



UNITED NATIONS
TRANSFORMING
EDUCATION
SUMMIT 2022

United Nations Transforming Education Summit

Thematic Action Track 2:

Learning and skills for life, work, and sustainable development

Discussion Paper Second Draft, 3 June, 2022

Context

Transforming education means empowering learners with the knowledge, skills, values, and attitudes to be resilient, adaptable, and prepared for an uncertain and complex future while actively and creatively contributing to human and planetary well-being and sustainable societies.

Education is a fundamental human right, and learner-centred whole child approach for inclusion and equity should be at the core of every education system. However, it is estimated that in 2020 more than 770 million people still lacked basic literacy skills, two-thirds of whom were women. This figure includes 98 million young people aged 15-24ⁱ, reflecting growing concern over low or inadequate literacy and numeracy skills among young learners, often referred to as a ‘learning crisis’. Children with disabilities are 42% less likely to have foundational reading and numeracy skills compared to their peersⁱⁱ. The COVID-19 pandemic has magnified existing disparities and inequalities – for example, the proportion of children in low- and middle-income countries who cannot read a simple text by age 10 may increase from the pre-pandemic 50% to potentially up to 70%.

Foundational learning, including literacy and numeracy, especially in mother-tongue languages and in harnessing the living heritage that learners bring to the learning process, is indispensable for lifelong learning and is essential to be able to live a healthy, sustainable, and productive life in a fast-changing environment. Moreover, foundational learning should embed the ability to weigh written words and to think critically as citizens. Learning must reach the most marginalized groups, including, among others, refugees, stateless people, people with disabilities, those living in poverty, and rural communities. It is also important to ensure that parents and families have access to adequate support to accompany their children’s learning, particularly in the context of the safe use of digital technologies. In this context, adult learning and education (ALE) has a critical role to play in the development of relevant knowledge, skills, attitudes and values throughout the life course, including through online personalized learning and inter-generational learning within families and communities.

Education that lays a solid foundation for life needs to address an increasingly complex and interconnected world faced with the real existential threat of climate change, mass loss of biodiversity,



UNITED NATIONS
TRANSFORMING
EDUCATION
SUMMIT 2022

natural disasters, pandemics, extreme poverty and inequalities, rapid technological change, violent ideologies and conflicts structural discrimination and marginalization, and democratic backsliding, among others. However, we are witnessing a roll back of the achievements in education and other Sustainable Development Goals (SDGs) due to COVID-19 and other international crises. Recent UNESCO findings show that around half of the 100 countries reviewed had no climate change mentioned in their national curriculum frameworks. This lags behind the needs and aspirations of young people, 75% of whom express that they are frightened about their future as they are not prepared to face the unprecedented climate crisis. Less than 30% teachers surveyed recentlyⁱⁱⁱ felt ready to teach about climate change in their local context; this is just one example of the lack of preparedness and frustration that exists in our education systems to address sustainability challenges. It is critical that children in vulnerable situations such as children with disabilities, migrant and refugee children, and children affected by poverty, discrimination, conflict, crises, and natural disasters, should not be left behind. These challenges and threats should all be tackled by empowering individuals in the spirit of global partnership and solidarity, making as part of the growing call for education to enable individuals as agents of change.

Moreover, in the rapidly changing world of work, skills are moving targets, making it increasingly difficult to match the supply and demand for them. Unemployment and inactivity are affecting youth in particular, and the transition from education and training to work is disrupted by a lack of demand-driven and practice-oriented training, sluggish economies and changing labour markets. According to the latest ILO estimates, the youth unemployment rate in 2020 was 17.2%, as opposed to 6.6% for the population. These inequalities have been further exacerbated by the effects of the COVID-19 pandemic, which disrupt learning of many youth and adults, as well as their mental, social, and financial well-being. On the other hand, 69% of employers worldwide struggle to find the skilled workers they need, highlighting the urgency of closing the widening skills mismatches^{iv}. There are also new opportunities arising, such as 85 million additional jobs that are expected to be created by 2030 compared to 2019 in the green energy transition to achieve the 1.5-degree pathway^v. To enhance employability and enable an ecologically sustainable transition, young people and adults need continuous reskilling and upskilling for rapidly changing economies affected by digitization, the shift to a low carbon economy and other mega-drivers of change in our economies and societies.

