



Follow up on Transforming Education Summit Commitments and on SDG 4 Monitoring in Latin America and the Caribbean¹

2024

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Methodology and scope of data

For this qualitative research report, we employed a methodology of structured interviews through a survey, as part of the study conducted by the Collective Consultation of NGOs (CCNGO). The focus of the study was to understand the perceptions and experiences of regional and national coalitions regarding the follow up and implementation of the Transforming Education Summit (TES) commitments in education in Latin America and the Caribbean.



We received responses from nine significant coalitions in the region (in alphabetical order):

1. REGIONAL - Asociación Latinoamericana de Educación Radiofónica (ALER),
2. REGIONAL - Campaña Latinoamericana por el Derecho a la Educación (CLADE),
3. REGIONAL - Red de Educación Popular Entre Mujeres (REPEM).
4. NATIONAL/Brazil - Brazilian Campaign for the Right to Education (BCRE)),
5. NATIONAL/Mexico - Campaña por el Derecho a la Educación en México (CADEM),
6. NATIONAL/Argentina - Campaña Argentina por el Derecho a la Educación and Fundación SES,
7. NATIONAL/Guatemala - Colectivo de Educación para todas y todos de Guatemala (CEPTT Guatemala),
8. NATIONAL/Colombia - Colombian Coalition for the Right to Education, and
9. NATIONAL/Honduras - Foro Dakar Honduras (FDH).

I. Consultations and dissemination on TES commitments

National Consultations on TES Commitments (October 2022 - June 2024)

Out of the nine responses received, three respondents (33.3%) indicated that there had been national consultations on TES commitments in their countries. An equal number (33.3%) reported being unaware of any consultations, and four respondents **(44.4%) stated that there were no consultations at all.**

CSO Involvement in National Consultations

Regarding the involvement of Civil Society Organizations (CSOs) in national consultations, three respondents (33.3%) affirmed that CSOs had been invited to participate. **Four respondents (44.4%) said that CSOs were not invited**, while two (22.2%) were not aware of any invitations extended to CSOs.

District and Local-Level Consultations

When asked about consultations at the district and local levels within the Ministry of Education, local governments, and CSOs, only one respondent (11.1%) confirmed that such consultations had taken place. **A majority of six respondents (66.7%) reported that no such consultations had occurred**, and two respondents (22.2%) were not aware of any local-level consultations.

Inclusion of Youth and Marginalized Sectors

Responses to the inclusion of youth and marginalized sectors in consultations were split. Two respondents (22.2%) indicated that these groups were actively included and that the consultations were inclusive. **Four respondents (44.4%) stated that youth and marginalized sectors were not included**, and three respondents (33.3%) were unaware of any such inclusive efforts.

Dissemination of TES Commitments to the General Public

Regarding the dissemination of TES commitments to the general public, three respondents (33.3%) indicated that commitments had been disseminated. **Five respondents (55.6%) stated that there had been no dissemination**, and one respondent highlighted a change in government, suggesting that there is an expectation for future dissemination efforts to improve under the new, more progressive leadership.

Information Channels and National Language Dissemination

On the question of whether information channels are currently open and include dissemination in national languages, only one respondent (11.1%) confirmed the presence of such channels. **Six respondents (66.7%) indicated that there were no open channels for dissemination in national languages**, and two respondents (22.2%) were not aware of the status of information channels.

Challenges in Consultations and Dissemination

The challenges reported by respondents highlight several issues:

- Lack of Awareness and Information: Some respondents mentioned not being aware of TES commitments or consultations, indicating a significant gap in communication.
- Political Will and Inclusion: There is a call for stronger political will from governments to engage with youth and CSOs. One respondent emphasized the need for the government to actively include these groups in the consultation process.
- Dissemination and Outreach: Challenges include making the consultation process more inclusive and widely accessible. One respondent pointed out that while information has circulated at global and regional levels, there is a lack of clarity at the national level about the purpose of these consultations.

- Community and Grassroots Involvement: There is a noted need for more substantial involvement from grassroots organizations to ensure that consultations are representative and comprehensive.

