

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 15 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?