

Monday, 25 March 2024

14:00-17:15 GMT+1

UNESCO Headquarters, Paris



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Mission Member Meetings – 14:00 to 15:30

Global Teacher Campus - Mission Member Meeting

Background and overview

The **Global Teacher Campus (GTC)** is one of the four Missions of UNESCO's *Global Education Coalition (GEC)*.

Seeking to provide teachers and educators with opportunities for enhancing their pedagogical knowledge and practice, GTC offers a **wide selection of teacher professional development courses** ranging from Mental Health Psychosocial Support/Social Emotional Learning (MHPSS/SEL) and digital pedagogical training to the use of ICTs (Information and Communications Technology), digital technologies, and other forms of distance and hybrid education.

Supporting teachers, teacher educators, and teacher training institutions forms the foundation of GTC projects, using a curated online catalogue including more than 40 self-paced and facilitated courses which learners can access at no cost. This year, the Campus will be launching its innovative, open-source platform, which allows for course monitoring tools, a studio to produce learning materials on-line, and analytical tools to improve the effectiveness of training, including through direct reporting from beneficiaries. The GTC has diversified its offer and enlarged its audience in the past years, and it aims to **reach 1 million teachers by 2025**, supporting their continuous professional development.

The Round Table will provide an opportunity for GTC Members and stakeholders to engage in open discussions on the role of digital technology in teacher training and the trends that can create a more enriching learning experience and add sustainability to the initiatives in the longer term. The event will be in an open floor format, where quick-paced conversations can take place, giving space to the expertise shared by participants.

Objectives

- **Celebrate** the achievements of the Global Teacher Campus and its projects, and introduce insights derived from different experiences that can improve its future impact.
- **Launch the new GTC platform**, which will increase the reach and monitoring of the Campus and its tools.
- Foster an **interactive discussion** for partners to **share ideas and discuss** a number of themes including: the **role of technology in supporting teachers**, **the best practices** to create sustainable and stimulating trainings aimed at enhancing equity, quality and sustainability, while considering the **gender gap experienced at different levels of education**.

Participants and speakers

Moderator: Carlos Vargas Tames, Chief, Section for Teacher Development, UNESCO

Speakers:

- **Roy Saurabh**, Senior Project Officer, Section for Teacher Development, UNESCO
- **William Florance**, Head of Strategic and Government Initiatives, Google for Education
- **Erin Chemery**, Senior Programme Officer, Global Education Coalition | UNESCO
- **Nicolas Albouze**, Regional Vice-President for Africa, Anthology
- **Leticia De Rato Salazar-Simpson**, Head of Global Partnerships and Institutional Relations, ProFuturo

Format & session logistics

The workshop will take place in person, in English, in **Room VII** at UNESCO Headquarters in Paris, from **14:00** to **15.30**. No interpretation will be provided.

Key messages

- Three years after its establishment, GTC has already trained almost **800,000 teachers and educators**, showing substantial progress in achieving its goal by 2025.
- The GTC continues to transform and **adapt to the needs** of teachers and learners, working on generating **innovative, enriching** and **equitable** training opportunities, where teachers can effectively learn, exchange and hone their skills.
- **In 2024**, the GTC engages in **new initiatives** to deepen country level collaboration and teacher engagement.

Global Learning House - Mission Member Meeting

Background and Overview

The world is changing fast, and so are the environments in which people learn. More than ever, children and young people need education that not only supports their acquisition of knowledge and competencies, and promotes their well-being, but also that enriches their learning experiences, and maximizes their learning potential. Meeting these expectations demands that systems are empowered to provide life-long, life-wide, and flexible learning for not only children and youth who are in school but also those who are out of school, and to scale up the impact. It requires ongoing consideration, reflection and course correction supported by new insights, evidence, experiments and partnerships.

By broadening the understanding of what it takes to truly transform teaching and learning, the Global Learning House (GLH) takes a step further in connecting and empowering a network for sharing and experimenting ideas and solutions that translate the knowledge from the learning sciences into greater learning outcomes across partner supported initiatives and countries.

Format and Objectives

The workshop is a blend of knowledge sharing and open discussion enabling participants to interact with and learn from each other in a dynamic manner.