To address the complex set of challenges faced by our societies today, it is important to adopt a lifelong and life-wide approach to education and learning. This means addressing and responding to the learning needs of all individuals, regardless of their age, socio-economic or educational background, geographical context or employment status in a flexible way. Building on the momentum and commitments created around the Sustainable Development Goals (SDGs) since 2015, as well as the potential for big economic and societal transformation as seen during the rapid adaptation to the pandemic, now is the time to embrace learning more fully as a key tool to develop more sustainable and just economies and societies on a healthy planet. Education for sustainable development (ESD) is an integral element of the SDGs on quality education and a key enabler of all other goals. Building on the global framework for the period 2020–2030, entitled “Education for Sustainable Development: towards achieving the Sustainable Development Goals (ESD for 2030)” and the Berlin Declaration on Education for Sustainable Development,



UNITED NATIONS
TRANSFORMING
EDUCATION
SUMMIT 2022

as acknowledged by the UN General Assembly (Resolution 76/209), mainstreaming ESD in education, training and lifelong learning as well as society, is a crucial part of transforming them for the future. Thematic Action Track 2 under the Transforming Education Summit will address these key issues: (a) foundational learning; (b) education for sustainable development, including environmental and climate change education; and (c) skills for employment and entrepreneurship. Action Track 2 will identify successful policy interventions in these areas, compile a catalogue of good practices to inspire, and, crucially, mobilise the global education community to make concrete commitments and to take action, building where possible on existing initiatives, partnerships and coalitions.

What does the transformation look like?

→ Empowering learners for well-being, the future of work, and planetary sustainability by mainstreaming education for sustainable development

The question of empowering learners for human and planetary sustainability reminds us that the ultimate purpose of education is to prepare us for life – to understand how to organize our lives and how to relate with other human beings and nature. Education is about balancing *learning to be* and *learning to live together* with our current preoccupation on *learning to know* and *learning to do*. It is about learning from the past for the present and for anticipating and shaping a better future. This empowerment process implies learning lessons from history, passing on and recreating the living heritage of one's community, and building on local wisdom and knowledge, including of indigenous communities.

A system-wide approach to transforming education will be needed to develop and support capacities to innovate. To equip young people and adults with the knowledge, skills, values and attitudes education will need to re-imagine and re-create more just and sustainable economies and societies in an increasingly uncertain and unpredictable world.

Foundational learning, which refers to basic literacy and numeracy, needs to be expanded to embrace diverse ways of learning, including through digital means, along with social and emotional competences that include problem solving, teamwork, empathy, and compassion. These transferable competences are necessary to provide the foundation upon which learners may foster the joy of learning, access further education and training and employment and deepen their capacity for decent jobs and fulfilling sustainable lives. This foundation can only be built, if it takes into account the knowledge, values and skills that learners bring to the learning process. They are embodied in their living heritage, which has been passed on to them from one generation to the next, and of which they may or not be conscious. Research on brain development demonstrates how experience in early childhood education and care is crucial for foundational skills and lifelong learning. Foundational learning, including through arts and play, means learners acquire the ability to read and write, to identify, understand, and communicate clearly and effectively, and therefore to open opportunities for the future. As part of the right to education, foundational learning empowers individuals and improves their lives by expanding their capabilities to distinguish between different kinds of life and choose the one they have reason to value.



To ensure learners are equipped with the knowledge, skills, values and attitudes to take action for a sustainable, inclusive and just re-structuring of our economies and societies, as enshrined in the SDG Target 4.7 as well as the entire 2030 Agenda, it is also important to address major shortcomings regarding the extent and depth of education for sustainable development (ESD) in educational plans and curricula. In view of Member States' commitments to integrate ESD with environmental and climate action into the core curriculum at all levels of education systems by 2025^{vi} under the ESD for 2030 framework, efforts must be made in the short and medium terms to ensure that curricula and pedagogies support knowledge, skills, values and action for just and sustainable economies and societies. It is a lifelong learning approach which also calls for reflection and unlearning^{vii} of unsustainable ways of living. Sustainable education systems start by getting every school and every teacher across the world ready for empowering learners with the knowledge, skills, values and attitudes to think critically and be actively involved in finding solutions for social, economic and environmental challenges, both locally and globally. It makes them fully aware of the importance of the SDGs through a whole-institutional approach to ESD that engages not only learning content and pedagogy but also facilitates institutional culture as well as local communities including families. To advance SDGs in every corner of society, mainstreaming ESD in education at all levels and in communities based on a whole-society approach is critical. ESD plays an important role in promoting and enhancing public awareness of the SDGs¹. ESD is also about learning for change that helps every individual to feel a sense of belonging, while participating fully in society as an active global citizen with an understanding of how society works and how to influence opportunities for change towards sustainability.

The 2030 Agenda also makes calls for an integrated approach to development, recognizing the need to: eradicate poverty in all its forms and dimensions; combat inequality within and among countries; create inclusive and sustainable economies; achieve full and productive employment and decent work for all genders; and ensure full gender equality and social inclusion. Technical and Vocational Education and Training (TVET²) and skills development have a central role to play in ensuring the achievement of these goals. In particular, the twin transitions towards digital and green economies will result in job losses and uncertainty for a segment of the workforce, as well as the creation of new opportunities. Reskilling will be vital. Countries will need to ensure access to affordable, relevant, and quality TVET and skills development as well as the acquisition of technical, vocational, and transversal skills for employment, decent work, and entrepreneurship. In this context, TVET and skills development are expected to address

¹ A/RES/76/209

Recognizing also the role of education for sustainable development in promoting and enhancing public awareness of the eradication of poverty, of sustainable consumption and production, of combating climate change, of conserving biodiversity and ecosystems, of building disaster-resilient communities and of promoting a culture of peace and non-violence, among other things.

