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# ***Transforming Education Summit***

## Joint Declaration

Gathered in Lisbon within the framework of the National Consultation for the “Transforming Education Summit”, following the pandemic situation, facing various social, cultural, political and technological changes taking place on a global scale.

Seeking to respond to the emerging questions now posed, Portugal carried out a broad National Consultation and Reflection for the Summit, bringing together relevant stakeholders, such as Headmasters, teachers and trainers, School Coordinators of the Strategy for Citizenship Education, students from various schools and levels, Local Authorities, Governmental Organisms and National Institutes, Non-Governmental Organizations, community leaders, representatives from the private sector and the Media, Parents' Associations, Scientific Communities and Teachers Unions, providing an inclusive and open forum, in a joint call to action.

### ***Taking into account that:***

- The Summit provides an inclusive and open forum, a joint call for action, also taking into account the outcomes of the national consultations, while kick-starting a most needed debate on building key recommendations, actions and global cooperation initiatives, highlighting best practices and aiming at accelerating effective progress towards our common goals.
- We are building upon broad national consultation processes, involving all relevant stakeholders, and the reflection thereof on the challenges we are now facing.

### ***And considering:***

1. That rethinking Education is imperative and urgent.
2. The central role given to Education in the Portuguese democratic state.
3. That society is in constant and profound change, with increasing complexity and demand, and that learning and fundamental skills, as well as pedagogical methods and practices, must contribute to responding to these challenges, ensuring that all students learn with quality and succeed, regardless of their home and host contexts.
4. That Education is a fundamental human right for the exercise of all other rights, while also a powerful force to ensure that all children and young people may acquire the knowledge and develop the skills, attitudes and values that allow them interpret reality

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in a critical and informed way, and to act and intervene responsibly in building a better future and a more sustainable world.

5. The relevant Portuguese experience in the field of reorganising the educational system, within the framework of curricular references, especially the Profile of Students Leaving Compulsory Schooling, the National Strategy for Citizenship Education, Essential Learning, the Curricular Autonomy and Flexibility and Inclusive Education.
6. The importance of listening to the voice and allowing the participation of children and young people in school contexts, creating guidelines that allow greater importance to dialogue in the building of curricula and in the democratic socialization of students, ensuring their effective involvement in the education process itself, at all levels of education.

In the wake of the universal pandemic situation and in the face of several social, cultural, political, and technological changes underway on a global scale, it is critically imperative to rethink / reshape Education.

We therefore aim to promote cross-sectoral debates and actions on the transformation of education, culminating in the presentation of proposals at the Summit. At the same time, we seek to discuss the main recommendations, actions, and initiatives of global cooperation, highlighting some promising practices aimed at accelerating the development of the goals inscribed in the SDG (Sustainable Development Goals) by 2030, driven to fully achieve the targets and goals therein.

We, within our respective mandates and in our areas of responsibility, and taking into account our needs, capacities, available resources and national priorities, commit to the following:

### **1. Inclusive, equitable, safe and healthy schools**

- Prepare pupils by providing them with good learning experiences and motivation, so that they feel they have an important role as members of society that can contribute to its evolution.
- Reinforce the integration of children in Pre-School Education to restrict conditions of social inequality, by providing them with a school space, where the key elements for their personal and social development and a successful school future are developed.
- Listen to the students and promote change in the school with their feelings, as the more knowledge students have, the better prepared they will be to build a life project for the future.
- Promote Gender Equality education; safe schools; school health and nutrition; education and teaching in the context of emergency and protracted crisis.

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## 2. Learning and skills for life, work, and sustainable development

- Make schools accountable for the transition of students to working life, based on the understanding that the schools have a role in preparing its students for life in the community.
- Act locally from a sustainability point of view.
- Organise learning, from a lifelong learning perspective, towards providing skills and competencies for employment and entrepreneurship.
- Develop social and emotional skills in students, essential tools for both their academic life and their active life, establishing an active balance between the curriculum, non-formal learning, and citizenship.
- Educate for sustainable development, addressing environmental education issues.

## 3. Teachers, teaching, and the teaching profession

- Increase investment in qualification, both at initial and in-service training.
- Make the teaching profession more stable, attractive, and dignified.
- Rethink initial and continuing teacher training - pedagogy and didactics; professional status and working conditions; leadership; and innovation.

## 4. Learning and digital transformation

- Raise awareness about digital transformation as being beyond equipment alone, but also focussing on processes.
- Involve schools in a project perspective, including families, motivating students to be self-sufficient.
- Use available tools creatively, emphasising the importance of data protection and making students aware of the risks and the importance of cybersecurity.
- Create a global and structural investment in networks, involving teachers, trainers, students, and parents, and consequently develop of digital literacy.
- Provide technological equipment and digital resources to schools, considering that the private sector may also have an important contribution to make.
- Ensure free, open, and high quality digital educational content.
- Advance digital citizenship, well-being, privacy, and security.

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- Invest in connectivity, removing still existing barriers, and further exploring inclusive/assisted technologies.

## 5. Financing education

- Embrace community and local projects, thus contributing to schools' operational funds.
- Prioritise financial sustainability, finding partnerships and solutions for new answers, not focusing on profit.
- Ensure a more balanced redistribution of funds: different regions have different needs.
- Secure adequate and sustainable funding appropriate to each country's needs, while ensuring equity and efficiency of public spending on Education.

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