, aiming to protect them from harm; promote good health and nutrition; and support their physical, cognitive, social and emotional development.[16] Recognizing the critical importance of the early years of life, ECCE emphasizes a holistic and integrated approach to a child's health, development and learning. Despite its importance, investment in ECCE remains low, with an average of only 6.6% of national and sub-national education budgets – and 2% in low-income countries – invested in pre-primary education, which remains far below the global target of at least 10% recommended by UNICEF.[17]

ECCE is a critical tool to prevent and reverse inter-generational inequalities and one of the most important investments to improve educational outcomes.[18] As the first high-level intergovernmental education event following the TES, UNESCO convened the World Conference on Early Childhood Care and Education in November 2022. At the Conference, the Tashkent Declaration adopted and Commitments to Action for Transforming Early Childhood Care and Education were pledged, including guiding principles and strategies that fall under four categories: (1) equitable and inclusive quality ECCE services for all; (2) ECCE personnel; (3) innovations for advancing transformation; and (4) policy, governance and finance.[19]

Figure 10 shows that 41 countries (56%) that submitted both a national statement of commitment and a survey response did not make a specific commitment towards ECCE but still undertook actions, which might indicate that countries recognize and take actions for ECCE as part of lifelong learning, yet it has not reached the high level of political commitment seen in some countries.

Figure 10. Comparison of country commitments and actions per sub-theme under early childhood care and education (n=73 countries)

Early childhood care and education | 28 | 41 | | 3

- 🟦 Committed and took action
- 🟨 Committed but no action reported
- 🟪 Did not commit but took action
- 🟩 Did not commit and no action reported

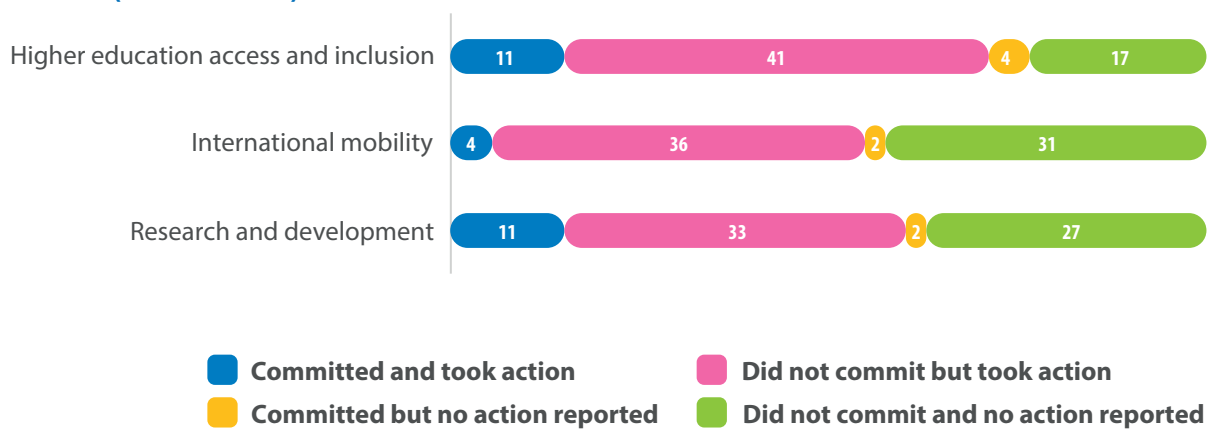| Action area	Sample of country actions
Expand and diversify access to holistic and integrated ECCE to reach the most vulnerable.	Chile used a geolocation technology to match unutilized places across different ECCE service providers with children on the waiting list and to identify the locations to build or refurbish ECCE units and centres. Jordan implemented a flexible working hours programme and simplified licensing procedures for kindergarten service providers to expand their absorption capacity. Guided by the Saudi 2030 Vision, Saudi Arabia aims at an 90% kindergarten enrolment rate by 2030. To this end, its Ministry of Education has been constructing, renovating or expanding kindergartens, and providing subsidies to cover student fees and vouchers for children of families benefiting from social security.
Improve ECCE curricula and pedagogy.	Singapore's Nurturing Early Learners Framework was revised in 2022 to provide updated guidelines for quality teaching and learning with a stronger emphasis on developing children's values, social and emotional competencies and learning dispositions.
Make ECCE educators and caregivers a transformative force.	Morocco introduced a certificate training programme for preschool teachers, with nearly 9,000 teachers trained in 2022-2023, including 5,000 new recruits. Germany 's federal programme 'Skilled Labour Initiative: Attracting young talent, retaining professionals in early education' supported federal states to recruit and retain more ECCE professionals, make training more practice-oriented and provide career development opportunities for experienced professionals. The Government of Zambia raised the minimum qualification of teachers from certificate to diploma, degree, masters and PhD programmes in early childhood education.
Increase investment, improve governance, and strengthen monitoring and assessment.	Bangladesh conducts an Annual Primary School Census to monitor the progress and retention of children in pre-primary education. Bosnia and Herzegovina initiated an evaluation of the strategic approaches defined in the Platform for the Development of Preschool Education 2017-2022 in order to inform the measures to improve the inclusion of children from disadvantaged situations (e.g., rural residence, low family income) and children with disabilities and special needs. Bahrain highlighted regulation policies as a cornerstone of its guidelines for independent ECCE institutions to follow in setting up and running ECCE centres and providing effective ECCE services.

