



Transforming Education Summit

TES: Solutions Day – 17 September 2022

Detailed agenda of Solutions Day Sessions and Events from 10:00 – 18:00

9:00 – 9:45

Opening of the TES: Solutions Day

1. Opening Remarks:

Ms Amina J. Mohammed, UN Deputy Secretary-General

2. Solutions to transformation: what would you do to transform education?

- Video – Thematic Action Tracks to transform education
- Keynote on the need to transform education
Prof. Jeffrey D. Sachs, Director of the Center for Sustainable Development at Columbia University and SDG Advocate
- Inter-generational conversation “From mobilization to solutions”
H.E. Mr David Sengeh, Minister of Basic and Senior Secondary Education, Sierra Leone, Co-Chair of the Summit Advisory Committee and the SDG4 High-Level Steering Committee Sherpa Group, and
Ms Sofía Bermúdez, SDG4Youth Representative
- Inspirations for transforming education
Ms Maysoon Zayid, comedian, author, Princeton fellow, and disability advocate



10:00 – 11:30

AT4 – A
17 September 2022, 10:00 – 11:30
Conference Room 1
Action Track 4

Learning Passport: A Digital Future for Every Child

A holistic & equitable approach to digital transformation: how Microsoft, UNICEF and governments are coming together to ensure children and young people are ready for a digital future.

UNICEF, Microsoft, Lao PDR and Zimbabwe

Through this session, participants will learn how digital solutions like the Learning Passport can be utilized to ensure every child is ready for a digital future – including the most marginalized and hardest to reach. And learn how key stakeholders like Microsoft, UNICEF and governments have come together to transform education, address learning loss and reimagine education systems.

Provisional agenda

Session Moderator

- Mac Glovinsky
- Justin Spelhaug

Welcome & housekeeping

Video introduction of the Learning Passport

- Learning Passport: From Dream to Delivery

Learning Passport around the world: Zimbabwe, Iraq, Mexico & Lao PDR

Video projection on Offline Learning Passport (Zimbabwe)

What's to come: the future of the LP & equitable access for all

Q&A

Closing Remarks



AT2 – A
17 September 2022, 10:00 – 11:30
Conference Room 2
Action Track 2

Enhancing Education Readiness to the Future of Work through Public-Private Partnerships

Global Education Coalition – UNESCO, Morocco, Colombia, UNICEF, UN Global Compact and the Global Business Coalition for Education

Private sector engagement in lifelong learning, education and training is well established. As the world emerges from the COVID-19 health crisis, achieving SDG4 requires multi-stakeholder partnerships, and in particular Public-Private Partnerships (PPPs). The many social and economic transitions (technological transformation, greening of economies, demographic trends, political changes, migrations, etc.) shaping labour markets have caused a shift in demand for skills and increased labour market uncertainty, as well as increasing the inequality and poverty that pervade many parts of the world. Given these factors, partnerships with the private sector play a key role in ensuring that education not only responds to the world of work, but also shapes it.

The objective of the session is to provide an opportunity for the private sector, member states representatives, youth and others to engage in topics related to PPP and propose solutions and ideas for scale-up and innovation.

Provisional agenda

Session moderator:

- Anne-Birgitte Albrechtsen, CEO, LEGO Foundation

Opening remarks:

- Ms. Stefania Giannini, Assistant Director-General for Education, UNESCO

Guiding questions to the discussions:

- How can the private sector engage in co-creation of solutions to strengthen education that are not pilots, but pathways to scale?
- How can we help all stakeholders—both public and private—see beyond short-term incentives to the long-term investment in the skills and entrepreneurial mindsets of the future workforce?
 - Mr. Rick Hermann, Vice President, Microsoft
 - Ms. Justina Nixon, CSR Vice President, IBM
 - Mr. Luis Miguel Olivas, Global Head of Employability and Education, Fundación Telefónica
 - Mr. William Forence, Gov. Relations and Program Lead, EMEA, Google
 - Mr. Simon Sommers, Co-CEO, Jacobs Foundation
 - Ms. Rebecca Winthrop, Director of the Center for Universal Education and Senior Fellow, Brookings Institution
 - Mr. Alfie Hamid, Senior Manager Global Partnerships, Cisco
 - Ms. Chido Mpemba, African Union Youth Envoy



- Ms. Andrea Remes, Co-Founder and CEO, Erandi Aprende
- Mr. Maxime Lakat, PRME Global Students Board Member; Executive Director of Re-Generation
- Mr. Tim Diamond, General Manager, Cotton On Foundation
- Mr. Mads Twomey-Madsen, VP Sustainability, Pandora
- Dr Sonia Ben Jafar, CEO, Al Ghurair foundation

Q & A

AT2 – B
17 September 2022, 10:00 – 11:30
Conference Room 3
Action Track 2

[Bringing accountability to our promises to transform education](#)

Jordan, France, Sierra Leone, Maldives and UNESCO

The Transforming Education Summit seeks to renew our collective commitment to education and lifelong learning as a pre-eminent public good. The Summit will mobilize political ambition, action, solutions and solidarity to transform education: to take stock of efforts to recover pandemic-related learning losses and to reimagine education systems for the world of today and tomorrow in order to revitalize national and global efforts to achieve SDG 4.

These ambitions and the commitments drawn together in the National Statements of Commitment require an associated accountability framework, which this event will frame: a framework that will make sure that the global promises made are delivered upon.

Over the past year, 9 in 10 countries have set national SDG 4 benchmarks for 2025 and 2030, marking their contribution to our global education goal, fulfilling a commitment made in 2015 as part of the Education 2030 Framework for Action. The side-event will show how the national SDG 4 benchmark mechanism can also be used to set national targets and monitor transformative commitments to be made on the Summit's Action Tracks and therefore be at the heart of its accountability mechanism.

While the initial SDG 4 benchmarks cover indicators key for all children to access and complete 12 years of quality education, there is an opportunity to add new, transformative benchmark indicators, which will draw links with SDG 2 (nutrition), SDG 9 (ICT) and SDG 13 (climate change). They would call on countries to commit to give learners access to schools that make them climate-ready, tech-literate and healthy.

The side-event will support a movement for accountability around the commitments to be made at the Transforming Education Summit based on the national SDG 4 benchmarking process. It will feature inputs of (i) champion countries for each of new potential benchmark indicators that could help monitor the transformative commitments of the Summit (ii) representatives from different sectors with a stake in these areas. The event will also bring the voice of the Inter-agency and Expert Group on SDG Indicators on the importance of benchmarking for progress and the upcoming 2025 revision of the SDG monitoring framework.



Provisional agenda

Session moderator:

- H.E. David Moinina Sengh, Minister of Basic and Senior Secondary Education, Sierra Leone
- Vivian Onano, Youth activist and former Youth advisor to the GEM Report

Speakers:

Opening remarks:

- Stefania Giannini, Assistant Director-General for UNESCO
- Stefan Schweinfest, Director, United Nations Statistics Division

Presentation of accountability mechanism:

- Manos Antoninis, Director, Global Education Monitoring Report
- Silvia Montoya, Director, UNESCO Institute for Statistics
- Minister of Education, H.E. Prof. Wajih Owais, Jordan (video message)

Signing up for accountability – Greening education

- Daniele Violetti, Director, Means of Implementation, UNFCCC (TBC)
- Minister of Education, The Maldives (TBC)
- YOUNGO Youth Representative

Signing up for accountability – School feeding

- Carmen Burbano, Director of the School Feeding Division, WFP
- Minister of Education, France, Co-chair of the School Meals Coalition (TBC)
- Signing up for accountability – Digital transformation (TBC)

Signing up for accountability – Digital transformation

- Doreen Bogdan-Martin, Director, Telecommunication Development Bureau, ITU
- Rwanda Minister of Education (TBC)

Closing remarks

- H.E. David Moinina Sengh, Minister of Basic and Senior Secondary Education, Sierra Leone

AT2 – C
17 September 2022, 10:00 – 11:30
Conference Room 4
Action Track 2

[Greening Education Partnership: Getting Every Learner Climate-ready](#)



UNESCO, Japan and the United Kingdom

The UN Secretary General's Transforming Education Summit strongly confirmed that education must be transformed to fully contribute to solutions to the global climate and environmental crisis. A new **Greening Education Partnership** aims to deliver strong, coordinated and comprehensive action that will prepare every learner to acquire the knowledge, skills, values and attitudes to tackle climate change and to promote sustainable development.

Education, and specifically Education for Sustainable Development (ESD), is uniquely placed to transform individuals and societies through Greening Education. Learners can be empowered with the skills required for inclusive and sustainable growth, in the context of the twin transitions to digital and green economies.

Taking a lifelong learning approach starting from pre-primary to adult education, Greening Education will equip all learners with critical competencies covering not only knowledge and awareness, but also socio-emotional skills and behaviours, including critical thinking and collaboration. Learners will be enabled to understand the complexity of the climate and environmental crisis, how global sustainability challenges are interconnected, and also to support problem-solving in their contexts.

Objectives of the session:

- Present the new Greening Education Partnership, its aim and purpose, and how it will function
- Mobilize commitment from Member States and key stakeholders

Provisional agenda

Session moderator:

- H.R.H. Princess Abze Djigma, Chair of the H.R.H. Princess Abze Djigma Foundation, Initiator and Leader of the MAMA-LIGHT Initiative, Burkina Faso

Opening remark:

- Ms Stefania Giannini, Assistant Director-General for Education, UNESCO
- Mr Kazuo Yana, State Minister of Education, Culture, Sports, Science and Technology, Japan
- Representative of UK (TBC)
- Ms Inger Andersen, Executive Director, UNEP
- Mr Ovais Sarmad, Deputy Executive Secretary, UNFCCC (video)

Panel Discussions (structured around 4 areas of greening)

- Ms Temilade Salami, youth activist from YOUNGO
- Mr Saad Amer, youth activist from YOUNGO

“Greening learning”

- H.E. Dr Reda Hegazy, Minister of Education and Technical Education, Egypt



“Greening schools”

- H.E. Dr Ahmad Belhoul Al Falasi, Minister of Education, UAE

“Greening to benefit all of society”

- H.E. Dr Dipu Moni, Minister of Education, Bangladesh

“Greening capacity and readiness”

- Ms Susan Hopgood, President, Education International

Summary and closing

AT2 – D
17 September 2022, 10:00 – 11:30
Conference Room 5
Action Track 2

Transforming Education Starts Early: Laying the foundation from early years

Uzbekistan, Lao PDR, Gabon, UNICEF and UNESCO

While there is consensus among both educators and economists that investing in quality and inclusive early learning and care is critical for better learning outcomes and contributes to eradicating poverty, reducing inequalities, ending hunger, ensuring healthy lives, and promoting peaceful societies, financing for Early Childhood Care and Education (ECCE) remains inadequate.

The cost of inaction is high, and we cannot afford to continue to deprioritize ECCE and keep it siloed from broader sector planning. If we hope to transform education, we must start during the early years.

Early learning sets the stage for later success and wellbeing in education and in life. Concrete actions are needed to accelerate progress towards SDG 4.2 and they must be highlighted and prioritized at TES and the World Conference on Early Childhood Care and Education in Tashkent, Uzbekistan this November.

This session discussion will be around below two questions:

1. What is an example of one transformative solution you have implemented at scale to advance skills in the early years, and the lessons you learned from that experience?
2. How can we continue the momentum from now, to the World Conference on Early Childhood Care and Education in Tashkent, Uzbekistan in order to achieve the results committed under SDG 4.2?



Provisional agenda

Welcome and program overview

- Ms. Elizabeth Lule, Executive Director, ECDAN

Welcoming Remarks from Sponsoring Governments

- H.D. Agrippina Shin, Minister of Preschool, Republic of Uzbekistan
- H.E. Camelia Ntoutoume Leclercq, Minister of Education, the Gabonese Republic
- H.E. Dr. Phout Simmalavong, Minister of Education and Sports, Lao PDR

Welcome Remarks by UNESCO and UNICEF

- Ms. Stefania Giannini, Assistant Director-General, UNESCO
- Mr. Omar Abdi, Deputy Executive Director, UNICEF

Technical Overview: Transforming Education: Early Education as the Essential Foundation

- Professor Sharon Lynn Kagan, Teachers College, Columbia University, introduced by
- Ms. Elizabeth Lule

Government & Partner Reflections

- Mr. Borhene Chakroun, Director Policy and Lifelong Learning Systems, UNESCO
- H.E. Sorin-Mihai Cîmpeanu, Minister of Education, President of the National Commission of Romania for UNESCO, Bucharest
- H.E. Dr Hamad Al-Sheikh, Minister of Education, Riyadh Kingdom of Saudi Arabia
- Mr. Nizar Terzi, Chief of Staff, Ministry of Education, Tunisia

Reflections from co-organizers and audience

- Mr. Omar Arias, Manager, Global Engagement and Knowledge, Education, World Bank

Closing remarks from the LEGO Foundation

- Ms. Anita Anastascio, Lead for Early Childhood Development in Emergencies

AT4 – B
17 September 2022, 10:00 – 11:30
Conference Room 6
Action Track 4

[Reimagining learning through digital transformation and partnership](#)

Mongolia, Japan, UNICEF and UNESCO



The event is convened by the Ministry of Education and Science of Mongolia, The Japan Government, UNESCO, UNICEF, key partners, private partners and institutions working in the establishment of digital infrastructure and innovative solutions in digital learning.

This event calls for countries and partners to rally to discuss and identify an integrated and innovative approach to leveraging digital technologies in unlocking learning for children. It is evident that there are many challenges ahead of us. Moreover, digital divide continues to be a major inequality for many children, depriving them from accessing the world of information and to prosper as their peers. However, there are also many promising initiatives and experiences that are being implemented.

Mongolia has been making great strides in terms of digitalization, with government and private sector companies introducing innovative solutions to every sector, has highlighted need for improving digital literacy level of their citizens. These initiatives would be a valuable experience and much-needed insight into how developing countries can make the transition to a digital future.

The event is well linked with the Transforming Education Summit's Thematic Action Track 4: Digital Learning and Transformation and is also well connected with issues discussed on the other four thematic action tracks.

Provisional agenda

Session moderator:

- Mr. Chris Fabian, Co-Founder of GIGA Initiative

Welcome speech:

- Mr. Enkh-Amgalan Luvsantseren, Minister of Education and Science, Mongolia
- Mr. António Guterres Secretary-General of UN
- Ms. Audrey Azoulay, Director-General of UNESCO
- Ms. Catherine Russell, Executive Director of UNICEF (tentative)

Presentation : introduction of the session and digital learning and transformation

- Mr. Enkh-Amgalan Luvsantseren, Minister of Education and Science, Mongolia

Panel discussion – the importance of digital transformation in education (speakers TBC)

- Mr. Enkh-Amgalan Luvsantseren, Minister of Education and Science of Mongolia
- Mr. Robert Jenkins, Director of Education and Adolescent Development of UNICEF (confirmed)
- Mr. Jaime Saavedra, Global Director of Education Global Practice of World Bank
- Mr. Elon Musk, CEO of SpaceX and Starlink
- Ms. Julia Gillard, Chair of Global Partnership for Education
- Mr. Sobhi Tawil, Director Future of Learning and Innovation of UNESCO

Panel discussion: engagement of partners in digital transformation in education (speakers TBC)

- Ms. Bolor-Erdene Battsengel, Vice-Minister of Digital Development and Communication



- Ms. Marta McAlister, Head of Strategic Programs at Google for Education (confirmed)
- Mr. Houlin Zhao, Secretary-General of ITU
- Representative from Qatar
- Ms. Alexa Joyce, Digital Transformation & Skills Director of Microsoft

Video presentation – digital transformation in education of Mongolia

Closing remarks

- Mr. Thomas Davin, Global Innovation Director of UNICEF

AT1 – A
17 September 2022, 10:00 – 11:30
Conference Room 7
Action Track 4

Hungry Children = A Failed Education System: Why School Feeding is So Important to Transforming Education

Plan International Canada, Sierra Leone, South Sudan, United Arab Emirates (tbc) and WFP

The objectives for this session are:

- To outline the different devastating impacts the unprecedented global hunger crisis has had on inclusive, quality, and safe education, especially for girls and young women
- To highlight the efficacy of school feeding programs as a solution and how to make them more sustainable
- To launch an initiative to scale-up this solution in Sierra Leone

The world is facing a global hunger crisis that needs urgent action. The convergence of climate change, COVID-19, and conflict has created a situation in which immediate and bold action is the only option. Within this crisis is, a constituency that needs particular attention is school-age children in developing countries. Children are returning to school facing hunger coupled with profound learning loss, with girls most negatively impacted.

