



24 March 2025

9:00-18:00

125 Avenue de Suffren, 75007, Paris

The Global Education Coalition: From 2020 to 2030

Launched in 2020 as an emergency response to the COVID-19 crisis, the **Global Education Coalition (GEC)** has evolved into a dynamic global network of partners committed to advancing education transformation. As we mark its fifth anniversary, we recognize the Coalition's role in bridging the digital divide, enhancing teacher capacity, fostering youth employability, and advancing gender equality in and through education.

Only five years remain to achieve SDG 4. We need ambitious new mission-oriented approaches to meet shared global education targets, but also to navigate **new emergencies** and **emerging phenomena** that challenge the **resilience** and **relevance** of education systems worldwide. Therefore, this year's annual meeting will be **action-focused** and **activities-based**, creating **spaces for fostering greater collaboration** to further develop and grow our Coalition's position as a unique multistakeholder catalyst and response mechanism, in the spirit of SDG 17 and the Global Digital Compact's call for greater collaboration between governments and non-state actors.

Specifically, the meeting is an opportunity to drive the continued growth of the **Global Skills Academy**, new directions for the **Global Learning House** and the **Global Teacher Campus**, and the establishment of a facility for country-level work with the **Digital Transformation Collaborative (DTC)**, including a capacity building programme for education decision-makers aligned with the [Six pillars framework](#) for

the digital transformation of education, launched by Coalition members in September 2024. Since then, the Six Pillars framework has become a widely endorsed **common language** to unpack the essential components of holistic, equitable, sustainable and human-centred approaches to technology and education.

Objectives

1. **Shape the Coalition's future together:** Collaboratively define the Coalition's priorities and reaffirm our shared commitment to accelerating progress toward SDG 4, SDG 8 and beyond.
2. **Address key education and training challenges:** Explore how the Coalition is tackling persistent education issues and propose innovative solutions to emerging education challenges, exacerbated by demographic, technological, environmental and geopolitical transitions.
3. **Engage in interactive workshops:** Participate in focused workshops to share best practices, brainstorm actionable solutions for real-world problems, and create synergies that enhance collaboration and impact across our work.

Participants

UNESCO has invited all **232 members** of the Coalition, as well as the Permanent Delegations of UNESCO Member States, ministry representatives and other relevant stakeholders, including those interested in joining the Coalition. As of 19 March, there was a total of **293 registered participants**, of which 154 are members, 64 non-members and 75 country representatives.

To see the latest list of **participating organizations**, please refer to **Annex 1** at the end of the document.

Location for badge collection

Participants may collect their badges at the UNESCO entrance at **125 Avenue du Suffren** from **8:30 to 9:30 AM**.

Format & session logistics

Global Education Coalition members are invited to attend the **in-person only** annual meeting on **24 March 2025**. The day will be divided in two parts: morning **plenary sessions**, and afternoon **parallel sessions** on a range of mission-focused topics and networking opportunities.

Interpretation will be provided in French and English during the morning plenary sessions only. Afternoon parallel sessions and workshops will take place in English only.

