



UNITED NATIONS  
TRANSFORMING  
EDUCATION  
SUMMIT 2022

Transforming Education Summit 2022

# National Convenor's Handbook

May 2022

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# Introduction

The Secretary General will convene the Transforming Education Summit (TES) on 19 September 2022 in New York. This handbook is intended to provide practical information to Conveners of [national consultations](#), and support their efforts to organize consultations at the national and/or sub-national level(s) between May and August 2022<sup>1</sup>. The preliminary results of these consultations will be presented at the Pre-Summit (Paris, 29-30 June 2022).

## Roles and Responsibilities of the Convenor

The national Convenor is responsible for conceptualizing, planning, organizing, executing, monitoring, preparing and presenting the final outputs of the national consultation(s).

### 1. Establishing a multi-sectoral and multi-stakeholder support team

The convenor is encouraged to establish a support team – or make use of existing structures – who will be responsible for managing the design, planning, organization, and monitoring of one or more consultations at the national and/or sub-national levels.

The members of the support team are expected:

- To bring the multiplicity of knowledge, experiences and perspectives from diverse background and sectors (e.g. education, gender equity, health, labour, environment, agriculture, finance, planning, communication).
- To have some experience with event planning and implementation.
- To play key roles in mobilizing broad-based stakeholders and their networks, including young people, teachers, parents, and business partners.
- To be knowledgeable about issues related to national education, lifelong learning, and development.
- To be familiar with the [Transforming Education Summit](#) and its preparation processes, including the three workstreams – (1) national consultations, (2) thematic action tracks, and (3) public engagement.
- To be familiar with the Secretary-General's [Our Common Agenda](#); the report of the International Commission on the Futures of Education entitled [Reimagining our futures together: A new social contract for education](#); and related resources, notably the [TES Briefing Notes on the Futures of Education](#).

<sup>1</sup> This applies to countries that are eager to share the outcomes of their National Consultations at the Summit in September 2022. But please note that the National Consultations can also continue beyond the Summit.

## 2. Planning, organizing, and monitoring national consultations [see checklist below]

In planning, organizing, and monitoring consultations, the National Convenor and the support team may wish to consider the following.

- Expected outcomes and outputs: By the end of the consultation, participants will have identified the following across the four key components of national consultations: 1) remaining and emerging issues (what should continue, what should be abandoned, and what should be reimagined afresh), 2) how these issues are addressed by existing policies, processes, initiatives, practices, 3) key areas of action to which the government will commit; and 4) who needs to be mobilized for the achievement of a desired vision of transforming education.
- Expected outputs include: succinct (2 page) National Statement of Commitment to Transform Education (by 15 August 2022), and a National Consultations Report (preliminary report, where feasible, for the June Pre-Summit, and final report by 15 August for the September Summit). Outputs are to be submitted to [tes.nationalconsultations@unesco.org](mailto:tes.nationalconsultations@unesco.org), and can also be filled online on the [TES website](#).
- **Existing processes and activities relevant to the four components of national consultations** that can be leveraged and strengthened.

### Four key components of national consultations

- Ensuring full recovery from COVID-19 educational disruption
- Identifying the main strategic transformations and levers for reimagining education for the 21<sup>st</sup> century and accelerating progress towards shared education goals
- Reviewing national education targets and benchmarks
- Ensuring strengthened and more sustainable public financing of education

- **Resources:** The report of the International Commission on the Futures of Education [Reimagining our futures together: A new social contract for education](#), the [TES Briefing Notes on Futures of Education, Our Common Agenda](#); and discussion papers on the five thematic action tracks of the Summit (to be made available on [un.org/transforming-education-summit](https://un.org/transforming-education-summit)).
- **Monitoring and accountability:** The national Convenor is requested to keep track of the consultations across the different constituencies, and make sure that all the voices are reflected in the final report.
- **Key stakeholders:** Who needs to be involved in national consultations, which should be inclusive.
- **Anticipated challenges and risks** which need to be navigated along the way (e.g. language used in consultations, outreach to and capturing perspectives of marginalized people).