Balance

Overall, the responses indicate a mixed picture of TES commitment consultations and dissemination across different countries, with **significant room for improvement in inclusiveness, awareness, and communication strategies.**

II. Policies, Plans, and Integration in National Sector Plans

New Legislation to Support TES

Among the nine respondents, two (22.2%) indicated that new legislation had been discussed or passed to support TES. **Six respondents (66.7%) stated that no new legislation had been discussed or passed.** One respondent provided detailed information about ongoing legislative processes, mentioning various bill initiatives aligned with SDG 4 that are still under development, although no direct reference to TES is made. Another respondent described key issues included in the legislation, such as the right to higher education, transformation of funding, and lifelong learning, but noted that there was no direct mention of TES.

New Policies, Strategies, and Plans to Support TES Commitments

Regarding new policies, strategies, and plans to support TES commitments, three respondents (33.3%) confirmed that such initiatives had been discussed. **Five respondents (55.6%) indicated that no new policies or strategies had been discussed,** and one respondent noted that while there were discussions about key issues related to higher education and lifelong learning, these did not directly reference TES. One respondent highlighted the presence of policies and programs at regional and global levels, especially those driven by UNESCO and other regional alliances.

Specific New Policies, Strategies, and Plans Discussed

In terms of specific new policies, strategies, and plans discussed, responses varied:

- Two respondents indicated that no specific policies or strategies were known or discussed.
- One respondent mentioned the inclusion of the 2030 Agenda, including SDG 4, in the Public Investment Plan (PIP) and the creation of a new Country Sector Plan.
- Another highlighted issues such as the need for increased budget allocations for youth and adult education, noting the insufficient current budget, which represents only 1% of the Ministry of Education's total budget.
- One respondent described various regional initiatives and reforms, including the Regional Platform for Tax Cooperation, the Teacher Training Strategy proposed by UNESCO, fiscal reform and new educational financing laws in Honduras, and consultations on transformative gender education.

Integration of New Plans into National Sector Plans

When asked whether these new plans were integrated into the national sector plans, only one respondent (11.1%) confirmed their integration. Four respondents (44.4%) were not aware of any integration, while three respondents (33.3%) stated that the plans were not integrated. One respondent emphasized the need for increased budget allocations specifically for young and indigenous women, citing current budget limitations.

Support of Policies by Additional Budgets

On the question of whether these policies, strategies, and plans were supported by new or additional budgets within the Ministry of Education or related agencies, only one respondent (11.1%) indicated that there was budgetary support. **Five respondents (55.6%) reported no additional budget allocation**, while three respondents (33.3%) were not aware of any budgetary support. One respondent mentioned that a bill from civil society for resource allocation was under consideration, but highlighted the lack of budget as a significant challenge for the implementation of these plans.

Updated Indicators and Monitoring Frameworks for SDG 4 and TES

Regarding new and updated indicators and monitoring frameworks for SDG 4 and TES, **three respondents (33.3%) confirmed discussions on these topics. Three respondents (33.3%) stated they were unaware of any discussions**, and two respondents (22.2%) indicated there were no new or updated indicators or frameworks. One respondent highlighted ongoing work at the regional level within the Latin America and Caribbean (LAC) region, and globally by a Steering Committee working on indicators.

Discussions on Curriculum and Pedagogy Changes

Lastly, when asked about discussions and plans on curriculum and pedagogy changes for SDG 4 and TES, three respondents (33.3%) confirmed that these discussions were taking place, while **four respondents (44.4%) were not aware of any such discussions**. Two respondents (22.2%) indicated that there were no discussions on curriculum and pedagogy changes in their countries.

Balance

The responses indicate a varied landscape in terms of legislative support, policy development, and integration into national sector plans for TES and SDG 4 across different countries. **While some progress is being made, particularly at the regional and global levels, many countries still face significant challenges, including lack of awareness, insufficient budget allocations, and limited integration of new policies and plans into national frameworks**. There is a need for increased efforts to disseminate information, involve various stakeholders, and secure financial resources to ensure effective implementation and monitoring of TES and SDG 4 commitments.