² The scope of "TVET" in this document is the same as that of the "UNESCO Recommendation concerning TVET" (2015): "TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET."



economic, social, and environmental demands by helping youth and adults develop the skills and competences they need, promoting transition towards equitable, inclusive, digital and green economies.

The International Commission on Futures of Education has called for a new social contract for education that builds common purpose and enables individuals and communities to flourish together^{viii}. Education, learning, and vocational training must therefore be seen from a holistic and lifelong learning perspective that emphasizes ecological, social and emotional, intercultural, interdisciplinary and intergenerational learning to foster global citizenship, rule of law, mutual trust and global solidarity. It requires strengthening a wide range of cognitive, socio-emotional, and behavioral competences needed in a rapidly changing and still largely unequal world, such as self-assessment, critical inquiry, inter-personal communication, conflict management, creativity, collaborative work, empathy, and emotional intelligence. Such an approach will ensure that all learners, from early childhood through adulthood, not only acquire relevant knowledge and skills but also are empowered and inspired to reflect and actively contribute to global peace, sustainable development, and economic, societal and cultural transformation.

Mapping of key investments, interventions, and game changers

The key to transformation can be found in leading policy interventions and practices across the world. Below are some key action areas on how to empower learners for well-being, future of work, and planetary sustainability by mainstreaming education for sustainable development.

Action Track 2: Learning and skills for life, work, and sustainable development *Empowering learners for well-being, future of work, and planetary sustainability by mainstreaming education for sustainable development*



- **Empowering learners for human and planetary sustainability by mainstreaming ESD:** ESD is a cross-cutting instrument to empower learners at all levels of education and society. It is important



to promote a whole-institution approach and a whole-society approach to advance the SDGs in every corner of society, as well as a holistic approach to reinforce the interdisciplinary linkages of the three pillars of sustainable development: economic, social, and environmental. In particular, the urgency of climate crisis calls for strengthening of climate literacy and education across all action areas, taking into account mental health and well-being. In this regard, promotion of project-based learning that engages informal learning from and in families and local communities; development of educational resources designed by teachers and pedagogical experts; capacity building of educators and research through higher education institutions are all key.

- **Building and implementing robust lifelong learning policies and systems** including investment in professional development through a whole-of-society and rights-based approach starting from the very early years of life. This will entail the design of curricula and pedagogies that foster knowledge, key competencies such as problem-solving, critical thinking and systems-thinking; empathy and kindness; core values such as justice, equity, co-existence within nature; and engagement and action as change agents for economic and societal change for sustainable development in their communities. Qualification policies should support recognition of skills and knowledge acquisition between systems as well throughout life outside of formal education systems. It is also crucial to strengthen policy-research nexus and to increase investment in professional development of teachers and educators to lead and facilitate the redesigning of the education systems.
- **Promoting a whole-institution approach to learning**, recognizing that learners and educators become meaningfully engaged in sustainable development by learning what they live and living what they learn, in particular through a) learning content which respects collective survival and prosperity within the planetary boundaries from early childhood; b) pedagogies that are experiential, action-oriented, localized and culturally relevant; c) facilities and culture of participation as their institutions become living laboratories for active citizenship; d) engagement with and learning through communities. Collaborative learning both with and from youth can help steer the way forward.
- **Addressing evolving skills demands in changing economies and transition to green and digital economies:** Identify the new skills that will be required in the economies and societies of the future, such as literacy, digital literacy and citizenship, emerging technical and STEM skills; and competences for sustainability, civic and political engagement and global citizenship; and innovation and entrepreneurship mind-sets. To this end, appropriate analysis of skills demand and the use of labour market intelligence to inform skills development planning and programmes through social dialogue ensuring that sustainability remains a strong criterion for any decisions taken; relevant curricula and pedagogies; skills and capacities of educators and other stakeholders and engagement with the private sector; more flexible pathways of learning in higher education; and investment in TVET are needed to ensure quality and relevance of learning and training programmes.



- **Ensuring inclusion, equity, and justice:** All learners, irrespective of their background, should be empowered with the knowledge, skills, values and attitudes required to address individual, economic and societal demands. Emphasis should be placed on removing barriers to learning for disadvantaged and vulnerable populations that are disproportionately affected by planetary crises such as climate change such as people living in extreme poverty, people on the move and displaced people, people with disabilities, people affected by conflict, crises and natural disasters, women and girls, indigenous people, minorities, people in rural areas. In addition, disadvantaged and/or vulnerable people often have the least resources and access to information that will enable them to adapt to the impact of climate change. Technology can also be more creatively used to respond to the diverse learning needs.
- **Strengthening governance and financing:** Examine and develop innovative governance frameworks and financing mechanisms, focusing on new forms of inter-sectoral and public-private partnerships to foster quality and relevance of education. This includes dialogue between, and shared ownership by, the world of education and the world of work which would unlock additional investment in learning and skills development to drive economic and societal transformation towards carbon-neutral green economies.