**Key stakeholders: Who needs to be involved in national consultations**

- Ministries in charge of education and lifelong learning
- Relevant line ministries (e.g., Ministries of Youth, Gender Equality, Health, Labor, Environment, Trade, Finance, Planning, Communications), cities and local governments
- National institutions and councils (e.g., national councils for children, youth, women)
- Young people, teachers, and parents
- [UNESCO ASPnet school network](#) (and their students, teachers, and school leaders) and where applicable the [UNESCO Global Network of Learning Cities](#)
- NGOs, including education and youth-focused NGOs, and organizations working for persons with disabilities, ethnic minorities, indigenous peoples, refugees and internally displaced persons, and populations in rural areas.
- Communities and networks
- Other civil society organizations (e.g., teachers' unions, religious groups, libraries)
- Parliamentarians
- Private sector
- Public and private development and humanitarian partners
- Universities, research institutes and experts (e.g., [UNESCO Chairs and UNITWIN networks](#))
- Local education donor groups
- Development partners (e.g., Global Partnership for Education)

**3. Drafting a two-page National Statement of Commitment** to transform education based on the outcomes of the consultation(s) held. Submission is due by **15 August 2022** on [TES website](#).

**4. Reporting on results:** Ensure that a **National Consultations Report** is produced to consolidate, and synthesize the outcomes of all the consultation(s) held. The report should also indicate clearly key stakeholders involved and how they have been engaged in the processes (e.g. representativity, age-adjusted or defined methodologies used, profile and number of young people engaged disaggregated by sex, age, and location, where possible).

The consultation report form is attached (Annex 3). Please report the results of the consultation(s) by completing the e-form on the TES portal for tracking by **15 August 2022**.

The Convenor is encouraged to share **the preliminary outcomes of the national consultation(s)** prior to the Pre-Summit **by 13 June 2022**.

## Planning Consultation Checklist for Convenors

|                 | Activity   | Role  | Time (suggested)                     |
|-----------------|--|---|--------------------------------------|
| <b>PREPARE</b>  |  |   |                                      |
|                 | Inform the TES secretariat and RC, where applicable, that you as the convenor will be managing the consultation process  | Consultation Convenor                             | As early as possible (May/June 2022) |
|                 | Define the focus and title of your event(s) and roadmap (based on country priorities, ongoing activities of relevance, Thematic Action Tracks, Futures of Education Briefing Notes), as well as how multiple sectors, stakeholders and young people will engage) | Consultation Convenor                             | As early as possible                 |
|                 | Identify and confirm the consultation support team (including support from UN RC/UNCT, especially UNICEF/ UNESCO and others in country): Master of Ceremonies, facilitators, rapporteurs, communication focal point, administrative support, etc.                | Consultation Convenor                             | As early as possible                 |
|                 | Define Public Advocacy and Engagement Plan, identify Advocacy/Communications facilitators  | Consultation Convenor                             | As early as possible                 |
|                 | Create a roadmap with key milestones on consultation events and identify participants  | Consultation Convenor                             | As early as possible                 |
| <b>ANNOUNCE</b> |  |   |                                      |
|                 | Finalize roadmap for consultations with participants and announce through appropriate communication channels in country and on the TES portal  | Consultation Convenor                             | As early as possible                 |
| <b>PLAN</b>     |  |   |                                      |
|                 | Create the agenda of the consultation event(s)   | Consultation Convenor + Consultation Support Team | 2-3 weeks prior to event             |
|                 | Define the invitee list  | Consultation Support Team                         | 2-3 weeks prior to event             |
|                 | Send invitations   | Consultation Support Team                         | As early as possible                 |
|                 | Monitor invitation responses   | Consultation Curator + Consultation Support Team  | Ongoing                              |

|  | Activity  | Role   | Time (suggested)            |
|--|---|--|-----------------------------|
|  | Set up and schedule the online and/or in-person consultation  | Consultation Support   | 2 weeks prior to event      |
|  | Finalize the consultation Presentation  | Consultation Convenor + Consultation Support Team+ Consultation Curator <sup>2</sup> | 2 weeks prior to event      |
|  | Finalize the consultation Run of Show and 'event-day' roles   | Consultation Convenor + Consultation Support Team+ Consultation Curator              | 2 weeks prior to event      |
|  | Finalize Plan for Public Advocacy/Communications and Social Media outreach, including by and for young people                         | Consultation Convenor + Consultation Support Team                                    | 2 weeks prior to event      |
|  | Allocate participants to Discussion Groups (Consultation tables or breakout rooms)  | Consultation Convenor + Consultation Support Team+ Consultation Curator              | 2 weeks prior to event      |
|  | Send event information email to participants (including roles and expectations)   | Consultation Support Team  | 2 days prior to event       |
|  | Final briefing (online, in person, or hybrid) with consultation event team (Convenor, Curator, Facilitators, Consultation Supporters) | Consultation Curator + Consultation Support Team (Event Technicians) + Facilitators  | 1 day prior to event        |
|  | Finalize event materials for in-person Consultations  | Consultation Support Team  | Latest 1 day prior to event |
|  |   |  |                             |

