**Knowledge hub
-
Collection of best practices**

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

   Transforming Education Youth Action Group

2. Country or countries where the practice is implemented *

   Global

3. Please select the **most relevant** Action Track(s) the best practice applies to *

   ☐ Action Track 1. Inclusive, equitable, safe, and healthy schools

   ☑ Action Track 2. Learning and skills for life, work, and sustainable development

   ☐ Action Track 3. Teachers, teaching and the teaching profession

   ☐ Action Track 4. Digital learning and transformation

   ☐ Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

   World Organization of the Scout Movement (WOSM) & Restless Development

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

   This Action Group is made up of people who are passionate about reforming national and international education policies to ensure they are up to date, responding to the needs of young people today and equipping young people with the skills they need for work and life.

   Throughout the Unlock the Future Coalition Big Brainstorm process, we have brought young people together from a huge list of different organisations and backgrounds with several objectives:
   - Shared understanding of the biggest education priorities for young people
   - Shared insight towards opportunities for influencing the Transforming Education Summit and how young people can be meaningfully engaged
   - An action plan for how this Action Group will continue to connect, plan and grow in the lead up to the Summit and beyond

6. What makes it a best practice? *

   The Action Group is representative in terms of regional representation and age of participation and is youth-led by youth representatives & UN Next Generation Fellows of both Restless Development (Alice Mukashyaka) and the World Organization of the Scout Movement (Thaís Queiroz). It allows young people to meaningfully and effectively voice their opinion in the run-up to the Transforming Education Summit.

Description of the best practice

7. Introduction (350-400 words)
   This section should ideally provide the context of, and justification for, the practice and address the following issues:
   i) Which population was affected?
   ii) What was the problem that needed to be addressed?
   iii) Which approach was taken and what objectives were achieved? *

   Young people are frustrated. Frustrated by the lack of accountability, inaction, and de-prioritisation of education commitments by governments. We now find ourselves in the midst of an education crisis.

   This is our call to action. A call shared by young people around the world to address growing education gaps and to create a new global movement for transforming education. This needs to be a movement that is driven by young people and the ambition that education systems are more relevant, more empowering, and fully and safely meet the needs of young people.

   These priorities and recommendations have been developed by the Unlock the Future Action Group on Transforming Education, co-convened by Restless Development and the World Organization of the Scout Movement (WOSM). This group brings together young people from organisations all over the world to ensure their thoughts are represented at the Transforming Education Summit.

   The COVID-19 crisis has dealt a massive blow to the education of children and youth worldwide, reversing decades of hard-won progress and undermined countries' efforts towards SDG4. Even before the pandemic, over 260 million children were out of school, and half of all 10-year-olds were unable to read a basic text. That proportion could now increase to as much as 70%, and an additional 24 million children may drop out of school entirely.

   As recruiters look for outstanding profiles, what usually distinguishes one from another are life skills and extracurricular activities. Young people are seeking advanced learning opportunities through volunteering and internships to stand out.

   Young people are organised and ready to work with the Transforming Education Summit:
   - To mobilise political ambition, action, solutions and solidarity to transform education
   - To take stock of efforts to recover pandemic-related learning losses
   - To advance the process of reimagining education systems for the world of today and tomorrow
   - To highlight plans and commitments to reignite national and global efforts to achieve SDG4 and accelerate SDG progress during the Decade of Action

   "...if there is policy-level discussion, young people are engaged in collecting responses but when it comes to actual implementation, we are automatically considered as volunteers and nothing more."
   Young male, Ghana

8. Implementation (350-450 words)
Please describe the implementation modalities or processes, where possible in relation to:
i) What are the main activities carried out?
ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
iv) What were the resources needed (budget and sources) for the implementation?
*

For the World Organization of the Scout Movement (WOSM), and Restless Development, education is a fundamental pillar in both transforming young people's lives and enabling them to take action to create positive change in their communities and the world. We teamed up to establish the Transforming Education Action Group, in partnership with the UN Foundation through their Big Brainstorm process.

This Action Group is made up of people who are passionate about reforming national and international education policies to ensure they are up to date, responding to the needs of young people today and equipping young people with the skills they need for work and life.

Throughout the Unlock the Future Coalition Big Brainstorm process, we have brought young people together from a huge list of different organisations and backgrounds with several objectives:
- Shared understanding of the biggest education priorities for young people
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The Action Group is representative in terms of regional representation and age of participation and is youth-led by youth representatives of both Restless Development (Alice Mukashyaka) and the World Organization of the Scout Movement (Thaís Queiroz).

We have an important opportunity to ensure the Transforming Education Summit delivers on young people's priorities and demands for the future of education. For this, we need to have young people involved in all the parts of the planning till the summit.