| Time | Agenda | Location |
|-------------|--|-----------------|
| 9:00-10:00 | Welcome coffee | Foyer of Room I |
| 10:00-10:10 | <p>Opening remarks: Presentation of the annual report – “Celebrating five years of action and impact for SDG 4” – and vision for the Coalition’s future</p> <p>Speaker: Stefania Giannini, Assistant Director-General for Education, UNESCO</p> | Room I |
| 10:10-11:00 | <p>From 2020 to 2030: Crafting mission-oriented collaborations</p> <p>In three rounds of ‘fireside chats’, Coalition partners will reflect on lessons learned from previous collaborations and debate new methods and creative partnerships aimed at developing radical and resilient solutions that use technologies and AI to improve persistent challenges in education systems, including on: (1) accelerating foundational learning, (2) empowering teachers and the teaching profession, and (3) expanding skills for the future of work.</p> <p>Moderator: Borhene Chakroun, Director for the Division of Policies and Lifelong Learning Systems, UNESCO</p> <p>Accelerating foundational learning</p> <ul style="list-style-type: none"> Speakers: Andreas Schleicher, Director for Education and Skills, OECD & Jane Mann, Managing Director of the Cambridge Partnership for Education <p>Empowering teachers and the teaching profession</p> <ul style="list-style-type: none"> Speakers: Magdalena Brier, CEO, ProFuturo & Bruce Dahlgren, CEO, Anthology <p>Expanding skills for the future of work</p> <ul style="list-style-type: none"> Speakers: Frank Huang, CTO, Huawei & Francis Hourant, President, WorldSkills | |
| 11:00-11:40 | <p>Country perspectives: Decision-making for the digital transformation of education</p> <p>This ministerial dialogue will explore the challenges and opportunities of cross-sectoral and multistakeholder collaboration in planning, financing and implementing sector-wide digital transformation in education.</p> <p>Moderator: Shafika Isaacs, Chief of the Section for Technology and AI in Education, UNESCO</p> <p>Speakers:</p> <ul style="list-style-type: none"> HE Mr Jean Paul Cedy, Minister of Pre-University Education and Alphabetization, Guinea Hon Ms Mavhungu Lerule-Ramakhanya, Honorable MEC for Education in Limpopo Province, South Africa HE Ms Amal El Fallah Seghrouchni, Minister of Digital Transformation and of the Administration Reform, Morocco | |
| 11:40-11:50 | <p>Interactive activity: What’s next for the Coalition?</p> <p>Participants will engage in brainstorming the mission-oriented approach for the next 5 years of the Coalition.</p> <p>Moderator: Juliette Normén-Smith, UNESCO</p> | |

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|---------------------------|--|---|
| <p>11:50-12:35</p> | <p>From framework to delivery: Dialogue with the Digital Transformation Collaborative (DTC)</p> <p>Panel discussion with DTC partners on translating the common Six Pillars framework into national education strategies and action plans through a DTC capacity development programme, dedicated experts, co-designed workshops, and the alignment of networks of complementary partner initiatives.</p> <p>Moderator: Erin Chemery, Senior Project Officer, UNESCO</p> <p>Speakers:</p> <ul style="list-style-type: none"> • Zohra Yermeche, Head of Connect to Learn, Ericsson • Dina Ghobashy, Director of Education Transformation, Microsoft • Alex Wong, Senior Advisor, Executive Office, and GIGA Co-lead, ITU • William Florence, Head of Multilateral Education Partnerships, Google • Morgan Strecker, Chief of Staff, Global Partnership for Education • Borhene Chakroun, Director, Division of Policies and Lifelong Learning Systems, UNESCO | |
| <p>12:35-12:45</p> | <p>Closing remarks on the Global Digital Compact and its relevance for education</p> <p>Speaker: Tawfik Jelassi, Assistant-Director General for Communication and Information, UNESCO</p> | |
| <p>12:45-14:00</p> | <p>Meet and greet lunch and launch of the IFC report on gender and skills</p> <p>Lunch will be provided for all registered participants on the 7th floor.</p> | <p>Restaurant 7th floor</p> |