4.7 Higher education and research

Higher education is an essential and integral part of the SDG 4 Education 2030 agenda, which aims to ensure inclusive and equitable quality education from a lifelong learning perspective. Higher education plays a vital role in preparing a skilled labour force, generating knowledge and driving socio-economic development.

Higher education systems have undergone dramatic changes in recent decades, with growing enrolments, student mobility and new ways of learning and diversified providers emerging, including private providers, distance and blended learning, international joint degrees and transnational education. [20] Despite progress, challenges such as unequal access, rising costs and quality issues persist. The Third UNESCO World Higher Education Conference in 2022 emphasized the importance of reinventing higher education to address global challenges, promoting principles such as inclusion, equity, sustainability and cooperation.[21] And many countries are taking steps to improve higher education access, inclusion and funding.

Figure 11 shows that of the 73 countries that submitted both a national statement of commitment and a survey response, 56% percent reported actions towards higher education access and inclusion but did not make a specific commitment to this sub-theme. Arguably and similarly to early childhood care and education, higher education was not specially highlighted in the lead up to the TES, which may have influenced the limited number of countries committing to these areas.

Figure 11. Comparison of country commitments and actions per sub-theme under higher education (n=73 countries)

Action area	Sample of country actions
Allocate adequate resources to higher education to ensure equitable access to inclusive, quality higher education.	The Dominican Republic increased R&D investment to 1.5% of the GDP by 2025 and Argentina's Higher Education Virtualization Plan invested over $7 billion across 248 projects in the field. It provides important resources for potential qualitative and quantitative improvements in the field of higher education.
	Jordan offers scholarships and loans through the Student Support Fund. Mauritius abolished tuition fees.
	The Dominican Republic focuses on scholarships for low-income students.

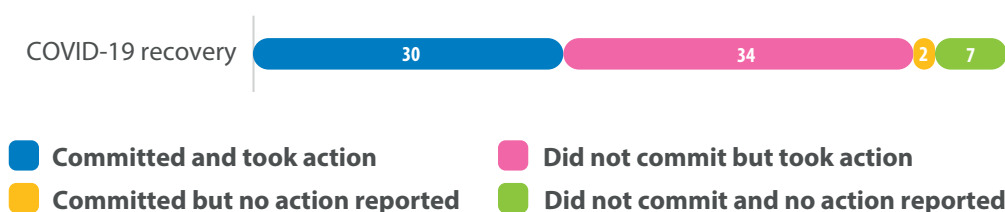| Promote internationalization and academic recognition and mobility in higher education.	The Global Convention entered into force in March 2023 and established universal principles for fair, transparent and non-discriminatory recognition of higher education qualifications, providing access to higher education and offering avenues for further study and employment. As of April 2024, 28 countries are States Parties to the Global Convention. At the regional level, European countries are actively pursuing the regionalization of higher education. For instance, Andorra's Law 14/2018 aligns its policies with the Bologna process, promoting student and teacher mobility and enhancing the coherence of higher education systems in Europe. Albania reports ongoing efforts to internationalize its system.
Provide adequate funding for research and foster exchanges and cooperation.	France is increasing private sector-sponsored PhD-level research through the Cifre programme. Norway's Panorama Strategy guides funding programs for higher education and research cooperation.