We started by gathering the group together and proceeded to undertake a brainstorming exercise on the priorities that young people would like to see tabled at the Summit, stakeholders to be engaged, and how young people can meaningfully be engaged throughout the Summit preparations, the Summit itself and beyond.

As a result of this process, we now have a group of engaged and active young people, consulted on their priorities and ready to engage in the run-up to the Transforming Education Summit.

9. Results – outputs and outcomes (250-350 words)
   To the extent possible, please reply to the questions below:
   i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
   ii) What were the concrete results achieved with regard to outputs and outcomes?
   iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Major Moments in Education

World Non-Formal Education Forum
An international platform convened by the World Organization of the Scout Movement (WOSM), UNICEF, UNFPA, and the Office of the UN Secretary General's Envoy on Youth, and with the participation of over 70 leading international organizations. The Forum was designed to respond to the growing need for regular convening of the world's leading organisations working on non-formal education and youth development.

The 2019 Forum was held in Rio de Janeiro and was attended by over 400 participants including civil society representatives, UN and partner agencies, academics, government representatives, young people, members from across the Scout Movement, and experts on youth development.

Rio Declaration on Non-Formal Education
The Rio Declaration on Non-Formal Education, developed at the World Non-Formal Education Forum sets out an ambitious action agenda, capturing the voices and visions of the World Non-Formal Education Forum to call stakeholders to act on what the Forum believe needs to be done to empower millions of young people worldwide through non-formal education.

The outcome of discussions over the three days of the Forum helped assess the state of non-formal education and forged a consensus among stakeholders for actions needed to advance non-formal education as a powerful vehicle for the development of children and youth and their roles as active global citizens.

Scouts For SDGs
Scouts for SDGs is a mobilisation of 57 million Scouts across the world, with over 2 billion hours of community service to raise awareness and take action towards the 17 Sustainable Development Goals (SDGs) by 2030. Scouting's action-orientated approach to education is uniquely designed to equip young people with the competencies to become active global citizens and contribute to Scouts For SDGs, the world's largest coordinated youth contribution to the SDGs.

Education is key to achieving sustainable development. Over one-third of the 169 SDG targets highlight the role of youth and the Scout Movement's focus on non-formal education links directly with SDG 4 on Quality Education.

RewirED Summit
RewirEd is a global initiative launched by Dubai Cares, in partnership with Expo 2020 Dubai, focused on "rewiring" education to ensure a future that is prosperous and sustainable for all. The focus was to break out the traditional conversations in this area, explore new ideas, and most importantly, put young people at the heart of the conversation.

RewirEd Summit took place on the 12th-14th December 2021 @Expo 2020 Dubai and it focused on three key pressing areas in Education globally: Youth, Skills and the Future of Work, Innovation in Education, and Education Financing. The Summit convened education stakeholders including educationalists and front liners, policymakers, youth, the private sector, international organisations, and foundations, among others together in one place for three days to engage in discussions, panels, hands-on workshops, and to launch exciting initiatives and experiments.

Restless Development was a RewirED delivery partner and covered three areas: research & insights, an education campaign, encouraging youth leadership at the December 2021 Summit, and ensuring that young people are at the core of making the Summit a success.

#MakeEducationWork Campaign
The MakeEducationWork campaign was launched by Restless Development in the lead-up to the RewirED summit, alongside the publication of The By Us For Us: Rewiring Education for a New Generation.

The report was launched in October 2021 with a summary report and a full report published online. Young people across the world were encouraged to hold conversations with decision-makers in their locations and demand radical changes to 'make education work' based on the research findings. The MakeEducationWork campaign reached 12,944,628 people online from 84 different countries.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

i) What were the key triggers for transformation?

ii) What worked really well – what facilitated this?

iii) What did not work – why did it not work? *

Young people's priorities and recommendations
It is important that this Summit builds on and responds to recent research, recommendations, and advocacy actions led by young people around the world (see Annex for an overview of important research, recommendations, and information young people want to be considered at the Summit).

An Education System for the 21st Century
Train young people with 21st-century skills such as critical thinking, entrepreneurial thinking, financial literacy, communication, people management, emotional intelligence, and other social skills. Furthermore, to harness digital evolution, education must support young people to strengthen their digital skills and empower them with greater access to digital resources.

Recognise Non-Formal Education (NFE)
Non-formal education providers and youth organisations are key to instilling these types of soft, transferable skills in young people. A combination of formal and non-formal education best equips young people for later life. NFE, including religious-based education, economic and life skills, has been a critical source of education and learning for girls, particularly those living in patriarchal and conservative communities. The UN should promote a system of recognition, validation, and accreditation of learning outcomes acquired through NFE and informal learning and set up a common framework for formal and non-formal structures that allows for equivalencies between formal and non-formal learning outcomes.