<sup>2</sup> A Curator is the host and Master of Ceremonies on the day. The Curator presides over the event including welcoming Participants, introducing high-level guests and describing the purpose of the Dialogue. The Curator will subsequently summarize the outcomes from the different Discussion Groups.

|                              | Activity  | Role  | Time (suggested)             |
|------------------------------|---|---|------------------------------|
| <b>HOST the Consultation</b> |   |   |                              |
|                              | Implement the consultation and public advocacy event or events  | See Run of Show Template  |                              |
| <b>PUBLISH RESULTS</b>       |   |   |                              |
|                              | Prepare the National Consultations Report and submit the Official Consultation Feedback to the TES Secretariat or directly on the <a href="#">TES website</a> | Consultation Convenor + Consultation Support Team+ Consultation Curator | No later than 15 August 2022 |
|                              | Stay connected with all participants and the TES Secretariat  | Consultation Convenor   | On-going                     |
|                              | Celebrate the TES Transforming Education Summit Consultation  | Consultation Convenor   | On-going                     |
|                              | Prepare and submit the National Statements of Commitment to the TES Secretariat   | Consultation Convenor + Consultation Support Team                       | No later than 15 August 2022 |
|                              | Ensure the results of the consultation(s) feeds into HoS (Heads of State) statements for the pre-summit and summit  | Consultation Convenor   | By end of August             |

## In-country Support

In countries with UN presence, **UN Resident Coordinators (UNRCs), UN Country Teams (UNCTs), and representatives of UN system entities (especially UNESCO and UNICEF)** will provide support to the Convenors to design and implement their consultations.

In-country support could also be provided by **National Commissions for UNESCO**, as well as by the **TES Special Advisor of the UN Secretary-General**.

Convenors are encouraged to reach out to the UN RC and the UN Country team, especially UNESCO and UNICEF, where they exist. The support of UNRC and UNCT could include:

- Providing support in convening national consultations
- Providing relevant technical guidance and resources in education and related areas.



- Supporting stakeholder engagement and mobilization, including education champions (Ministries of Education championing innovations in education) to garner broad-based participation in the consultations covering the humanitarian-development-peace nexus.
- Ensuring linkages with frameworks and processes of UN Sustainable Development Cooperation Framework
- Supporting the identification of relevant frameworks, processes and events at the regional and global levels and making connection with national consultations processes.

## Approach and Key Considerations for National Consultations

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The National Convenor and the support team are encouraged to adhere to the **three principles** that guide national consultations, namely: 'a whole-of-government approach', 'inclusion of multiple constituencies' and 'focusing on young people as agents of change'.

**A whole-of-government approach:** Education and broader development efforts have reciprocal relations. As such, it is important to take a whole-of-government approach to ensure multi-sectoral representation and perspectives. The Convenor should ensure the involvement of representatives from different government ministries, such as health, labour, environment, social development (or social affairs), finance, information and telecommunications, and youth. Ensuring the active participation of ministries of finance and planning is especially encouraged.

**Equity, inclusion and gender equality for embracing diversity:** Education is a right that must be enjoyed by all throughout life. For shaping a vision to transform education, therefore, everyone's voice matters, especially those who are marginalized and vulnerable. Inclusive multi-stakeholder consultations are a valuable and essential approach for engaging a range of actors who can bring and build upon combined knowledge, experience and collective intelligence. The Convenor is encouraged to ensure the meaningful engagement of the full set of stakeholders from different constituencies. Special attention should be given to the marginalized people, including girls and women, out-of-school children and youth, people with disabilities, people in rural areas and from minority groups and indigenous communities, migrants, refugees and internally displaced people. This may also require specific formats and methodologies of consultation that are sensitive to participants' languages, cultures, ages, and geographical location. Convenors are expected to reflect such diversity and inclusiveness in the official National Consultations Report Form by providing information about participants involved, sectors and stakeholders groups.

**Focusing on young people as agents of change:** Children and young people have an enormous stake in the present and future state of education. They are also agents of change. It is important that national consultations are convened through inclusive and participatory approaches to ensure that ideas and opinions of young people from different backgrounds can be voiced. Where possible, national consultations can include youth-led consultations that can foster their sense of ownership and agency.

The consultations can be focused on high-level transformational change, based on the themes of the Summit's Action Tracks and the Future of Education report and/or on specific aspects of education in a particular locality/country. The focus should provide a clear sense of purpose and direction and an inspiring framing, supported through impactful opening speeches that provide political and strategic context and set the tone for constructive discussions.

## Proposed Consultation Format and Agenda

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The consultations can take place at national and sub-national levels. A sample agenda to illustrate how the national-level consultation could be structured is attached (Annex 1).