Protecting children against hunger requires varied interventions, including, and most recommended in the Action Track 1 Discussion Paper: school feeding programs. These have been proven to improve nutrition, increase enrolment, participation, and retention and increase learning. As we gather, we must ensure that school feeding programs are supported, because an education system where children are hungry is a failed system with intergenerational and global consequences.

We will announce new World Bank funding for a national school feeding program in Sierra Leone and encourage similar actions to urgently to address the global hunger crisis.

Provisional agenda



Session moderator

- Nadine Grant, Vice President International Programs & Business Development

Welcome

- Ms. Nadine Grant, Vice President, International Programs & Business Development, Plan International Canada
- Video projection: The Hungriest Places on Earth: The Time to Act is Now

Setting the stage – different perspectives on the hunger crisis (personal, global, and national)

- Mr. Nhial Deng, Youth Advocate, Refugee Education Council
- Ms. Coco Ushiyama, Director of the Division for the UN System and Multilateral Engagement, World Food Programme
- Her Excellency Ms. Awut Deng Acuil, Minister, National Ministry of General Education and Instruction, South Sudan

Solutions and Innovations

- Her Excellency Ms. Li Andersson, Minister of Education, Finland
- Her Excellency Ms. Mamusu Patricia Komeh-Massaquoi, Deputy Minister of Basic and Senior Secondary Education, Sierra Leone
- His Excellency Dr. Tariq Al Gurg, CEO, Dubai Cares

Youth and Gender Perspectives

- Ms. Michelle Chikurunhe, Youth4EiE advocate, Zimbabwe
- Ms. Louise Holt, Director General, Social Development, Global Issues and Development Branch, Global Affairs Canada
- Ms. Lindsay Glassco, President & CEO, Plan International Canada

Q & A

Closing remarks

- Ms. Nadine Grant, Vice President, International Programs & Business Development, Plan International Canada

AT3 – A
17 September 2022, 10:00 – 11:30
Conference Room 11
Action Track 3

[Transforming Sector-Wide Support for Teachers in Crisis Contexts](#)



Inter-agency Network for Education in Emergencies (INEE), Chad, Kenya, UNHCR and the Teachers College Columbia University

Teachers are at the heart of children and young people's educational experiences. For this reason, growing global commitments to the provision of quality, inclusive education to all children and youth necessitates increased attention on and investment in teachers. Yet, sector-wide challenges persist in providing teachers with the support they need and deserve. For teachers working amidst crisis, conflict, and displacement, these challenges are amplified.

This TES: Solutions Day session, co-led by Chad, Kenya, UNHCR, Teachers College - Columbia University, and the Inter-agency Network for Education in Emergencies' (INEE), aims to recognize and respond to the significant challenges facing teachers working in crisis contexts by developing a Sector-wide Action Plan to support teachers in the delivery of quality, inclusive education to all children and youth.

The overarching objectives of this session are to: 1) Share and learn from evidence-generating promising practices and policies for supporting teachers in conflict, crisis, and displacement contexts; 2) identify critical gaps and develop an action-oriented sector-wide plan for improving support to teachers in these settings; and 3) mobilize session participants and their partners to be part of collective efforts to strengthen support to teachers.

Provisional agenda

Session moderator

- Chris Henderson, Co-Chair of the Inter-agency Network for Education in Emergencies (INEE)

Introduction

- Chris Henderson, Co-Chair, INEE Teachers in Crisis Contexts (New Zealand)
- Dr. Rebecca (Becky) Telford, Chief of Section for UNHCR's global education team (Denmark)

Panel discussion with member states, teacher union, refugee youth, and donors on critical issues facing teachers and examples of promising policies and practices that address these issues

- Member State Representative Chad;
- Member State Representative Kenya;
- Teacher Union Representative-South Africa;
- South Sudanese Refugee Youth,
- Michael Renvillard, Donor Representative (Director, LEGO Foundation, Denmark);
- Researcher, Samaya Mansour (Teachers College, Columbia University, Lebanon);
- Moderator: Dr. Rebecca (Becky) Telford, Chief of Section for UNHCR's global education team (Denmark).

Video presentations on a key issue in Teacher Professional Development, Teacher Management, and Teacher Well-being in crisis context by teachers from:

- Chad,
- Kenya, and
- Bangladesh



Moderated breakout discussions groups on

- Teacher Professional Development, Teacher Management, and Teacher Well-being in Crisis Contexts facilitated by Chris Henderson, (INEE, New Zealand)
- Charlotte Bergin (INEE, UK) and
- Danielle Falk (Teachers College-Columbia University, USA)

Take-away from breakout sessions

Wrap up reflection

- Michael Renvillard, Director, LEGO Foundation, Denmark

AT2 – E
17 September 2022, 10:00 – 11:30
Conference Room 12
Action Track 2

[Pathway to Transforming Education](#)

Catalyst 2030, Honduras, Palestine, Burkina Faso

The Catalyst 2030 Education Collaboration brings together 60+ social entrepreneurs working towards SDG 4. Over their many years of experience working in close proximity with their communities, they have now developed tried and tested solutions that are proven to be successful. Their voices must be implemented into policy to systemically transform the landscape of Education. The Pathways to Transforming Education report is the coalition of these voices, in the form of principles and case studies. At the event, Catalyst 2030 seeks to further amplify the report and voices from the ground and the different stakeholders involved in the process. Beyond social entrepreneurs, funders and a youth representative, the panel will have speakers from Honduras, Palestine and South East Asia.

Provisional agenda

Session moderator

- Dr. Rana Dajani, Founder, We Love Reading

Welcome & Speaker Introductions

- Dr. Rana Dajani, Founder, We Love Reading

Introduction of report and the learning principles outlined within

- Dr Urvashi Sahni, Founder & Chief Executive, Study Hall Educational Foundation

How States can implement these learning principles into policy

- Mr Roeland Monasch, Chief Executive Officer, Aflatoun



Keynote Speech

- Ms Birgitte Bryld, Senior Economic Officer in EOSG, United Nations, Executive Office of the Secretary-General

Application of these Learning Principles in their National Context

- Mr Daniel Sponda, Minister of Education, Honduras
- H.E. Prof. Dr Marwah Awartani, Minister of Education, Palestine
- Mr Wendkouni Joël Lionel Bilgo, Minister of National Education, Literacy and Promotion of National Languages, Burkina Faso
- Ms Ethel Agnes Pascua- Valenzuela, Director, Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat

How can all education stakeholders collaborate in advancing the learning principles to transform education globally

- Mr Stavros Yiannouka, CEO, WISE of Qatar Foundation

How can funders support the roll-out of this action

- Ms Laura Savage, Executive Director at International Education Funders Group

Learner and Youth perspective on future of education and the Learning Principles identified

- Ms Shruti Beltikar, Youth Delegate, Teach for All

Questions and Reflections

AT2 – S
17 September 2022, 10:00 – 11:30
ECOSOC Chamber
Action Track 2

Financial Literacy: A universal 21st Century Skill – Lessons Learned from Low- and Middle-Income Countries

Aflatoun, Haiti, Burkina Faso, Office of UN Secretary-General's Special Advocate for Inclusive Finance for Development, INJAZ Jordan

It is important to highlight "the role of financial education in the global transforming education discussion in a manner that recognizes its role to empower our learners, to understand money as part of responsible resource management, to deal with the most fundamental challenges of our time " – Leonardo Garnier, UNSG Special Adviser on the Transforming Education Summit.

There is a rapidly growing interest by governments (Ministries of Education, Central Banks and National Financial Inclusion Initiatives) to integrate Financial Education into the formal education systems.



The session will first present the latest evidence on the effectiveness of financial education, including a recent global review of 76 randomized control trials. It includes a comparison of FE to interventions designed to improve math and reading scores.

The session will continue with experiences from different countries that have or are currently integrating financial education, participants will learn about key steps towards successfully integrating financial education into public education systems.

Specific issues around policy dialogue, curriculum design, operationalization, development of learning materials, capacity development, roll-out in schools and monitoring & evaluation will be covered.

The role of different stakeholders (Ministry of Education, Central Bank, Teacher Training Institutes, inspectorates, teachers, learners, parents, administrators, private sector, NGOs, funders) at country level will be discussed.

The session will also highlight the need to balance financial education with other (social) life skills to ensure that learners who gain the skills to make a living use them to make their community and world as a whole more equitable and sustainable.

Finally, possible global indicators will be shared that can be used to assess financial literacy across countries and regions.

Provisional agenda

Session moderator

- Lama Yazbeck, Aflatoun International

Welcome & Introduction

- Lama Yazbeck, Aflatoun International

Importance of Financial Education

- Pia Bernadette Roman Tayag – Director, Office of UN Secretary-General's Special Advocate for Inclusive Finance for Development

Latest Global evidence

- Annamaria Lusardi - Academic Director of GWSB's Global Financial Literacy Excellence Center (GFLEC), University Professor of Economics and Accountancy, George Washington University

Haiti integration experience – Secondary school (Infused core curriculum)

- Minister of Education and Vocational Training, Haiti – Mr. Nesmy Manigat

Burkina Faso integration experience – Primary school (Infused core curriculum)

- Minister of Education, Burkina Faso – Mr. Lionel Joël Wendkouni Bilgo



Jordan integration experience – Primary & Secondary school (Stand-alone core subject)

- Muhannad Jarrah - Executive Director, INJAZ Education, Jordan

Costa Rica – Reaching the Most Vulnerable Children

- Oscar Valverde – Executive Director, Fundación PANIAMOR, Costa Rica

Measuring Financial Literacy

- Annamaria Lusardi - Academic Director of GWSB's Global Financial Literacy Excellence Center (GFLEC), University Professor of Economics and Accountancy, George Washington University

Q & A

Wrap-Up

- Lama Yazbeck – Aflatoun International



11:45 – 12:45

AT3 – B
17 September 2022, 11:45 – 12:45
Conference Room 1
Action Track 3

Schools2030: Re-Imagining the Roles of Schools, Systems and Societies for the Future of Teaching and Learning

Portugal, Tanzania, UNICEF, Schools 2030, Aga Khan Found., UNESCO, GPE, LEGO Foundation and Generation Unlimited

Schools2030 (www.schools2030.org) is a global movement that collaborates with 50,000 educators across 1,000 schools in 10 countries for the next 10 years to co-develop new ways to (1) Assess (2) Innovate and (3) Showcase ‘what works’ to improve holistic learning outcomes at scale for learners aged 5, 10 and 15 years old. Schools2030 currently operates in Afghanistan, Brazil, India, Kenya, Kyrgyzstan, Pakistan, Portugal, Tajikistan, Tanzania, and Uganda.

The Schools2030 TES Solutions session offers **three new pathways for scaling the Schools2030 model** as means to take action from the recommendations outlined in TES Action Track 3 Discussion Paper. They are, 1) New Pathways for Schools; 2) New Pathways for Systems; 3) New Pathways for Societies. During this session, global leaders from the GPE and UNESCO will offer key reflections on the links between Schools2030 and the overall TES.

Provisional Agenda

Session moderator

- Dr. Andrew Cunningham, Global Lead, Education, Aga Khan Foundation

Part 1 – A global challenge to transforming education: the lack of teacher innovation, agency, and leadership for the future of education.

- Dr. Andrew Cunningham, Global Lead, Education, Aga Khan Foundation

Part 2 – A global solution to transforming education: Schools2030 and the roles that schools, systems, and society can play to advance the future of teachers, teaching and the teaching profession (Action Track 3)

- The roles of school
 - What is Schools2030? (video description)
 - Dr. Bronwen Magrath, Schools 2030 Global Manger
 - Mr. Fernando Emidio, Citizenship Education Coordinator at Argupamento de Escolas da Marinha Grande
- The roles of systems



- Prof. Minister Adolf Mkenda, Minister of Education, Tanzania
 - Mr. Euan Wilmshust, Head of Communications and Advocacy, LEGO Foundation
 - Prof. Minister João Costa, Minister of Education, Portugal.
- The roles of society
- Ms. Nadi Albino, Deputy Director of Partnerships, UNICEF Generation Unlimited
 - Mr. Anastase Ndagijmana, UNICEF Generational Unlimited Youth Ambassador, Rwanda
- What does this mean for the wider UN Transforming Education Summit?
- Ms. Sarah Beardmore, GPE Lead for Capabilities
 - Representative from UNESCO (TBC)

Wrap up

- Dr. Andrew Cunningham, Global Lead, Education, Aga Khan Foundation

AT4 – C
17 September 2022, 11:45 – 12:45
Conference Room 2
Action Track 4

LEAP into Learning - Inclusive, quality language learning and teaching through digital innovation

United Kingdom (British Council), South Africa and UNICEF

The Learn English Audio Programme (LEAP) aims to contribute to an improvement in educational outcomes in English and mother tongue language and literacy skills especially the listening and speaking skills so vital for foundational literacy. LEAP has been designed for rural and under-resourced schools with large and multi-grade classes and is delivered in partnership by the South African Department of Basic Education (DBE) and the British Council, with support from UNICEF, the South African Institute of Distance Education's African Storybook Initiative, and the UK's Foreign and Commonwealth Development Office.

LEAP provides South and Southern African teachers with audio lessons linked to their national curriculum for grades R to 4. These lessons are accompanied by songs and bilingual storybooks (in English and 17 African languages) which were written and recorded by teachers and volunteers under the African Storybook Initiative and British Council Storymaking project. LEAP has been delivered through a range of digital modalities including solar-powered MP3 players, USBs and SD cards on teachers' laptops and mobile phones. During the Covid-19 pandemic the project was repurposed as an emergency response solution and was built onto a WhatsApp Chatbot platform reaching 44,000 teachers, partners and caregivers (<https://wa.me/27600789309?text=Hi>). It was also aired on Openview, South Africa's first free-to-air satellite TV service platform, as well as YouTube.

In this session, we will demonstrate the LEAP solution (including open sharing of the audio resources, TV animations, the WhatsApp chatbot, teachers' guides and curriculum mapping documents), illustrate how the solution is effective in line with discussion paper on Thematic Action Track 4 on 'Digital learning and transformation', share lessons learnt and what works in under-resourced settings, and present ideas for further continental and global scaling of the solution, which can be readily adapted and implemented by education ministries in countries from the global south.



Provisional agenda

Session Moderator

- Mark Herbert, Global Head of Schools, TVET and Non-formal Education, British Council

Introduction and South African education context

- Hon. Angie Motshekga, Minister of Basic Education: South Africa

LEAP Concept

- Caroline Grant, Director of English Programmes: Sub-Saharan Africa, British Council

Video demo

- Video by Joanne Newton, Acting Deputy Director, British Council South Africa
- Yolanda Buqwini, Project Officer, British Council South Africa
- Siphokazi Mbanga, teacher at Jityaza Primary School, South Africa

Question break 1

Discussion of LEAP in relation to Action Track 4 discussion paper

- Dr. Andile Dube, Education Manager UNICEF South Africa
- Hana Yoshimoto, Chief of Education, UNICEF South Africa

Scaling LEAP in South Africa and beyond

- Caroline Grant, Director of English Programmes: Sub-Saharan Africa, British Council

Question break 2

AT2 – F
17 September 2022, 11:45 – 12:45
Conference Room 3
Action Track 2

[A Healthier Planet, Healthier Schools, Healthier Generations: Transforming Education with a Planetary Health Approach](#)

Kyrgyz Republic, Uzbekistan, Planetary Health Alliance, UNESCO and UN SDS Network Youth

Planetary health is the study of the impacts of human disruptions on the health of the environment and how this in turn affects human health. It is a new field at the center of the 2030 agenda for sustainable development, with connections to a vast number of topics from gender equality to agriculture, that has been shown to have critical relevance to global affairs and to the future of humanity, including its practicality in fighting against and preventing pandemics.

As a result, despite being a new field, planetary health has begun to receive increased attention by education systems all over the world. However, more efforts need to be made to integrate planetary health into education systems.



Currently, the courses that exist for it are overwhelmingly at university level, and even these university courses are, in many ways, lacking.

The improvement of planetary health education worldwide is critical because it is a field that can facilitate the implementation of the 2030 agenda. Furthermore, it is a very beneficial tool to utilize in order to teach the public about the SDGs, as it connects to many topics and resonates with many global issues today. The improvement of education on planetary health will ensure future action and activism on a great variety of SDGs while also generating a great step forward in the achievement of SDG 4, quality education.

A consortium created by Ministry of Education and Science Kyrgyzstan, Ministry of Public Education of the Republic of Uzbekistan and the Planetary Health Alliance will be working on a global solution on integrating the planetary health in the education systems. The goal of this event is to provide an introduction regarding the integration of planetary health into education systems. The importance of this integration, current efforts to do so at different levels of education, successes in this regard, and potential for future actions will be discussed.