Afternoon parallel sessions and workshops: Rooms IV, VI, VIII and IX

| | | |
|---------------------------|--|--|
| <p>14:00-15:30</p> | <p>Co-creating our next mission targets together</p> <p>These interactive parallel sessions will brainstorm the future of the missions and agree on new targets.</p> <p>A: Global Skills Academy (GSA) and Gender Equality: Targeting large-scale Skills Development initiatives for inclusive impact by 2030.</p> <p>B: Global Learning House: Expanding the mission for 2030 on leveraging the science of learning for evidence-informed solutions to education challenges.</p> <p>C: Global Teacher Campus: Designing a new mission for 2030 on teachers digital skills and AI.</p> | <p>A: Room IV B: Room VIII C: Room VI</p> |
| <p>15:30-16:00</p> | <p>Coffee break</p> | <p>Foyer of Room I</p> |
| <p>16:00-17:30</p> | <p>Thematic workshops on pressing challenges</p> <p>These parallel sessions will be design-thinking to focus on pressing challenges in 2025 and beyond.</p> <p>A: Financing education: Using the DTC’s financial models toolkit, this session will engage with innovative financing for the digital transformation of education. Participants will reflect on case studies and initiatives from their own contexts to expand the knowledge commons on the topic, and they will leave with concrete examples of 26 different models leveraged around the world.</p> <p>B: Education in emergencies: This session will brainstorm new public-private partnerships (PPP) in crisis contexts, discussing how distance learning opportunities can be leveraged to support educational inclusion and continuity. Participants will leave with new ideas for how and where PPP can be an asset for education in emergencies in 2025 and beyond.</p> <p>C: Advancing trustworthy alliances for education and technology: This session will explore the essential building blocks for creating meaningful ecosystems for knowledge exchange and collaboration across stakeholder groups to ensure technology in education has a positive impact. Participants will leave with concrete steps for building multistakeholder alliances in their own contexts.</p> | <p>A: Room VI B: Room IX C: Room IV</p> |
| <p>17:30-18:30</p> | <p>Closing remarks and cocktail</p> <p>Participants meet in the foyer of Room I to celebrate the day’s progress and reflect on future activities.</p> | <p>Foyer of Room I</p> |



24 mars 2025

9:00-18:00

125 Avenue de Suffren, 75007, Paris

La Coalition mondiale pour l'éducation : de 2020 à 2030

Lancée en 2020 en réponse d'urgence à la crise de la COVID-19, la **Coalition mondiale pour l'éducation (CME)** est devenue un réseau mondial dynamique de partenaires engagés dans la transformation de l'éducation. Alors que nous célébrons son cinquième anniversaire, nous reconnaissons le rôle de la Coalition dans la réduction de la fracture numérique, le renforcement des capacités des enseignants, la promotion de l'employabilité des jeunes et l'avancement de l'égalité des genres dans et par l'éducation.

Il ne reste que cinq ans pour atteindre l'ODD 4. Nous avons besoin de nouvelles approches ambitieuses et orientées vers des missions pour nous aider à atteindre nos objectifs mondiaux en matière d'éducation, mais aussi pour faire face aux **nouvelles urgences** et aux **tendances émergentes** qui mettent à l'épreuve la **résilience** et la **pertinence** de nos systèmes éducatifs à l'échelle mondiale. Ainsi, la réunion annuelle de cette année sera axée sur **l'action** et structurée autour **d'activités**, créant des **espaces qui favorisent une collaboration accrue** afin de renforcer et d'élargir le rôle de notre Coalition en tant que catalyseur multipartite unique, dans l'esprit de l'ODD 17 et de l'Appel mondial pour un pacte numérique qui encourage une collaboration renforcée entre les gouvernements et les acteurs non étatiques.

Plus précisément, cette réunion sera l'occasion de soutenir le développement continu de **l'Académie mondiale des compétences**, d'explorer de nouvelles orientations pour la **Maison mondiale de l'apprentissage** et le **Campus mondial des enseignants**, ainsi que d'établir un dispositif de travail au niveau des pays en collaboration avec la **Digital Transformation Collaborative (DTC)**. Cela inclut un programme de renforcement des capacités

destiné aux décideurs de l'éducation, aligné sur le Cadre des [Six Piliers](#) pour la transformation numérique de l'éducation, lancé par les membres de la Coalition en septembre dernier. Depuis, ce cadre est devenu un **langage commun** largement adopté pour décrypter les composantes essentielles d'approches holistiques, équitables, durables et centrées sur l'humain en matière de technologie et d'éducation.

Objectifs

1. **Façonner ensemble l'avenir de la Coalition** : Définir collectivement les priorités de la Coalition et réaffirmer notre engagement commun à accélérer les progrès vers l'ODD 4 et au-delà.
2. **Relever les défis majeurs de l'éducation** : Examiner comment la Coalition s'attaque aux problèmes éducatifs persistants et propose des solutions innovantes face aux nouveaux défis éducatifs, aggravés par les transitions démographiques, technologiques, environnementales et géopolitiques.
3. **Participer à des ateliers interactifs** : Prendre part à des ateliers ciblés pour partager les meilleures pratiques, réfléchir à des solutions concrètes pour des situations réelles et créer des synergies renforçant la collaboration et l'impact de nos actions.

