TECHNICAL NOTE
Dashboard of Country Commitments and Action to Transform Education

Introduction

In September 2022, the United Nations Secretary-General convened the Transforming Education Summit (TES) to respond to the triple-crisis in education—of equity and inclusion, quality, and relevance – compounded by a lack of adequate financing and heightened by the COVID-19 pandemic. The TES mobilized ambition, solidarity and solutions to reignite actions towards the Sustainable Development Goal 4 (SDG 4) by fundamentally re-thinking the purpose, content and delivery of education.

Leading up to the Summit, 163 countries convened cross-sector consultations and committed to take action to transform their education systems, and to increase financing of education to achieve this transformation. As of September 2023, 141 countries submitted their national statements of commitment.

The Dashboard aims to monitor countries' progress towards fulfilling their national commitments. It also aims to facilitate cross-country learning and exchange of good practices among all countries, including those that have not submitted their statements of commitment.

Where does the data come from?

Leading up to the TES, Member States were invited to hold broad national consultations to "develop a shared vision of the futures of education and to strengthen political and public commitment, align priority innovative actions across constituencies, and mobilize collective capacity to deliver that vision between now and 2030."[1] National consultations were expected to inform the development of National Statements of Commitment to Transform Education, submitted for or after the TES.

National Statements of Commitment were to capture the key areas of action that emerged from the national consultation process, to be presented by the Heads of State and Government at the Summit. While many of these Statements were the output of national consultations, where national convenors involved multiple stakeholders for the creation of a collective vision for the futures of education, some statements submitted are statements prepared for the Heads of State or Government to deliver at the Summit.

The Statements varied in terms of the level of precision of commitments and actions articulated. While some included declarations of adherence to principles and outlined strategic policy priorities, others articulated goals, targets, strategies and measures to reach them. Some provided specific, time-bound quantitative targets with corresponding strategies and actions. A few statements, however, did not include any discernible commitments to action but recognized the importance of principles or thematic areas.

Finally, as they were required to be succinct (2-3 pages), many statements focused on a small number of commitment areas, while others listed a large number of thematic areas of education. For this reason, it is important to underscore that the commitments displayed on this Dashboard do not capture the totality of countries' commitments or intentions as they may be included in national education policies, strategies or sector plans.

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[1] See *Transforming Education Summit 2022: Guidelines for National Consultations*.
https://knowledgehub.sdg4education2030.org/NationalConsultationGuidelines

How were the themes and sub-themes identified?

In order to analyze the statements across countries and identify trends, it was necessary to group the identified commitments by thematic areas. The 9 themes and 37 sub-themes (Annex) used for the Dashboard build on those used for [UNESCO's analysis](#) of the first 133 statements of commitment submitted prior to August 2022. They encompassed both areas included in the TES guidelines for national consultations and key themes identified through the Summit's Thematic Action Tracks.

The final list was reviewed and agreed by the Dashboard working group of the SDG 4 High-Level Steering Committee, the global education body responsible for the effective follow-up on the Transforming Education Summit.

How were the National Statements of Commitments analysed?

The National Statements of Commitments varied in terms of the format, length and depth, and the level of precision of actions, which made it difficult to draw a clear line for what should be considered as commitments. Therefore, certain criteria were established in analyzing and coding the statements thematically.

Statements were recognized as commitments when they clearly expressed a political will to prioritize certain thematic areas or undertake actions, or if they reaffirmed their commitment to implement existing policies or programmes (e.g. "the country commits to…", "the country will prioritize/ implement/ continue …"). Moreover, statements outlining plans, courses of action or next steps for improving or transforming education were also considered commitments (e.g. "[this action] will be strategized/implemented/developed through…").

Conversely, statements that solely described the country's past actions or achievements were not considered as commitments when they did not express pledge or intention of future actions. Statements that emphasised the country's situations, challenges or needs without providing specific action to follow were also excluded. Similarly, statements that solely highlighted the importance or recognized the need for action, without explicitly committing to act, were not considered commitments (e.g. "It is imperative/ critical /important, etc.", "We recognize the importance of…").

Nonetheless, leading up to the TES, countries were not provided with a standardized template for the National Statements of Commitment that clearly specified what would be considered a commitment or not. Therefore, in cases of uncertainty or ambiguity, a more lenient approach was adopted in considering statements as commitments.

Once a commitment was identified as such, it was coded with one or more of the 37 sub-themes (see Annex). A country was regarded as committed to a sub-theme if it had at least one commitment to it. That implied that the number of occurrences of commitments was not weighted: a single commitment served as an indication that the issue was considered relevant to the country.

What does the Dashboard display?