4.8 COVID-19 recovery

The COVID-19 pandemic has had an unprecedented impact on education systems globally. It brought to light the inequalities as they were exacerbated due to unequal access to information, resources and support systems. The pandemic also highlighted new educational challenges and opportunities for growth, with the concerted push to develop education systems that are more inclusive, effective, resilient and sustainable.

The road to recovery underscored the urgent need to mitigate the pandemic's impact on students' mental health and well-being as well as learning losses and developmental delays. The post-pandemic educational transformation also entails a holistic approach aimed at closing educational inequalities, closing the digital divide, strengthening teacher support, promoting lifelong learning and sustainable development and ensuring adequate funding and governance.[22]

Figure 12 shows that out of the 73 countries that submitted both a national statement of commitment and a survey response, 34 countries (47%) did not make a specific commitment toward COVID-19 recovery but still took concrete actions. This could be partly because many COVID-19 recovery plans were already in place and countries did not pledge new actions at the time of the TES.

Figure 12. Comparison of country commitments and actions per sub-theme under COVID-19 (n=73 countries)

COVID-19 recovery   30   34   2   7

■ Committed and took action   ■ Did not commit but took action
■ Committed but no action reported ■ Did not commit and no action reported

Action area	Sample of country actions
Build resilient education systems that ensure safe, continuous learning.	Strategies include crisis management protocols, health education, equitable access to learning, leveraging technology and mental health support. The Lao People's Democratic Republic is prioritizing addressing school dropouts to ensure that children go to and remain in school to complete an entire cycle of quality education through five key action areas in the RAPID Learning Recovery Framework.
Adapt and build upon the innovations introduced in response to the COVID-19 pandemic to advance educational equity and quality.	Countries are expanding internet connectivity, providing devices and ensuring quality content. The pandemic led to Kyrgyzstan's acceleration of digitalization processes in education and the transition of the educational process to a digital format. Its Ministry of Education created a special educational portal to house all video lessons as well as links to all other educational platforms, electronic libraries, electronic dictionaries, platforms for online testing and more.
Sustain and strengthen mental health and psychosocial support programmes for learners' and educational personnel's well-being and for future crises.	Initiatives include integrating mental health programming into instruction and the provision of counselling services. The Republic of Korea deployed mental health experts in schools, offering counselling sessions through the Wee Project. The Wee Project continued holistic assessments, counselling and healing programmes. Belgium added additional periods to provide reinforced and targeted pedagogical, educational and psycho-social support to students in ordinary and specialized primary and secondary education. This extra support is in conjunction with the work already being carried out in the classroom.

4.9 Youth engagement

The global youth population – projected to reach 1.3 billion by 2030 – presents a significant opportunity for developing education systems to meet various challenges. What does 'meaningfully' engaging youth mean? The core principles are that it is rights-based, safe, institutionally mandated, designated, resourced, transparent, accessible, voluntary, informative, reciprocally accountable, diverse and inclusive; and it recognizes youth as real partners.[23] Youth participation requires opportunities and spaces where young people can express their views but also opportunities for decision makers to listen to those views and take them into account.
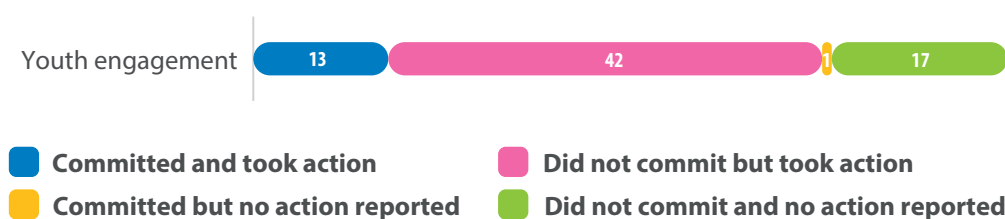
> **'Nothing about us, without us' has become the collective mantra of a generation. Policies, programmes and activities need to be developed with youth, rather than only for youth.**