Participants

L'UNESCO invitera l'ensemble des **plus de 225 membres** de la Coalition, ainsi que les Délégations permanentes des États membres de l'UNESCO, des représentants ministériels et d'autres parties prenantes concernées, y compris celles intéressées à rejoindre la Coalition. Au 19 mars, **293 participants étaient inscrits**, dont 154 membres, 64 non-membres et 75 représentants de pays.

Pour consulter la dernière liste des **organisations participantes**, veuillez vous référer à l'**annexe 1** à la fin du document.

Lieu de retrait des badges

Les participants pourront retirer leur badge à l'entrée de l'UNESCO au **125 Avenue du Suffren** de **8h30 à 9h30**.

Format & organisation des sessions

Les membres de la Coalition mondiale pour l'éducation sont invités à assister à la réunion annuelle, qui se tiendra exclusivement **en présentiel le 24 mars 2025**. La journée sera divisée en deux parties : des **sessions plénières** le matin et des **sessions** parallèles l'après-midi sur divers sujets ciblés et des opportunités de mise en réseau.

L'**interprétation** sera assurée en français et en anglais pendant les sessions plénières du matin uniquement. Les sessions parallèles et les ateliers de l'après-midi se dérouleront uniquement en anglais.

| Heure | Activité | Salle |
|-------------|---|---------------------|
| 9:00-09:50 | Café d'accueil | Foyer de la Salle I |
| 10:00-10:10 | <p>Remarques d'ouverture : Cinq ans d'action et d'impact pour l'ODD 4, présentation du rapport annuel et vision pour l'avenir de la Coalition</p> <p>Intervenante : Stefania Giannini, Sous-Directrice générale pour l'éducation</p> | Salle I |
| 10:10-11:00 | <p>De 2020 à 2030 : concevoir des collaborations axées sur les missions</p> <p>Au cours de trois séries de discussions les partenaires de la Coalition partageront les enseignements tirés de collaborations précédentes et proposeront de nouvelles méthodes et partenariats créatifs visant à développer des solutions radicales et résilientes grâce aux technologies et à l'intelligence artificielle pour relever les défis persistants des systèmes éducatifs, notamment sur (1) l'accélération des apprentissages fondamentaux, (2) l'autonomisation des enseignants et de la profession enseignante, ainsi que (3) l'élargissement des compétences pour l'avenir du travail.</p> <p>Modérateur : Borhene Chakroun, Directeur de la Division des politiques et des systèmes d'apprentissage tout au long de la vie, UNESCO</p> <p>Accélérer l'apprentissage fondamental</p> <ul style="list-style-type: none"> Intervenants : Andreas Schleicher, Directeur de l'éducation et des compétences, OCDE & Jane Mann, Directrice du Partenariat pour l'éducation, Cambridge <p>Autonomiser les enseignants et la profession enseignante</p> <ul style="list-style-type: none"> Intervenants : Magdalena Brier, PDG, ProFuturo & Bruce Dahlgren, PDG, Anthology <p>Développer les compétences pour l'avenir du travail</p> <ul style="list-style-type: none"> Intervenants : Frank Huang, Directeur technique (CTO), Huawei & Francis Hourant, Président, WorldSkills | |
| 11:00-11:40 | <p>Perspectives nationales : Prise de décision pour la transformation numérique de l'éducation</p> <p>Dialogue ministériel sur les défis et les opportunités de la collaboration intersectorielle et multipartite dans la planification, le financement et la mise en œuvre de la transformation numérique du secteur éducatif.</p> <p>Modératrice : Shafika Isaacs, Cheffe de la Section Technologie et IA dans l'éducation, UNESCO</p> <ul style="list-style-type: none"> Hon. Mme Mavhungu Lerule-Ramakhanya, Ministre de l'Éducation de la province du Limpopo, Afrique du Sud SE Mme Amal El Fallah Seghrouchni, Ministre de la Transformation numérique et de la Réforme de l'administration, Maroc | |