Provisional agenda

Session moderator

- Emin Soguktas, Personal Assistant to the Minister, Ministry of Education and Science of the Kyrgyz Republic
- Elie Roberts, Program Manager of the iTrack Mentoring Program, The Smith Family Foundation

Introduction

- Emin Soguktas, Personal Assistant to the Minister, Ministry of Education and Science of the Kyrgyz Republic
- Elie Roberts, Program Manager of the iTrack Mentoring Program, The Smith Family Foundation

Opening remark - integration of Planetary Health into Education Systems

- Honourable Minister Prof. Dr. Almazbek Beishenaliev, Minister of Education and Science of the Kyrgyz Republic

An overview of the Global Health Crisis and lessons for Transforming Education

- Prof. Dr. Linda P. Fried, Dean of the Mailman School of Public Health, Columbia University, United States

An overview of the global environmental crisis and lessons for transforming education

- Brighton Kaoma, Global Director for the United Nations Sustainable Development Solutions Network (UN SDSN)

A Planetary Health Approach to a healthier planet and human beings

- Prof. Dr. Samuel Myers, Principal Research Scientist at the Harvard T.H. Chan School of Public Health and the founding Director of the Planetary Health Alliance, United States

Elements of Successful Planetary Health Education



- Dr. Marie Studer, Senior Program Manager, Planetary Health Alliance, United states

Closing remarks – Integration of planetary health into education systems

- Honourable Minister Shin Agrippina Vasilyevna, Minister of Pre-School Education Uzbekistan

Q&A and Contribution from the Audience

Announcement of the Ministerial Initiative on Planetary Health Education

- Dr. Almazbek Beishenaliev and Dr. Samuel Myers

AT1 – B

17 September 2022, 11:45 – 12:45

Conference Room 4

Action Track 1

Her Education, Our Futures: Transforming Education with and for Girls

Brookings Institution, Namibia, United Kingdom, UNESCO/UNICEF, AU/CIEFFA, Echidna Giving, Malala Fund, Population Council GIRL, UNGEI and WHF

The world has witnessed major advancements in girls' education and gender equality over the past 20 years. For example, concerning enrolment, there is a gender gap of less than one percentage point remaining at all three levels of education. However, gender inequalities remain and much of the resistance that girls have been pushing against is still in place, particularly in low-income contexts and amongst the most marginalised girls. Consider this:

- Harmful gender norms limit girls' access to education: At least 10 million early and unintended pregnancies occur annually amongst adolescent girls aged 15-19, often causing the end of their formal education .
- Girls do not experience equitable access to employment, education and training: Girls' entry to high-value STEM subjects in upper secondary, further education and the workforce is significantly lower than boys.
- The digital divide is gendered: Women are less likely than men to have advanced digital skills.

The wide-ranging benefits of gender equality and girls' education are indisputable, from a reduced likelihood of marrying before the age of 18 to increased wages and GDP growth to contributing to a just and inclusive world.

The global community is well-aware of the benefits as evidenced by the various commitments made to gender equality and empowering girls and women in and through education. The challenge now is to maintain political commitment and evidence-based action to accelerate progress, particularly in contexts where the need is greatest.

The Member States of Namibia and the United Kingdom, the Brookings Institution, UNESCO, UNICEF, the United Nations Girls' Education Initiative (UNGEI) and a consortium of partners (the African Union Centre for Girls' and Women's Education (AU/CIEFFA), Echidna Giving, the Malala Fund, Population Council, and the World Humanitarian Forum) are convening key stakeholders for a technical discussion on scalable solutions with impactful outcomes for gender equality and girls' education. The discussion will be informed by research and programming



experiences of various partners and will result in the introduction of a new global platform that aims to accelerate action through transformative leadership and accountability.

The overall aim of the event aim is to:

- Reaffirm why a continued focus on gender equality and girls' education, particularly for the most marginalized girls, is needed, drawing on recent data and analyses by partners.
- Highlight the evidence base on catalytic actions to promote gender equality and empower marginalized girls in and through education.
- Showcase solutions being implemented in different settings by different actors to advance gender-transformative education and inclusive, equitable, safe and healthy schools for marginalized girls.
- Introduce and invite partners to join a new Global Platform for Gender Equality and Girls' and Women's Empowerment in and through Education (Global Platform) that aims to drive transformative leadership, accountability, innovation, data, and financing to meet SDG 4 and to leave no one behind.

Provisional agenda

Opening remarks

- Maria Nguyen, International Education Officer, Family Planning NSW, Australia; SDG4Youth Network Representative; Co-lead, Action Track 1

TED Talk: Her education, our futures: Transforming education with and for girls

- Lucia Fry, Director, Research and Policy, Malala Fund
- Jennifer O'Donoghue, Senior Fellow and Deputy Director of the Center for Universal Education, Brookings Institution

Transformation in action: Solutions roundtable

- H.E. Ester Anna Nghipondoka, Minister of Education, Arts and Culture, Namibia
- Judith Herbertson, Head of the Girls' Education Department, Foreign, Commonwealth and Development Office (FCDO), UK
- Sumbal Naveed, 2018 Echidna Global Scholar at the Brookings Institution and Founder of the Institute of Learning for a Better Tomorrow (ILFABET)
- Adriana Elizabeth Costero, DAFI (Albert Einstein German Academic Refugee Initiative) Scholar

Roundtable co-moderators:

- Eunice Lynda Nakaibale, Uganda, Raising Teenagers Uganda, Founder Tujifunze Africa Foundation, Member SDG4 Youth Network
- Pashtana Durrani, LEARN Afghanistan, Visiting Fellow at the Wellesley Centers for Women and member of Feminist Coalition for Gender Transformative Education hosted by UNGEI

What's next? Global Platform for Gender Equality and Girls' and Women's Empowerment in and through Education



- Wycliffe Otieno, Senior Advisor, Education, UNICEF

Closing remarks

- Antara Ganguli, Director, UNGEI Secretariat

AT1 – C
17 September 2022, 11:45 – 12:45
Conference Room 5
Action Track 1

Girls' health and education: Indivisible rights, smart co-investments

UNPFA, Bangladesh, Niger and UNICEF

Girls face multiple gender-specific obstacles to the attainment of their basic rights and entitlements to education, physical and mental health, safety, nutrition, social connection and citizenship. COVID-19 and its attendant impacts have exacerbated the barriers faced by girls, by consuming their time for care work, plunging families into poverty, and depriving girls of educational opportunities particularly at the upper primary and secondary levels. At the societal level, many countries are reeling from the impacts of multiple crises and struggling to meet the basic needs of their populations, losing potential for equitable growth in the future due to underinvestments in young people.

The meeting will in particular underscore the mutual returns to making gender-transformative investments in the education and health of adolescent girls so that they can make their own choices regarding school, work, sex, childbearing and marriage. It will highlight examples of a girl-specific lens being brought to education - through interventions such as skills for girls both in and out of school, menstrual health management, and meaningful participation - with the aim of redistributing power and resources for girls. It will also highlight how critical health interventions - such as access to contraceptive services and gender-based violence services - can improve reproductive transitions and have positive spillover effects on girls' school enrolment and attainment.

The Secretary General in the Common Agenda has called upon the global community to think for the long term, and to deliver more for young people, particularly those left behind. Featuring speakers that have demonstrated their commitment to the rights of girls left behind by investing in them, the meeting will underscore how girls' bodily autonomy and (eventual) economic autonomy are inextricably linked, and how ensuring national development necessitates concerted action for girls' health and education today.

Provisional agenda

Session moderator

- Satvika Chalasani, Lead on Adolescent Girls, UNFPA

Setting the scene, sharing the background and objectives



- Satvika Chalasani, Lead on Adolescent Girls, UNFPA

Government efforts to support girls' education and health

- Representative of the Government of Bangladesh

Government efforts to support girls' empowerment and delay marriage

- Representative of the Government of Niger

Investing in girls' SRHR to support girls' educational success

- Representative of UNFPA

Menstrual health management as a transformative intervention for girls' education and health

- Representative of UNICEF

Protecting girls' rights by upholding laws

- Divya Srinivasan, Lead on Harmful Practices, Equality Now

Young people supporting their peers and leading the call for accountability

- Young person

Open discussion

Summary and wrap-up

- Satvika Chalasani, Lead on Adolescent Girls, UNFPA

AT1 – D

17 September 2022, 11:45 – 12:45

Conference Room 6

Action Track 1

Transforming education systems in times of crisis: perspectives from Ukraine

Ukraine, Poland

More than half a year Ukraine and the global community are working hand to hand to address the education crisis in Ukraine provoked by a large-scale military invasion of the Russian Federation. With the support of our partners there is significant progress made but at the same time many critical needs related to safe, healthy, inclusive and equitable access to education are not fulfilled. This not only holds back children from learning but puts many of them in danger.

There are not enough shelters, critical infrastructure and learning materials for children in Ukraine to continue quality learning. There is a need in providing children and educators psycho—emotional support and bringing back the feeling of normality and stability by reaching out to the most vulnerable groups that occurred due to massive fleeing and



internal displacement. Additionally, there is a need to strengthen our education system using EdTech solutions to make it more resilient in order to operate under various conditions.

In such circumstances we rely on our partners and international education communities to support children and educators in Ukraine. The objective of this event is to bring together Member States, international organizations, private sector representatives, philanthropists and civil society that hold an interest in supporting Ukraine and communicate the most critical needs of the Ukrainian education sector to ensure its resilience and continuity of teaching and learning.

The final part of the event will be dedicated to the future of education, providing opportunities for all parties to share best practices regarding tools, materials, organizational solutions etc. that help build a modern, inclusive and digital educational environment. The organizers will showcase practical examples of how technologies are used to advance the inclusion of hundreds of thousands of Ukrainian children into the Polish education system, as well as how digital solutions enable equitable access to education in times of crisis and beyond. The event will be crowned by the signing of a memorandum highlighting the next steps of collaboration between Poland and Ukraine in a multilateral format, including the relevant UN Agencies.

This event is a call to action to mobilize international capacity to provide Ukrainian children a childhood they deserve and their right for quality education.

Provisional agenda

Moderators

- Yayoi Segi-Vltchek, Chief of the Section for Migration, Displacement, Emergencies and Education, UNESCO
- Timofiy Mylovanov, President of the Kyiv School of Economics

Opening and brief introduction

- Yayoi Segi-Vltchek, Chief of the Section for Migration, Displacement, Emergencies and Education, UNESCO
- Timofiy Mylovanov, President of the Kyiv School of Economics

Call to action: Presentation on the education emergency response in Ukraine, current needs and outcomes

- Andrii Vitrenko, First Deputy-Minister of Education and Science of Ukraine

How international community can help Ukrainian children-refugees: the balance between integration and maintaining close ties with Ukraine

- Justyna Orłowska, Prime Minister's High Representative for Government Technology, Polish Minister of Educations and Science's High Representative for Digital Transformation



Creating a new model for international cooperation to cope with educational crisis: support of Global Education Coalition

- Borhene Chakroun, Division for Policies and Lifelong Learning Systems, UNESCO

Future of education: the impact of EdTech drawing on the case of Ukraine and Poland

- Justyna Orłowska
- Dmytro Zavorodnii, Director-General for Digital Transformation of Education and Science, Ministry of Education and Science of Ukraine

Q&A and intervention from the floor

The signing of MoU between Polish MoES and Ukrainian MoES

- Justyna Orłowska, Prime Minister's High Representative for Government Technology, Polish Minister of Education and Science's High Representative for Digital Transformation
- Andrii Vitrenko, First Deputy-Minister of Education and Science of Ukraine

Wrap-up and closing

- Yayoi Segi-Vltchek, Chief of the Section for Migration, Displacement, Emergencies and Education, UNESCO

AT2 – G
17 September 2022, 11:45 – 12:45
Conference Room 7
Action Track 2

Rewiring and Transforming Education through Cross-sectoral Action

Education Commission, United Arab Emirates, Zambia, UNEP, Dubai Cares and UN Foundation

This cross-cutting session “Rewiring and Transforming Education through Cross-Sectoral Action” will 1) launch the *Rewiring Education for People and Planet* Report, 2) outline the report’s vision to rewire and transform education through cross-sectoral collaboration, and 3) highlight concrete actions to get there. This vision for collaborative transformation aims to bring new and unlikely allies together to redefine education for a prosperous and sustainable future. This means a radical departure from the status quo to reimagine how education systems can provide the children and youth of today with the skills, knowledge, and values they need to navigate the complexities of an unknown future.

Session speakers will:

- Present 6 win-win solutions that are the key areas for collaborative action: integrated early childhood development; team-based workforce; adaptive, inclusive and engaging teaching; school meals and school health interventions; diverse and certifiable routes to build skills; and climate resilient education systems.



- Highlight 3 critical drivers that can create a coherent ecosystem for the delivery of an education transformation: collective leadership at all levels; connectivity and technology; and data-driven decision-making.
- Outline financing strategies to transform education; and
- Highlight examples of cross-sectoral collaborative transformation.

The report includes updated skills projections from the latest World Skills Clock data. The report, supports recommendations made in many of the action tracks, but also promotes specific actions to embed cross-sectoral collaboration, as part of an ecosystems approach, at the heart of transforming education. Many of the solutions put into action the recommendations from the action tracks. For example, one of the solutions is “learning teams” which is strategy 4 in AT3; another solution is school meals which is included in AT1, and the financing strategies support AT5. Co-organizers will show how our organizations plan to take these actions forward and put these solutions into practice.

Provisional agenda

Session moderators

- Alice Mukashyaka, Restless Development, UN Foundation Next Generation Fellow
- Co-moderator – TBC

Opening remarks to call for governments and organizations to work cross-sectorally for an education transformation and beyond

- H.E. Mr. Nana Addo Dankwa Akufo-Addo, President of the Republic of Ghana

Presentation on the RewirEd report, its 6 win-win solutions, critical enablers financing strategies and way forward

- Liesbet Steer, Executive Director, Education Commission, Belgium
- H.E. Dr Al Gurg, CEO, Dubai Cares, UAE

High-level panel to discuss how rewiring and transforming education can happen through cross-sectoral action, each panellist will talk from their perspective/ experience e.g. as an Education Minister, youth or from another sector e.g. climate/ nutrition, private sector etc

- H.E. Dr Ahmad Belhoul Al Falasi, Minister of Education, UAE
- Hon. Douglas Sykalima, Minister of Education, Zambia
- Ligia Noronha, UN Assistant Secretary-General and Head of UNEP New York Office
- Maria Juliana Ruiz Sandoval, Child Nutrition Advocate, Colombia
- Kate Behncken, Vice President and Lead, Microsoft Philanthropies, USA
- Louise Tina Kim, President, AIESEC International, Australia

Interactive Discussion with various stakeholders speaking from the floor

- Dr Waleed Al Ali, Secretary General, The Digital School, UAE
- Yuv Sunghur, Their World Youth Ambassador, Mauritius



Closing remarks

- Liesbet Steer, Executive Director, Education Commission, Belgium
- Tariq Al Gurg, CEO, Dubai Cares, UAE (TBC)

AT5 – A
17 September 2022, 11:45 – 12:45
Conference Room 11
Action Track 5

[Financial innovations - expanding the fiscal space for education to finance learning recovery](#)

Education Above All, the World Bank, Qatar, Sierra Leone, and the Global Partnership for Education

Provisional agenda

Welcome

Framing the concept

- Dr Jaime Saavedra, Global Director, Education, World Bank
- Mr Charles North, Acting CEO, Global Partnership for Education

Keynote addresses

- H.E. Ms Buthaina bint Ali Al Jabr Al Nuaimi, Minister of Education and Higher Education, State of Qatar
- Professor Dr Alpha T Wurie, Minister of Technical and Higher Education, Government of the Republic of Sierra Leone

Youth voice

- Ms Ayan Said, Youth Advocate, Education Above All

Open discussion

Closing remarks

- Mr Fahad Al Sulaiti, CEO, Education Above All

AT3 – C
17 September 2022, 11:45 – 12:45
Conference Room 12
Action Track 3

[Tackling Inequality and Transforming Classrooms through Social and Emotional Learning](#)



Community Jameel, Jordan, United Kingdom and J-WEL

Provisional agenda

Session moderator

- Dr Claudia Urrea, Senior Associate Director for pK-12 J-WEL

Opening remarks

- Dr Claudia Urrea, Senior Associate Director for pK-12 J-WEL
- Mohammed Salih, UNDP Lebanon Country Office Deputy Resident Representative (remote)
- Mohammad Alsamadi, Director of Professional Development Policies Jordanian Government (remote)

Panel discussion

- Mrs Majedah Hassan Jarrah / female teacher
- Joanna Nassar, UNDP Peace Building Project Manager (in-person)
- Dr. Qais Momani, Teacher Professional Development Lead, Save the Children Jordan (remote)
- Dr Claudia Urrea, Senior Associate Director for pK-12 J-WEL (moderator)

Q & A

Closing remarks

- George Richards, Director, Community Jameel

AT2 – H
17 September 2022, 11:45 – 12:45
ECOSOC Chamber
Action Track 3

Greening the Southern Africa TVET Ecosystem

Zimbabwe, Malawi, ILO and Humana

Climate change-related impacts and youth unemployment are the most defining challenges for Africa in our times.