The COVID-19 pandemic exacerbated youth disengagement due to limited educational opportunities and feelings of exclusion. Mitigating this requires involving youth in developing policies, programmes and activities. Governments need to recognize the value of engaging youth and view it as an investment in the future. Studies show that involving youth in decisions leads to positive development, increased motivation and a sense of ownership. [24]

Figure 13 illustrates a noteworthy trend among the 73 countries that submitted both a national statement of commitment and a survey response: 59% of these countries did not make a commitment to youth engagement yet undertook actions in this area. This remarkable increase can be at least partially attributed to the global movement for transforming education, led by young people in the run-up to the TES. The Youth Declaration on Transforming Education, prepared through youth-led consultations involving nearly half a million young people from over 170 countries, served as the centerpiece of this transformative effort.

Figure 13. Comparison of country commitments and actions per sub-theme under youth engagement (n=73 countries)

Youth engagement	13	42	17

- 🟦 **Committed and took action**
- 🟨 **Committed but no action reported**
- 🟪 **Did not commit but took action**
- 🟩 **Did not commit and no action reported**

Action area	Sample of country actions
Entrench youth engagement in the legal framework to ensure its stability and sustainability beyond political shifts.	Spain's Youth Council was established by law in 1983, ensuring youth participation in political, social and economic development. Sierra Leone's Youth advisory group representing all districts is enshrined in the 2030 Education Act. Belgium's Constitutional rules require education stakeholders to be consolidated through the Flemish Education Council, which includes student associations.
Develop and finance a youth policy, sector plan or strategy.	Estonia has developed and funded a 2021-2035 Youth Sector Development Plan with a total estimated budget of 356 million euros over 3 years to provide development opportunities, a sense of security and support for young people. Albania's 2022-2029 National Youth Strategy and its Action Plan focuses on ensuring equal rights and opportunities, support and engagement for vulnerable, marginalized youth and youth most affected by poverty, violence, maltreatment, disability and social exclusion.
Ensure youth are regularly consulted on educational issues.	In Cuba, youth and students are part of intergenerational social organizations (such as unions) where they participate in decision-making from the national level to the educational institution level. In addition, within the institutional curriculum, they are afforded spaces for dialogue and reflection. Moreover, all young people participate in the construction of regulations, resolutions and legal norms of education and the country, including the Comprehensive Policy for Children, Adolescents and Youth, the Family Code, School Regulations, School Evaluation Resolution and Continuity Resolution of Studies, among others.

5. Education financing

Chapter 4 of the survey report (Education Financing) is divided into two parts: domestic financing of education and international support for education. In line with the TES Call to Action on Educational Investment, countries are urged to undertake actions towards increasing investments in education and measures towards improving the equity, efficiency, and effectiveness of spending. This chapter provides a broad analysis of countries' efforts along five strands of action, both domestically as well as at global level providing international support to education: (i) invest more in education, (ii) invest more equitably, (iii) invest more efficiently, (iv) track and report on educational investment, and (v) adopt innovative financing mechanisms.
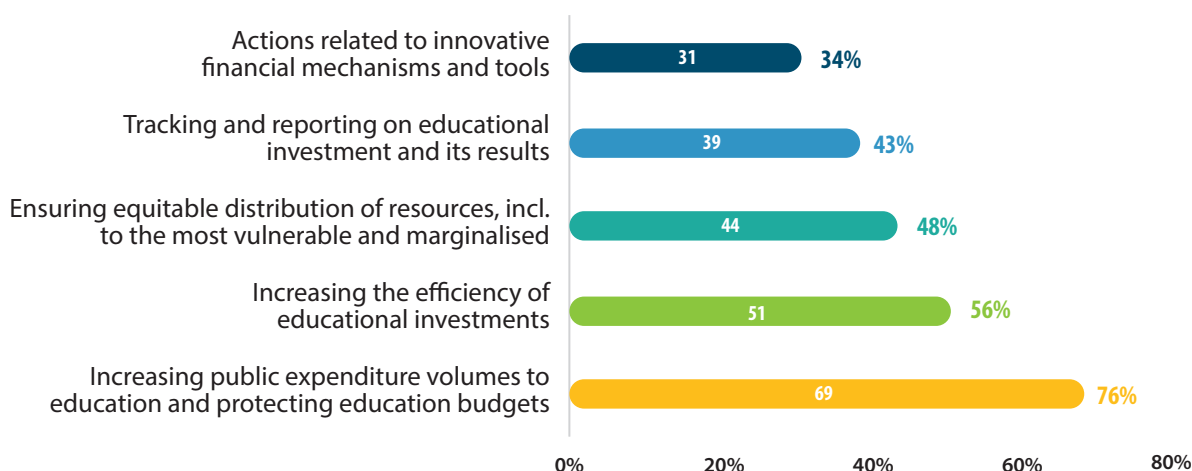
5.1 Domestic financing