| | | |
|--------------------|--|----------------------------|
| | <ul style="list-style-type: none"> • SE M. Jean Paul Cedy, ministre de l'Éducation pré-universitaire et de l'Alphabétisation, Guinée | |
| 11:40-11:50 | <p>Activité Interactive : Quelle est la prochaine étape pour la Coalition ?</p> <p>Les participants prennent part à une séance de réflexion pour définir l'approche axée sur les missions des cinq prochaines années de la Coalition.</p> <p>Modératrice : Juliette Normén-Smith, UNESCO</p> | |
| 11:50-12:35 | <p>Du cadre à la mise en œuvre : Dialogue avec le Digital Transformation Collaborative (DTC)</p> <p>Discussion avec les partenaires du DTC sur la mise en œuvre du cadre commun des Six Piliers dans les stratégies nationales d'éducation et les plans d'action. Cette transformation s'appuiera sur un programme de développement des capacités du DTC, l'expertise d'experts dédiés, des ateliers co-construits, ainsi que l'alignement des réseaux d'initiatives partenaires complémentaires.</p> <p>Modératrice: Erin Chemery, Responsable de programmes, UNESCO</p> <ul style="list-style-type: none"> • Zohra Yermeche, Responsable du programme <i>Connect to Learn</i>, Ericsson • Dina Ghobashy, Directrice de la transformation de l'éducation, Microsoft • Alex Wong, Conseiller principal, Bureau exécutif, et Co-lead de GIGA, UIT • William Florence, Responsable des partenariats multilatéraux en éducation, Google • Morgan Strecker, Chef de cabinet, Partenariat mondial pour l'éducation • Borhene Chakroun, Directeur, Division des politiques et des systèmes d'apprentissage tout au long de la vie, UNESCO | |
| 12:35-12:45 | <p>Mots de clôture sur le Pacte numérique mondial et son importance pour l'éducation Intervenant :</p> <p>Intervenant : Tawfik Jelassi, Sous-Directeur général pour la communication et l'information, UNESCO</p> | |
| 12:45-14:00 | <p>Déjeuner de réseautage et lancement du rapport de l'IFC sur le genre et les compétences</p> <p>Un déjeuner sera offert pour tous les participants inscrits au 7^e étage.</p> | Restaurant 7e étage |

Sessions parallèles de l'après-midi : Salle IV, VI, VIII et IX

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|---------------------------|--|---|
| <p>14:00-15:30</p> | <p>Co-création de nos prochains objectifs de mission</p> <p>Ces sessions interactives parallèles permettront de réfléchir à l'avenir des missions et de convenir de nouveaux objectifs.</p> <p>A: Académie mondiale des compétences et Programme phare sur le genre : Définition d'un nouvel objectif sur l'IA, le genre et le développement des compétences numériques.</p> <p>B: Maison mondiale de l'apprentissage : Expansion de la mission pour 2030 en exploitant les sciences de l'apprentissage afin de proposer des solutions fondées sur des données probantes aux défis éducatifs.</p> <p>C: Campus mondial des enseignants : Conception d'une nouvelle mission pour 2030 sur les compétences numériques des enseignants et l'IA.</p> | <p>A: Salle IV B: Salle VIII C: Salle VI</p> |
| <p>15:30-16:00</p> | <p>Pause-café</p> | <p>Foyer de la Salle I</p> |
| <p>16:00-17:30</p> | <p>Ateliers thématiques sur les défis urgents</p> <p>Ces sessions parallèles, basées sur le design thinking, se concentreront sur les défis majeurs de 2025 et au-delà.</p> <p>A: Financement de l'éducation : En utilisant la boîte à outils des modèles financiers de la DTC, cette session explorera des approches innovantes pour le financement de la transformation numérique de l'éducation. Les participants contribueront avec des études de cas et des initiatives issues de leurs propres contextes afin d'enrichir le savoir collectif sur le sujet. Ils repartiront avec des exemples concrets de 26 modèles différents utilisés à travers le monde.</p> <p>B: Éducation en situation d'urgence : Cette session permettra de réfléchir à de nouveaux partenariats public-privé (PPP) dans les contextes de crise, en discutant des opportunités offertes par l'apprentissage à distance pour favoriser l'inclusion et la continuité éducative. Les participants repartiront avec de nouvelles idées sur les moyens et les domaines où les PPP peuvent être un atout pour l'éducation en situation d'urgence en 2025 et au-delà.</p> <p>C: Renforcer les alliances de confiance pour l'éducation et la technologie : Cette session examinera les éléments essentiels à la création d'écosystèmes efficaces favorisant l'échange de connaissances et la collaboration entre les différentes parties prenantes afin de garantir un impact positif de la technologie dans l'éducation. Les participants repartiront avec des étapes concrètes pour construire des alliances multipartites dans leurs propres contextes.</p> | <p>A: Salle VI B: Salle IX C: Salle IV</p> |
| <p>17:30-18:30</p> | <p>Mots de clôture et cocktail</p> <p>Les participants se réunissent dans le foyer de la salle I pour célébrer les progrès de la journée et les activités à venir.</p> | <p>Foyer de la Salle I</p> |