Synergies and alignment across Action Tracks and their sub-themes

Transformation of education systems requires a whole-systems approach. Therefore, synergies and alignment across key areas of focus including emphasis on gender mainstreaming as well as readiness in situations of emergency and crisis need to be part of the strategy.

- **Inclusive, equitable, safe, and healthy schools:** Learners, especially marginalized children, are more likely to drop out of school early, without strong foundational skills, and thus do not have the opportunity to access long-term health, economic, and social benefits of a quality and inclusive education. Furthermore, ESD contributes to healthy schools by promoting the interlinkages between the health of the planet and people around issues such as climate change and sustainable energy use for schools, pollution, locally grown food, and social and emotional well-being, as well as comprehensive sexuality education which is a precondition for the empowerment of young people. TVET curricula, training content and pedagogies should also be renewed to foster gender transformative, problem solving-based education, collaboration and civic competencies, scientific literacy, media and information literacy, and digital citizenship.
- **Teachers, teaching, and the teaching profession:** At the heart of quality education, teachers are at the forefront of ensuring learners' success. Teachers, including those that work in non-formal education or in other knowledge systems such as indigenous knowledge, must be valued as professionals and their professional autonomy guaranteed with adequate support for their well-being^{ix}. Educators remain key actors in facilitating learners' transition to sustainable ways of work and life. To guide and empower learners, educators themselves need to be empowered and equipped as facilitators of learning, through inclusion of ESD in initial teacher training courses and



professional development opportunities. In addition, teaching, particularly in TVET, should be further capacitated and professionalized, noting the changed roles and responsibilities due to the digitalization of learning. TVET teacher training institutions need support to plan, organize, deliver, and evaluate pre-service and in-service teacher training and professional development within a lifelong learning perspective. It is important to consider that TVET teachers and trainers are dual professionals, and as such their professional development should also include opportunities for keeping their technical skills up to date.

- **Digital learning and transformation:** The rapid shift to distance learning highlighted the pre-existing inequalities, especially the persistent digital divide in terms of connectivity, infrastructure, and the ability to engage with technology, while also identifying resilient and innovative digitally and remotely supported education, which inspire further explorations. Digitalization is reshaping jobs on a massive scale, in ways that are particularly difficult to predict. Developing robust lifelong learning competences, including digital skills and critical thinking in the face of possible ‘technology-solves-all illusions’, will therefore become a necessity for all young people and adults to enable them to respond and adapt to these changes. It is also important to foster sustainable infrastructure and internet connectivity in schools by using innovative and sustainable technologies and materials.
- **Financing of education:** Financing quality education on foundational learning, ESD and skills development, is a structural and persistent issue. Despite the immense needs, for years these areas have been a low priority in international aid and domestic funding. Sustained and diverse sources of funding often remain very limited. Building on the Paris Declaration of the 2021 Global Education Meeting to support and advocate for efficient and equitable financing for quality education, investment is crucial in high quality, relevant youth and adult literacy; in ‘ESD for 2030 country initiatives’ to mainstream ESD in their education policies and curricula; and in TVET and skills development, particularly financing lifelong learning entitlements and new forms of public-private partnerships and outcomes-based contracting. For example, industrial sectors designed for the protection of environment have been attracting a lot of investments and therefore require people with appropriate knowledge and skills. This will provide an opportunity to introduce private funding into relevant education institutions.
- **Equity and gender mainstreaming:** In many contexts, segments of the population have had historically limited access to education, training and skills development opportunities, for example women and girls, people belonging to disadvantaged social groups, people living in remote rural areas, marginalized communities or urban slums, people with disabilities, migrants, refugees or internally displaced people, lower-skilled workers, and workers in the informal economy. Furthermore, the consequences of environmental destruction tend to be disproportionately felt by the most vulnerable, often amplifying the existing social inequality and injustice. In particular, women and girls are more vulnerable to the effects of climate change and other environmental issues, as pre-existing gender-roles and expectations limit their coping capacity, access to resources and decision-making processes, as well as their mobility. A gender transformative approach is key to ensuring that women and girls have an important role as the



drivers of sustainable societal re-designing^x; likewise, education and training measures will play a key role in addressing disparities.

- **Education in situations of emergency and crisis:** Education can help disadvantaged and vulnerable populations, including children and youth, contribute to building a better future and equipping them with knowledge, skills, attitudes and values for conflict mitigation and resolution. ESD includes education for disaster risk reduction, to prepare for potential natural disasters and climate-induced displacement. Global citizenship education, TVET and skills development can also play a part in alleviating concerns such as political disengagement, social unrest, prejudice, and discrimination and violent extremism, including in the skilling, reskilling and upskilling of migrants, refugees, and displaced people. International cooperation is encouraged to enhance national capacities for conducting emergency drills at schools and drafting guides for disaster risk reduction.