The Dashboard allows users to interact with the data in various ways:

- **Interactive map and bar charts**: users can select themes and sub-themes from the pull-down menu to see which countries made commitments to specific thematic areas; and this information can also be filtered by regions. Bar charts display the number of countries that have committed to a selected theme or sub-theme, globally or regionally.
- **Overview table** lists the themes and sub-themes of all countries that have submitted their statements of commitment.
- **Country profiles**: users can see the themes and sub-themes each country has committed to, as well as its national statement of commitment, links to country data, policy documents, etc.

Annex. Themes and sub-themes

Theme	Sub-theme	Description
1. Inclusion, equity and gender equality	Inclusion and equity (general)	Commitments to ensure the right to education through inclusion and equity in access to quality education throughout life, to provide special attention to the most vulnerable groups at risk of exclusion, respecting diversity and eliminating all forms of discrimination in and through education. Also included are social protection and safety net measures.
	Gender equality, girls' education	Commitments to advance gender equality, as well as girls' and women's empowerment and their rights in and through education, addressing gender-based discrimination and stereotyping.
	Refugees, displaced persons and migrants	Commitments to uphold the right to education of refugees, stateless people, migrants and internally or internationally displaced learners, including them in the national education system and accommodating for special needs such as language and accelerated education support.
	Poverty/ low-income groups	Commitments to assist learners from poor and low-income families in overcoming the obstacles to accessing inclusive, equitable and quality education.
	Rural and remote residents	Commitments to: (i) ensure access to quality education to learners from rural and remote areas, as well as learners who reside far from schools; (ii) to reduce the education gap with their urban peers and (iii) to tackle safety obstacles for those distant from schools.
	Disabilities and special needs	Commitments to improve educational environments to accommodate the specific requirements of students with disabilities and special needs, promoting the full and effective participation, accessibility, attendance and achievement of all students, without discrimination.
	Cultural and linguistic minorities	Commitments to uphold minorities' linguistic rights to learn in their own languages, have access to the national/official language of education as well as to international ones, at all levels of the schooling system. Also included are commitments to promote intercultural education, fostering understanding and respect among different social/cultural groups.
	Financial support and incentives	Commitments to make public education free of charge, or progressively so, and/or to reduce the indirect costs of education through measures such as stipends to families, scholarships and other cash incentives.
	School meals and nutrition	Commitments to strengthen school feeding and nutrition education programmes so as to alleviate the triple burden of malnutrition: underweight, micronutrient deficiencies, and overweight.
2. Teachers	Teacher supply and deployment	Commitments to ensure that a sufficient number of qualified teachers are available across all levels of education, and/or to define deployment strategies that allow to balance the needs of schools and teachers' preferences.
	Teacher certification and qualification	Commitments to review or implement teachers' qualification (i.e. requirements to access the teaching

Theme	Sub-theme	Description
		profession) and certification (i.e. recognition of teachers' credentials) systems, ensuring that processes to access the profession are transparent and equitable and that qualified/certified teachers have met the established standards of competencies.
	Teacher working conditions	Commitments to improve teachers' working conditions in a way that best promotes their wellbeing and effective teaching, recognizing their importance in the success of education systems and engaging them in decision-making processes to transform education. Dimensions of improved working conditions include but are not limited to: salaries and financial incentives, workload, work-life balance, professional status, class size, teaching resources, autonomy, employment relationship, school violence and student behaviour governance measures.
	Teacher training and professional development	Commitments to design and improve pedagogical training and continuous professional development programmes, to make them accessible and affordable, to provide them without discrimination, and to align them to educational priorities, teachers' standards as well as to career development policies.
3. Content and methods	Curricular content – *what to learn*	Commitments to review and update curricular content (what students learn) to ensure learners achieve the skills that enable them to develop their full potential.
	Pedagogical approaches – *how to teach & learn*	Commitments to change how students learn and teachers teach, reviewing the values underlying pedagogy and the dynamics between teachers and students, and among students, as well as designing new pedagogical approaches and methods that are future oriented.
	Assessment methods	Commitments to review and update students' assessment and evaluation methods, to better align with national educational priorities. Included are assessments *for* learning (such as classroom and formative assessments), and assessments *of* learning (e.g. examinations and summative assessments); both at the school level, and at national, cross-national, or regional level.
	Education for sustainable development/greening education	Commitments to contribute to the advancement of education for sustainable development, fostering the acquisition of knowledge, skills, attitudes and values that will empower learners to acknowledge the interdependence of economic, social, and environmental issues and to create a sustainable future. Strategies comprise greening education, to get every learner climate ready by including climate change and environmental education in school curricula, TVET, workplace skills development, teaching materials, pedagogy, and assessments.
	Socio emotional learning and values education	Commitments to implement or improve (i) socio-emotional learning programmes to teach personal and interpersonal competencies (such as self-awareness, self-management, social awareness, empathy, relationship skills) and/or (ii) values education programmes including on human rights and global citizenship, that prepare learners to engage with and resolve global challenges,