III. Regional and Intergovernmental Support for TES

Regional Efforts to Provide Technical Support for TES Implementation

Among the nine respondents, three (33.3%) confirmed that there have been regional efforts to provide technical support to governments in their TES implementation, including the development of new indicators for TES commitments. **Four respondents (44.4%) indicated that no such regional efforts have been made**, and two respondents (22.2%) were not aware of any regional efforts.

CSO Participation in TES-related Regional and Intergovernmental Meetings or Workshops

Regarding the participation of Civil Society Organizations (CSOs) in TES-related regional and intergovernmental meetings or workshops, two respondents (22.2%) indicated that CSOs have been involved. **Four respondents (44.4%) reported that CSOs have not been part of these meetings**, while three respondents (33.3%) were not aware of any CSO involvement. One respondent provided additional context, describing a current conflict between the Public Ministry and the Executive Branch in Guatemala, which hinders the Executive from achieving its goals and contributes to political instability, thus affecting CSO involvement.

Government Recommendations to Strengthen Intergovernmental Commitments to TES

When asked if their governments have made any recommendations to strengthen intergovernmental commitments to TES, particularly on cross-border TES commitments such as education in emergencies, only one respondent (11.1%) noted that there have been discussions in emergency education clusters and working groups across the region. However, they were unsure if any concrete government recommendations had been made. **Six respondents (66.7%) either said that no recommendations had been made or were not aware of any such recommendations.** One respondent highlighted the severe climate risks in Guatemala and the lack of preventive measures due to limited government budget, indicating a broader context of insufficient intergovernmental support. Another respondent mentioned that the new government has disregarded all previous agreements and commitments, further illustrating the challenges in fostering strong intergovernmental cooperation.

Balance

The responses reveal that while some regional efforts to provide technical support have been identified, **there is still a significant lack of awareness or engagement among many respondents.** CSO participation in these regional efforts appears to be limited, influenced by **political instability and conflicts within certain countries.** Additionally, most respondents indicated that their governments have not made substantial recommendations to strengthen intergovernmental commitments to TES, particularly for cross-border initiatives such as education in emergencies. This highlights **the need for enhanced cooperation, clearer communication, and stronger commitment** at both the regional and intergovernmental levels to support TES implementation effectively.

IV. TES Movement: Transformative Areas and Themes

Transformative Areas and Themes Discussed or Undergoing Changes

Among the nine respondents, the most frequently discussed or positively changing transformative area related to the TES movement was **education financing**, mentioned by six respondents (66.7%). **Digital transformation** was also a significant focus, noted by five respondents (55.6%). **Preventing discrimination and protecting vulnerable groups** (including gender) was highlighted by four respondents (44.4%), followed by youth empowerment and participation (33.3%), education in emergencies (33.3%), rethinking teaching and curricula pedagogy (22.2%), teachers (22.2%), and accountable and participatory education governance (22.2%). Less frequently mentioned areas included lifelong learning, citizenship education, greening and climate change, and education in emergencies, each referenced by two or three respondents.

Respondents described a variety of changes and discussions taking place in their countries:

- Digital Transformation and Education in Emergencies: One respondent (Honduras) indicated that these are key areas the government has committed to addressing until 2027.
- Higher Education: Another respondent (Mexico) mentioned the publication of the National Higher Education Program for 2023-2024, which aims to expand coverage with equity and inclusion, promote excellence, and integrate the National Higher Education System.
- Financial Constraints: A challenge noted was the limited funding for education in Guatemala, currently only 3% of GDP, which hinders addressing other transformative areas unless investment is increased to 6%. Education in Brazil is passing through constraints by the new fiscal program.
- Reforms: In Brazil, reforms in fiscal policy and the use of technology and artificial intelligence in education are progressing - not always in a rights based approach -, while Guatemala is about to approve a new national education plan. However, there are concerns that new governments may not uphold previous agreements.