Recommendations

- **Empower learners for human and planetary sustainability by mainstreaming ESD:** as a cross-cutting instrument to empower learners of diverse backgrounds and abilities at all levels of education with knowledge, skills, values and action on sustainability and to enhance awareness of SDGs at local, national, regional, and global level.
 - Promote implementation of ESD for 2030 Framework and its roadmap.
 - Launch the 'ESD for 2030 country initiative'^{xi} – a ten-year umbrella initiative on mainstreaming ESD in policy and curriculum, learning environment, teacher training, youth empowerment and local action by creating synergies among key stakeholders, as implementation mechanism to follow up on the commitments made at the Summit, building on existing structures to accelerate action.
 - Commit to greening every school and education institutions at all levels of formal and non-formal education and develop national guidebooks for schools to advance ESD.
 - Ensure climate change education in curriculum at all levels, including components on learning for change, as well as in non-formal, informal and adult learning through climate literacy and community based learning programmes.
 - Strengthen ESD networks at local, national, regional, and global levels, including for international cooperation in developing national capacities.
- **Build and implement robust lifelong learning policies and systems** for foundational learning, skills for employment and entrepreneurship and ESD in a coherent way to be enjoyed through different learning pathways.
 - Guarantee lifelong learning models that adapt themselves to rural, ethnic, and migrant communities. This contributes to reducing education and learning gaps and allows young people from these communities to have access to programs that can further their personal and professional development.
 - Implement systems that recognize learning and skills gained in non-formal and informal ways to ensure all individuals have opportunities to continue learning throughout their lives if they choose.



- Ensure a participatory multi-stakeholder policy planning process to strengthen policy and practice nexus.
 - Encourage legislation that makes ESD accessible to every learner in formal and non-formal education and embeds ESD in sustainable development and education policies.
 - Embed foundational skills, including digital skills; transferable competences for sustainability; and entrepreneurship mind-sets, including skills for social entrepreneurship and self-employment in TVET and skills development policy goals, curricula, programme and assessment criteria.
 - Promote quality enhancement and assurance approaches of ESD through relevant agencies and through incentives.
 - Support inclusive and flexible lifelong learning programmes that meet the needs of learners of diverse backgrounds.
- **Promote a whole-institution approach to learning**, ensuring that teachers, administrators, learners and their families and stakeholders from the wider community are involved and are given opportunities to have their voices heard and work together in planning and delivering of learning that supports the needs of all.
 - Focus on institutional innovation and provide policy support to those that are actively seeking to transform their institutions.
 - Encourage higher education institutions to engage and pioneer a whole-institution approach to learning, including through sustainable and innovative operations, in particular it's the commitment to be net zero by 2050^{xii} and have nature positive targets via supply chains, campuses and land use^{xiii}, teaching and learning content, engaging with the communities and other education institutions.
 - Facilitate better communication and collaborative work between higher education and TVET institutions with the private sector.
 - Build capacities of teachers and educators to ensure pre-service and in-service professional development that meets the ever-evolving learning and skills needs, especially for strengthening foundational learning, early childhood education and care, green mind-sets in ESD, and TVET and skills development.
 - Be more inclusive to who we consider teachers and acknowledge non-formal educators and other knowledge systems such as indigenous knowledge. Education systems have to take into account the knowledge of stakeholders outside the formal educational system.
 - Invest in sustainable school infrastructure and climate-proof schools adapted to local situations so that learners can enjoy safe, healthy and sustainable learning environments where they live what they learn and learn what they live.
 - Strengthen collaboration between schools and communities to fully harness the richness of local wisdom and culture, embodied in the living – or 'intangible' – heritage of communities and groups.
 - **Address evolving skills demands in changing economies and transition towards green and digital economies**, supporting the development of skills for work in the context of changing economies



and digital and green transitions and to strengthen links between education and training systems and the labour market by expanding work-based learning and building partnerships between institutions and enterprises.

- Build pathways between TVET, higher education and employment, in particular by strengthening public-private partnership.
 - Support the learning needs of individuals in a flexible way to facilitate the learning, skilling, upskilling, reskilling, and green skilling of individuals^{xiv}, particularly those who have acquired skills through non-formal informal means. Innovative tools such as individual learning accounts, lifelong learning entitlements, micro credentials, and management of individual learning portfolios as well as establishment of more flexible and responsive recognition mechanisms for learning, skills, and qualifications could be considered.
 - Support teachers, trainers, and youth leaders to better manage the digitalisation and greening of learning and deploy more advanced pedagogies that facilitate the development of foundational skills for employability and sustainability.
 - Monitor socio-economic trends to understand skills demands by sector to ensure that education and training remains relevant.
 - Commit to evaluate learner's development using diverse assessment tools including formative, competency-based and self-assessment.
 - Improve career guidance and counsellor services by raising awareness in learners from a young age of the wide range of jobs and occupations, including in the digital and green sectors.
 - Offer entrepreneurship skills development, including self-employment and social entrepreneurship, particularly in contexts where employment possibilities in the formal sector are limited.
- **Ensure inclusion, equity, and justice** based on a human-rights approach to education and the principles and objectives of SDG4.
 - Commit to building and implementing robust lifelong learning policies and systems through a whole-of-society and rights-based approach.
 - Recognize different knowledge systems and the intangible cultural heritage of the learners and their communities, and prevent the exclusion of certain young people within certain education levels, including among others in refugee context. Transferable certification and short term training recognition is needed in this regard.
 - Ensure that the learning needs of all individuals are met, paying particular attention to those from marginalized and disadvantaged backgrounds, people with disabilities, refugees and displaced people, those living in rural or remote areas, people from linguistic minorities and the elderly.
 - **Strengthen governance and financing** to ensure that countries develop, reform, and implement learning and skills for sustainable development policies in partnership with public and private entities, including educators, youth, governments and employers' and workers' organizations.