Putting in place the right set of education policies can make climate action deliver more and better jobs. In this context, TVET is expected to play a key role in preparing learners for emerging green jobs and providing them with the right skills and competencies, including in self-employment. TVET can also improve responsiveness to changing skill demands and lower the barriers that limit access to the labour market.

Nevertheless, while demand for green skills is growing globally, TVET systems in many countries struggle to respond and cater to these needs.



In line with action track 2 regarding education for sustainable development, the main objective of this session is to mobilise the education community to adapt TVET curricula for the green and circular economy.

The ultimate goal is to contribute to enhanced resilience towards climate change impacts while addressing the rapidly changing skills demands. This, in turn, will empower youth to tap into the millions of jobs that are expected to be created by 2030 to achieve the 1.5-degree pathway.

To that end, the session will bring together the Governments of Zimbabwe and Malawi, the African Union Commission, the International Labour Organization and the NGO Humana People to People to examine the current situation and share tools and best practices to catalyse green growth through TVET, including the ILO's Guidelines for Greening TVET and skills development.

Provisional agenda

Session moderator

- Rev. Paul Bayethe Damasane, Deputy Chief Secretary, Office of the President and Cabinet

Introduction

- Rev. Paul Bayethe Damasane, Deputy Chief Secretary, Office of the President and Cabinet, Zimbabwe

Greening the Zimbabwean TVET System: challenges and opportunities

- Hon. Prof. Amon Murwira, Minister of Higher & Tertiary Education, Innovation, Science and Technology Development, Zimbabwe

Greening the Malawi TVET System: challenges and opportunities

- Hon. Mrs. Vera Kamtukule, Minister of Labour and Vocational Training, Malawi

How is the AUC supporting the green transition in Africa's TVET Ecosystem?

- Mr. Nicholas Ouma, Senior Youth Advisor, Human Resource, Science and Technology, African Union Commission

Global challenge, opportunities and the ILO approaches and tools for greening TVET

- Ms Alette Van Leur, Director of the Sectoral Policies Department, International Labour Organization

How are Humana's TVET Colleges Adapting to the Green Transition?

- Mr. Snorre Westgaard, Chairman, Humana People to People

Zimbabwe's Action Plan to Green TVET

- Hon. Prof. Amon Murwira, Minister of Higher & Tertiary Education, Innovation, Science and Technology Development, Zimbabwe

Malawi's Action Plan to Green TVET



- Hon. Mrs. Vera Kamtukule, Minister of Labour and Vocational Training, Malawi

Open debate with audience

AUC's perspective

- Mr. Nicholas Ouma, Senior Youth Advisor, Human Resource, Science and Technology, African Union Commission

ILO's perspective

- Ms Alette Van Leur, Director of the Sectoral Policies Department, International Labour Organization

HPP's perspective

- Mr. Snorre Westgaard, Chairman, Humana People to People



13:00 – 14:30

AT4 – D
17 September 2022, 13:00 – 14:30
Conference Room 1
Action Track 4

Effective Educational Ecosystems: Solutions for Open Digital Content

Nigeria, Finland, Germany, South Africa, UNESCO

The objective of this side event is to provide concrete solutions for the effective realization of Recommendation 2 of the TES Thematic Action Track 4. It will also contribute to synergies across other TES tracks to increase equity, promote lifelong learning, and support teachers and teaching.

This side event will examine how Governments can leverage two key UN instruments – representing globally adopted norms and standards in the area related to open educational content: the 2019 [UNESCO OER Recommendation](#) and the United Nations General Assembly Resolution [A/RES/75/267](#) on Media and Information Literacy and related MIL guidelines. Discussions will center on how these instruments guide creation of the crucial digital ecosystems needed for the establishment and maintenance of free, high quality open educational resources and platforms, while building educators’ and learners’ media and information literacy for critical and effective engagement with information, technologies and media.

Provisional agenda

Session Moderator

- Dr Tawfik Jelassi, Assistant Director-General for Communication and Information, UNESCO
- Ms. Stefania Giannini, Assistant Director-General for Education, UNESCO

Introduction

- Dr Tawfik Jelassi, Assistant Director-General for Communication and Information, UNESCO
- H.E. Alhaji Lai Mohammed, Minister of Information and Culture, Federal Ministry of Information and Culture, Nigeria (TBC)
- H.E. Ms Li Andersson, Minister of Education, Finland
- Mr. Leonardo Garnier, Special Advisor of the UN SG for TES

Opening remarks

- Ms. Stefania Giannini, Assistant Director-General for Education, UNESCO

Round Table 1: International Instruments for Safe, Quality, Sustainable Open Content and Platforms

- H.E. Angelina Angie Matsie Motshekga, Minister of Basic Education, Republic of South Africa (TBC)



- Mr. Wendkouni Joel Lionel Bilgo, Minister of National Education, Literacy, and Promotion of National Languages, Burkina Faso (TBC)
- H.E. Mr Enkh-Amgalan Luvsantseren, Member of Parliament, Minister of Education and Science of Mongolia
- H.E. Marco Antonio Ávila, Minister of Education, Chile (TBC)
- H.E. Owais Wajih, Minister of Education, Higher Education and Scientific Research, Jordan (TBC)
- H.E. Angelina Angie Matsie Motshekga, Minister of Basic Education, Republic of South Africa (TBC)
- Mr. Wendkouni Joel Lionel Bilgo, Minister of National Education, Literacy, and Promotion of National Languages, Burkina Faso (TBC)
- H.E. Mr Enkh-Amgalan Luvsantseren, Member of Parliament, Minister of Education and Science of Mongolia
- H.E. Marco Antonio Ávila, Minister of Education, Chile (TBC)
- H.E. Owais Wajih, Minister of Education, Higher Education and Scientific Research, Jordan (TBC)

Round Table 2: Mechanisms for Capacity Building, Policy Support and International Collaboration

- H.E. Anne Beathe Tvinnereim, Minister of International Development, Norway (TBC)
- Minister Mohd Radzi Md Jidin, Minister of Education, Malaysia (TBC)
- Mr. Prof. George Magoha, Cabinet Secretary, Ministry of Education, Kenya (TBC)
- Dr Artur Martirosyan, Deputy Minister, Ministry of Education, Science Culture and Sports, Armenia (TBC)
- H.E. Ms Simona Kustec, Minister of Education, Science and Sport of the Republic of Slovenia (TBC)

Open floor comments and remarks

- Dr Cable Green, Head of Open Knowledge, Creative Commons
- Ms Tanja Gönner, Chair of the Management Board, Gesellschaft für Internationale Zusammenarbeit (GIZ)
- Mr. Audrius Perkauskas, Deputy Head of Unit, DG for Communication Networks, Content and Technology (CONNECT), European Commission (TBC)

Concluding remarks

- Hon. Ms. Neema Lugangira, Member of Parliament, Tanzania, and Chair of the Africa Parliamentary Network for Internet Governance (APNIG).
- Mr. Amandeep Gill, Office of the SG's Envoy on Technology (TBC)
- Dr. Tawfik Jelassi, Assistant Director-General for Communication and Information, UNESCO



AT2 – I
17 September 2022, 13:00 – 14:30
Conference Room 2
Action Track 2

Advancing Foundational Learning: From Crisis to Action

The World Bank, Ecuador, Ghana and UNICEF

Globally, we are experiencing a deep learning crisis, one that has been exacerbated by the impacts of COVID-19 on schooling and learning. This event will focus on the solutions to the learning crisis by answering the question: how can countries accelerate and sustain foundational learning? The session will discuss the policies that countries can implement to effectively raise learning levels in literacy, numeracy, and socioemotional skills. Through the voices of Ministers, teachers, civil society organizations, youth, and international organizations, the event will showcase lessons from countries that have successfully invested in raising levels of learning —both before and since the COVID-19 pandemic.

Provisional agenda

Session moderator

- Youth Advocate Doris Mwikali (moderator - TBC)

Introductory remarks – the importance of improving foundational learning for all

- Jaime Saavedra, Global Director of Education, the World Bank Group

Ministerial panel – policies implemented in their countries to tackle the learning crisis

- Session moderator - Jaime Saavedra, Global Director of Education, the World Bank Group
- Dr. Alejandro Gaviria Uribe, Minister of Education, Colombia (TBC)
- Dr. Yaw Osei Adutwum, Minister of Education, Ghana
- Dr. Hang Chuon Naron, Minister of Education, Youth and Sports, Cambodia
- Youth Advocate Doris Mwikali (moderator - TBC)

Expert level panel – alignment of evidence with the interventions mentioned by various Ministries

- Abhijeet Singh, Principal Investigator on the RISE India team and an Associate Professor of Economics at the Stockholm School of Economics (SSE). (Remote)
- Benjamin Piper, Head of Education, Bill and Melinda Gates Foundation
- Elisa Guerra, Mexican educator; Varkey Foundation Global Teacher Prize Finalist, IDB ‘Best Educator in Latin America’ recipient, 2015
- Folawe Omikunle, CEO, Teach for Nigeria
- Youth Advocate Doris Mwikali (moderator - TBC)



Q & A

Closing remarks

- Robert Jenkins, Director of Education & Adolescent Development, UNICEF

AT5 – B
17 September 2022, 13:00 – 14:30
Conference Room 3
Action Track 5

[Education Financing Observatory: setting the grounds for sustainable, fair and inclusive financing](#)

Global Campaign for Education, Malawi, Argentina, UNESCO CCNGO, ABEGS, ASPBAE, ACEA, CLADE, ANCEFA, ENACE, Education Intl., Action Aid and UNCTAD

This session responds to the call for action of Action Track 5 and proposes to scale up a specific initiative on Education financing data and accountability (Action Area 3) called "Education Financing Observatory", developed by the Global Campaign for Education.

The session, which brings together diverse voices to discuss alternative pathways for more sustainable, fair and inclusive financing, is a key platform to broaden the scope and understanding of effective domestic accountability systems around national budgeting and international cooperation. It is also an opportunity to discuss strategies to counter privatization and adequately resolve indebtedness and tax injustice.

The **Education Financing Observatory** is a multidimensional mechanism that will have a global reach and offers an unprecedented opportunity from civil society to generate and gather evidence-based insights and resources to effectively deliver transnational campaigns in response to the ongoing financing crises in education.

The observatory responds to the need to increase the availability and harmonization of quality data on both public and household spending, as well as the capacities to understand and use education budget data at all levels from schools up to ministries and parliaments.

The Education Financing Observatory aims to strengthen civil society participation in generating and sharing evidence-based information and insights from varying national, regional and international contexts in order to shed light on the current financing shifts in the global education landscape.

The establishment of the Education Financing Observatory (EFO) is GCE's key contribution to the Transforming Education Summit towards the improved coordination and delivery of stronger transnational, regional and global education policy, advocacy and campaigns that inform inclusive allocation of resources in education.

Provisional agenda

Session moderator



- Mugwena Maluleke, GCE Vice Board Chair, Secretary General of SADTU, Vice-President for Africa of the Executive Board of Education International.

Welcome and introductions

- Mugwena Maluleke. South Africa, Vice-President for Africa of the Executive Board of Education International

Opening remarks

- Refat Sabbah. Palestine, President of the Global Campaign for Education

Improving the efficiency, sensitivity and scrutiny of education budgets through evidence-based data. The case of Argentina

- H.E. Jaime Percick, Minister of Education of Argentina.

External financing mechanisms for education: gaps and opportunities

- Helen Dabu. Philippines. UNESCO Collective Consultation of NGOs for Education 2030 / CCNGO Ed2030; Secretary-General, ASPBAE

Inclusive and gender-transformative Education financing from the youth perspective

- Anny Lin. USA. GCE-US Student Fellow.

Financing public education in the Gulf States. Challenges and achievements.

- H.E. Dr. Abdul Rahman Alasmi. Saudi Arabia. Director-General, Arab Bureau of Education for the Gulf States (ABEGS).

Financing public education in Malawi. Challenges and achievements.

- H.E Agnes Makonda Rdiley, Minister of Education of Malawi

The GCE Education Financing Observatory: Monitoring financing data from a human rights-based perspective.

- Dr. Luis Eduardo Pérez Murcia. Colombia. GCE Policy & Research Manager

Q & A

Closing remarks

- Mugwena Maluleke, GCE Vice Board Chair, Secretary General of SADTU, Vice-President for Africa of the Executive Board of Education International.



AT1 – E
17 September 2022, 13:00 – 14:30
Conference Room 4
Action Track 1

Education and learning for children and youth affected by emergencies and protracted crises

UNESCO, South Sudan, Ecuador, ECW, GPE, UNHCR and UNICEF

The world is witnessing an alarming increase in the number of people affected by armed conflict, forced displacement including large-scale refugee displacement, environmental/climate-induced disasters, and other crises such as the covid-19 pandemic, as evidenced by the following key facts and figures:

- The number of forcibly displaced people reached a record high in June 2022 at 100 million people.
- Between January 2020 and December 2021, there were more than 5,000 incidents of attacks on education and cases of military use of schools, with 9,000 students and educators abducted, arrested, injured, or killed in 85 countries.
- Ongoing crises due to armed conflict, forced displacement and climate-induced disasters mean that 222 million children and youth are not learning or have had educational disruptions affecting their learning access or continuity. This includes as many as 78.2 million out-of-school children, and close to 120 million who are in school, but not achieving minimum proficiency in mathematics or reading.
- The education sector has become seriously underfunded and has only received 22% of the funds requested in 2021, far less than other sectors. In 2021, only 2.5% of global humanitarian financing was allocated to education, far below the UN target of 4%.

Without the urgent and collective effort to transform the provision and financing of quality education systems and lifelong learning for the furthest behind both during emergencies and after in the protracted crises, the world will fail to realize SDG4 and forfeit the opportunity for a more sustainable, peaceful and prosperous planet.

In this sense, the United Nations Secretary-General Transforming Education Summit can serve as a turning point to galvanize collective commitments and launch concrete transformative actions that ensure all children and youth, including refugees, affected by crises benefit from the perspective of humanitarian, development, and peacebuilding nexus.

The session builds upon the Pre-Summit side meeting on the Triple Nexus held on 28th June 2022, where Member States and partners joined forces to discuss issues and challenges confronting education response in diverse contexts and sharing promising practices, as part of Action Track 1: Inclusive, safe and healthy schools. The objectives of the session are:

- Present the Commitment to Action: Education in Crisis, proposing how we will transform planning, programming and financing of education in emergencies to ensure the education of the most marginalized children and youth affected by emergencies.
- Generate commitments from Members States to implement high-impact evidence-based solutions.
- Mobilize partners to agree to support Member States-led actions within an identified time frame.



It is expected that through the session Member States and partners committed to the Education in Crisis: A Commitment to Action, which paves a way forward for the launch of the Commitment to Action in the Leaders Day Spotlight Session on Crisis Situations.

Provisional agenda

Session moderator

- Mr. Dean Brooks, Director, Inter-agency Network for Education in Emergencies / Co-Chair, Geneva Hub for Education in Emergencies

Welcome and introduction

- Mr. Dean Brooks, Director, Inter-agency Network for Education in Emergencies / Co-Chair, Geneva Hub for Education in Emergencies

Video projection

Opening remarks

- H.E. Ms Buthaina bint Ali Al Jabr Al Nuaimi, Minister of Education and Higher Education, Qatar
- Ms. Stefania Giannini, Assistant Director-General for Education, UNESCO
- Ms. Aisha Khurram, Youth advocate

Presentation of the commitment to action

- H.E. Ms. María Brown Perez, Minister of Education, Ecuador
- H.E. Ms. Awut Deng Acuil, Minister of General Education and Instruction

Panel discussion 1: building resilient education systems

- H.E. Minister of Education, Haiti
- H.E. State Minister of Primary and Secondary Education, Uganda
- H.E. Minister of Education, Pakistan
- H.E. Minister of Education, Indonesia
- Ms. Yasmine Sherif, Director, ECW
- Dr. Jo Bourne, Chief Technical Officer, GPE
- Dr. Liesbet Steer, Executive Director, Education Commission

Panel discussion 2: implementing transformative actions

- H.E. Minister of Education, Niger
- H.E. Deputy Minister of Education, Ukraine
- Representative, UNRWA
- Representative, LEGO Foundation
- CSO Representative, World Vision
- Ms. Elham Youssefian, inclusion and disability advocate



Interventions from the floor

Closing remarks

- Mr. Raouf Mazou, Assistant High Commissioner, UNHCR
- Mr. Robert Jenkins, Global Director, Education and Adolescent Development, UNICEF

AT4 - E
17 September 2022, 13:00 – 14:30
Conference Room 5
Action Track 4

[Advancing multi-stakeholders' partnerships to drive education transformation](#)

Global Education Coalition, Senegal, El Salvador, UNESCO, Ericsson, KPMG and Microsoft

The session will explore multi-stakeholder partnerships explicitly related to TES Action Track 4. With this focus in mind, the session has four overarching objectives:

1. Shine a spotlight on how multistakeholder partnerships can help transform education, especially in the areas of digital transformation and financing by exploring how to have more clarity and transparency on partners and governments goals and how to align funding and priorities to achieve them.
2. Launch the GEC innovation compendium to showcase examples along the three “keys” to digital transformation: connectivity, competencies, and content.
3. Elevate the issue of scale and sustainability as being critical to achieve digital transformation, including how countries can create and sustain multi-stakeholders partnerships to ensure a positive outcome and reach-out to the most marginalized, such as the role national telecom providers and concerned authorities can play in unlocking the potential of digital technology in education through synergistic funding schemes that capacitate education leaders and sustain zero rate access to education resources.
4. Agree on the basic principles of a new framework on how the private sector and countries shall build multi-stakeholder partnerships and governance models and work together to achieve inclusive and quality digital transformation, sustainably and at scale.