Active Areas and Themes for CSOs and Partner Organizations

When considering the transformative areas where organizations and partner CSOs are active at both country and regional levels, the most frequently mentioned areas were **education financing (88.9%)**, **youth empowerment and participation (77.8%)**, **preventing discrimination and protecting vulnerable groups (66.7%)**, and **digital transformation (66.7%)**. Other areas such as teachers, lifelong learning, greening and climate change, education in emergencies, accountable and participatory education governance, and rethinking teaching and curriculum pedagogy were also commonly highlighted.

Respondents provided several examples of successful actions and activities:

- Gender Equity and Youth Empowerment: Activities have included advocacy and mobilization around gender equity in education, the empowerment of young women, curriculum

transformations, and promoting sexual education and reproductive rights. Additionally, efforts were made to engage with youth, particularly Afro-descendant communities, and to work with educators on promoting fair education as a human right.

- Education Financing and Legislation: There were initiatives to create new legislation aimed at increasing education funding and ensuring sector plans receive adequate investment. This includes bills proposed by civil society that are currently being discussed in national congresses.

- Curricular Innovations and Digital Sovereignty: Debates around decolonizing education and promoting digital sovereignty have been initiated, alongside efforts to foster just education. These initiatives are supported by research and engagement with educational institutions and civil society.

- Collaborative Efforts and International Engagements: Organizations have been involved in various collaborative exercises, such as linking community organizations, advocating for fiscal justice, organizing consultations on transformative gender education, and conducting studies on education and digitalization.

Balance

The responses indicate a broad engagement from Civil Society with the TES transformative areas across different countries, focusing on key issues such as education financing, digital transformation, gender equity, and youth empowerment. While there are substantial efforts and discussions in these areas, challenges such as limited funding, political changes, and varying levels of commitment and implementation continue to impact progress. It is crucial to maintain and strengthen these efforts, ensuring sustained dialogue, adequate funding, and active participation from all stakeholders to achieve the goals of the TES movement.

V. Challenges Faced by CSOs in Sustaining the Movement for Change and Support for TES Implementation

Challenges Faced by CSOs in Sustaining the Movement for Change

Among the nine respondents, the most frequently mentioned challenges faced by CSOs in **sustaining the movement for change were a lack of transparency and access to information (55.6%), the corporate takeover of education decision-making processes (55.6%), and shrinking civil society spaces (55.6%).** Other significant challenges included lack of meaningful engagement at the national and local levels (44.4%), restrictions on social protests (33.3%), and a lack of financing (22.2%). One respondent indicated that there were no challenges faced by CSOs.

The responses highlight several critical issues:

- Corporate Influence and Lack of Transparency: Multiple respondents noted the growing influence of corporate interests in education decision-making processes, which undermines the right to education and shifts the focus towards profit rather than educational equity. There

is also a significant lack of transparency and access to information, making it difficult for CSOs to participate effectively in policy discussions.

- Political and Financial Challenges: The presence of corruption within government institutions, as highlighted by one respondent, creates a hostile environment for CSOs. This corruption, coupled with restrictive national policies, limits CSO access to financing and diminishes their ability to sustain advocacy efforts. Another respondent emphasized the impact of state reform agendas that prioritize a narrow, technical view of education, reducing the scope for comprehensive, emancipatory educational models.

- Civil Society Space and Social Protest: Shrinking spaces for civil society and increasing restrictions on social protests were also highlighted as significant barriers. These conditions prevent CSOs from organizing and advocating effectively, reducing their impact on education policy and reform. One respondent called for more democracy and openness to solutions developed by local populations.

Support for TES Implementation by CSOs

Most respondents reported that their organizations supported TES implementation through **awareness-raising on TES and SDG4 (77.8%), advocacy and inclusive engagement (88.9%), communication and dissemination (66.7%), and participation in government-led processes at national and district levels (66.7%)**. Other areas of involvement included research and spotlight reports (55.6%), youth-led activities around TES (44.4%), and dialogue with the government (33.3%). One respondent stated that their organization had not engaged in any activities to support TES implementation.