- Ensure that stakeholders from all learning and education sub-sectors are included in the policy dialogue, planning and implementation.
- Leverage existing networks, partnerships^{xv} and global instruments and frameworks^{xvi} to mobilize additional resources and expertise; support the design, implementation and evaluation of relevant programmes and policies; and facilitate communication among stakeholders from different sectors, such as between governments and the private sector and civil society, including young people.
- Create multi-stakeholder networks to accelerate action on learning and skill for life work and sustainable development within and across member states.
- Commit to the collection and use of evidence and data to support policy development and implementation, particularly in the areas of curriculum, teacher readiness, pedagogies, learning and employment outcomes, skills supply, demand, and mismatches where research on evidence and data are weak.
 - Strengthen monitoring of progress, including national and international monitoring instruments, including the periodic reporting on the UNESCO 1974 recommendation and the 2015 Recommendation on TVET among others.
 - Develop national indicators to monitor the progress of ESD for 2030 country initiatives and the outcomes of ESD.
 - Develop policies, institutional mechanisms, and practices for the ethical and effective use of data in the governance, management, and delivery of TVET programmes.

Examples of successful policy interventions and good practices across different regions

Empowering learners for human and planetary sustainability by mainstreaming ESD

- In Japan, ESD principles and perspectives are at the heart of National Curriculum Standards for all levels of education from pre-school to upper secondary^{xvii}.
- An example of learning for change can be found in Our Futures Forward Academy, Gibraltar^{xviii}, which supports young people who are working in a diverse set of professions to understand, experience and drive change for a sustainable future in their workplace or professional community.
- In 2020, Italy became the first country to introduce compulsory education on climate change and sustainable development in primary and secondary education through the Civic Education Discipline, based on inter-ministerial collaboration on Italian strategy for Education for Sustainable Development and “School ReGeneration Plan”^{xix}.

Building and implementing robust lifelong learning policies and systems

- The Skill Council for Green Jobs^{xx} in India is a recently launched initiative of the Government of India led by the Ministry of New and Renewable Energy (MNRE) and Confederation of Indian



Industry (CII). It aims to identify the skilling needs in the Green Businesses sector, and implement nation-wide, industry-led, collaborative skills development & entrepreneur development initiatives that will enable to meet India's potential for Green Businesses.

- Unlock Literacy Project^{xxi} of World Vision Ghana, winner of UNESCO-Japan prize on ESD^{xxii}, goes beyond traditional literacy approaches to empower children to think critically about local issues and take actions, involving whole-communities.
- Academic credit bank^{xxiii} and personal learning accounts^{xxiv} (Compte personnel de formation)^{xxv} in the Republic of Korea and France are examples of successful initiatives in implementing lifelong learning entitlements for all.

Promoting a whole-institution approach to learning

- As part of the University's efforts to establish a whole-institution framework to support holistic education for sustainable development, all students, lecturers, administrators at International Islamic University Malaysia are required to engage in three compulsory courses, putting sustainable development into action through community engagement, based on inter and trans-disciplinary approach^{xxvi}.
- Good practices of whole institution approach to ESD can be found in UNESCO Associated Schools (ASPnet) across the world. For example, whole institution approach to climate education project engaged in 258 ASPnet schools in 25 countries^{xxvii}. In Japan ASPnet schools are strategic hubs for implementing ESD and the number of school increased from 16 in 2005 to more than 1,000 as of 2022^{xxviii}.
- The Family Literacy Programme in Namibia^{xxix} offers a platform for consolidating and reinforcing classroom lessons with lessons at home, involving teachers, administrators, children and parents.

Addressing evolving skills demands in changing economies and transition to green and digital economies

- SkillsFuture, Singapore^{xxx} is a national movement under the Ministry of Education to provide Singaporeans with the opportunities to develop their fullest potential throughout life, regardless of their starting points. It has identified three priority growth areas of digital, green and care economies for the country and supports to learners to acquire relevant skills.
- Systems of Recognition of Prior Learning (RPL) examples from several countries such as Sri Lanka^{xxxi} or Quebec, Canada.
- In Finland^{xxxii}, the number of individual qualifications was cut in half in 2018 from the previous 300 to allow for qualifications that are broader in scope, taking into account the importance of broad competencies and project-based learning and the unpredictability of what vocations would be relevant in the future.
- BeChangeMaker programme^{xxxiii} is an example of youth empowerment for social good through a free social entrepreneurship training and mentoring programme.