The expected outcomes of the session are increased interest in and ambition for partnership projects and the promotion and engagement of GEC partners towards the digital transformation of education through multi-stakeholder partnerships.

The event will also create a bridge between GEC and TES initiatives regarding the digital transformation of education including the UNESCO’s Digital Commons Platform, Giga and ITU Academy.

This event will be a starting point for a multi-stakeholder Digital Transformation Collaborative made up of Private Sector, International Organizations, and Funders that will develop digital transformation programmes, but with scalability and sustainability built into the initiative from the beginning.

Provisional agenda



Session moderator

- Mr. Andreas Schenider, Director of Education and Skills, OECD

Introduction

- Mr. Andreas Schenider, Director of Education and Skills, OECD

Launch of the Innovation Compendium

- Borhene Chakroun, Director policy and lifelong learning systems and GEC coordinator, UNESCO

Panel discussion 1: What projects have you implemented as pilots that can be pathways to scale? And what would be needed in that specific example to scale in a sustainable way? How multi-stakeholder partnerships can support?

- Ms. Heather Johnson, VP for Sustainability and Corporate Responsibility, Ericsson Group
- Mr. William Forence, Gov. Relations Program Lead, Google
- Mr. Rick Herrmann, Vice President, Microsoft
- Ms. Magdalena Brier, Managing Director, ProFuturo Foundation
- Ms. Jacqueline Twillie, Co-CEO, AIME

Panel discussion 2: In addition to you've already started, what new concrete ideas do you have for sustainable public-private partnerships that support digital transformation of education at global and national levels? What is the interplay between global and local partnerships?

- Ms. Magdalena Brier, Managing Director, ProFuturo Foundation
- Mr. Rick Herrmann, Vice President, Microsoft
- Ms. Jacqueline Twillie, Co-CEO, AIME
- Mr. William Forence, Gov. Relations Program Lead, Google
- Ms. Heather Johnson, VP for Sustainability and Corporate Responsibility, Ericsson Group

Panel discussion 3: How can GEC members work together to follow regulatory norms and quality standards while advancing the UN's Roadmap for Digital Transformation?

- Ms. Jacqueline Twillie, Co-CEO, AIME
- Mr. William Forence, Gov. Relations Program Lead, Google
- Ms. Heather Johnson, VP for Sustainability and Corporate Responsibility, Ericsson Group
- Mr. Rick Herrmann, Vice President, Microsoft
- Ms. Magdalena Brier, Managing Director, ProFuturo Foundation

Q & A

Closing remarks

- Borhene Chakroun, Director policy and lifelong learning systems and GEC coordinator, UNESCO



AT4 – F
17 September 2022, 13:00 – 14:30
Conference Room 6
Action Track 4

Digital Solidarity Initiative: Learning and Education Internet Connected Computer Devices for ALL

Arab League Educational, Cultural and Scientific Organization (ALECSO), Morocco, Jordan, UNESCO, Tunisia, Mauritania and Millenium@EDU SUSTAINABLE ED

The Session will serve to define a strategic orientation for the execution of the Initiative: “Learning and Education Internet Connected Computer Devices for ALL”, with the participation of representatives of Arab States and relevant institutions, culminating in the signing of the COMMITMENT.

ALECSO and Millennium@EDU SUSTAINABLE EDUCATION signed the Sustainable@EDU ARAB COMPUTER PARTNERSHIP AGREEMENT in which a number of actions were agreed envisaging the provision of Learning and Education Internet Connected Computer Devices to ALL Students and Teachers in the Arab States, as well as the consolidation of an ICTs ecosystem.

To expand the execution of the agreement and responding to a call to action by the UN on the occasion of TES 2022 to achieving “*National and international commitments to transform education*”, the Session will also serve to provide an atmosphere suited to catalyze the actions of the partners.

Furthermore, the Partnership aims to implement a program related to “*Recommendation 1: Ensure connectivity and digital learning opportunities for all*” by contributing to overcoming the “*insufficient access to electricity, devices, and connectivity*” object of Thematic Action Track 4, particularly relevant in countries where there is a lack of access and many often do “*not have the necessary hardware*”, can “*not afford connectivity*” or lack “*appropriate support to leverage technology for educational purposes*”.

Guidelines that facilitate the emergence of technological solutions, including access to computers suited to the needs of education will be created as recommended: “*(...) a concerted effort is required to ensure that digital learning tools meet the needs of teachers as well as learners (...)*”.

The Initiative aims also to contribute to the achievements of SDG target 4.a “Build and upgrade education facilities that are (...) inclusive and effective learning environments for all” regarding the matters measured by SDG Indicator 4.a.1 “Proportion of schools offering basic services, by type of service”, particularly “(a) Electricity”, “(b) Internet for pedagogical purposes” and “(c) Computers for pedagogical purposes”, and promoting the cooperation between public and private sectors through the creation of technological Clusters: “*The pursuit of ubiquitous connectivity is an ideal area for public private partnership and whole-of government collaboration*”.

Provisional agenda

Session moderator

- Prof. Mohamed Jemni, Director of ICT of ALECSO



- Mario Franco, Chairperson of Millennium@EDU SUSTAINABLE EDUCATION

Opening remarks

- H.E. Mr. Ahmed Aboul Gheit, Secretary General of League of Arab States
- H.E. Dr. Audrey Azoulay, Director General of UNESCO
- H.E. Prof. Dr. Mohamed Ould Amar, Director-General of ALECSO
- H.E. Mr Chakib Benmoussa, Minister of National Education, Preschool and Sports of the Kingdom of Morocco
- H.E. Prof. Dr Fethi Sellaouti, Minister of Education of Republic of Tunisia
- H.E. Prof. Dr. Mohamed El-Amin Ould Bi Ould Cheikh El-Hadrami, Minister of Higher Education of the Islamic Republic of Mauritania
- Mme. Ibtisam Ayoub, General Secretary of the National Commission of Education, Science and Culture of the Kingdom of Jordan

Partner's statements

- H.E. Prof. Dr. Marwan Awartani, Minister of Education and Higher Education of the State of Palestine
- Presentation of Partnership & Commitment
- Prof. Dr. Mohamed Jemni, Director of ICT of ALECSO
- Mr. Mario Franco, Chairperson of Millennium@EDU SUSTAINABLE EDUCATION

Guest's statements

Signing of Commitment

AT1 – F
17 September 2022, 13:00 – 14:30
Conference Room 7
Action Track 1

Transforming Commitments into Real Solutions for Disability-Inclusive Education

International Disability Alliance, Sierra Leone, South Africa, UNICEF, Intl. Disability and Development Consortium, GLAD, Global Campaign for Ed-US, Sightsavers, CBM, L. Cheshire, Light for the World, Humanity & Inclusion, ANCEFA/FOAPH and Perkins School for the Blind

This session promises to be a dynamic, engaging conversation with important stakeholders to mobilize commitments towards transforming education systems to become fully inclusive of learners with disabilities. This session will provide an opportunity for governments, donors, and organizations to make bold commitments on disability-inclusive education, share best practices and challenges, provide resources and tools, and mobilize support to use them to scale up impact. Civil society stakeholders will announce a Call to Action and urge governments, donors, and other stakeholders to support the Call to Action to advance transformation of education systems to include the most marginalized learners. Implementing commitments made towards disability-inclusive education are key to achieving Action Track 1, SDG 4, and to ensure that schools are inclusive of all children and youth. Refreshments will be served.



Provisional agenda

Session moderator

- Vladimir Cuk, Executive Director, International Disability Alliance

Introduction and welcome remarks

- Vladimir Cuk, Executive Director, International Disability Alliance

Solution Presentations

- South Africa: Minister for Women, Youth and Persons with Disabilities in the Presidency, Ms. Maite Nkoana-Mashabane or representative
- Sierra Leone: Minister of Basic and Senior Secondary Education and Chief Innovation Officer for the Directorate of Science, Technology and Innovation, Dr. David Moinina Sengeh
- Robert Jenkins, UNICEF Director of Education and Adolescent Development
- LeAnna Marr, USAID Deputy Assistant Administrator and Acting Senior Coordinator of United States International Basic Education Assistance
- Juan Cobenas, Youth Education Leader with Disabilities, Asociación Azul/CIVICUS, Argentina
- Nafisa Baboo, Director-Inclusive Education, Light for the World and GCE Board
- Maysoon Zayid, actress, comedian, best-selling author and disability-rights advocate

Lightning Round on Solutions

- [David Lega](#), Member of the European Parliament, (Intergroup on Disability, and Co-Chair of the Intergroup on Children's Rights)
- Omar Arias, Lead Economist, Education Global Practice, World Bank
- Special Olympics International
- Education Cannot Wait
- FCDO
- International Disability and Development Consortium
- African Disability Forum
- Fédération Ouest-African des Personnes Handicapées

Questions and Discussion

Closing remarks

- Vladimir Cuk, Executive Director, International Disability Alliance

AT2 – J
17 September 2022, 13:00 – 14:30
Conference Room 11
Action Track 2



The Sustainable Enterprise Challenge

Prince's Trust International, United World Colleges International

The Prince's Trust International (PTI) and United World Colleges International (UWCI) will deliver an interactive and fun session, discussing practical ways of integrating sustainability and climate awareness into education, focusing on 16-30 year-olds.

The session is built around the PTI Sustainable Enterprise Challenge, a practical solution involving gamification to improve climate awareness and develop skills for life, work and sustainable development.

The objectives of the session are:

- Share the insights from the above-mentioned research and the desire of youth to make sustainability a focus in education,
- Demonstrate how this can be implemented and taught in an educational setting, and share practical experience on what doubling down on sustainability in schools looks like,
- Provide a practical demonstration of the Sustainable Enterprise Challenge programme and how this can develop literacy, numeracy, digital skills and social and emotional learning skills (including inclusive practices, challenging gender bias, and resilience). Students learn how to run a sustainable business and put these learnings into practice via interschool competitions and virtual gameplay. It will be supported by UNRWA by demonstrating how its approach can be adapted for different communities and be accessible to all.

Provisional agenda

Session moderator

- Joanna Parsons, Director of Delivery & Impact | Prince's Trust International

Welcome and introduction

- Joanna Parsons, Director of Delivery & Impact | Prince's Trust International

'Youth education desires for sustainability' as per the collaborative 5-year research project developed with Harvard Business School and Project Zero

- Faith Abiodun, Executive Director UWCI

UWCI share their practical experience on what doubling down on sustainability means in a school context

- Faith Abiodun, Executive Director UWCI

Introducing Sustainable Business Practices

- Grace McCatty, Africa Programme Manager and Enterprise Challenge Lead, PTI



Build your own sustainable business (this includes gameplay on our digital entrepreneurship game: Pop-Up with UWCi Youth alumni)

- Grace McCatty, Africa Programme Manager and Enterprise Challenge Lead, PTI and Michael De Roeck, International Programme Development Manager, PTI

Closing remarks and how to find out more

- Joanna Parsons, Director of Delivery & Impact | Prince's Trust International

AT2 – K
17 September 2022, 13:00 – 14:30
Conference Room 11
Action Track 2

[The role of higher education in transforming climate education and environment lifelong learning for all](#)

UN University, Spain, Bhutan, UNESCO and UNFCCC

The Article 6 of the United Nations Framework Convention on Climate Change (UNFCCC) and Article 12 of the Paris Agreement explicitly emphasise the importance of empowering people to be part of solutions through education and public engagement. Indeed, a UNESCO report revealed that 92% of the analysed education policy documents and curriculums at the national level included environmental themes while 47% included climate change (UNESCO, 2021). This is commendable progress in formal education; however, motivating a radical shift among ordinary citizens to view themselves as integral to climate change solutions remains challenging. As the Thematic Action Track 2 Discussion Paper pointed out, a whole-society approach beyond education sector is critical in advancing the SDGs in every corner of society. As climate change continues to shape new realities for all, how do we unlearn our unsustainable ways of living and relearn approaches that can realise a carbon-neutral and sustainable future?

This session therefore aims to showcase transformative climate education and lifelong learning initiatives at all levels of education across the generation. It will pay a particular attention to the roles of higher education in bridging diverse sectors and key stakeholders to implement a whole-society approach to climate education towards net-zero by 2050. The consolidated outputs from the session will contribute to the design of UNU's new initiative, Specialisation Postgraduate Programme on the Paris Agreement to be whole-society driven when it launches in 2023.

Provisional agenda

Session moderator

- Dr/Ms. XiaoMeng Shen, Vice Rector, UNU

Opening remark

- Dr/Ms. XiaoMeng Shen, Vice Rector, UNU



- Ms. Stefania Giannini, Assistant Director-General for Education, UNESCO (TBC)

Framing presentation - *What Bhutan can teach the world about being carbon negative*

- Mr. Karma Galay, Officiating Secretary, Ministry of Education, Bhutan

Policy implementation to support whole-society approach for climate action

- Dr/Mr. Joan Subirats, Undersecretary, Ministry of Universities, Spain

Climate Action and SDG4 synergies)

- Dr/Mr. Youssef Nassef, Director, Adaptation Division, UNFCCC (virtual)

Promising youth projects by university students in the Global University Climate Forum

- Dr/Ms. Melissa Brown, Senior Director, Penn Innovations Environmental Initiatives, University of Pennsylvania, USA

Youth in a whole-community climate education

- Ms. Brittany Vermeulen, RCE Youth Coordinator, RCE Greater Western Sydney, Australia (virtual)

Research and climate action in Africa

- Dr/Mr. Philip Osano, Centre Director, Stockholm Environment Institute Africa, Kenya

UNU's Initiative on Specialisation Postgraduate Programme on the Paris Agreement

- Dr/Ms. Yume Yamaguchi, Director, UNU-IAS, Japan

Q & A

Next steps and closing remarks

- Ms. Maki Hayashikawa, Director, Education 2030, UNESCO

AT1 – G
17 September 2022, 13:00 – 14:30
ECOSOC Chamber
Action Track 1

[Gender Transformative Education: From Rhetoric to Action](#)

Global Partnership for Education, Niger, Salvador, UN Girls' Education Initiative (UNGEI), Plan International and Transform Education



The session aims to galvanize action for advancing gender transformative education and gender equality through and in education, including by amplifying and scaling up the [“Freetown Manifesto for Gender-Transformative Leadership in Education”](#) adopted in Freetown, Sierra Leone in May 2022.

The purpose of the Freetown Manifesto is to build momentum for gender equality in and through education. The signatory Ministries of Education commit to “transforming systems, pedagogies, institutions and mindsets to end harmful gender norms and stereotypes and help each child achieve the freedom they need to dream and grow without barriers.” The event will garner further support and resources for the scaling up and implementation of the Freetown Manifesto. The event will also spotlight key examples of policy action to promote gender transformative education at the country level.

Through this session we aim to drive concrete catalytic action and leadership around Action Track#1 for ‘inclusive, equitable, safe, and healthy schools’ through harnessing the achievements and untapped potential of gender transformative education. We will seize this

critical moment and space to increase the buy-in and ownership for the Freetown Manifesto and to amplify youth and other education stakeholder voices for the realization of its commitments, and to contribute to accelerating progress on the education 2030 Agenda.

Gender transformative education strives to harness the full potential of education to transform attitudes and practices within and beyond the education system to contribute to gender justice for girls and boys in all their diversity. The event will bring in the knowledge, know-how and voices of different partners, youth and stakeholders to mobilize action and political will for gender transformative education.