The COVID-19 pandemic has exacerbated the global learning crises, highlighting the urgent need for significant investments in education systems to ensure resilience and continuity.[25] Despite the recognition of education's importance, government spending remains insufficient, with many countries cutting public expenditure on education post-pandemic.

Financing gaps for sustainable development are widening. The cost of achieving national SDG 4 targets in low- and lower-middle-income countries from 2023 to 2030 amounts to a cumulative total of USD 3.7 trillion.[26] Education expenditures are sometimes seen by government public finance decision-makers as a cost rather than a strategic long-term investment. Governments have to make trade-offs in spending priorities across competing sectors and challenges, which is further limited by available fiscal space.

Servicing external debt has become increasingly burdensome for many low- and lower-middle-income countries, limiting fiscal space and leading to crowding out of spending on critical sectors, such as education, health and the environment. In 2022, developing countries spent a record USD 443.5 billion to service their debt. Debt servicing costs are projected to grow by 10% for all developing countries over the 2023/2024 period — and by nearly 40% for low-income countries.[27]

Getting education on track therefore not only requires a rethinking on the content, quality and relevance of education, it will also require decisive, progressive actions by countries to re-prioritise education investment and improve domestic resource mobilization and spending efficacy and efficiency as well as concerted action at the global level to align efforts from the international community and refocus the financial aid landscape (i.e. multilateral agencies, banks, donors, funds, etc.) to support countries in their endeavours to transform education systems. Out of 91 survey responses, 78 countries (or 86%) have reported concrete actions towards improving domestic financing of education, with a focus on increasing the volume of education public expenditures and protecting education budgets in times of crisis and fiscal constraints (**Figure 14**).

Figure 14. Countries (78) reported concrete actions towards improving domestic financing for education (n=91 countries)

Action area	Sample of country actions
Increase public expenditure volumes to education and protect education budgets.	Several countries (Albania, Argentina, Colombia, Dominican Republic, Ethiopia, Montenegro) indicate that they are actively developing and implementing long-term financing strategies to boost investments in education, or that they are implementing tax reforms to increase fiscal space to invest in education (Madagascar, South Sudan, Uzbekistan). The Dominican Republic has incrementally increased its education budget to meet international benchmarks and set a minimum investment of 2,500 USD per child per year. Argentina adopted a new Education Financing Bill in 2023 (Law No. 25,075), which ensures that for the coming ten years (until 2033) a minimum level of government funding is allocated to education, progressively reaching a level of 8% of GDP (from around current 5% of GDP).
Ensure equitable distribution of resources.	Indonesia's Ministry of Education, Culture, Research, and Technology (MOECRT) has set specific goals for allocating resources to disadvantaged groups (e.g. low-income households, rural residents, children with disabilities, vulnerable populations) and is implementing an equity-based allocation formula to ensure a fair distribution of resources across various education levels. Furthermore, the MOECRT is actively incorporating gender responsiveness into its public expenditure monitoring, to allow better targeting of resources in education outcomes where gender disparities exist. Azerbaijan, Ethiopia and Tunisia are also taking concrete measures to improve equitable investment.