Ensuring inclusion, equity, and justice



UNITED NATIONS
TRANSFORMING
EDUCATION
SUMMIT 2022

- In Afghanistan, School for street-working children’ project^{xxxiv} offers street working children who are the most vulnerable children forced to work due to poverty, opportunities for inclusive foundational education. The project includes “skill learning classes” for girls, as current schools are no longer accessible to girls aged 12 and above.
- Return to Learning (RtL)^{xxxv} is an education programme designed for use in the first phase of humanitarian responses or in protracted crises to improve school readiness before out-of-school children transition into longer-term education opportunities (non-formal or formal developed by Save the Children and implemented in Lebanon, Colombia and Pakistan).

Strengthening governance and financing

- German National Action Plan on ESD^{xxxvi} and ESD National Platform^{xxxvii} which engages multiple ministries and stakeholders, coupled with award scheme^{xxxviii}, form strong governance and policy efforts on ESD.
- The Dubai Cares, the UAE-based global philanthropic organization, launched Framework for Global Education Transformation^{xxxix} with the aim to serve as a catalysing framework to support nations as they chart their way towards the transformation of education.



Key initiatives, coalitions, networks and platforms

Below are some of the key initiatives, coalitions, networks and platforms that promote learning and skills for life, work, and sustainable development:

- The [Global Alliance for Literacy](#), alliance of 29 countries with low adult literacy rate, including the nine countries with the largest populations worldwide strongly committed to improving youth and adult literacy rates by engaging multiple stakeholders in a coordinated way.
- [The Global Skills Academy](#) (GSA), was launched by UNESCO in July 2020 under the umbrella of the Global Education Coalition with the aim to help young people and adults build skills for employability and resilience.. The GSA offers free online training to respond to the growing consequences of COVID-19 on skills development and youth employment around the world with a priority focus on boosting digital competencies among youth in the least developed countries.
- The [UNEVOC Network](#), UNESCO's global network for institutions specialized in technical and vocational education and training (TVET). It provides an environment for exchange, cooperation and mutual assistance for its member UNEVOC Centres.
- The [UNESCO Global Network of Learning Cities](#) is an international policy-oriented network that supports and improves the practice of lifelong learning in the world's cities by promoting policy dialogue and peer learning among member cities; forging links; fostering partnerships; providing capacity development; and developing instruments to encourage and recognize progress made in building learning cities.
- The [UNESCO Associated Schools Network \(ASPnet\)](#) is a global network of 12,000 educational institutions in 182 countries, which provide pre-primary, primary, secondary, technical and vocational education, or teacher education and training; committed to promoting and transmitting UNESCO's values of peace, intercultural dialogue and understanding, sustainable development through education.
- The [ESD-net 2030](#) is a new Global Network that aims to implement the ESD for 2030 framework and its roadmap by providing a platform of exchange and collaboration between all the education stakeholders through knowledge sharing and mutual learning; advocacy; collaboration; monitoring and evaluation activities.
- The [Higher Education and Research for Sustainable Development \(HESD\)](#) is a network of about 80 universities engaged with the 17 SDGs from all 5 continents in clusters. As a strategic thematic priority for the International Association of Universities, it promotes a whole institution approach to sustainable development, which fosters the incorporation of sustainable development concepts and principles in all dimensions of universities – teaching & learning, research, community engagement and campus initiatives.
- The [Regional Centres of Expertise on ESD](#) consists of over 170 RCE members across the world. RCEs are a great example of local ESD providers who are committed to translating the global agenda and SDGs into tangible local actions.
- [Empower Makers Global Impact Challenge](#) initiative of Stanley Black & Decker commits to invest USD 25 million train more than 3 million skilled workers around the world in the next 5 years with the aim of closing the skills gap in all levels.



UNITED NATIONS
TRANSFORMING
EDUCATION
SUMMIT 2022

- The [Inter-Agency Group on TVET](#), established by UNESCO in 2008, to promote knowledge-sharing and a common understanding of key matters on TVET and to ensure effective coordination of activities by international organizations involved in policy advice, programmes and research.
- The [UNITWIN/UNESCO](#) Chairs Programme involves over 850 institutions in 117 countries promotes international inter-university cooperation, serve as think-tanks and bridge builders between academia, civil society, local communities, research and policy-making to address pressing challenges and contribute to the development of their societies.
- The [G20 platform](#), a strategic multilateral platform connecting the world's major developed and emerging economies. The Education Working Group examines the factors involved in facilitating or hindering the right to education and the achievement of higher education, also in the context of the pandemic.
- The [UN Joint facility on digital capacity development](#) established by the ITU and UNDP as the point of contact and exchange between the two agencies – bringing together expertise in areas such as digital literacy and skills training, digital needs assessment, and programmatic support – in order to improve the accessibility of digital opportunities.
- [UN SDG Learn](#), a United Nations initiative involving multilateral organizations and sustainable development partners from universities, civil society, academia and the private sector, that aims to bring relevant and curated learning solutions on sustainable development topics to individuals and organizations.