The session will focus on practical and impactful examples of gender transformative education and demonstrate how the power of education, from pedagogy to policy, can address and undo harmful gender norms and stereotypes and promote gender equality in schools, communities and societies. A multi stakeholder panel will share various facets of gender transformative education in practice and make a case for the kind of investments necessary to leverage the gender transformative power of education.

Provisional agenda

Session moderators

- Jona Turalde - Transform Education
- Antara Ganguli - Director of UN Girls’ Education Initiative Secretariat

Opening video: Youth voices on gender transformative education

Audience engagement over Menti - “what does gender-transformative education mean for you?”

- Jona Turalde - Transform Education
- Antara Ganguli - Director of UN Girls’ Education Initiative Secretariat

Keynote address: Role of young people in promotion of and accountability for Gender Transformative Education (pre-recorded video)



- Maryjacob Okwuosa - Founder, Whisper for Humanity Foundation – Nigeria

Reflection on the keynote address from panelists.

- Ibrahim Natatou, Minister of Education, Niger
- Egriselda Lopez, Permanent Representative of El Salvador to the UN

Youth Action Video: Video from Josephine on SRGBV

High Level Panel and Q&A

- Ibrahim Natatou, Minister of Education, Niger
- Egriselda Lopez, Permanent Representative of El Salvador to the UN
- Eline Verluys, Gender at the Center Initiative
- Stephen Omollo, CEO, Plan International
- Margarita Focas Licht, Deputy CEO, Global Partnership for Education

Concluding remarks and call to action from TES Youth Declaration

- Jona Turalde - Transform Education



14:45 – 16:15

AT3 – D
17 September 2022, 14:45 – 16:15
Conference Room 1
Action Track 3

[Transforming Education Through Teacher Leadership and Innovation](#)

United Arab Emirates, South Africa and UNESCO – International Task Force on Teachers for Education 2030

With an estimated 69 million teachers needed to meet SDG4 globally, the transformation of education will depend heavily on teachers and educators that are well-trained, motivated and supported with continuous opportunities to “develop teacher leadership, autonomy, and innovation.”

This session will explore teacher leadership and innovation as a key enabler of widespread transformation, affecting not only teachers, teaching and the teaching profession, but as a catalyst for accelerating progress across all TES Action Tracks.

The insights and solutions elevated during this session, as well as the commitments announced by Member State co-leads and other partners, will set an example for the type of collective action, partnership, and country-level solutions needed to fully enable teacher autonomy, leadership and innovation at all levels of the education system e.g. classroom, school, ministry, etc., and aims to spark further dialogue, collaboration, and engagement around the topic of teacher leadership and innovation as a critical enabler for transforming education.

Provisional agenda

Session moderator

- Mr Tinti Enoch Rabotapi, TTF Co-Chair / Chief Director at the Department of Basic Education, South Africa

Opening remarks & introductions

- Mr Tinti Enoch Rabotapi, TTF Co-Chair / Chief Director at the Department of Basic Education, South Africa

Keynote speech

- H.E. Dr Ahmad Belhoul Al Falasi, Minister of Education, United Arab Emirates

National experience on fostering leadership through innovation

- H.E. Mrs Angelina Motshekga, Minister of Basic Education, South Africa

Panel discussion: National and regional experiences and perspectives on teacher leadership and innovation

- Mr Tom Vandenbosch, Global Director of Programmes, VVOB-education for development
- Ms Rebecca Pringle, President of the National Education Association, United States
- Mr Hassan Obaid Al Mheiri, Assistant Undersecretary for Licensing and Quality, Ministry of Education, UAE



- Ms Daniela Castro, young teacher and Ms Paola Parra Leggs, student, Teach for All Network
- Ms Keishia Thorpe, 2022 Global Teacher Prize winner
- Mr Agustin Porres, LATAM Regional Director, Varkey Foundation and co-Coordinator of the TTF Thematic Group on School Leadership

Closing remarks

- Mr Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, UNESCO

AT2 – L
17 September 2022, 14:45 – 16:15
Conference Room 2
Action Track 2

Transforming Technical and Vocational Education and Training for Refugees: Skills and Labour Market Transitions in Contexts of Fragility

Finn Church Aid, Finland, Germany, UNHCR and ILO

Of the 20.4 million refugees under UNHCR’s mandate, around half of them are under the age of 18 and approximately 8 million are of school-going age. Growing up in crisis situations, their prospects and opportunities for education beyond primary and secondary school are extremely limited. Market-oriented, certified Technical and Vocational Education and Training (TVET) programmes can close some of these urgent gaps for young people affected by crises in both displaced and host communities.

The session will launch the report “Skills and Labour Market Transitions for Refugees and Host Communities”, a joint collaboration between UNHCR, the ILO, GIZ and FCA. During the event, participants will be introduced to replicable best practices related to access to and participation in TVET programmes for refugees, internally displaced people and host communities with a specific focus on Ethiopia, Jordan, Kenya, Sudan and Uganda.

The event will:

- Present key study suggestions/ recommendations and success factors and build an evidence base for the successful inclusion of refugees and IDPs into TVET programmes, and their transition to the world of work.
- Present the key building blocks for a holistic, quality TVET delivery as part of the education systems of an emerging economy
- Highlight best practices that can inform and guide TVET programming at the national level, particularly those that emphasize partnerships.
- Support TES thematic action track 2: learning and skills for life, work and sustainable development

The study identified best practices related to access to Technical and Vocational Education and Training (TVET) programmes for refugees and internally displaced people (IDPs), as well as their host communities, and their transition to the labour market. The study specifically reviewed two or three flagship TVET systems and programmes implemented by national ministries, private sector actors, development agencies and non-governmental organizations (NGOs) across five countries - Ethiopia, Jordan, Kenya, Sudan and Uganda.



By hosting the launch during the high-level week of the TES, event organizers will be able to take advantage of global, national and local education stakeholders and actors, work towards joint programming and more effective inclusion of refugees in education and training.

Provisional agenda

Session moderator

- Matthieu Cognac, Multilateral Cooperation Specialist, ILO

Welcome and Introduction

- Ms. Elina Kalkku, Permanent Representative of Finland to the United Nations

Video projection 1 : featuring BMZ-funded GIZ project in Ethiopia, film made by UNHCR

Minister Remarks

- Ms. Li Andersson, Finnish Minister of Education

Video projection 2: featuring Jonaliese, Congolese youth refugee and blacksmith, Rwamwanja Refugee Settlement, film made by FCA

Panel Discussion:

- Ms. Ruven Menikdiwela, UNHCR Representative, New York
- Mr. Oliver Liang, Unit Head, ILO Sectoral Policies Department, ILO
- Mr. Tobias Erbert, Program Manager, Qualifications and Employment Perspectives for Refugees and Host Communities in Ethiopia Programme (QEP)
- Mr. Wycliffe Nsheka, FCA Country Director
- Ms. Jonaliese, Congolese youth refugee and blacksmith, Rwamwanja Refugee Settlement
- Matthieu Cognac, Multilateral Cooperation Specialist, ILO (moderator)

Q&A

Video projection 3: Mobile station brings training closer to farm workers in Jordan, film made by ILO

Closing Remarks

- Dr. Heike Kuhn, Head of the Education Division at the Federal Ministry for Economic Cooperation and Development (BMZ) (TBC)



AT4 – G
17 September 2022, 14:45 – 16:15
Conference Room 3
Action Track 4

Digital citizenship skill and artificial intelligence in learning and teaching processes: A human rights perspective

Council of Europe, Slovenia, Greece, UNESCO and UNESCO Centre Ljubljana Council of Europe, Slovenia, Greece, UNESCO and UNESCO Centre Ljubljana

The purpose of this side event is to share the results of European experiences regarding the development of [Digital Citizenship Education](#) in the [European Region](#) and to enrich the debate on this Action Track by bringing in the perspective of human rights, democracy and the rule of law in relation to the development of digital citizenship skills and the introduction of Artificial intelligence in learning and teaching.

An effective digital transformation in general, and in education in particular, necessitates a mental change from analogue to digital thinking, as well as educating citizens to live in a digitally enriched world. The session will present the Council of Europe's digital citizenship concept and the [competencies](#) (values, skills, attitudes, knowledge, and critical understanding) that will empower learners to become digital citizens.

Artificial intelligence, like any other tool, offers many opportunities but also carries with it many threats, which make it necessary to take human rights principles into account in the early design of its application. Developments in the AI field can deeply impact interactions between educators and learners and among citizens at large., which may undermine the very core of education, that is, the fostering of free will and independent and critical thinking via learning opportunities. In this regard the session will present the results of a new Report by the Council of Europe that explores in detail the connections between AI and education through the lens of human rights, democracy, the rule of law with a critical view.

Businesses play a critical role in setting the right conditions for digital citizenship education including providing safe and secure access to digital information, platforms and services, tools and gadgets that allow individuals and groups to communicate and exchange content within their communities. An important step in building good digital citizenship is to develop strong relationships between educational institutions and the corporate sector. In this context, the session will introduce the Council of Europe's [Guidelines to support equitable partnerships of education institutions and the private sector](#) present their potential to become a ground-breaking reference document that will enhance such relationships.

Provisional agenda

Session moderator

- Villano QIRIAZI, Head of the Education Department, Council of Europe

Ministerial panel: Digital transformation of education and human rights, democracy and the rule of law



- Mr Boštjan MALOVRH, Ambassador, Permanent Representative of the Republic of Slovenia to the United Nations
- Matjaz GRUDEN, Director of Democratic Participation, Council of Europe
- Mr Fengchun MIAO, Chief of the Unit for Information and Communication Technologies in Education, UNESCO (remote)

Part I

Introductory remarks by the Ministers

- Ms Niki KERAMEUS, Minister of Education and Religious Affairs, Greece
- Mr Sorin M. CÎMPEANU, Minister of Education, Romania

Presentation 1: Digital citizenship education: Competences to empower learners to live in a digitally enriched world

- Ms Janice RICHARDSON, Consultant, Council of Europe

Presentation 2: Guidelines to support equitable partnerships between education institutions and the private sector: Fostering partnerships for an enabling education system

- Mr Brian O'NEILL, Consultant, Council of Europe

Part II

Introductory remarks by the Ministers

- Ms Li ANDERSSON, Minister of Education and Culture, Finland

Presentation 3: Artificial intelligence and education through the lens of human rights, democracy and the rule of law

- Mr Wayne HOLMES, Consultant, Council of Europe

Case study: AI personalized chatbot for education (RORI)

- Ms Claudia J. JERGER, Vice-President Board of Trustees YOU Foundation – Education for Children in need

Q&A

Closing remarks

- Villano QIRIAZI, Head of the Education Department, Council of Europe



AT5 – C
17 September 2022, 14:45 – 16:15
Conference Room 4
Action Track 5

Towards a new for financing education

Belgium, Fiji, UNESCO and GPE, the World Bank

The second day of the summit is dubbed the Solutions Day and the Action Track 5 co-leads are convening a session on moving forward on education finance. Building on the findings of Action Track 5 on education financing, this high-level event will bring together diverse leaders for a dynamic discussion on the national and international commitments needed to catalyse more domestic resources for education and widen fiscal space in the world's lowest income countries.

The session will further conversation towards the Action Track 5 proposal for a global compact for financing education which calls for coordinated multilateral action for enhancing efficient and equitable funding to realise the universal right to quality education. The session is aimed at framing the discussion towards the education finance spotlight session being convened on the Leaders Day on the 19th of September. Action will be mobilized through advocating for the global compact by both highlighting its importance in the face of multiple global crises as well as by highlighting some of the possible best practices that can be learned from.

During the spotlight event on the Leaders Day of the TES, there will be a call-to-action on education finance. Leading up to that and beyond the TES, the objective of this session is to:

- Identify and discuss flagship interventions or policy options to enhance available financing for education globally under the perspective of the universal right to quality education in a lifelong learning perspective.
- Highlight synergies between mechanisms by which currently available and new funds can be more equitably and efficiently allocated.

Provisional agenda

Opening

- Welcome and scene setting by Maryam and Nivaal Rehman, GPE Youth leaders, Canada-Pakistan
- Opening remarks by Belgian Ambassador to United Nations, Hon. Philippe Kridelka

First Fireside Chat: Volume of Education Finance

- Moderated by Mr. David Archer, Head of Program Development, ActionAid, Global Campaign for Education
- Panelists:
 - Hon. Mr. Nesmy Manigat, Minister of Education, Haiti (TBC)
 - Ms. Agnieszka Skuratowicz, HoU Education, Youth and Culture of DG International Partnerships, European Commission
 - Mr. Andreas Schleicher, Director Education and Skills, OECD
 - H.E. Amb. Satyendra Prasad, Permanent Representative of Fiji to the UN



- Response to the discussion: Omar Arias, Manager Global Engagement and Knowledge, Education, World Bank

Second Fireside Chat: Equity & Efficiency of Education Finance

- Moderated by Ms. Josephine Bourne, Chief Technical Officer, Global Partnership for Education
- Panelists:
 - Hon. Ms. Evelyn Ndlovu, Minister of Education, Zimbabwe
 - Hon. Mr. Hang Chuon Naron, Minister of Education, Cambodia
 - Hon. Ms. Priya Manikchand, Minister of Education, Guyana
 - Mr. Manos Antoninis, Director, GEM Report, UNESCO
- Response to the discussion: Mr. Hector Ulloa, Student Union Leader, Global Student Forum, Honduras

Closing

- Closing remarks by Professor Leonardo Garnier, UN Secretary-General's Special Adviser for the TES (5min)

AT2 – M
17 September 2022, 14:45 – 16:15
Conference Room 5
Action Track 2

Transformation de l'éducation et développement durable

Morocco, Cote d'Ivoire and UNESCO Institutes for Lifelong Learning

As part of the Solutions Day, this session will provide a platform for discussion on public education reform policies from the perspective of lifelong learning and mobilization of partners for the implementation of the African Institute for Lifelong Learning, launched by Morocco during CONFINTEA VII in Marrakech in June 2022 with the support of many Member States including Côte d'Ivoire.

As a platform for exchange, this session will highlight and discuss the main challenges and opportunities for the African continent in terms of lifelong learning, in the context of education for sustainable development in order to Deepen existing educational partnerships and create new partnerships from a South-South and triangular perspective, with a focus on Africa and the transformative potential of the continent in general and of African youth in particular.

As such, the session fits perfectly into the scope of thematic action track 2 and will contribute to the general objectives of the Summit: political mobilization, international solidarity, innovation in the service of the revitalization of education and training systems and their transformation in line with the vision of SDG4 and sustainable development.

Purposes:

- 1) To allow an exchange between countries on holistic approaches to educational reform, in the perspective of lifelong learning as a lever for the transformation of education in the service of sustainable development;



- 2) To present the recommendations of the Marrakech Framework for Action and to explain the means of their implementation;
- 3) To present the project to establish an African Institute for Lifelong Learning and encourage the membership of new countries and the mobilization of partners;
- 4) To present the activities of youth empowerment, capacity building for education for sustainable development (ESD) of educators and trainers, representatives of the private sector, academics and civil society;
- 5) To present the initiatives and good practices of environmental and climate action as a central element of EDD programs in Morocco and in Africa;
- 6) Mobilize international partners to support and finance country strategies in terms of education and sustainable development.

Provisional agenda

Session moderators

- Mr Ayman Cherkaoui, Director of the Hassan II International Center for Environmental Training

Opening remarks

- Ms Stefania Giannini Assistant Director-General for Education UNESCO

Education transforming reforms to accelerate the reaching of SDG4 goals by 2030

- M. CHAKIB BENMOUSSA, Minister of National Education, Preschool and Sport, Morocco
- Ms Mariatou KONE, Minister of National Education and Literacy: Ivory Coast

Video capsule: Moroccan national consultation mechanism

Inputs for improving education system: Testimonials and cross views

- M. Noureddine BOUTAYEB, President of the Moroccan Foundation for the Promotion of Preschool Education, Morocco
- Dr. Karima KADAoui, Executive President of TAMKEEN FOUNDATION, Morocco
- M. Brahim BOUSTA, Director of Development, monitoring and Evaluation INDH
- M. Laila BENSLIMAN, Representing Zahid Foundation, Morocco

Education for Sustainable Development

- Ms Lalla Nouzha ALAOUI, Secretary General of the Mohammed VI Foundation for Environmental Protection
- M. Yaya DAMA, Teacher, Global Schools Advocate, Founder and President of Talk For Education, Burkina Faso
- M. Yared ABERA, Ambassador of the African Youth Climate Hub Initiative, Ethiopia

Marrakech Framework for Action

- M. Borhene CHAKROUN, Director, Division of Systems and Politics of Life Long Learning, UNESCO
- Ms Mariatou KONE, Minister of National Education and Literacy: Ivory Coast



The Marrakech CONFINTEA VII Framework for Action and its implementation at national level

- M. Mahmoud ABDESSAMIH, Director of the national agency for the fight against illiteracy the ANLCA

Video capsule: the Marrakech CONFINTEA VII edition

Final remarks

- Ms Mariatou KONE, Minister of National Education and Literacy: Ivory Coast

Closing

- M. CHAKIB BENMOUSSA, Minister of National Education, Preschool and Sport, Morocco

AT4 – H

17 September 2022, 14:45 – 16:15

Conference Room 6

Action Track 4

Accelerating Learning in Latin America and the Caribbean

Inter-American Development Bank, Argentina, El Salvador and UNESCO International Institute for Education
Planning

Latin America and the Caribbean already had low levels of learning before the pandemic that, added to non-attendance, result in learning losses and economic losses, estimated at US\$1.7 billion.