With this framing, partners will be invited to showcase how their implemented projects and initiatives have contributed to transforming, inspiring, and delivering impactful results in providing equitable, inclusive, quality, and holistic learning opportunities for all. It will also be a space for making new contacts, exploring opportunities for collaboration, and learning everything about this collaborative and dynamic ecosystem for supporting learning and schooling. Stakeholders, particularly learning content providers, opinion leaders, regulators, research institutes, edtech service providers, and solution seekers will have the opportunity to:

- Showcase and explore the cutting-edge developments, best practices and innovations that support all children, adolescents and young people to learn;
- Connect with like-minded partners and networks, and ask them questions;
- Learn about the GLH community and get an overview of different options for collaboration and partnership.

Speakers

- **Grégoire Borst**, Professor of Developmental Psychology and Cognitive Neuroscience of Education, La Sorbonne
- **Frédéric Panier**, Partner, McKinsey & Company
- **Stephen Jobling**, Communications Manager, Global School Forum
- **Michelle Zhang**, Project Coordinator, Yidan Prize Foundation
- **Peter Egorov**, Academic Advisor, International University of Applied Sciences
- **Lauren Lichtman**, Head of Partnerships and Strategy, Learning Equality
- **Eran Shapiro**, Senior Director, Spacecom

Time and Place

The workshop will take place in person, in English, in **Room VIII** at UNESCO Headquarters in Paris, from **14:00** to **15.30**. No interpretation will be provided.

Key Messages

- Accelerating progress for SDG4 requires leveraging knowledge and innovation to maximize the potential for learning of each and everyone.
- By aligning efforts across institutions, countries, and disciplines, we can harness the power of scientific knowledge to create more equitable and effective learning environments.
- Collaboration, knowledge sharing, and research partnerships are needed for developing the standards of operations in education service provision and international EdTech markets.

Global Skills Academy - Mission Member Meeting

Background and Objectives

Launched on 15 July 2020 on World Youth Skills Day, the Global Skills Academy (GSA) is one of four missions of UNESCO's Global Education Coalition (GEC). Today, almost four years later, the mission remains committed to future-proofing skills development and fostering technical and vocational training, apprenticeships, and other relevant opportunities to facilitate access to decent jobs, particularly for young women and youth from vulnerable and marginalized communities. Looking forward, establishing a robust foundation for scalability and implementing a rigorous monitoring and evaluation framework is pivotal to meeting GSA's ambitious mission.

Strategic partnerships are central to the GSA's success with over 170 Technical and Vocational Education and Training (TVET) institutions across 63 countries actively engaged through UNESCO and the UNEVOC Network. With a global network spanning diverse regions and aided by the collaboration of 25 partners, the GSA has already supported nearly a million learners, while also contributing to equipping over 1.5 million learners with digital skills. Together, we must now expand our reach further through intensified collaboration, prioritizing demand-driven solutions in scale.

This GSA session at the Global Education Coalition Annual Meeting in Paris will show how the GSA has evolved over the last four years and the mission's achievements to date, highlighting its contributions to Sustainable Development Goals (SDGs) 4, 8, and 17 in line with the UNESCO Strategy for TVET 2022-2029 framework. The session will also showcase partner efforts and proposals for generating demand-driven solutions and foster interactive discussions on themes such as the promotion of gender equality in and through education and training; the role of technology in skills development; best practices for sustainable, gender-transformative¹ and inclusive training; and strategies for resource mobilization and collaborative impact at scale.

Participants and speakers

Moderator: Soledad Patiño, *Global Skills Academy Coordinator*

Speakers:

- **Hervé Huot-Marchand**, *Chief of the Section of Youth, Literacy and Skills Development, UNESCO*
- **Friedrich Huebler**, *Head of UNESCO-UNEVOC*
- **Zhang Jing**, *ICT Talent Partner Development Senior Manager, Huawei Technologies Co. Ltd.*
- **Kate Ross**, *Global Program Manager, Workforce Education & Skills, IBM SkillsBuild, CSR, IBM.*
- **Francisco Anello**, *Senior Vice President of Education, Aleph Inc*
- **Bijay Dhungana**, *Director, Tablet Academy*
- **Monique Wong**, *Senior Business Development Manager, Junior Achievement*
- **Ilja Riekkki**, *Junior Professional Officer, GSA team*
- **Patrick Devaney**, *Consultant, GSA team*

Key messages

- Four years after its launch, the GSA has already trained **more than 898,000 learners** worldwide by leveraging contributions from GEC members and UNESCO Networks.
- The GSA continues to employ a **demand-driven approach** to address evolving skills needs.
- **In 2024**, the GSA remains steadfast in its commitment to advancing efforts aimed at achieving impactful **scale in skilling, reskilling, and upskilling** both youth and adults, especially those from disadvantaged populations.
- The GSA is focused on driving gender-transformative education to **promote gender equality** in and through education.