Respondents provided several examples of their organizations' activities to support TES implementation:

- Awareness and mobilization: Many organizations have focused on raising awareness about TES and SDG4 among grassroots and community-based groups, particularly women and rural populations. This approach aims to strengthen local mobilizations and advocacy efforts around educational commitments.

- Research and Reports: Several organizations have produced research reports and spotlight analyses to highlight the state of education in their countries and the progress made towards the Agenda 2030. These reports serve as important tools for advocacy and for holding governments accountable for their commitments.

- Youth Engagement and Support: Supporting youth-led initiatives has been a key strategy for some organizations. This includes technical and financial support for national events and activities related to the Agenda 2030 and the Youth Declaration of TES. These efforts help amplify youth voices and ensure their inclusion in education policy discussions.

- Policy Advocacy and Collaboration: Organizations have been actively involved in policy advocacy, participating in national and regional forums and consultations. Some participate in formal councils or commissions at State and CS levels that follow up SDGs in general and

education in particular and are decision makers about policies regarding those objectives. They have also engaged in direct advocacy with governments, presenting concrete proposals and pushing for reforms, such as increasing access to education for young women and indigenous populations and promoting the use of artificial intelligence in education.

Balance

The challenges faced by CSOs in sustaining the movement for change are varied and multifaceted, ranging from **political and financial constraints to a shrinking civic space and increasing corporate influence in education policy**. Despite these challenges, many CSOs continue to play a critical role in supporting TES implementation through a combination of **awareness-raising, advocacy, research, and youth engagement**. There is a need for continued support and collaboration among CSOs, governments, and other stakeholders to ensure that the TES commitments are fully realized and that education remains a fundamental right for all.

VI. Overall National and Regional Commitments to TES and SDG4 Implementation

National and Regional Commitments to TES

Out of the nine respondents, two (22.2%) indicated that their governments have prioritized specific commitments in their national statements, such as promoting free higher education, expanding preschool education, improving infrastructure in remote educational institutions, and expanding coverage in these areas. **Five respondents (55.6%) stated they were unaware of any prioritized commitments or reported no information about the government's commitments.** Two respondents (22.2%) indicated that there were no commitments or that the current government does not adhere to the Agenda 2030.

The responses show a mixed picture regarding the prioritization of TES commitments at the national and regional levels:

- Focused Efforts in Education: Some governments have emphasized free higher education, preschool education expansion, and infrastructure improvements in remote areas. These efforts aim to enhance educational accessibility and quality in underserved regions.
- Challenges and Obstacles: One respondent noted that while there is a commitment from the executive branch to promote TES, significant obstacles must be overcome, particularly from the Public Ministry and Congress. This reflects political and institutional barriers that can hinder progress.
- Lack of Commitment or Information: Several respondents highlighted a lack of commitment to the TES agenda, with some indicating that their government does not adhere to the Agenda 2030. Others reported no knowledge or information about any specific commitments, suggesting a gap in communication or transparency regarding government actions.

Progress in TES Commitments and Impact on SDG4 Implementation

Regarding the overall progress of TES commitments, **three respondents (33.3%) indicated significant progress**, two (22.2%) noted slight progress, and **three (33.3%) reported no progress**. One respondent (11.1%) was not aware of the progress.

When asked whether TES has helped boost SDG4 implementation, **four respondents (44.4%) indicated that TES fostered national and regional dialogue and discussion**. One respondent (11.1%) mentioned that TES generated policy and plan discussions and establishment, **while three respondents (33.3%) stated that there had been no action**. One respondent (11.1%) was not aware of any actions.