During the pandemic, remote tutoring initiatives emerged more strongly, with the intention of recovering and accelerating student learning using technology as a tool at the service of learning. The IDB promoted the development of pilot studies based on the experience of Youth Impact, with telephone tutorials, which constitute a rapid and effective response to ensure that more students, particularly those from the most vulnerable sectors, can strengthen their learning and ensure success in the future school trajectory.

Remote tutoring programs are a cost-effective, evidence-based initiative that accelerate student learning. Currently, pilot experiences are being developed in El Salvador, Argentina (CABA and Mendoza), Mexico (Guanajuato and Tabasco) and Guatemala. In turn, the IDB is exploring the development of accelerated learning programs in Brazil, Uruguay, Paraguay, Peru, Dominican Republic, and Ecuador.

According to the results obtained so far, the tutorials enable the achievement of substantive improvements in cognitive skills, such as the improvement in foundational knowledge in mathematics, as well as in socio-emotional skills and executive function.

Provisional agenda



Session moderator

- Mercedes Mateo-Berganza, IADB

Regional context in terms of learning gaps and need for timely interventions.

- Pablo Cevallos Estarellas – Remote Speaker - IIEP - UNESCO

Global experiences with remote tutoring programs.

- Noam Angrist

The experience of Mendoza in the development of in service professional development for tutors and teachers.

- José Thomas, Director General de Escuelas, Mendoza, Argentina (Remote)

The experience of Guanajuato and the development of mathematic skills among disadvantaged students

- Jorge Enrique Hernández, Secretario de Educación de Guanajuato, México (Remote, TBC)

The experience of El Salvador in the development of socioemotional skills among disadvantaged students

- Mauricio Pineda, Ministro de Educación de El Salvador (TBC)

Results in terms of students achievement and motivation

- Felipe Hevia – In person speaker - CIESAS

AT3 – E

17 September 2022, 14:45 – 16:15

Conference Room 11

Action Track 3

Educate the Educator: Transformative Pedagogies for Innovative Leadership Skills in Private Sector

UN Global Compact, Canada and Kenya

The Challenge: Lack of private sector leadership skills contribution.

Education of leadership skills to help achieve the SDGs is significantly under-appreciated by Higher Education Institutions (HEIs). Each year 30% of the world's HEI students graduate with a leadership degree to become the world's private sector leaders (<http://data.uis.unesco.org/>). Research, surveys and global reports inform us that the world substantially needs private sector business leaders to be educated, informed and trained with a sense of responsibility for the world to make those decisions that will enable the planet to 'get back on track again' (UN SG Guterres, 2021). Irrespective of the novel demands this places on HEI educators, HEI faculty professors are still trained as experts within their discipline and 'profess'ing' rather than developing student agency. They are not trained to provide the mindsets, frameworks and tools to bring about the urgently needed leadership skills to make sense of complex realities and accordingly for the private sector to contribute substantially to issues of global challenges such as health, human



rights, equality, climate action, polarization and sustainability. There is an urgent need to call for system-level commitment from governments, private sector and business schools/universities in a mutual bottom-up/top-down approach to change the role of HEI educators by developing actionable, rewarded and institutionally supported practices and pedagogies that will scale up innovative global management education towards the SDGs, including in the private sector.

The Solution: Transforming pedagogies in leadership skills education.

To address the global gap in educational leadership to meet the world's needs for private sector contributions to address the SDGs, this panel will draw on the United Nations Global Compact's comprehensive world-wide programme focusing on transforming pedagogies in HEI education for the private sector. While a number of other global programs have emphasized the much-needed curriculum change, the UN Global Compact program emphasizes the undervalued and much needed pedagogical innovation, entrepreneurship and experimentation required from HEI teachers to help advance students beyond the cognitive education to also include socio-emotional training, critical thinking and analysis as well as interdisciplinary collaboration with a societal purpose and impact. This panel will discuss how such program best includes design, execution and assessment frameworks of innovative and experimental learning whilst recognizing new roles and pathways for HEI educators and respecting geographical, social and cultural differences across the globe. The panel makes statements about the urgency of leadership skillset education with a focus on pedagogies and student agency, articulate the leadership skillset gap and provide concrete actionable best practices of novel pedagogies to advance training of students, while having a particular focus on how to educate the educator, or train the trainer, in holistic skillset development with a solution-oriented approach.

The Commitment: Call for pedagogical transformation of innovative leadership education.

This panel commits to make a "Call for Pedagogical Transformation in Innovative Leadership Education". This commitment will seem to establish a global infrastructure for supporting and rewarding HEI teacher agency, documentation and promotion of transformative results of pedagogical innovation towards the SDGs for leadership education in the private sector context. The panel will call upon commitment from Member States governments, private sector and HEI business schools/universities to develop policies (government), opportunities (private sector), and actionable programs (HEIs). The panel will commit to engage a number of Member States, private sector and HEIs over the coming two years in developing a global movement on experimental pedagogies for leadership training.

Provisional agenda

High-level opening remarks

- H.E. Ms. Sanda Ojiambo, United Nations Assistant Secretary General and Chief Executive Officer, United Nations Global Compact
- H.E. Ms. Anna Katharina Muller Castro, Minister of Education of Costa Rica

Panel discussion

- Chris Purifoy, Chief Executive Officer, Learning Economy
- Daniel Wilson, Director, Project Zero, Harvard Graduate School of Education, Harvard University



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- Kenisha Arora, UNESCO Youth Representative for North America and Europe on SDG4 High-Level Steering Committee
- Robert Chapman, Chief Executive Officer, Barry-Wehmiller
- Mette Morsing, Head of Principles for Responsible Management Education, United Nations Global Compact (moderator)

Q&A session

Closing remarks

- Mette Morsing, Head of Principles for Responsible Management Education, United Nations Global Compact



16:30 – 18:00

AT4 – I
17 September 2022, 16:30 – 18:00
Conference Room 1
Action Track 4

[Scaling Evidence-based EdTech In Kenya, Malawi, and Sierra Leone](#)

EdTech, Sierra Leone, Malawi, Kenya, UNICEF and Imagine Worldwide

This session will highlight three African countries focusing on how technology can enhance learning by enabling evidence-based educational practices at scale. This includes the launch of new initiatives taking an evidence-based approach to transform learning outcomes through the use of educational technology.

As we urge governments to think of technology as an enabler of good education practices—not a standalone solution—these initiatives are examples of a holistic approach:

Building Educational Foundations through Innovation & Technology in Malawi (BEFIT): a national scale-up of a child-directed, tech-enabled learning solution that will provide all 3.5 million primary school children in Malawi with the foundational literacy and numeracy skills they need to realize their full potential. Tablets pre-loaded with adaptive software work without internet or grid power and learning is self-paced and autonomous. Multiple rigorous studies in Malawi have shown positive and meaningful learning impacts on literacy and numeracy.

Digital Literacy Programme (DLP) in Kenya: DLP is a multi-sectoral initiative launched at national level in 2016 to increase universal access to education, improve learning outcomes and build digital literacy skills for teachers and learners in Kenya. After a recent qualitative evaluation of the DLP, the government and its partners are launching a report with key findings on how to adapt the programme to better achieve its goals and a blueprint detailing the key activities to be undertaken to fully realize the potential of digital learning in Kenya. This report will support the new administration to chart a path forward for the DLP and other digital learning efforts.

SMS- and USSD-based tools to democratize access to education information in Sierra Leone: In 2021, the Government of Sierra Leone launched several SMS- and USSD-based tools to radically increase access to literacy resources, exam results, and school placement information. These tools have been widely accessed, saving millions of dollars for families, and represent evidence-based use of EdTech at the learner level but also at the systems level.

We'll discuss these initiatives in detail and provide examples for other nations to follow on how to successfully scale evidence-based edtech solutions to benefit millions of children.

Provisional agenda

Session moderator

- Verna Lalbeharie, Executive Director of EdTech Hub



Opening remarks

- Verna Lalbeharie, Executive Director, EdTech Hub

A Challenge to the Sector to embrace an evidence-based future for EdTech

- David Hollow, Research Director, EdTech Hub

Digital Literacy Programme (DLP) in Kenya

- Dr. Elyas J. Abdi, Director General of Education, Ministry of Education, Kenya

Building Educational Foundations Through Innovation & Technology in Malawi

- Honorable Agnes Nyalonje, Minister of Education, Malawi
- Dr. Joshua Valeta, Director of Open, Distance and e-Learning, Ministry of Education, Malawi
- Dr. Antonie Chigeda, Executive Director, Imagine Malawi

SMS- and USSD-based tools to democratize access to education information in Sierra Leone

- Jasper Sembie, Head of Finance and Operations, Directorate of Science, Technology and Innovation, Office of the President, Sierra Leone

Commentary from discussants

- Asyia Kazmi, Global Education Policy Lead, Bill and Melinda Gates Foundation
- FCDO
- Frank van Cappelle, Senior Education Adviser, UNICEF
- Omar Arias, Manager for Global Knowledge and Innovation and Lead Economist in the World Bank Education Global Practice

Q & A

Closing remarks

- Verna Lalbeharie, Executive Director, EdTech Hub

AT3 – F
17 September 2022, 16:30 – 18:00
Conference Room 2
Action Track 3

[Transforming Education through Grassroots Innovation: A Localized, Teacher-Led Approach](#)

Muhammad Sanusi II SDG (MSII SDG), UN SDG Office and UN Partnerships Office

This session organized by Muhammad Sanusi II SDG Initiative is themed Transforming Education through Grassroots Innovation: A Localized, Teacher-Led Approach and it is aimed at showcasing grass-root led teacher innovations that



address educational gaps in Sub-Saharan Africa and explore adaptability to other climates whilst exploring partnership opportunities that can aid the scaling-up and scaling wide of these initiatives.

The event mode will be hinged on real life experiences, impact storytelling that participants can relate to and a proven methodology that can be adopted. The aim is to build a global spread of changemakers leveraging on the building blocks the MSII SDG initiative has developed, bridging entrepreneurial best practices with educational leadership, and demonstrating how leveraging social enterprise principles can aid in transforming teaching & learning.

Provisional agenda

Opening remarks

- Opening - MSII SDG Challenge Introductory Video (Video to be played - 5mins)
- His Highness Muhammad Sanusi II, UN SDG Advocate

Keynote speeches - To share proven case studies on impact made in empowering teachers and students through grassroots innovation

- Habiba Rabiou, MSII SDG Challenge Cohort 1 Member, Founder of the Arty Makers
- Ms. Abimbola Asekun, Executive Director, 1MT Cares

Leaders panel - Educational Leadership, Innovation and learning outcomes; leaving no one behind

- Eddie Ndopu, UN SDG Advocate (TBC)
- Dr. Peter Chin, Associate Dean, Faculty of Education, Queen's University, Canada
- Ms. Shari Hughson, CIO/COO Wayfound Mental Health Group / Advisor of the MSII SDG Initiative

Closing remarks

- Dr. Mansur Muhtar, VP Islamic Development Bank / Trustee of the MSII SDG Initiative

AT3 – G
17 September 2022, 16:30 – 18:00
Conference Room 3
Action Track 3

[Teachers at the heart of education! Call for action on teacher policies and social dialogue to transform the teaching profession](#)

Romania, Nigeria, ILO, UNESCO, Education International, UNESCO – International Task Force on Teachers for Education 2030 and UNHCR



Event purpose: Call for action for the transformation of teaching by developing comprehensive teacher policies through social dialogue

Teachers, trainers and other education personnel are generally considered the single most influential variable in an education system for achieving learning outcomes. The achievement of SDG 4 and the transformation of education will depend heavily on teachers and education personnel that are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.

National teacher policies that are formulated and adopted through participatory processes that capture the voice of teachers, education personnel, and other stakeholders are a key strategy for countries to ensure a high-quality and sustainable education workforce. Ensuring that the needs and aspirations of teachers are included through social dialogue at every step of teacher policy formulation can ensure that teachers' perspectives and expert knowledge form the basis of decision making, and, ultimately, lead to quality teaching and learning.

Drawing on experiences by countries and by previous teacher policy and social dialogue initiatives carried out by multilateral agencies, the co-leads of Action Track 3 on teachers, teaching and the teaching profession are proposing a global call for action to develop and support national teacher policies through social dialogue. The areas of action would support countries to:

- Map and identify challenges and opportunities in developing a quality education workforce, such as training bottlenecks, refugee and crisis contexts, career counselling, housing, gender issues, violence and harassment, wages and social protection;
- Formulate innovative policies to train, recruit, deploy and professionally develop teachers, trainers and other educational personnel to achieve national education goals;
- Formulate policies to ensure quality teaching in crisis contexts and in relation to refugees;
- Develop innovative policies to train education personnel in relation to current priorities, including labour market access, gender equality, crisis and conflict, digital competencies and environmental sustainability;
- Establish robust social dialogue mechanisms to ensure participation of education personnel and their representative organizations and other relevant stakeholders in education policy-making;
- Anchor achievements in education workforce development through national financing and continuous professional development strategies.

Provisional agenda

Session moderator (TBC)

Opening

- Ms Alette van Leur, Director, Sectoral Policies Department, International Labour Organization (ILO)

Keynote: National teacher policies and social dialogue at the heart of teacher transformation

- Ms Ligia Deca, Presidential Adviser, Education and Research Department, Presidential Administration of Romania (AT3 co-lead)



Panel discussion: The need for a global action on participatory teacher policy making (Questions: 1) What issues did you address in national teacher policies? 2) How has social dialogue supported the process of teacher policies? 3) What successes have you made happen through national teacher policies? What challenges did you encounter?

- H.E. Jaime Perczyk, Minister of Education, Argentina (tbc)
- H.E. Li Andersson, Minister of Education, Finland (confirmed)
- Hon. Dr. Yaw Osei Aduwum, Minister of Education of Ghana (confirmed)
- H. E. Dr. Abdulrahman Mohammed Alasmi, Director-General of the Arab Bureau of Education for the Gulf States (confirmed)
- Susan Hopgood, President, Education International

Call for action on teacher policies

- ILO
- UNESCO

Q & A

- Dr Khalifa Al Suwaidi, Member of the Board of Trustees, Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance (AT3 co-lead)

Summary and closing

- Prof. Abubakar Adamu Rasheed, Executive Secretary, National Universities Commission of Nigeria

AT4 – J
17 September 2022, 16:30 – 18:00
Conference Room 4
Action Track 4

[Transforming ESD—Implementing the UNESCO OER Recommendation within Multi-Stakeholder Partnerships](#)

SDS Net-SDG Academy, Ireland, Ghana, UN Academic Impact, UNESCO, UN Library, IAU, IFLA, Mission 4.7, Creative Commons and 2U



This session announces actions and investments by stakeholder partners to implement the UNESCO Open Education Resource (OER) Recommendation in support of education for sustainable development (ESD).

The International Commission on the Futures of Education recognises that OERs are also essential for supporting educators, students and young professionals on their ESD teaching and learning journeys.

This session will demonstrate the importance of creating Diamond OERs that are hosted in Findable, Accessible, Interoperable and Reusable (FAIR) Open Educational Resources Repositories (OERRs) that can be used in ESD and training at any stage of life, in any corner of the planet. Our initiative is to create education resources for sustainable development that are free, openly licensed, easily accessed and can be repurposed. This global repository of quality OER is essential if education is to be truly a Global Public Good.

Diamond Open Access refers to scholarly digital materials and platforms, shared under Creative Commons licences, that do not charge fees to either creators or users of content. Diamond partnerships work together to create and deliver content (owned under a creative common license) to serve a fine-grained variety of multilingual, and multicultural communities of educators and practitioners. It is an ambitious large-scale initiative that includes governments, members of Mission 4.7, UN Academic Impact, the UN Headquarters' Library (network), OER Dynamic Coalition, UNESCO, the International Federation of Library Associations and Institutions (IFLA), Creative Commons, and the Private Sector. Each partner adds unique value to a multi-stakeholder 'Diamond' partnership that can implement the OER Recommendation in practical terms. Our approach builds in sustainability, incentives and quality standards across the stakeholder partnership. Our gender, age, stakeholder and geographic diversity of partners, that includes youth representation, is excellent.

