

TRANSFORMING EDUCATION SUMMIT (TES) UN GENERAL ASSEMBLY SEPTEMBER 2022 ENDORSEMENT

A Commitment to Action¹:

Ensure Foundational Learning as a key element to Transform Education

1. Low learning levels – the barrier children face

a. The pre-COVID learning crisis has been made even more severe by the pandemic. Currently it is estimated that, globally, six out of every ten children suffer from learning poverty: they are unable to read and understand a simple text by the age of ten.

2. Foundational learning – why it is important

a. The share of children unable to read with comprehension at age ten is a signal of the overall quality of education in a country. Foundational learning^[1] provides the building blocks for all other learning, knowledge, and higher order skills that children and youth need to attain through education.

b. Foundational learning is critical to enable all children to reach their full potential and participate in society.

c. Ensuring foundational learning for all contributes to productive citizenship, sustainable development, inclusive growth, gender equality, national cohesion, peace and prosperity, and bolsters progress on all other Sustainable Development Goals.

3. Transforming education through foundational learning – a commitment to action

a. We commit to taking urgent and decisive action, where learning levels are low, to ensure all children, including the most marginalized^[2], develop foundational learning to realize their full potential.

b. We commit to reducing the global share of children unable to read and understand a simple text by age ten, by half, by 2030. This commitment requires achieving national SDG 4 targets^[3] in each country.

¹ The United Nations is holding on the 19th of September 2022 in New York, a summit entitled Transforming Education with the purpose to adopt concrete measures to address the global learning crises. A group of global stakeholders and donors adopted a Call to Action (CtA) inviting UN member states and the global education society to prioritize Foundational Literacy and Numeracy (FLN) to transform education and resolve the current learning crises. PAL Network and its members including ITA participated in the process of conception of this CtA and supports it because it speaks to what PAL Network has been advocating for the last 15 years.

c. To ensure recovery and accelerate learning, we will work immediately to enroll all children and keep them in school, particularly marginalized girls; increase access to remedial and catch-up learning and teach children at their current learning levels; support teachers, giving them the tools that they need; and support the health, nutrition and psycho-social well-being of every teacher and child.

d. We will work together to close the education resource gap, and enable the investments, leveraging technologies and other reforms, needed to effectively advance foundational learning.

Important note: This will be translated into other languages.

Note importante: Cette note sera traduite dans d'autres langues.

[1] Foundational learning refers to basic literacy, numeracy, and transferable skills such as socio-emotional skills.

[2] Marginalized children include but are not limited to the poorest children, girls, children with disabilities, and children in conflict and crises.

[3] This is consistent with, and will enable, achievement of other agreed global and national targets on foundational learning including SDG 4, and the global SDG4 milestone targets on girls' education (40 million more girls in school, and 20 million more girls learning to read by age 10, in LICs and LMICs by 2026). The latest report on the national SDG 4 benchmarks countries have set is available [here](#).

The [Commitment to Action](#) is also available on the UNICEF website.

Endorsed By

NAME: K. Zehra Arshad

Signature:



TITLE/POSITION: Executive Director

Date: 08.09.22

ORGANIZATION NAME: Pakistan Coalition for Education and initiative of Society for Access to Quality Education

PROVINCE & COUNTRY: Pakistan