Strong partnerships for a strong education system
Despite governments' best efforts to provide access to affordable, relevant education, increasing financial, resource, and capacity constraints coupled with rising populations make it impossible for the public sector acting alone to meet demand. Only with a concerted approach leveraging the power and resources of all sectors - government, business, and civil society - can we hope to tackle the global problem of education provision, and create a systematic approach for quality education.

Address inequalities in education
We need an education system that works for all, inclusive of refugees, rural communities, people with no economic means, people with disabilities, women and girls, and indigenous groups. There is not a one-size-fits-all model of education. Curricula should be designed alongside minority groups, consulting them to develop strategies in relation to social structures.

Prepare young people for a stronger livelihood
Essential opportunities such as skills-building, mentoring, and networking are vital in ensuring that young people are supported both online and offline to build the skills needed for later life. It is imperative that education systems build young people appropriately for later life, both in the skills needed to secure work providing sufficient financial gain for a holistic livelihood, and developmental opportunities for a successful career.

Ensure Better Accountability
There should be a "roadmap", with clear steps that allow accountability, for what happens after the Transform Education Summit. This roadmap should detail exactly how the resolutions and outcomes will be implemented, and the roles that young people will play in this execution.

Ensure Adequate Funding and Investment

Education systems around the world are desperately underfunded. We encourage Governments to prioritise education systems in national budgets and we call upon the Global Partnership for Education to recognise and invest in NFE. Targeted funding must also be available to support the most marginalised learners, including families with no economic means, girls, children with disabilities, and displaced and refugee children. Funding must also be inclusive and gender-mainstreamed throughout, to ensure that girls and boys benefit equally from investment in education. Additionally, ensure that young people can take the lead, especially in influential spaces with decision-makers.

11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice". What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

Partnering with young people meaningfully in the Transforming Education Summit

Strengthen Leadership and Co-Chairs: Initiate a process, coordinated by the children and youth action track, to elect young representatives to join Member States as co-chairs to hold joint leadership roles for the Summit process and platform.

Establish a Children and Youth Action Track: Support a formally recognised children and youth action track that brings together youth representatives, educators, and activists from across UN agencies, international organisations, non-governmental organisations and governments, to connect and coordinate.

Actively Encourage Government Youth Delegates: The UN Secretary-General can formally invite governments to select - through a transparent and consultative process - children and youth representatives to work with them at a national level towards the Summit, to ensure strengthened engagement throughout. These youth representatives can also join the action track to coordinate with other young representatives.

Ensure Inclusive and Diverse Representation: Intentionally make the space for diverse speakers and experiences to be shared and considered in the formal process leading up to and during the Summit - to ensure an education system and commitments that leave no one behind and respond to all educational needs of all young people. Work with children and youth organisations, movements, and networks to help facilitate this outreach and representation. Ensure that young teachers, particularly young female teachers, are represented.

Implement Multiple Levels of Youth Engagement: Ensure funding is available for young people from less privileged backgrounds to participate and create multiple levels of engagement in the Summit, from formal representation (Youth Delegates, Action Track, Advisory Committee) to informal representation (campaigns, communications and experiences).

Promote Self-selection: Let young people self-select their representatives and spokespeople - just as governments have elections and a representation process, so should young people!

Facilitate Access to Transparent and Open Information: Provide young people the opportunity to access key information and communication materials. This includes establishing a transparent and open process so that youth and children can easily follow and engage with content that is made available ahead of time and in simplified language. Capacity building for young people to engage in the communication process should also be available, to ensure young people can make sense of the processes required of them. Translation and interpretation of the documents, information and discussions into multiple languages is also key to ensuring proper access to information by people from diverse backgrounds.

Partner with Young People to Lead Targeted Campaigns: Develop targeted and official social media campaigns for the Summit with inputs from young communication experts, who can ensure messaging will resonate with diverse youth networks. Recognise the importance of grassroots mobilization and hotspots of growing education activism.
Accountability of Leaders on Youth Recommendations: Ensure planning and decision-making mechanisms before and after the Transforming Education Summit actively seek, formally

recognize in official outcomes documents and respond to submissions and declarations made by young people and children. Youth input should be valued, recognised and followed up on following the Transforming Education Summit.

Putting the needs of educators first and offering them better remuneration: In many educational systems, teachers' remunerations are incompatible with the importance of their work and are under the means of many other professions. Education is the base of everything and deserves equivalent recognition. International pressure can support national systems to adapt in providing educators adequate remuneration and having their diverse needs met.

12. Further reading
Please provide a list and URLs of key reference documents for additional information on the "best practice" for those who may be interested in knowing how the results benefited the beneficiary group/s. *

https://drive.google.com/drive/u/1/folders/1YJ9I_1L82bf3rUd4wZEiiymQIWp_82HG