Format & session logistic

The workshop will take place in person, in English, in **Room IX** at UNESCO Headquarters in Paris, from **14:00 to 15.30**. No interpretation will be provided.

The use of mobile devices and laptops will facilitate discussion in the interactive and participatory Focus group discussions.

Education Transformation Workshops – 16:00 to 17:15

Sustainable education transformation: Navigating the twin digital and green transitions

Background and overview

The significance of universal internet connectivity and digital learning in relation to energy usage and climate change is often overlooked. This oversight warrants attention as the ICT sector contributes significantly to waste, energy consumption, and carbon emissions. Conversely, digital platforms and educational content focusing on sustainable development present promising avenues to underscore the pivotal role of education in addressing the climate crisis, as outlined in Article 12 of the [Paris Agreement](#), which states that parties will “enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.”

To explore the complex relationship between these twin transitions, two global partnership initiatives will provide the overarching framing for the session:

- **Greening Education Partnership** is a [global initiative](#) that aims to foster collaboration and synergies to support countries to harness the role of education to prevent, prepare for and respond to climate change. Launched during the Transforming Education Summit, the partnership takes a whole-of-system approach to address the climate crisis by harnessing the critical role of education.
- The **Digital Transformation Collaborative** is a [multistakeholder group of partners](#) that support countries to plan for scalable, sustainable digital transformation in education, guided by the holistic, system-level framework outlined in the figure below.

Objectives

This session will explore the nexus of digitalization and greening education by exploring two key questions:

- **Tensions:** How could the growing use of digital technology in education exacerbate the climate crisis?
- **Opportunities:** How can digital transformation in education contribute to building knowledge, skills and attitudes necessary for taking action to tackle the climate crisis?

By the end of the session, participants will understand the potential **trade-offs** that digital transformation in education bring, as well as examples of existing promising practices that can steer this transformation towards environmental sustainability.

Speakers

Moderator: Chris Babson, Director for Education, Lenovo

Speakers:

- **Simon Wanda Makokha**, Programme Specialist, Education for Sustainable Development Section, UNESCO
- **Roy Saurabh**, Senior Project Officer, UNESCO
- **Morgan Strecker**, Senior Policy and Planning Officer, GPE
- **Olivier Brechard**, Director, International Alliance at Learning Planet Institute
- **Lauren Lichtman**, Head of Partnerships and Strategy, Learning Equality

Key messages

- The drive toward universal internet connectivity and digital learning are not often considered in relation to energy usage and climate change. This must change because the ICT sector is responsible for a large amount of waste, energy consumption, and misinformation about climate change.¹ Policy approaches to digital transformation and management information systems in the Education sector must streamline sustainability into all aspects of digital learning, from curriculum to device procurement processes.
- Many countries are working to improve awareness of this relationship, as evidenced by DigiComp 2.2, the European Union's digital skills framework, which includes a competence on the environmental impact of digital technologies and their use (4.4), and which is seen by many as the gold standard for digital skills frameworks.
- The education sector is a growing contributor to e-waste trash that end up in dumps. As the use of advanced, data-fueled technologies in education increases globally, it is crucial that we demand more sustainable practices device waste, planned obsolescence. According to the United Nations University's monitor on global e-waste, the world generated 53.6 million tonnes of e-waste in 2019, the latest year for which global data are available (UNESCO, 2023). Many ed-tech devices, including mobile phones and laptops, are used on average for around three years. Estimates say global rates of e-waste production will rise to over 74 million metric tons per year by 2030 (Broadband Commission, 2023).

Format & session logistics

The Session will take place in person, in English, in **Room VII** at UNESCO Headquarters in Paris, from **16:00 to 17.15**. No interpretation will be provided.