Although there is no optimal size or duration, the objective should always be meaningful exchanges between all participants and for this reason it is suggested that discussion groups are allocated ample time. They may take the form of either in-person meetings, or online consultations, or both.

The duration of each consultation could run between 2.5 and 4 hours, with at least 75 minutes for a facilitated discussion session. The number of participants can range from 30-100 or more depending on the possibilities for logistical arrangements. The size of the discussion group should be adequate subsets (8-10 people or less) of the overall number depending on the topics (not counting the facilitator and note-taker).

### For further information

If you have any inquiries, please contact, where they are present, the UN Resident Coordinators and the UN Country Team, especially UNICEF and UNESCO in your country.

Your inquiries can also be directed to the TES Secretariat: [tes.nationalconsultations@unesco.org](mailto:tes.nationalconsultations@unesco.org).

# Annex 1: Sample Agenda

## Sample structure of consultation

- Opening Plenary to frame the focus of the Consultation Dialogue.
- Discussion Groups – discussions take place in smaller groups.
- Closing Plenary including a report back from each Discussion Group

### Welcome

Plenary

5-10 Mins.

Master of Ceremonies (and the Convenor, UN Resident Coordinator, UNESCO/ UNICEF Representative if desired):

- Set the tone, clarify aims and ambitions, make people feel included and excited.
- Recognize and welcome all participants.
- Briefly present the agenda and (if applicable) high-level speakers are introduced.
  - Highlight value-add of “yet another” consultation

(All participants should be reminded that there is no attribution of comments made to individuals outside of the consultation including social or print media- Chatham House Rules).

### Framing and Remarks

Plenary

5-10 mins

- Master of Ceremonies (and the Convenor if desired) and speakers frame the context and purpose of each consultation, keeping in mind change over a ten-year horizon.
- Make a short and precise introduction touching on the four components of national consultations and expected outcomes, as well as the challenges of transforming education within the full range of the Sustainable Development Goals.
- Outline the consultations’ focused themes, which have been identified in light of national policy documents and existing initiatives, as well as the TES five thematic action tracks and the Report on ‘Reimagining our Futures Together’.
- Invite participants to reflect on short-term, mid-term and long-term action across the four components of national consultations.
- Introduce the facilitators and rapporteurs for each discussion group (as well as notetakers) and remark on any technical requirements.

|  |                        |                                       |
|--|------------------------|---------------------------------------|
| <b>Discussion Groups</b>   | <b>Break Out Rooms</b> | <b>75 -120 mins.<br/>(Min 60 min)</b> |
| <ul style="list-style-type: none"> <li>Facilitators and participants breakout into Discussion Groups with approximately 8-10 Participants per group (plus a note-taker and Rapporteurs).</li> <li>Each group holds a discussion on a given theme, identifying issues and possible actions, considering the extent of agreement and identifying areas of divergence. Each Group should have a different Discussion Topic that feeds into the overall focus of the transforming education consultation.</li> <li>The Facilitator prompts questions to keep the conversation moving and to bring those who are less vocal into the discussion so that all participants are heard.</li> <li>A note-taker assists the Rapporteur in keeping a record of the discussion and outcomes.</li> </ul> |                        |                                       |
| <b>Report Back</b>   | <b>Plenary</b>         | <b>5 mins per breakout group</b>      |
| <ul style="list-style-type: none"> <li>Master of ceremonies invites each rapporteur to report back (5 minutes each per group).</li> <li>Rapporteurs summarize a narrative and key points of discussion, including identified issues, proposed actions, as well as points of agreement and disagreement. Rapporteurs are encouraged to reflect on the group characteristics and dynamics and how they may have influenced the discussion.</li> </ul>  |                        |                                       |
| <b>Summary: Pulling it all together</b>  | <b>Plenary</b>         | <b>20 mins</b>                        |
| <ul style="list-style-type: none"> <li>Master of Ceremonies summarize plenary feedback from breakouts in a coherent narrative and summarize the main points by spotting patterns and making connections of key ideas to identify possible actions.</li> <li>The session closes by reflecting on the future beyond the consultation, mentioning that the consultation will feed into national pathways and commitments for the country and some of which will be highlighted at the Transforming Education Summit in September 2022. Participants are invited to continue to foster the connections made, to prepare for any future consultation and take forward any actions agreed.</li> </ul>  |                        |                                       |
| <b>Outcomes</b>  |                        |                                       |
| <ul style="list-style-type: none"> <li>Preliminary outcomes of national consultations to be submitted to the TES Secretariat by 13 June 2022</li> <li>National Consultations Report to be filled on the TES portal no later than 15 August 2022</li> <li>National Statement of Commitment to Transform Education to be submitted on the TES portal by 15 August 2022 and to be presented at the Transforming Education Summit on 19 September 2022 (provisional)</li> </ul>  |                        |                                       |

Please also send all your inputs to the TES Secretariat email address for National Consultations:  
[tes.nationalconsultations@unesco.org](mailto:tes.nationalconsultations@unesco.org).