Increase the efficiency of educational investments.	Angola, Iceland, Lebanon, Mauritius and Nepal indicated their work towards increasing spending efficiency and accountability within the education sector. Reported actions are geared towards improving linkages between education sector planning and budget programming (i.e. budgeting for results, rather than inputs-based allocation), reducing leakages, increasing service delivery capacities, and strengthening accountability frameworks. The Ministry of Education and Higher Education (MEHE) in Lebanon launched a reform roadmap in 2023, specifically addressing cost savings and efficiencies in the public education system and improving sector governance. The specific reform includes the optimization of the network of public schools, the number of classrooms and the redeployment of teachers to improve student-teacher ratios.
Track and report on educational investments and results.	The Dominican Republic has implemented measures to improve the transparency and monitoring of educational spending by establishing a "Comprehensive Strategic Intelligence System" that collects and disaggregates data on coverage, resources, infrastructure and education outcomes by region, locality, educational level, gender, disability and ethnic origin.
Actions related to innovative financial mechanisms and tools.	In Côte d'Ivoire, a public-private pooled financing facility (Child Learning and Education Facility, CLEF) was deployed in 2021, aiming to improve access to primary education, promote children's rights and fight child labour.

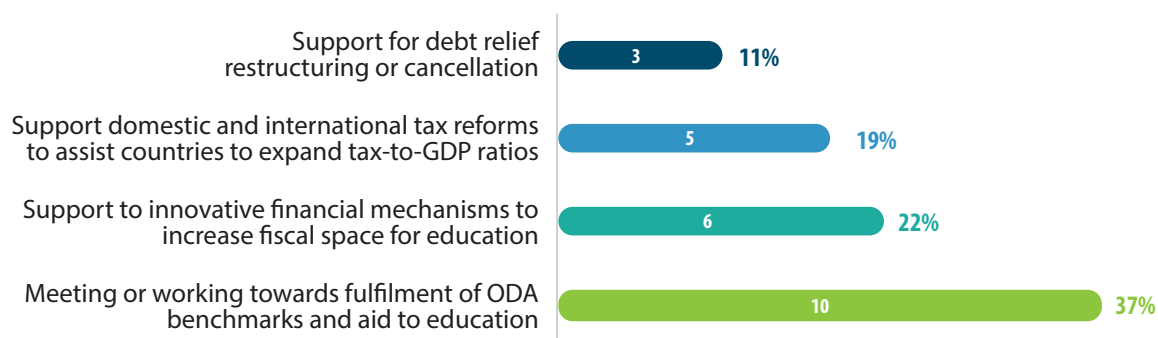## 5.2 International aid to education

Although domestic resources constitute the largest and most important share of education funding at the country level, international aid for education remains critical in catalysing the educational transformation needed to achieve SDG 4 targets in developing countries. Despite an increase in Official Development Aid (ODA) over the past 20 years (2003-2022), the proportion allocated to education has remained stagnant. Only a few donor countries meet the benchmark of allocating 0.7% of their Gross National Income (GNI) to ODA, and even fewer allocate the recommended 15% to education.[28] The emergence of non-traditional donors and private foundations is changing the aid landscape, which necessitates a collaborative effort to better align support to country needs and priorities under a common country-driven coordination mechanism.

The TES Call to Action on educational investment urges the global community to act on education financing, with particular emphasis on enhancing resource availability for the education sector, support to countries in expanding fiscal space, tax justice, debt relief and innovative financing solutions as a complement to domestic resources.

Out of 55 donor countries listed on the OECD CRS Country Profiles, 27 countries have responded to the survey, with 13 countries reporting concrete actions towards improving international aid to education. As shown in **Figure 15**, several donor countries among which, France, Germany, Norway, the Republic of Korea and Switzerland reported on supporting international and country-

level tax system reforms to widen fiscal space to allow more government spending on education. For example, Germany is one of the leading ODA providers, supporting actions to strengthen Domestic Revenue Mobilization with a focus on promoting fair global tax systems. Germany has also played a critical role in facilitating consensus on BEPS (domestic tax base erosions and profit shifting) by implementing the 15 actions to combat tax avoidance, improving the coherence of international tax rules, ensuring a more transparent tax environment and addressing taxation challenges.

