

## Transforming Education Summit (TES) Recommendations

### Recommendations for U.S. Government (USG) Leadership and Engagement at TES and Beyond

*On behalf of the Global Campaign for Education-US coalition and partner organizations, we present the following recommendations and actions for the 2022 Transforming Education Summit and following year:*

#### **Representation and leadership:**

- It is important that President Biden and high-level leaders across USG attend and actively participate in the Transforming Education Summit on September 16, 17, and 19, and reference the following key points in speeches, statements, and related materials to illustrate USG's strong commitments to: the TES global compact on education finance, including more concerted action on tax, debt and austerity, increasing bilateral funding (to 20% of aid being earmarked for education), expanding support for Global Partnership for Education (GPE) and Education Cannot Wait (ECW), and initiatives towards accelerating progress in achieving Sustainable Development Goal (SDG) 4 (domestically and globally) including a strong commitment to learning equity.
- Dr. Biden's participation at TES and related events would be another great demonstration of USG's commitments to education.
- President Biden and Vice President Harris have been invited to speak at the Global Citizens Festival in New York City on September 24, 2022. This would be another great opportunity to present commitments to a wider domestic and global audience.

#### **Recommendations for USG commitments at TES and actions:**

This is a pivotal time for the USG and all governments to make ambitious and bold commitments in their National Statements of Commitments to Transform Education, on inclusive and equitable solutions that will strengthen education systems and deliver on SDG 4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. We recommend the following key areas that deserve bold commitments domestically and internationally.

#### **1. Gender-transformative education recommendations for commitments and action (Thematic Action Track 1): From the Freetown Manifesto for Gender-Transformative Leadership in Education**

- In Education Sector Plans, include and increase clearly delineated budgets, strategies, and commitments to gender equality in and through education with separate commitments to addressing harmful gender norms in pedagogy, gender capacity building for education sector staff and other selected priorities.
- Participatory, citizen-inclusive data gathering from households on out of school children with strong support of gender and child rights experts so that we pay special attention to and address

how intersectional gendered norms and expectations – including disability, minority status, language, and other areas – have led to their being out of school.

**2. Disability-inclusive education recommendations for commitments and action (Thematic Action Track 1): [From Transforming Education for Disability Inclusion: A Call to Action for All Children](#)**

- At least 5% allocation of education budgets towards the implementation of disability inclusion across the system (e.g. training and support of teachers, teaching and learning materials).
- Ensure a Zero Rejection Policy and provide individualized support to meet the specific needs of students with disabilities (e.g. assistive technology, referrals, rehabilitation and other interventions).
- Follow a human rights-based twin-track approach in all international development aid initiatives targeting education, in line with the disability and gender responsive budgeting toolkit and the UN Convention on the Rights of Persons with Disabilities (CRPD).
- Invest in accessible and affordable digital learning and support teachers and education support professionals, including inclusive education teacher training in partnership with teachers' unions.
- Capture and improve education data systems, such as EMIS, through disaggregated data based on disability, age, gender, and language to ensure all children and youth are counted and reached, right from the start.
- Ensure consultation and meaningful participation of learners with disabilities and of organizations of persons with disabilities in the design of inclusive education policies at all levels.
- Ensure the inclusion of the most vulnerable children (girls, learners with disabilities, displaced children, migrant children, refugees, orphans, caste based affected children, etc.) in education programming, using an intersectionality lens to identify needs.

**3. Education in Emergencies (EiE) recommendations for commitments and actions (Thematic Action Track 1): (From the [Three Transformations EiE Call to Action](#))**

- Ensure that all USG humanitarian and emergency responses and programs across agencies – bilateral and multilateral – fully include education.
- Deliver on crisis-resilient education plans and education-inclusive humanitarian response plans that bridge the humanitarian-development-peace nexus.
- Create intersectoral planning and response platforms at national and global levels to achieve whole-child support.

