

Outcomes of Australia's National Consultation

Based on Annex 3 of the *Transforming Education Summit 2022 – National Convenor's Handbook*

1. TES National Consultation process

Basic information on the consultation convened

Convenor's Name: Australian Government Department of Education (national level)

Number of consultations: One online submission-based consultation

Dates: Submission process was open from 22 July to 5 August 2022

Title: National consultation: Australia's progress against Sustainable Development Goal 4

Geographical focus: Australia-wide

Number of participants: 50 stakeholders were invited, 20 stakeholders responded

Language used: English

Total number of participants

- 50 stakeholders were invited to provide feedback:
 - 7 from the early childhood sector
 - 9 from the schools sector
 - 4 from the vocational education and training sector
 - 5 from the higher education sector
 - 4 from the business and industry sector
 - 2 from the community and adult education sector
 - 3 from the career development and employment sector
 - 1 youth organisation
 - 8 from state and territory governments
 - 7 from other departments and agencies within the Australian Government
- 20 stakeholders provided contributions:
 - 0 from the early childhood sector
 - 4 from the schools sector
 - 2 from the vocational education and training sector
 - 3 from the higher education sector
 - 1 from the business and industry sector
 - 2 from the community and adult education sector
 - 1 from the career development and employment sector
 - 0 youth organisations
 - 3 from state and territory governments
 - 4 from other departments and agencies within the Australian Government

Note: Data on participants' age and gender was not collected as part of this consultation. The Australian Government's key mechanism for engaging with education sectors is through representative groups, such as peak industry bodies, professional associations and unions, as well as our state and territory governments.

2. Principles of engagement

A whole-of-government approach was achieved through consulting other national (Australian Government) departments and agencies with a subject matter interest in the workstreams of the TES (for example, we sought advice from our national Department of Foreign Affairs and Trade on international development investments), as well as our state and territory (subnational) counterpart agencies. Stakeholders representing all education and training sectors, as well as employers, businesses and youth were also engaged to ensure a broad base of feedback.

3. Consultation focus and outcomes

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

The national consultation focussed on all the thematic action tracks, with a particular focus on inclusivity and equity. While Australia meets the majority of SDG4 indicators, there are still groups that face barriers accessing quality education. We are targeting our National Statement of Commitment to Transform Education towards advancing opportunities that:

- lift outcomes, attendance and engagement for learners experiencing vulnerability and disadvantage, such as Aboriginal and Torres Strait Islander students, students with disability, students living in regional and remote areas, students from low socioeconomic backgrounds and culturally and linguistically diverse students.
- increase the supply of high quality teachers in disadvantaged communities, including by ensuring students have access to educators that reflect their own backgrounds.
- deliver inclusive education, including through improving accessible learning infrastructure and access to digital technologies.

What are the main outcomes regarding the four key components* of the national consultation?

Outcomes from the national consultation covered all key components, with a particular focus on endeavours which support transformation of education through exceeding national education targets and benchmarks. Key messages from the national consultation included:

- building resilient education systems which prioritise student and staff mental and physical wellbeing.
- ensuring equitable access to high quality and inclusive education.
- improving educational outcomes for all learners through initiatives that respond to technological changes and lessons learned from the pandemic.

The national consultation affirmed that technology will continue to be a central part of learning. As such, it is important to support capability development for high quality and engaging online learning offerings and ensure students develop digital skills in addition to other core skills, such as literacy and numeracy. It is also important to recognise the challenges with access to technology, and ensure students and teachers can confidently manage the risks that digital technologies can present.

Australia will respond to the key messages of the national consultation and remain committed to continuous improvement to meet and exceed all SDG 4 targets. These measures include:

- minimising access barriers to high quality education and increase participation and outcomes for vulnerable and disadvantaged learners at all levels, with a particular focus on lifting the educational outcomes of our Aboriginal and Torres Strait Islander population.
- committing to development investments that prioritise learning for all within our Indo-Pacific region.
- sustaining reform efforts in early childhood education and school education to improve children's education outcomes.
- strengthening our evidence base for future actions through improvements to data.

***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**