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		contributing to a more just, peaceful, inclusive and sustainable world.
	21st Century skills	Commitments to ensure students acquire "knowledge, skills, values, and attitudes that are integral to life in the 21st century". They include, but are not limited to: (i) ways of thinking - such as creativity, critical thinking, metacognition; (ii) ways of working – communication and collaboration; (iii) tools for working – information and ICT literacy; (iv) the ability to live in the world – citizenship, personal and social responsibility. These skills include some of the skills acquired through socio-emotional learning and values education. Socio-emotional learning focuses on understanding and managing emotions and relationships, while the 21st Century skills encompass a broader set of competencies necessary to thrive in the modern world.
	TVET and skills for work	Commitments to transform technical and vocational education and training systems, identifying new competencies and providing learners with the appropriate upskilling and reskilling required for employment, entrepreneurship, and for access to the green and digital economies.
	Physical/mental health and safety	Commitments to create health-promoting education systems through the shift towards health-promoting schools, where physical health, mental health and safety from school violence are supported.
	Comprehensive sexuality education	Commitments to implement or improve formal or informal comprehensive sexuality education programmes (i.e. "curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality"), in terms of laws and policies, coverage, curriculum, delivery, and enabling environment.
	STEM	Commitments to integrate and strengthen science, technology, engineering and mathematics (STEM) capacity in the education system, defining approaches to STEM education, and reviewing curriculum frameworks to include it.
	Foundational Learning	Commitments to increase the share of children that achieve minimum proficiency levels in literacy and numeracy, by reducing the share of children out of school, and increasing the quality of education they receive.
4. Governance and financing	Domestic financing	Commitments to increase financing for education by (i) expanding education budgets through measures such as improved tax systems, innovative financing measures, and public-private cooperation; (ii) allocating spending more equitably and efficiently and (iii) tracking and reporting on spending. Also included are commitments to invest more in education infrastructure.
	International aid	Commitments by donor countries to increase the volume, predictability and effectiveness of international aid to education, and ensure that it is aligned with national education plans and consistent with aid effectiveness principles.

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	Governance	Commitments to improve education governance through an integrated approach for the system-wide administration of the formal and informal processes for policy making, resource allocation and accountability channels in education. Also included are commitments to coordinate across ministries and across central and sub-national authorities through a whole-of-government approach, as well as those to adopt a whole-of-system approach by involving multiple stakeholders such as families, students, communities and the private sector in the governance process. Finally, specific measures to decentralize authority to regional or local governing bodies, and those redefining and enhancing school autonomy are covered.
	Data management	Commitments to implement or improve an educational management information system (EMIS), defined as "a system for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy-analysis and formulation, planning, monitoring and management at all levels of an education system".
5. Digital transformation and learning	Connectivity	Commitments to establish and sustain connectivity, and to progress towards universal access to the internet for all learners. Also included is the provision of devices to access digital contents through the internet.
	Digital Learning	Commitments to support and improve digital learning in the education system, both in terms of contents and resources provided on open public platforms, and in terms of capacity, i.e. enhancing digital skills and competences of learners, teachers and other stakeholders.
	Digital regulation	Commitments to introduce and update specific legal frameworks on learners' data protection, privacy, ownership, governance and security, to reduce the vulnerabilities inherent to the increasing digitization and "datafication" of education.
6. Early childhood care and education	Early childhood care and education	General commitments to improve early childhood care and pre-primary education, which include expanding access to- and improving inclusion, equity and quality of services, strengthening monitoring and evaluation for accountability, as well as policy, governance, financing and advocacy.
7. Higher education and research	Higher education access and inclusion	Commitments to make higher education more accessible, according to the dimensions of non-discrimination, physical accessibility and economic accessibility, through measures which facilitate enrolment and completion by reducing direct and indirect fees, such as scholarships, subsidized services (meals, public transportation, housing).
	International mobility in higher education	Commitments to promote inbound international mobility for the internationalization of higher education, as well as forms of hybrid or virtual mobility programmes, by simplifying the recognition of qualifications and reducing barriers to equal access to higher education institutions.

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	Research and development	Commitments to support and improve research capacity through investments in R&D activities and personnel, better policies for research training, and strategies to retain people in R&D. Also included are the promotion of international collaborations, knowledge sharing and partnerships to further research and innovation.
8. COVID-19 recovery	COVID-19 recovery	Commitments to support COVID-19 recovery and to tackle the issues exacerbated by the pandemic, accelerating the transformation towards more resilient and effective education systems. This can be achieved through better assessment of students' levels, adjustments of curricula, increased efficiency of instruction and a focus on psychosocial health and well-being.
9. Youth engagement	Youth engagement	Commitments to include youth and student leadership, especially from vulnerable and marginalized communities, in decision-making bodies and national delegations, and to involve them in all stages of the process to transform education.