**4. Foundational learning recommendations for commitments and actions (Thematic Action Track 2): (From the [Commitment to Action and Foundational Learning](#))**

- Endorse the Commitment to Action and Foundational Learning developed in coordination with UNICEF, World Bank, Bill & Melinda Gates Foundation, USAID, FCDO, and others, which recommends that the USG commit to taking urgent and decisive action, where learning levels are

low, to ensure all children, including the most marginalized, develop foundational learning to realize their full potential.

- Commit to investing in global programs that contribute to the goal of reducing the global share of children unable to read and understand a simple text by age ten, by half, by 2030.
- Commit to increase access to remedial and catch-up learning and teach children at their current learning levels; support teachers, giving them the tools that they need; and support the health, nutrition and psychosocial well-being of every teacher and child.

**5. Early childhood education and development (ECED) recommendations for commitments and action (Thematic Action Track 2): (From the 2022 Right to Education Index)**

- Establish laws, policies, and curriculum that aim at the holistic development of a child's social, emotional, cognitive, and physical needs in order to build a solid foundation for lifelong learning and wellbeing.
- Increase support for access to ECED services at federal, regional, and local levels, incentivizing and supporting states in moving toward universal pre-primary programming, including education, in ways that support socioeconomic, racial, and linguistic diversity.
- Mandate that federally supported preschool programs meet minimum quality standards and make programs affordable by subsidizing or paying full tuition for ECED programs for children from low-income families.
- Encourage local government and community participation in the development of early childhood policies through the formation of localized planning groups and the development of local plans as a criterion for state funding.
- Improve early educator compensation, and provide pre-service and in-service training targeting the holistic development of the child.
- Provide national data on early childhood development to track progress over time.

**6. Supporting Teachers and the Teaching Profession to address the learning crisis recommendations for commitments and action (Thematic Action Track 3):**

- As outlined in the USAID Education Policy, we recommend that the USG increase its commitment to addressing teacher shortages, particularly in areas hardest hit by the COVID-19 pandemic, climate crisis, and conflict. It is estimated that over 69 million new teachers are needed by 2030 to provide every child with primary and secondary education.
- Strengthen the USG leadership role and increase investment to implement the USG Strategy on International Basic Education, with a focus in this area on working with partner countries to reform policies, improve curricula, strengthen data systems, train teachers, and help ensure students have the books and materials necessary to provide an environment conducive to learning, even in the most challenging contexts.
- Increase investment in quality, inclusive, public education systems; guarantee labor rights and good working conditions for all teachers and education support personnel; invest in quality teacher training and professional development; trust and respect teachers in their pedagogical expertise;

and involve teachers and their unions in setting education policy through intentional social dialogue.

**7. Digital Learning and Transformation recommendations for commitments and action (Action Track 4):**

- Invest in child-safe, low- and no-tech solutions to support public education systems' response to shocks, bridge the digital divide, and ensure inclusive education for all.

**8. Financing Education recommendations for commitments and action (Action Track 5):**

- Commit to real financing solutions to make education free for every child by making a significant contribution to ECW's \$1.5 billion fundraising goal at the February 2023 EiE High Level Financing Conference (including at least \$50 million for ECW in Fiscal Year 2024).

Importantly, here are general commitments that the USG should make to increase political will and commitment to education:

**9. Commit to rejoin UNESCO**, which would allow the US to reposition itself as a global leader on human rights and education; have an even more effective voice in discussions and negotiations with other countries on education and related issues; and ensure that the basic right to education is promoted and protected.

**10. Ratify relevant treaties, and incorporate these principles into domestic laws and policies**, including: The UN Convention on the Rights of the Child, The UN Convention on the Rights of Persons with Disabilities, The UN Convention on the Elimination of All Forms of Discrimination against Women, The UNESCO Convention against Discrimination in Education, and The Safe Schools Declaration.

This is a crucial opportunity for the US government to make ambitious and bold commitments to transform education, on inclusive and equitable solutions that will strengthen public education systems and deliver on SDG 4. Please let us know if there is anything we can do to help in these efforts. Thank you again for all the work you are doing, and for supporting civil society organizations throughout this process.

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