Provisional agenda

Session moderator

- Donal Kenneally, First Secretary, Permanent Mission of Ireland

Opening Remarks

- H.E. Norma Foley, Minister for Education, Ireland
- Dr. Yaw Osei Adutwum- Minister for Education, Ghana
- Niki Kerameus, Minister of Education and Religious Affairs, Greece
- Jeffrey Sachs, University Professor at Columbia University and President of SDSN
- Tan Sri Dr. Jeffrey Cheah, Founder & Chairman, Sunway Group, Co-Chair of Mission 4.7

Youth Voice

- Brighton Kaoma, SDSN Youth

Commitments and Investment into FAIR OERRs Platform

- Patrick Paul Walsh, University College Dublin and Vice President for Education at SDSN
- Niamh Brennan, Trinity College Dublin and OpenAIRE

OER Recommendation and Commitments on Open Licenses



- Zeynep Varoglu, Programme Specialist & Coordinator of the OER Dynamic Coalition, UNESCO
- Cable Green, Director of Open Knowledge, Creative Commons

Commitments on Curriculum Development and Education by HEIs

- Jayashri Sarah Wyatt | Chief, Education Outreach Section, United Nations Academic Impact
- Trine Jensen, Manager Digital Transformation in and of Higher Education at the IAU
- Radhika Iyengar, Earth Institute, Columbia University and SDSN Networks.

Commitments on Global Interoperability/Sharing Collections across Libraries

- Thanos Giannakopoulos, Chief, Dag Hammarskjöld UN Library
- Claire McGuire, Policy and Research Office. International Federation of Library Associations and Institutions (IFLA)
- Applications in Public and Commercial Spheres
- Amanda Abrom, Program Manager, Global Schools
- Kenza Khallafi, Mohammed VI Foundation for Environmental Protection.
- John Schwartz, Head Of Business Development edX/2U
- Michael Richey, Chief Learning Scientist, Leadership, Learning and Organizational Capability, The Boeing Company

Q & A

AT2 – O
17 September 2022, 16:30 – 18:00
Conference Room 6
Action Track 2

[Significant Initiatives of Transformative Education - A Global Citizenship Education Perspective](#)

Ban Ki Moon Centre, Republic of Korea, Finland and UNESCO

The global economy produces immense wealth and opportunities, but it also produces tremendous inequality, extreme poverty, discrimination, hatred, social exclusion, rapid technological change, and environmental destruction, among others. Transformative Education, prominently including Global Citizenship Education, is the answer to these challenges of tomorrow. In the wisdom of Agenda 2030 and the SDGs, the entire world has endorsed the concept of building a just world through education.

Yet, more needs to be done to ensure that Global Citizenship Education inspires educators and learners to acquire knowledge and understanding of local, national, and global issues; to experience a sense of belonging to a common humanity; and to act effectively and responsibly at local, national, and global levels for a more peaceful and sustainable world.



As SDG 4.7 stipulates, “by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

To highlight the pertinence of Global Citizenship Education, the Ban Ki-moon Centre for Global Citizens, in cooperation with UNESCO and the Republics of Korea and Finland, will organize an official TES side event devoted exclusively to Global Citizenship Education, bringing together key decision-makers and knowledge experts to exchange opinions, share best-practice examples, highlight hurdles, and present a path forward to inform global strategy on advancing progress towards Global Citizenship Education.

Provisional agenda

Session moderator: Monika Froehler (CEO BKMC)

Opening remarks:

- UNESCO ADG Stefania Giannini
- Ban Ki-moon (video statement)

Statements by Ministers of Belize and Italy and a representative of the Republic of Korea

- H.E. Francis Fonseca Minister for Education, Belize
- H.E. Mr. Patrizio Bianchi, Minister of Education of Italy
- Prof. Utak Chung (Governmental Representative on behalf of the Republic of Korea)

Panel Discussion

- Leslee Udwin (Founder, Think Equal)
- Lim Hyun Mook (Director, UNESCO APCEIU)
- William Gaudelli (Professor, Lehigh University)
- Rilli Lappalainen (Founder, Bridge 47)
- Nakaibale Lynda Eunice (Raising Teenagers Uganda; UNESCO SDG 4 Youth Network)
- Monika Froehler, BKMC (moderator)

Call for action

- Monika Froehler, BKMC

Closing remarks

- H.E. Minister Li Andersson, Minister of Education, Finland

AT2 – P
17 September 2022, 16:30 – 18:00
Conference Room 7



Action Track 2

Transformer l'éducation pour transformer la vie: enjeux, défis et perspectives pour les systèmes éducatifs francophones

Conférence des Ministres de l'Éducation des États et gouvernements de la francophonie (CONFEMEN), Morocco, UNESCO-IBE et IFEF/OIF (Institut de la francophonie pour l'éducation et la formation)

L'objectif de la session est d'identifier les leviers et actions susceptibles d'implémenter les changements de paradigmes pertinents pour une transformation effective de l'éducation, notamment dans les pays francophones. La rencontre sera présidée par le Ministre de l'Éducation, du Préscolaire et des Sports du Maroc, M. Chakib BEN MOUSSA, Président en exercice de la CONFEMEN.

La parole sera donnée aux ministres de l'éducation des États et gouvernements pour recueillir leurs réactions sur ces différents développements à la lumière des expériences qui ont eu lieu dans leurs pays respectifs et des résultats réalisés ou attendus. Les partenaires techniques et financiers prendront ensuite la parole pour s'exprimer sur leur perception des enjeux soulevés.

L'agenda provisoire

Session moderators

- Ministre de l'éducation du Maroc, Monsieur Chakib BEN MOUSSA
- Secrétaire général de la CONFEMEN, Professeur Abdel Rahamane BABA-MOUSSA

Ouverture de la session parallèle

- M. Chakib BEN MOUSSA, Ministre de l'éducation du Maroc
- Prof. Abdel Rahamane Baba-Moussa, Secrétaire général de la CONFEMEN

Evaluer les apprentissages pour transformer l'éducation : le PASEC comme modèle pertinent

- Mme. Sylvia Montoya Directrice de l'ISU-UNESCO
- M. Hilaire Hounkpodoté Coordonnateur du PASEC-CONFEMEN

Imaginecole : vers un nouveau paradigme pour transformer l'éducation par le numérique

- M. Borhene Chakroun, UNESCO
- Mme. Fatimata Ba-Diallo Coordinatrice du PACTE-CONFEMEN

Langue d'enseignement, bilinguisme et réforme curriculaire pour transformer l'éducation

- M. Yao Ydo, Directeur BIE - UNESCO
- Mme. Mona Laroussi, OIF/IFEF

Transformer l'éducation : des enjeux internationaux aux expériences nationales. La parole aux ministres



- Ministres des États et gouvernements presents

Financer des projets pour transformer l'éducation : la parole aux partenaires techniques et financiers

- Des représentants des grands partenaires financiers: AFD, Fondation Gates, GPE, Banque Mondiale

Synthèses et recommandations Clôture

- M. Abdel Rahamane Baba-Moussa
- M. Chakib BEN MOUSSA

AT4 – K
17 September 2022, 16:30 – 18:00
Conference Room 11
Action Track 4

GIGA Initiative: Transforming Education Through Digital Connectivity

Spain, Switzerland, ITU and UNICEF

Connectivity is the foundational layer needed to transform education. Unfortunately, 1.3 billion school-aged children (67%) have no access to the Internet at home and only around half of the world's schools are online. This digital exclusion particularly affects the poorest, girls and those with disabilities causing learners to miss out on the resources online, the option to learn remotely (e.g. during pandemics or instability), and the opportunity to develop digital skills. This is why the ITU and UNICEF have joined forces to create Giga, a unique global partnership to connect every school in the world to the Internet, and every young person to information, opportunity and choice. Giga is part of the implementation of the UN Secretary-General's Roadmap for Digital Cooperation, which sets the goal by 2030 for every person to have safe and affordable access to the Internet, including meaningful use of digitally enabled services in line with the Sustainable Development Goals.

Giga frames its work around three pillars that are fundamental to connecting schools and communities to the Internet: map, finance and connect. Giga maps schools, along with their real-time connectivity status and proximity to connectivity infrastructure, to understand gaps, identify opportunities, design solutions and enable accountability. Giga finances connectivity projects using innovative and capital-efficient financing and procurement models to connect all schools and their surrounding communities sustainably and affordably. And Giga helps governments to connect schools using the best possible technical solutions and enabling policy and regulatory frameworks to minimize costs and risks for donors and investors.

This event will bring together Giga partners from the private sector, international organisations, donor community, and implementing countries to share the achievements and lessons learned from applying the Giga approach in Africa, Latin America and Central Asia. Speakers will share their practical experience and lead a discussion around the challenges and opportunities associated with mapping school locations and their connectivity status, developing innovative financing models, and connecting schools and their surrounding communities.



Provisional agenda

Session Moderator

- Chris Fabian, UNICEF Giga Co-Lead
- Alex Wong, ITU Giga Co-Lead

Introduction – video projection

Opening remarks

- Doreen Bogdan-Martin, ITU-BDT Director
- Fayaz King, UNICEF Deputy Executive Director
- José Manuel Bar Cendón, Secretary of State for Education, Spain
- Ambassador Adrian Hauri, Deputy Permanent Representative, Switzerland

Presentation – Overview of Giga

- Chris Fabian, UNICEF Giga Co-Lead
- Alex Wong, ITU Giga Co-Lead

Video projection - Last-mile connectivity in Kyrgyzstan and Kenya

Panel discussion - Impact and Insights of Giga: connecting schools and surrounding communities (Panelist – TBC)

- Ericsson: the importance of Private sector engagement and partnership in supporting the implementation of Giga to achieve universal connectivity (mapping schools and infrastructure).
- SMART Africa: the importance of connectivity, innovation and technology to catalyze social and economic development in Africa.
- Rwanda and Uzbekistan: results from mapping and connecting school prototypes and lessons learned from schools serving as hubs for expanding connectivity to surrounding communities.
- Kyrgyzstan: progress on connecting schools in hard-to-reach areas.
- El Salvador: progress on connecting schools and beyond (devices & learning).
- Mongolia and Namibia: progress on mapping schools and improving the quality of connectivity in schools.
- Botswana: progress on increasing access to connectivity to schools to support learning initiatives and expanding connectivity to surrounding communities.
- Niger: progress on mapping schools and connecting schools and communities
- Global Partnership to End Violence Against Children: the importance of ensuring child safety online as access to connectivity increases

Q & A and engagement with audience

Video projection - Impact of the Internet on students and teachers

Closing remarks

- Chris Fabian, UNICEF Giga Co-Lead
- Alex Wong, ITU Giga Co-Lead



AT2 – Q
17 September 2022, 16:30 – 18:00
Conference Room 12
Action Track 2

Mainstreaming business education and net zero commitments for sustainable development

Deloitte, Costa Rica, Switzerland, USA and UNITAR

Announcing an initiative between Deloitte and the United Nations Institute for Training and Research (UNITAR) to make sustainability education and NetZero commitments more accessible to small and medium sized enterprises (SME) in developing nations. This effort aligns with one of the main recommendations of Action Track 2, specifically how to effect this transformation by mainstreaming education and skills for sustainable development to empower all learners for well-being, the future of work, and planetary sustainability.

UNITAR has an existing initiative, UNSDG: Learn which is launching a SDG4 Business Gateway in support of UNESCO's cross-cutting SDG. Building on the intellectual capital and learning assets developed for Deloitte's WorldClimate initiative, UNITAR will deploy curated learning curriculum and toolkits to serve to this critical and underserved stakeholder group. The learning materials will help train and educate SME businesses in developing countries how to adopt sustainable policies and change within their organizations, how to equip their professionals with ESD skills to affect their personal choice cascades, and the SME's greater eco-systems. We believe climate change is not a choice. It's billions of them.

UNITAR has long standing experience with executive training programs, instructional design and e-learning, as well as the competency in facilitating networks, promoting collaboration and delivering knowledge sharing between participating organizations. Deloitte's WorldClimate program, is designed to engage adult-learners around the world on the impacts of climate change, inform them of better choices and inspire people to take action. Mitigating the impacts of the climate crisis is a monumental task. This is one step we can make to drive positive change and mobilize collective action in the private sector.

Provisional agenda

Session moderator

- Representative from Costa Rica

Welcome and opening

- Dr. Katherine Müller-Marin, Minister of Education, Costa Rica

Keynote 1

- Kathy Alesgaf, Chief Global Sustainability Office, Deloitte

Keynote 2



- Nikhil Seth, UNITAR Executive Director (pending travel confirmation)

Youth voice

- Jonathon Cummings, Jonathon Cummings. Member of the Steering for the Alliance of NGOs and CSOs for South South Cooperation (ANCSSC)

Panel discussion & questions from the moderator

AT2 – R
17 September 2022, 16:30 – 18:00
ECOSOC Chamber
Action Track 2

[Localizing Education for a Sustainable Future + Launch of a new digital learning platform for connecting educators and learners to local institutions](#)

Qatar, Djibouti, UNESCO and Qatar Foundation

The Ministry of Education and Higher Education of the State of Qatar and Qatar Foundation are pleased to launch Rasekh initiative at this event, which is a new digital learning platform that connects all educators and local organizations from the public and private sector, and other key entities in a formalized process to create knowledge that can immediately find its way into preK-12 classrooms. Priority thematic areas for knowledge creation include Sustainability, Precision Health, Artificial Intelligence and Social Progress which will empower students with knowledge, skills, and strong ties to their community's challenges like climate change within a Qatari context as well as raise awareness and prepare them for the employment and entrepreneurship opportunities in the medium to long term job market.

All content has been developed by k-12 educators' teams with local institutions, are available in mother tongue (Arabic) and English, include links to the relevant SDGS and contextualization of their impact in Qatar and links to the curriculum to facilitate use within schools. Leveraging this partnership model and associated toolkits developed by educators, teachers, and youth from schools anywhere in the world can confidently work with researchers, professionals, and experts from their country/region to co-create locally relevant content aligned to their curriculum/s. This initiative delivers on the key issues of education for sustainable development, foundational learning and skills for employment and entrepreneurship through a whole-society approach harnessing the rich local language, knowledge, innovation culture and heritage.

Collaboration has been initiated with the Republic of Djibouti for this initiative, as Djibouti shares one of its official languages Arabic with Qatar and like Qatar look to provide its youth with a world class education system while ensuring the youth remain deeply committed to the Djibouti's progress and development. Collaboration has also been initiated with UNESCO which will be key in mobilizing further action on making this learning platform, framework, and toolkit accessible to educators and learners in other countries to create knowledge that is up-to-date, relevant and prepares students for the opportunities and challenges faced by their communities.



Provisional agenda

Session moderator

- Dr. May Joy, Executive Director of Educate a Child – EAA

Opening Remarks

- Her Excellency Buthaina bint Ali Al Jabr Al Nuaimi, Minister of Education and higher education – State of Qatar
- His Excellency Moustapha Mohamed Mahamoud, Minister of National Education and Vocational Training – Republic of Djibouti

Key note session – presentation of the initiative

- Sheikha. Noof Ahmed bin Saif Al-Thani, Executive Director – Strategic Initiatives and Partnerships, Qatar Foundation

The role of UNESCO Doha Office for GCC countries and Yemen in this respect

- Mr. Khaled Salah, Director, UNESCO Doha Office for Gulf States & Yemen

Youth voice

- Shk. Noor Al -Thani, Youth Representative

Q & A



18:15 – 19:00

Conclusions of the Solutions Day – What's next?

1. Takeaways of the Solutions Day and next steps – a reflection panel of Thematic Action Track Co-leads

Moderator: Mr Leonardo Garnier, UN Secretary-General's Special Adviser for the Transforming Education Summit

Speakers:

- Thematic Action Track 1: Ms Maria Nguyen, SDG4Youth Network
- Thematic Action Track 2: Ms. Grace Lung, WorldSkills International
- Thematic Action Track 3: Mr Khalifa A. Al Suwaidi. International Taskforce on Teachers for Education 2030
- Thematic Action Track 4: H.E. Ms Niki Kerameus, Minister of Education and Religious Affairs, Greece
- Thematic Action Track 5: Mr David Archer, Global Campaign for Education and Action Aid

2. Follow up of the Transforming Education Summit

- Rt Hon. Gordon Brown, UN Special Envoy for Global Education
- Ms Stefania Giannini, Assistant Director-General for Education, UNESCO

3. Closing remarks

- Ms Amina J. Mohammed, UN Deputy Secretary-General