

Transforming Education Summit 2022

Guidance Note for Compilation of Good Practices

Draft, 2 May 2022

Note: please submit best practices directly through the following link:

<https://forms.office.com/r/4e5iLFH5PA>

Background:

The Transforming Education Summit (TES) in September 2022 provides a unique platform and opportunity to reimagine education for the 21st century and to mobilize greater political ambition, actions and solidarity towards achieving SDG 4. The TES Thematic Action Tracks, in particular, spotlight areas requiring greater stakeholder attention and actions and can accelerate progress towards the 2030 Agenda and/or transform education.

While the national consultations work stream supports the development of a shared vision of the futures of education, the **good practices collected through the** Action Tracks work stream will identify evidence-based examples of successful policy interventions and programmes, including those addressing COVID-19 pandemic-related educational disruption as well as pre-existing educational inequalities learning crisis, with a view to drawing lessons learnt and key drivers for transformation. Their value lies in communicating elements of already transformed education landscapes to decision makers. Practical solutions that work in different contexts will be brought into the spotlight, particularly programming and financing approaches with transformative results for marginalized groups, along with evidence on how these might be taken to scale. It is hoped that such efforts will inspire **the reapplication of experiences across countries**.

Transforming education:

Transformational change can refer to both systemic shifts occurring as a result of deploying policy measures and instruments, and smaller scale changes occurring as a result of government or non-State support within schools, learning communities, the teaching profession and at different levels of education governance. This might include new ways of thinking and working with partners to tackle bottlenecks to education delivery, examples of interventions with demonstrated results in overcoming barriers to equity and gender equality in education **and innovative pedagogic and programming approaches and education financing mechanisms**. The knowledge management created through the Summit will be important in getting the right knowledge to the right people (i.e. policy-makers, partners, education managers and the public) at the right time to make evidence based decisions to improve education outcomes.

Defining best practices:

A best practice is commonly defined as a technique or method that, through experience and research, has proven to reliably lead to a desired result.¹ In the context of education policy, programming and services, a practical definition of 'best practice' is knowledge about what works in specific situations and contexts,

¹ Best practices. In: Bit pipe [website] (<http://www.bitpipe.com/tlist/Best-Practices.html>, accessed 15 February 2017).

without using excessive resources to achieve the desired results, and which can be used to develop and implement solutions adapted to similar education challenges in other situations and contexts.

For the purposes of the Transforming Education Summit, a particular emphasis is put on exemplary education practices that have generated (or show the potential to generate) transformative or catalytic change across education systems and have achieved results which could be scaled up to benefit more people, particularly the most marginalized.

“Best practice” is not about documenting a gold standard, however, or only referring to elements that have contributed to making interventions work or successful. Results may be partial and may be related to only one or more components of the practice being considered. Indeed, documenting and applying lessons learned on what works and what doesn’t work (and why) are integral parts of a best practice, so that the same programming weaknesses can be avoided by other programs and projects.

Criteria:

To ensure the robustness of TES’s knowledge generation efforts, the identification of education best practices is based on objectivity using the following set of criteria: ethical soundness – human rights, equity and gender equality; political commitment and leadership; partnerships and collaboration; Youth and community involvement; relevance; efficiency; effectiveness; sustainability; replicability/scalability (Table 1).

Table 1. Best practice criteria

Criterion	Description
Ethical soundness – human rights, equity and gender equality	The practice is grounded in the values of human rights, and pays attention to the needs and rights of marginalized and vulnerable groups and gender perspectives, as well as promoting equitable access for all to quality services.
Political commitment and leadership	The proposed practice has support from national leadership and relevant national or local authorities.
Partnerships and collaboration	The proposed practice involves partnerships and collaboration between several education stakeholders, including the inputs of youth representative bodies where possible, and demonstrates how partnerships can holistically support learning and human development.
Youth and community involvement	The proposed practice involves the participation of beneficiary groups and affected communities, including youth engagement where possible.
Relevance	The proposed practice addresses priority education challenges , including in relation to education in emergencies, and demonstrates practical solutions or approaches leading to catalytic or transformative change .
Efficiency	The proposed practice produces results with a reasonable level of resources and time.
Effectiveness	The policy/practice has achieved the intended results that are measurable.
Sustainability	The proposed practice is implementable over a long period with the use of existing resources, or few additional resources.

Replicability/ scalability

The proposed practice is replicable elsewhere in the country or region.

Methods of data collection and curation:

Information on best practices can be gathered from a variety of sources, including: the reports of Ministry/s of Education and government institutions; staff of multilateral and bilateral development partners; reporting from teacher organizations, education workforce professional bodies; civil society partners, alliances and networks; community groups and representatives of parents or caregivers. Submissions from any of these sources would be in electronic form, with supporting documents where available.

Each Action Track team is requested to collect good practices/innovations using the two templates for documentation: a summary template indicating the potential scope of contents for writing up the best practice in a readable format (Table 2), and a best practice submission form (Table 3).

Table 2. Summary template for documenting best practices

Title of the best practice	This should be concise and reflect the practice being documented.
Action Track/s (Indicate if the practice could be applied across different ATs)	
Key Words (10-15 words) (Please add key descriptive words around modalities, target groups etc.)	
Introduction (350-400 words)	This should provide the context of, and justification for, the practice and address the following issues: <ul style="list-style-type: none"> • Which population was affected? • What was the problem that needed to be addressed? • Which approach was taken and what objectives were achieved?
Implementation (400-450 words)	<ul style="list-style-type: none"> • What were the main activities carried out? • When and where were the activities carried out? (include the start date of the activity and whether it is ongoing) • Who were the key implementers and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.) • Resources (budget and sources)
Results – outputs and outcomes (400-450 words)	<ul style="list-style-type: none"> • In what ways has this practice been transformative (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.) • What were the concrete results achieved with regard to outputs and outcomes? • Was an assessment of the practice carried out? If yes, what were the results?

Lessons learnt (400 words)

- What were the key triggers for transformation?
- What worked really well – what facilitated this?
- What did not work – why did it not work?

Conclusion (250 words)

- Why may this intervention be considered a “best practice”?
- What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)?

Further reading

Provide a list of references and source documents that give additional information on the “best practice” for those who may be interested in knowing how the results benefited the population.

Table 3. Submission form

Submitting partner:		
Title:		
Postal address:		
Email address:		
Telephone number:		
Names and addresses of contributors:		
Focal person (if any)		
Name	Title	Tel:
Title of best practice		
Summary of best practice		
What makes it a best practice?		
Place	Date	

Acknowledgements

This Guidance Note takes inspiration from: A Guide to Identifying and Documenting Best Practices in Family Planning Programmes. Geneva: World Health Organization; 2017. Licence: CC BY-NC-SA 3.0 IGO. Available under Creative Commons Licence.