Financial Engineering: Exploring innovative financing for education

Background and overview

The Digital Transformation Collaborative (DTC) identified cost and sustainability as a core pillar of digital transformation in education because **long-term and sustainable transformation** requires effective budgeting and financing. According to the Education Finance Watch 2023, the global total real expenditure on education, combining spending by governments, ODA, and households, inched upwards in 2021 to US\$ 5.4 trillion after two consecutive years at US\$ 5.3 trillion. While government spending makes up about 50 per cent of total expenditure in Lower Income Countries (LIC), aid to education still accounts for around 4-5 per cent each year. **Innovative financing models** could represent a means to help countries bridge these gaps in support of their digital transformational objectives.

Since the Transforming Education Summit (TES) in September 2022, DTC partners have collaborated to co-design and develop country-level resources to support digital transformation initiatives. Working together, partners identified the complexity underpinning paths towards the funding and financing required to support long-term and sustainable digital transformation programmes at scale in the context of a fractured funding landscape. Responding to this, the DTC is finalising a toolkit designed to **help governments build the capacity required to coordinate financing efforts** across this complex landscape.

Innovative financing in education remains in its infancy despite successful structures implemented in other sectors such as health. Together with the World Bank, the International Finance Corporation (IFC), the Global Partnership for Education, and with technical support from Ericsson, this year's annual meeting marks an opportunity to share progress so far and plot the next steps to imagine innovative financing for digital transformation in education.

Objectives

At **16:00 on 25 March 2024**, the Global Education Coalition will invite members to an afternoon workshop on financial engineering: innovative financing for digital technology in education.

The workshop has the following objectives:

- Share the current state of financing for education and digital transformation.
- Unpack the complexity of the funding and financing landscape in education and build an understanding of why we need new mechanisms or structures to enlarge the basket of funding to education.
- Discuss the work currently being done to meet these challenges in contrast to what is happening in other sectors.
- Introduce innovative financing models and mechanisms already deployed in digital transformation and share implementation case studies from around the world.
- Present the progress made by the DTC financing workstream to help countries operationalize and build capacities to coordinate funding and financing across domestic budget commitments, donors, the private sector, and innovative financing instruments.
- Crowd source solution designs for the financing of education from all participants to the workshop.
- Expand the partner expertise inputting into the DTC work on financial engineering work.

Speakers

- **Koji Miyamoto**, Senior Economist, Education Global Practice, World Bank
- **Yuki Murakami**, Project Officer, Global Education Monitoring Report
- **Lily Neyestani-Hailu**, Chief of SDG 4 Global Cooperation, UNESCO
- **Trine Vejen Petersen**, Country Team Lead, Global Partnership for Education
- **Farid Fezoua**, Global Director Health, Education and Services, International Finance Corporation
- **Mehdi Abid**, Founder & Board Chairman, Adelbar
- **Zohra Yermèche**, Program Director, Sustainability and Corporate Responsibility, Ericsson
- **Erin Chemery**, Senior Programme Officer, Global Education Coalition | UNESCO

Key messages

- There are innovative financing possibilities available to countries to support long-term and sustainable transformation initiatives at all stages of development but unlocking them sector-wide will require a collaborative effort.
- The complexity relates to the fractured nature of the funding landscape with traditional donors, philanthropies, development banks and agencies, and the private sector all having specific objectives, interests, and priority areas while working across different geographies.
- The challenge for the GEC and the DTC is to provide clarity on the government's role in the financing aspect and to help them build the capacity to coordinate financing initiatives across this broad web of interests and possibilities.

Format & session logistics

The Session will take place in person, in English, in **Room VIII** at UNESCO Headquarters in Paris, from **16:00 to 17.15**. No interpretation will be provided.

Towards an international alliance of EdTech coalitions for SDG 4: Global challenges, national resonance

Background and overview

Trust is pivotal in the EdTech ecosystem, bridging the gap between the industry and decision-makers in educational institutions. The integration of EdTech tools depends heavily on their perceived efficacy, security, and alignment with educational goals. Facing critical challenges such as “a stunning lack of research and evidence to support the efficacy of those products¹.” Several efforts have been initiated to increase this trust, from evidence frameworks to voluntary codes of conduct. However, with a lack of structured dialogue enabling knowledge sharing or meaningful engagement between stakeholders, it will remain difficult to ensure that any measures put in place both globally and locally can successfully address concerns, increase trust, and support evidence-based decision-making practices.