Figure 15. Countries (13) reported concrete actions towards improving international aid to education (n=27 countries)

Action	Count	Percentage
Support for debt relief restructuring or cancellation	3	11%
Support domestic and international tax reforms to assist countries to expand tax-to-GDP ratios	5	19%
Support to innovative financial mechanisms to increase fiscal space for education	6	22%
Meeting or working towards fulfilment of ODA benchmarks and aid to education	10	37%

References

1   UNESCO. 2023. *SDG 4 mid-term progress review: progress since 2015 has been far too slow* (Global Education Monitoring Report Team) https://unesdoc.unesco.org/ark:/48223/pf0000386852
2   UNESCO Global Education Monitoring Report. *Learning outcomes.* https://www.education-progress.org/en/articles/learning (Accessed 5 April 2024.)
3   UNESCO. 2024. *Global report on teachers: what you need to know.* https://www.unesco.org/en/articles/global-report-teachers-what-you-need-know#:~:text=The%20global%20report%20on%20teachers%20reveals%20an%20urgent%20need%20for,existing%20teachers%20leaving%20the%20profession (Accessed 5 April 2024.)
4   UNESCO. 2023. *SDG 4 Leadership commits to accelerate action to transform education in Paris meeting.* https://www.unesco.org/en/articles/sdg4-leadership-commits-accelerate-action-transform-education-paris-meeting#:~:text=The%20UNESCO%202023%20Global%20Education,reach%20their%20national%20SDG4%20targets (Accessed 5 April 2024.)
5   UNESCO. 2021. *Reimagining Our Futures Together*: *A New Social Contract for Education*. Paris, UNESCO. (Report of the International Commission on the Futures of Education.) https://unesdoc.unesco.org/ark:/48223/pf0000379707
6   United Nations. 2021. Our Common Agenda. Report of the Secretary-General. https://www.un.org/en/content/common-agenda-report/assets/pdf/Common_Agenda_Report_English.pdf (Accessed 24 October 2023).
7   International Task Force on Teachers for Education 2030. 14th Policy Dialogue Forum and governance meeting. Concept Note. https://teachertaskforce.org/sites/default/files/2023-12/2024_PDF%20concept%20note_EN%2029%20November.pdf
8   UNESCO. 2022. *Discussion paper for the Transforming Education Summit*. https://www.unesco.org/sdg4education2030/en/sdg4education2030/knowledge-hub/thematic-action-track-1-inclusive-equitable-safe-and-healthy-schools-discussion-paper
9   Transforming the teaching profession: Recommendations and summary of deliberations of the United Nations Secretary-General's High-Level Panel on the Teaching Profession, Geneva: International Labour Office, 2024. © ILO.
10 UNESCO. 2021. *Reimagining Our Futures Together: A New Social Contract for Education.* Paris, UNESCO. (Report of the International Commission on the Futures of Education.) https://unesdoc.unesco.org/ark:/48223/pf0000379707
11 UNESCO. 2021. *Reimagining Our Futures Together: A New Social Contract for Education.* Paris, UNESCO. (Report of the International Commission on the Futures of Education.) https://unesdoc.unesco.org/ark:/48223/pf0000379707
12 Global Education Monitoring Report. 2009. *Overcoming inequality*: *why governance matters*. p.6
13 United Nations. 2022. *Thematic Action Track 4 on Digital Learning And Transformation Discussion Paper*. Available at: https://media.unesco.org/sites/default/files/webform/ed3002/Digital%2520AT4%2520dicussion%2520paper%2520July%25202022.pdf (Accessed 10 January 2024.)
14 https://www.un.org/en/transforming-education-summit/calls-to-action
15 Global Education Monitoring Report. 2023. *Global Education Monitoring Report*: *technology in education*: *a tool on whose terms*? https://unesdoc.unesco.org/ark:/48223/pf0000381533?posInSet=1&queryId=f472ba41-325d-4410-b28d-9f7fa9ab2eba (Accessed 10 January 2024.)
16 UNESCO. 2022. *Education starts early*: *progress, challenges and opportunities*; *conference background report*. https://unesdoc.unesco.org/ark:/48223/pf0000383668 (Accessed on 8 January 2024).
