

Transforming Education Summit + 4

System transformation and resilience for SDG 4

10 July 2026
UNESCO Headquarters, Paris



Concept note

Background

The [Transforming Education Summit \(TES\)](#), convened by the Secretary-General of the United Nations in September 2022, elevated education to the highest political level and galvanized a global movement for education transformation in response to the global crisis in access, equity, quality and relevance of education. More than 140 countries made national commitments, and a series of global initiatives were launched to recover learning losses, address persistent inequalities, strengthen the teaching profession, close financing gaps and reimagine education systems for the future.

Two years later, the [SDG 4 High-Level Steering Committee \(HLSC\)](#), entrusted to lead the TES follow-up, convened the [TES+2 stocktake](#) in June 2024, which made a shift from commitments to implementation, monitoring and accountability. It enabled government leaders and education stakeholders to review progress towards SDG 4, showcase transformative country actions since TES and identify persisting gaps. The launch of the [Dashboard of country commitments and actions to transform education](#) informed the TES+2 discussion and reinforced the tracking and accountability of country policy actions.

While responding to the urgent need for learning recovery and equity in the aftermath of COVID-19, the TES underscored the need for comprehensive, system-wide transformation in the content, delivery, governance and financing of education. Since then, the global context has evolved significantly, marked by tightening fiscal space, climate-related shocks, protracted crises and rapid digital transformation, including advances in artificial intelligence.

As education systems are deeply interconnected with broader social, economic and cultural dynamics, these disruptions carry major implications for education. Changing labour markets driven by digitalization

and AI are reshaping skills demands, while demographic change and urbanization are influencing lifelong learning strategies and decisions on infrastructure and resource allocation. At the same time, growing pressures on livelihoods and people's ability to meet their basic needs are weakening social cohesion, eroding trust in institutions and heightening uncertainty and mental health problems, particularly among young people, with significant consequences for teaching, learning and education systems.

Amid this evolving context and under UNESCO's leadership, the vision of the TES has been advanced across the UN system and by a broad range of stakeholders—including international organizations, financial institutions, civil society and the private sector—supporting countries in implementing national commitments and accelerating progress towards SDG 4. UNESCO convened the [Global Education Meeting](#) (2024 GEM) in November 2024, to agree on SDG 4 acceleration strategies but also to advance education's catalytic role in tackling today's multiple crises and fostering peace, inclusion and sustainable development, culminating in the [Fortaleza Declaration: Unlocking the transformative power of education for peaceful, equitable and sustainable futures](#). The 2024 GEM further translated the TES momentum into a multi-stakeholder, cross-sectoral agenda, anchored in equity and inclusion, for the remainder of the 2030 period.

In an era of compounding crises, building more resilient education systems has become both a condition for, and a measure of, meaningful education transformation. The TES+4 comes at a critical midpoint between the 2022 TES and the 2030 deadline for SDG 4 and will serve as a strategic bridge to the key global milestones in 2027, including the **Global Education Meeting**, the SDG 4 review at the High-level Political Forum (HLPF) and the SDG Summit, where the international community is expected to consolidate and define priorities for the final stretch to 2030 and beyond.

Thematic focus

Education system transformation and resilience provides the thematic thread for the TES+4 event. Understood not only as the preservation and recovery of education systems in the face of shocks, but as their capacity to anticipate, adapt, innovate and improve, resilience is integral to education transformation in a context of growing instability, rapid technological change and wider societal shifts. In this sense, more resilient education systems are also more agile, future-oriented and better equipped to deliver stronger outcomes for learners and societies.

TES+4 therefore offers an opportunity to assess progress since the 2022 Transforming Education Summit through a lens that brings resilience and transformation together, with particular attention to the teaching profession, foundational and lifelong learning and inclusive digital transformation as mutually reinforcing drivers of stronger, more adaptive and more future-ready systems. At the same time, sustainable education financing remains the foundation for delivery, while equity, inclusion and gender equality must guide the transformation of education systems needed to accelerate progress towards SDG 4.

Objectives and expected outcomes

The expected outcome of the TES+4 is a concise set of key messages and priority actions to carry forward TES achievements; strengthen resilient, inclusive and sustainably-financed education systems; and accelerate SDG 4 delivery to 2030, through coordinated follow-up and sustained high-level political momentum.

Objectives

1. Review key achievements, gaps and lessons learned from TES follow-up at the country level and identify priority actions to accelerate SDG 4, with a focus on implementation, financing and accountability. Particular attention will be given to high-impact countries, including large-population countries and emerging economies, where progress could have significant global implications, to generate evidence on how education transformation is implemented and sustained in practice.
2. Assess progress and the contribution of the TES global initiatives at global and country levels, including how they have supported education system transformation and resilience building since 2022.
3. Generate a shared strategic orientation for coordinated action across the global education community, while helping inform early reflections on the post-2030 global education agenda.

Participants

- Heads of State or Government
- SDG 4 High-Level Steering Committee members
- Ministers of Education
- UN agencies and international/regional development partners and financial institutions
- Civil society organizations
- Representatives of the teaching profession
- Youth and student representatives
- Private sector and philanthropic foundations

Provisional agenda

09:00–11:00	Closed-door meeting of the SDG 4 High-Level Steering Committee Leaders
11:15–11:45	Opening of the TES+4 Stocktake <ul style="list-style-type: none">• Mr Khaled El-Enany, Director-General of UNESCO• Ms Amina J. Mohammed, Deputy Secretary-General of the United Nations• H.E. Mr Cyril Ramaphosa, President of the Republic of South Africa, Co-Chair of the SDG 4 High-Level Steering Committee
11:45–13:00	Ministerial panels on TES+4 <p>HLSC Ministers take stock of achievements and challenges since the 2022 TES to chart the way forward for resilient, inclusive and transformative education systems and financing:</p> <ul style="list-style-type: none">• Panel 1: Building resilience and transforming education systems• Panel 2: Resilient and sustainable education financing
13:00–14:30	Lunch

<p>14:30–17:15</p> <p><i>(3 parallel sessions)</i></p>	<p>Achievements of the TES global initiatives and their implications beyond 2030</p> <p>The thematic sessions will generate concise, actionable priorities that reinforce system resilience and advance progress on transformative, inclusive education to 2030 and into the next agenda:</p> <ul style="list-style-type: none"> - <i>How have the global initiatives strengthened country action and system resilience in advancing transformative education agendas since the TES?</i> - <i>How can the achievements of the global initiatives inform forward-looking priorities for resilient and inclusive education systems beyond 2030?</i> 		
<p>14:30–15:45</p>	<p><i>Education in crisis situations</i></p>	<p><i>The teaching profession</i></p>	<p><i>Inclusion and gender equality</i></p>
<p>16:00–17:15</p>	<p><i>Environmental and climate change education</i></p>	<p><i>Skills, employability and lifelong learning</i></p>	<p><i>Inclusive digital transformation</i></p>
<p>17:30–18:00</p>	<p>Conclusions</p> <p>Linking TES+4 with the 2030 acceleration process and post-2030 global education agenda consultation process</p> <ul style="list-style-type: none"> • H.E. Mr Buti Manamela, Minister of Higher Education and Training of South Africa, Sherpa Group Co-chair of the SDG 4 High-Level Steering Committee • Youth and student representative • Mr Qun Chen, UNESCO Assistant Director-General for Education 		

Information and contacts

- [Event webpage](#)
- [SDG 4 Website](#)
- [SDG 4 Knowledge Hub](#)
- Email: education2030@unesco.org