By shedding light on essential terms and concepts, and addressing the multifaceted nature of EdTech, we aim to align stakeholders' understanding and expectations, facilitating a shared vision for addressing global educational challenges through networks, partnerships, and global alliances. To tackle the prevalent challenges stemming from diverse definitions and applications of technology in education, it is important to facilitate a multi-stakeholder approach, and the discussion will be based on participant perspectives focussing on the topics of trust, evidence and partnerships.

Helping to frame some of these discussions will be the [GEM Report](#) as well as findings from the [EmpowerED Project](#) which outline how technology in education is growing, the need for evidence of impact within education and quality regulations, as well as the needs and abilities of education environments in implementing education innovations.

Objectives

This foundational discussion will not only pave the way for deeper engagement throughout the workshop but also inspire collective action towards establishing a global alliance of EdTech coalitions, ultimately contributing to the attainment of SDG 4. Throughout the workshop, participants will be guided towards a shared vision and concrete steps for the formation and operation of a global EdTech alliance centred around quality assurance (creation of a collaborative, evidence-driven ecosystem that supports the development and dissemination of high-quality EdTech solutions worldwide).

This session will explore the key ideas of trust, evidence, and partnerships through an interactive approach with the goal of identifying:

- Core challenges and obstacles
- Focus areas within these challenges, and
- Prioritised pathways forward for collaborative further action

By the end of the session, participants will have collaboratively understood key issues and challenges, identified potential solutions and defined potential combined actions.

Key messages

- Education plays a crucial role in ensuring that individuals worldwide can engage socially and have equal participation in societies that are increasingly shaped by digital advancements. Despite an acknowledged importance in ensuring “that all schools, regardless of their socio-economic profile, enjoy adequate and quality educational material and digital resources”², there are challenges associated with a global understanding of what role education technology can play and how it can best be integrated.
- Trust plays a critical role in the EdTech ecosystem, serving as the crucial link between the industry and those making decisions in educational institutions. The adoption of EdTech tools is significantly influenced by their perceived effectiveness, security, and how well they align with educational objectives. When it comes to adapting EdTech in the classroom, the ecosystem faces a multi-dimensional trust issue. Schools are generally sceptical towards the private sector, policymakers are wary to trust schools to make the right decisions, and solutions produced in one country may not be trusted in another country. This inherent lack of trust within the EdTech Ecosystem is one of the key challenges identified by stakeholders operating in this environment.
- Over the past decade, the adoption of EdTech in schools has risen significantly, yet its impact remains debated. Currently, “only 7% of EdTech tools have rigorous evidence, and 11% of education decision-makers consider evidence when making a purchasing decision.”³. 87% of all EdTech organisations responding to the European EdTech Alliance’s [2024 European EdTech Map](#) believe that evidence-based testing would help to build trust and enter new markets. An Analysis of the European EdTech Ecosystem flags the growing importance of research organisations, including universities and fellowships, in establishing trust and supporting the development of evidence-informed EdTech solutions in Europe. Understanding the role both public and private quality assurance initiatives can play in supporting evidence-oriented decision making, it is vital that approaches between stakeholder groups can be aligned and that the voice of all stakeholders is heard in a meaningful way.
- It will be imperative to align across trust building and evidence initiatives globally and ensure that knowledge sharing between stakeholders and initiatives exists so that successful models can be replicated, and local networks strengthened in their work.

Speakers & Table Leads

Keynote speaker: **Beth Havinga**, Managing Director, European EdTech Alliance

Evidence Table leads:

- **Beth Havinga**, Managing Director, European EdTech Alliance
- **Leotes Helin**, Education Manager, UNICEF Innovation Hub

Trust Table Leads:

- **Zelda GERARD-BESSET**, Legal Officer, CNIL
- **Mahyar Rahmantalab**, Government Key Accounts Manager, BETT

Alliances Table Leads:

- **Jannie Jeppesen**, Vd/CEO Swedish Edtech Industry, Chairwoman European Edtech Alliance
- **Alice Carter**, Delivery Lead, EdTech Hub

Facilitators:

- **Michelle Duquette**, Community Strategist, European EdTech Alliance
- **Antonia Clary**, Research Lead, European EdTech Alliance

Format & session logistics

The Session will take place in person, in English, in **Room IX** at UNESCO Headquarters in Paris, from **16:00** to **17.15**. No interpretation will be provided.