- ⁱ UIS, data extracted on 25 April 2022 <http://data.uis.unesco.org/index.aspx?queryid=3839>
- ⁱⁱ <https://data.unicef.org/resources/children-with-disabilities-report-2021/>
- ⁱⁱⁱ <https://unesdoc.unesco.org/ark:/48223/pf0000379914>
- ^{iv} Source: Manpower Group, The Talent Shortage, 2021. <https://go.manpowergroup.com/talent-shortage>
- ^v <https://www.irena.org/publications/2022/Mar/World-Energy-Transitions-Outlook-2022>
- ^{vi} UNESCO General Conference Resolution 41th session on ESD (41GC/Resolution 15): <https://unesdoc.unesco.org/ark:/48223/pf0000380399>
- ^{vii} <https://unesdoc.unesco.org/ark:/48223/pf0000379707.locale=en>
- ^{viii} <https://en.unesco.org/futuresofeducation/>
- ^{ix} Carver-Thomas, D., & Darling-Hammond, L. (2019). The trouble with teacher turnover: How teacher attrition affects students and schools. Education Policy Analysis Archives, 27(36). <http://dx.doi.org/10.14507/epaa.27.3699>
- ^x https://www.un.org/womenwatch/feature/climate_change/factsheet.html
- ^{xi} <https://www.unesco.org/en/education/sustainable-development>
- ^{xii} <https://www.educationracetozero.org/>
- ^{xiii} <https://naturepositiveuniversities.net/>
- ^{xiv} <https://www.unep.org/explore-topics/education-environment/what-we-do/green-jobs-youth>
- ^{xv} E.g. GEC (Global Skills Academy mission), UNEVOC Network, GAL, GNLC, IAG-TVET, UNESCO Chair/UNITWIN, G20 platform, ASPnet, ESD-net, HESD, RCEs
- ^{xvi} e.g. normative instruments on ALE, TVET, HE, LLL, ESD; 'global skills tracker', World Reference Levels, UNESCO Qualifications Passport; ESD for 2030 country initiatives, ESD-net, Education for SDGs.
- ^{xvii} https://www.mext.go.jp/en/content/20211208-mxt_koktou01-1373244_1.pdf
- https://www.mext.go.jp/content/20210528-mxt_koktou01-100014715_1.pdf
- ^{xviii} <https://www.futuregenerations.gi/news/futures-forward-academy-30>
- ^{xix} <https://www.istruzione.it/ri-generazione-scuola/index.html>
- ^{xx} <https://sscgj.in/>
- ^{xxi} https://www.worldvision.de/sites/worldvision.de/files/pdf/WVD_Unlock_Literacy_Project.pdf
- ^{xxii} <https://en.unesco.org/prize-esd>
- ^{xxiii} https://www.cb.or.kr/creditbank/info/nInfo7_1.do
- ^{xxiv} <https://www.all.go.kr/center/common/main/mainForCenter.do>
- ^{xxv} <https://www.moncompteformation.gouv.fr/espace-prive/html/>
- ^{xxvi} https://centre.iium.edu.my/sejahtera/?page_id=93
- ^{xxvii} <https://aspnet.unesco.org/en-us/climate-education-education>
- ^{xxviii} https://www.mext.go.jp/content/20220406-mxt_koktou01-000021810_1.pdf
- ^{xxix} https://repository.unam.edu.na/bitstream/handle/11070/2906/emvula_2020.pdf?sequence=1&isAllowed=y
- ^{xxx} <https://www.skillsfuture.gov.sg/skillsreport#howdoesitbenefitme>
- ^{xxxi} https://www.ilo.org/colombo/whatwedo/events/WCMS_632908/lang--en/index.htm
- ^{xxxii} <https://nvl.org/content/the-big-vet-reform-in-finland>
- ^{xxxiii} <https://worldskills.org/what/projects/bechangemaker/bechangemaker-2022/apply/>
- ^{xxxiv} www.actfordev.org
- ^{xxxv} <https://resourcecentre.savethechildren.net/pdf/2480.pdf/>
- ^{xxxvi} https://www.bne-portal.de/bne/en/german-national-action-plan/german-national-action-plan-on-esd-adopted/german-national-action-plan-on-esd-adopted_node.html
- ^{xxxvii} <https://www.bne-portal.de/bne/en/german-national-action-plan/gap-implementation-structures-in-germany/gap-implementation-structures-in-germany.html>
- ^{xxxviii} https://www.bne-portal.de/bne/en/esd-awards/esd-awards_node.html
- ^{xxxix} <https://transformingeducationsummit.sdg4education2030.org/system/files/2022-05/Framework%20for%20Global%20Education%20Transformation%20DubaiCares.pdf>