

The Edinburgh Statement

Forum partners from over 60 countries believe that it is possible to significantly accelerate progress towards the aim and targets of SDG4 by prioritising the following collective actions now:

1. Accomplishment at scale

Mobilise an emergency response to **ensure that all children in the Commonwealth including girls, learners with different abilities and from vulnerable and marginalised communities experience a quality education** focused on accomplishment, knowledge exchange and the continued ability to learn;

2. Skills for productive lives

Urgently create learning opportunities for marginalised, excluded, vulnerable and out of school young people to **build skills for leading a productive life** embracing technology to enhance employability, entrepreneurship and confidence, and bridging accessible formal, non-formal and informal education;

3. Creating new digital dividends

Develop new, innovative, flexible modes of education to foster creativity, imagination and peer knowledge exchange, increase reach, and ensure no-one is left behind through the **use of appropriate media and delivery**, including blended approaches to digital learning;

4. Teachers as skilled agents of change

Teachers and teacher educators are the main agents of change for quality education and can be supported to catalyse action in their schools, communities and colleges as respected professionals who model lifelong learning. To do this we propose:

Creating **alternative, flexible and technology enabled pathways into teaching** to resolve the shortage of skilled and motivated teachers

Expanding low-cost, highly effective ways to **support school-based teacher professional development** to build change capacity and capability within regional and national educational systems

5. Positively disrupt higher education

Support innovation for quality higher education; **strengthen the technology-enabled learning ecosystem** throughout the Commonwealth including scope to develop professional skills, recognition, validation and verification of experiential and prior learning through micro-credentialing and blockchain technology, expanding the reach of open education for dispersed audiences and improving barrier-free access to tertiary education

6. Challenging assessment

Radically relook at assessment models: build a culture of assessment to support employability and micro-entrepreneurship.

Our ambition is to achieve this through:

► Bold inclusive collaboration

Bringing together the diverse groups of **critical thinkers, innovators and practitioners** who can collaboratively make change happen by delivering quality education and lifelong learning for all; Making greater use of data, evidence and storytelling to **galvanize political will for enabling policies and well-resourced implementation plans**.

► Sustaining the momentum

Building an active network of learning, support and action starting now; sustaining and building our momentum for change, we aim to bring our key commitments to the fore of the policy agenda through CCEM, CHOGM and PCF10.