The detailed responses provide insights into the perceived impact of TES on SDG4 implementation:

- Mixed Progress: There were differing views on the progress of TES commitments. While some respondents noted significant progress, particularly in generating awareness and promoting youth engagement, others observed slight progress or no progress at all, indicating varied experiences and outcomes across different countries.
- Catalyst for Dialogue and Policy Discussions: Some respondents felt that TES had a positive impact by fostering dialogue at national and regional levels. This dialogue has helped place education on national agendas and initiated discussions on policies and plans to support SDG4.
- Need for Continued Commitment: One respondent emphasized the importance of maintaining TES as an ongoing commitment, rather than a one-time event. They suggested that TES should be an annual reaffirmation by governments to adapt to the rapidly changing world and ensure that education remains a priority.
- Challenges with New Governments: Some respondents pointed out challenges with new governments that have not continued previous commitments to SDG4 or TES. This has resulted in setbacks and reduced focus on education, highlighting the need for sustained political will and consistent policy implementation.

Balance

The responses indicate that while there are efforts to prioritize TES commitments and promote SDG4 implementation in some countries, there are significant challenges and obstacles that hinder progress. These include **political and institutional barriers, lack of transparency, and changing government priorities**. Despite these challenges, TES has served as a **catalyst for dialogue and policy discussions** in several regions, emphasizing the need for **continued commitment and engagement** to ensure that education remains a central pillar for sustainable development.

VII. Analytical Report on CSO Practices, Recommendations, and Accountability in TES and SDG4 Implementation

Good Practices by CSOs in Supporting TES and SDG4 Implementation

Out of the nine respondents, **six (66.7%) shared specific examples of good practices** by CSOs in supporting TES and SDG4 implementation. These practices included **participating in international events, advocating for education budget increases, supporting youth-led initiatives, and engaging in policy development**. Two respondents (22.2%) indicated that there were no examples or information available, and one respondent (11.1%) mentioned regional efforts but was unsure of their impact at the country level.

The respondents provided a variety of examples of good practices by CSOs:

- Advocacy and Policy Development: One respondent highlighted a bill proposal for increasing the education budget, which was presented to the Ministry of Education and the National Congress. Another respondent mentioned ongoing dialogue with the Ministry of Education, focusing on implementation and development, pending approval of a new budget that could enhance TES priorities.
- Youth Engagement and Capacity Building: Several respondents noted the importance of supporting youth-led organizations and events to promote TES commitments and the Youth Declaration. These efforts include providing capacity-building workshops on Agenda 2030 and SDG4.
- Regional Collaboration: At the regional level, the Regional E2030 Committee was mentioned as working on a new plan, forming working groups, and providing training. However, the respondent was unsure if these initiatives were making tangible progress in individual countries.
- Challenges in CSO Participation: Some respondents highlighted difficulties in CSO participation in government-led processes, citing a lack of active inclusion in policy-making and implementation. For instance, one respondent noted that the national voluntary report revealed the challenges of active civil society involvement in any processes.

Recommendations to Strengthen the Role of CSOs in TES Follow-Up

Most respondents emphasized the need for formal inclusion of CSOs in TES follow-up mechanisms and recommended increased financial support and capacity-building for CSOs. They also suggested creating more platforms for dialogue between CSOs and governments.

- Formal Inclusion and Resources: Respondents suggested that CSOs should be granted formal seats in TES follow-up mechanisms at the national level. They emphasized the need for allocating specific resources and funding to strengthen CSOs' operational capacities in monitoring and participating in decision-making processes.
- International Cooperation and Dialogue: Several respondents recommended that UNESCO and other international bodies facilitate national dialogues between CSOs and governments,

ensuring constant open spaces for collaboration. This would help avoid categorizing education actors and promote a holistic approach.

- Increased Participation and Transparency: Recommendations included enhancing CSO participation in policy discussions, supporting marginalized groups, and ensuring that all education stakeholders are involved in TES-related decisions. One respondent stressed the need for stronger international support, particularly in countries like Guatemala, to overcome institutional barriers.

Recommendations for Making Accountability Mechanisms for SDG4 and TES More Inclusive

The **majority of respondents advocated for the creation of participatory monitoring systems and forums where CSOs can regularly review and discuss progress on SDG4 and TES**. They also recommended involving diverse community sectors and simplifying technical language to ensure broader understanding.