17 UNICEF. 2019. *A World Ready to Learn*: *Prioritizing quality early childhood education*. UNICEF: New York.
18 United Nations. 2022. *Transforming Education*: *An Urgent Political Imperative for our Collective Future*. *Vision Statement of the Secretary-General on Transforming Education*. https://www.un.org/sites/un2.un.org/files/2022/09/sg_vision_statement_on_transforming_education.pdf (Accessed 8 January 2024.)
19 UNESCO. 2022. *World Conference on Early Childhood Care and Education*: *Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education*, 16 November 2022. https://unesdoc.unesco.org/ark:/48223/pf0000384045 (Accessed 8 January 2024.)
20 UNESCO. UNESCO World Higher Education Conference (WHEC2022): Reinventing the Role & Place of Higher Learning for a Sustainable Future. Concept note. p. 2.
21 UNESCO. 2022. *Beyond limits*: *new ways to reinvent higher education*. (Working document) https://cdn.eventscase.com/www.whec2022.org/uploads/users/699058/uploads/69c2df623079c3845e236c56ba2d7a8aa21b3d75489e28c7910226f24f7989aec7aae05a23f31fae4587aeb4be088f99dccd.6282b2a95281d.pdf
22 UNESCO-UIS, UNICEF, The World Bank and OECD. 2022. *From Learning Recovery to Education Transformation*, *Insights and Reflections from the 4th Survey of National Education Responses to COVID-19 School Closures*. Montreal, New York, Washington D.C., UNESCO-UIS, UNICEF, The World Bank and OECD
23 UN (2023). Our common Agenda Policy Brief 3. Meaningful Youth Engagement in Policymaking and Decision-Making Processes. https://bahrain.un.org/sites/default/files/2023-08/our-common-agenda-policy-brief-youth-engagement-en.pdf
24 Yoshitaka Iwasaki (2016) The role of youth engagement in positive youth development and social justice youth development for high-risk, marginalized youth, International Journal of Adolescence and Youth, 21:3, 267-278, DOI: 10.1080/02673843.2015.1067893
25 UNESCO (2023). Global education monitoring report, 2023: technology in education: a tool on whose terms?
26 UNESCO GEM (2023). Can countries afford their national SDG 4 benchmarks? GEM report policy paper. Paris, April 2023.
27 The World Bank (2023). International Debt Report 2023. Washington, DC: World Bank. doi:10.1596/978-1-4648-2032-8.
28 OECD, ODA https://stats.oecd.org/index.aspx?datasetcode=crs1#

Transforming Education Towards SDG 4

Report of a global survey on country actions to transform education

In 2022, the United Nations Transforming Education Summit responded decisively to mobilize action, ambition and solidarity as well as to elevate education to the top of the political agenda. This powerful mobilization led to 143 countries presenting national statements of commitment, demonstrating their political resolve to reimagine and transform their education systems.

On the Summit's first anniversary, UNESCO invited its Member States to participate in the Survey on Country Actions to Transform Education and report on how they have translated their commitments into actions.

This document presents highlights from the *Transforming Education Towards SDG 4: Report of a global survey on country actions to transform education.* It showcases transformative actions that countries have undertaken to accelerate progress towards SDG 4.

The report emphasizes that education must adopt a holistic, lifelong and comprehensive approach that addresses the development and well-being of individual learners and society. Transforming education requires placing inclusion, equity and gender equality at the core of policies and interventions. It also requires more and better education financing, and investments in the teaching profession.

Stay in touch

✉ Education2030@unesco.org

🌐 www.unesco.org/sdg4education2030/en

Follow @UNESCO and @Education2030UN on social media

𝕏 📘 📷