## Annex 2: National Statement of Commitment

The National Statement of Commitment (2 pages) aims to outline key actions for the transformation of education, drawing on the content of the National Consultations (see report form in Annex 3).

The following questions may be considered:

1. **Recovery from Covid-19 disruption** [short-term]: What additional targeted actions have been identified to ensure full recovery from the COVID-19 educational disruption?
2. **Transforming education** [medium-longer-term]: What innovative approaches have been identified as levers for game-changing transformations of education policies and practice in the medium and long-term?
3. **Review of national education targets and benchmarks:** What are revisions that need to be made regarding national education targets and benchmarks to reflect higher level of ambition required for recovery from the COVID-19 crisis and acceleration towards the achievement of the SDG4?
4. **Ensuring sustainable public financing:** What are possible measures to make public financing of education adequate and sustainable?

Please upload your National Statement of Commitment on the TES portal by 15 August 2022.

# Annex 3: National Consultations Report Form

The consultation report form is intended to record the outcomes of the consultation and assist in preparing the National Commitment Statement. Please complete the form on the TES portal for tracking by 15 August 2022.

## 1 - TES NATIONAL CONSULTATION PROCESS

Convenor's Name: \_\_\_\_\_

Number of consultations (if more than one consultation takes place): \_\_\_\_\_

Basic information on all the consultation(s) convened

|  |  |
|--|--|
| Date(s)                                      |  |
| Title(s)                                     |  |
| Types (e.g. National/Subnational)            |  |
| Geographical Focus                           |  |
| Number of Participants for each consultation |  |
| Language used                                |  |

**Total number of participants:**

| Age Range of Participants: (insert number) |         |
|--|---------|
|  | 0 - 17  |
|  | 18 - 29 |
|  | 30 - 59 |
|  | 60+     |

| Gender Participants: (insert number) |                   |
|--------------------------------------|-------------------|
|                                      | Male              |
|                                      | Female            |
|                                      | Prefer not to say |
|                                      |                   |

| Number of Participants from each Sector: (insert number) |                  |  |                               |
|--|------------------|--|-------------------------------|
|  | Education        |  | Nutrition                     |
|  | Child Protection |  | Communication                 |
|  | Health           |  | Information Technology        |
|  | Labour           |  | Social Protection             |
|  | Environment      |  | Water, Sanitation and Hygiene |
|  | Finance          |  | Other (please explain)        |

| Number of participants from each Stakeholder Group: (insert number) |   |
|---|---|
|   | - Teachers, educators, facilitators, and professors                         |
|   | - Youth and students (including children and adolescents)                   |
|   | - School leaders (e.g., from UNESCO <a href="#">ASPnet school network</a> ) |
|   | - City and local government representatives                                 |
|   | - Parents and caregivers  |
|   | - Small/medium enterprises/unions   |
|   | - Large national businesses   |
|   | - Members of Parliament   |
|   | - Multi-national corporations   |
|   | - Local authorities   |
|   | - Government and national institutions                                      |
|   | - Public Servants   |
|   | - Regional economic community   |
|   | - Local Non-Governmental Organizations                                      |
|   | - International and/or Regional financial institutions                      |
|   | - International Non-Governmental Organizations                              |
|   | - Indigenous people and community leaders                                   |
|   | - Scientific community, academic, universities and research institutes      |
|   | - Media   |
|   | - Other (Please explain) _____  |

## 2. PRINCIPLES OF ENGAGEMENT

How did you organize the consultation to ensure the following principles of national consultations?

- |   |
|---|
| - A whole-of-government approach          |
| - Inclusion and equality                  |
| - Focusing on youth as 'agents of change' |

### 3. CONSULTATION FOCUS AND OUTCOMES

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks\* and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes?

\* For the record, the five action tracks are:

1. Inclusive, equitable, safe and healthy schools
2. Learning and skills for life, work and sustainable development
3. Teachers, teaching and the teaching profession
4. Digital learning and transformation
5. Financing of education



What are the main outcomes regarding the four key components\* of the national consultation(s)?

\* For the record, the four key components are:

1. Recovery from Covid-19 disruption [short-term]
2. Transformation of education [medium-longer-term]
3. Review of national education targets and benchmarks
4. Ensuring sustainable public financing

Please refer to the [national consultation guidelines](#) (pp.4-7) for detailed questions related to each component.