- Participatory Monitoring and Inclusive Forums: Respondents suggested designing and implementing participatory monitoring systems that involve CSOs in evaluating progress on SDG4 and TES. They recommended creating platforms or forums where CSOs and other non-state actors could regularly discuss progress, fostering accountability and transparency.

- Holistic Committees and Inclusive Strategies: Several respondents proposed forming mixed commissions with representatives from various groups to provide holistic perspectives on SDG4 progress. They also called for permanent public strategies to communicate commitments and progress to all stakeholders.

- Simplifying Communication: One recommendation was to use simpler language to explain technical commitments, making them more accessible to all participants. This approach would ensure that community sectors could engage fully in discussions and accountability mechanisms.

General Recommendations for Advancing TES and SDG4 Commitments

Respondents recommended **increased and sustainable financing for education, stronger international commitment to resource mobilization, and enhanced support for CSO participation in TES and SDG4 processes**.

- Sustainable Financing and Tax Justice: Respondents emphasized the importance of advocating for increased and sustainable financing for education at all levels through tax justice. They urged the international community to commit to mobilizing resources to fill funding gaps, especially in low and middle-income countries, while avoiding mechanisms that could lead to increased debt or privatization of education.

- Regular Follow-Up and Review: It was recommended to have regular follow-up on TES commitments, with clear indicators that are agreed upon by governments. Respondents highlighted the need to review and update TES commitments to address emerging global challenges and ensure that education remains a priority.

- Inclusive and Multi-Sectoral Engagement: Respondents suggested that dialogues and events should include entities beyond the education sector to promote a broader, multi-sectoral perspective on education and its links to health, economy, environment, and other areas.

Balance

The responses underscore the importance of CSO involvement in TES and SDG4 implementation, highlighting good practices and recommending ways to strengthen their role. Key recommendations focus on formal inclusion in decision-making processes, increased financial support, participatory monitoring systems, and holistic approaches to education policy and accountability. The need for sustainable financing, inclusive dialogues, and regular review of commitments was emphasized to ensure progress towards TES and SDG4 goals.

Conclusions

Key Challenges

The responses indicate several key challenges in the implementation of TES commitments and SDG4 across different countries. These challenges include:

- Lack of awareness and limited engagement in TES commitment consultations and dissemination.
- Insufficient budget allocations and inadequate integration of new policies into national frameworks.
- Political instability, financial constraints, and limited CSO participation, particularly in regions affected by conflicts.
- Lack of intergovernmental cooperation and substantial government recommendations for strengthening TES commitments, especially in cross-border initiatives like education in emergencies.
- Increasing influence of corporate interests in education policy and shrinking civic space for CSOs.
- Changing government priorities and lack of transparency in the implementation of TES and SDG4.

Key Progress

Despite these challenges, the responses highlight some progress in TES commitment consultations, policy development, and SDG4 implementation. Notable advancements include:

- Some progress in TES commitment consultations, policy development, and SDG4 implementation at regional and global levels.
- Broad engagement from CSOs in areas such as education financing, digital transformation, gender equity, and youth empowerment.
- TES has served as a catalyst for dialogue and policy discussions, fostering regional cooperation.
- Notable advancements in advocacy, awareness-raising, research, and youth engagement by CSOs.
- Emphasis on education as a central pillar for sustainable development through TES.

Key Recommendations

To address these challenges and build on the progress made, several key recommendations have been identified. These include:

- Enhance cooperation and communication at regional and intergovernmental levels to support effective TES implementation.
- Increase efforts to disseminate information, involve various stakeholders, and secure financial resources for TES and SDG4 commitments.
- Strengthen the role of CSOs through formal inclusion in decision-making processes, increased financial support, and participatory monitoring systems.
- Adopt holistic approaches to education policy and accountability to ensure comprehensive progress.
- Advocate for sustainable financing, inclusive dialogues, and regular reviews of commitments to maintain momentum towards TES and SDG4 goals.
- Ensure continuous commitment and engagement from governments and stakeholders to uphold education as a fundamental right and a priority for development, with adequate financing through tax justice and limiting the takeover of corporations in the sector.