Global Skills Academy (GSA) and Gender Equality

Targeting large-scale Skills Development initiatives for inclusive impact by 2030

Background and overview

Promoting skills development is essential to sustainable development, contributing to SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 8 (Decent Work). Equal participation of women and girls, boys and men in skills development challenges discriminatory norms, improves economic opportunities, and builds stronger societies.

Launched in 2020 as a flagship of the Global Education Coalition, the Global Skills Academy (GSA) aligns with UNESCO's TVET Strategy to equip youth and adults with skills for employment and lifelong learning. Targeting 10 million learners by 2029, GSA focuses on digital and 21st-century skills development. To date, thanks to the unwavering support of 25 active partners, GSA has empowered over 1.2 million learners.

Aligned with [UNESCO's Strategy for Gender Equality in and through Education \(2019-2025\)](#), the [Gender Equality mission](#) aims to help learners overcome gender-based barriers and fulfil their right to education, including by expanding girls' and women's opportunities to develop digital and leadership skills. It seeks to address the root causes of unequal gender dynamics. This mission is engaged in data, research and evidence, advocacy and communications, and country-level action.

Objectives

- Present the progress achieved through the GEC, underscoring the existing gender gap in skills development within education. Emphasize the synergies between skills development and gender equality to maximize impact.
- Present the GSA state of the art emphasizing the achievements and the growth strategy for the next five-year cycle.
- Introduce UNESCO-KPMG collaboration to close the Global Skills Gap: The Skills Commitment initiative.
- Engage with ongoing and potential new partners to discuss best practices and approaches for scaling up initiatives that equip youth, particularly girls and women at the secondary, post-secondary, TVET, and higher education levels, with essential skills for employability, resilience, and leadership.
- Encourage partners to explore new opportunities for collaboration and innovation in advancing skills development for gender equality for all.

Key messages

- Demographic shifts and green/digital transitions are worsening talent shortages. [46% of workers report qualification-job mismatches](#), yet only 6% of businesses consider removing degree requirements to address shortages. Women face twice the risk from automation impacts. UNESCO is mobilizing resources to develop employability skills in the AI era.
- Women face persistent educational access barriers and occupational segregation into lower-paid positions. While STEM education could bridge skills gaps, gender imbalances persist with only [28% of engineering and 40% of computer science graduates being women](#) globally. Some sub-Saharan African countries see as low as 10% female participation in physics, mathematics, and engineering programmes.
- Addressing skills gaps and gender inequality requires multi-stakeholder partnerships that leverage diverse resources and expertise. UNESCO's Gender Equality mission collaborates with GSA and partners to foster inclusive, skills-first labour markets.

Format & session logistics

- The workshop will be held in person at UNESCO Headquarters, **Room IV**, from **14:00 to 15:30**.
- It will be conducted in **English**. Please note interpretation services will not be provided.
- It will be **interactive** to encourage sharing of good practices and networking among partners

| Time | Programme |
|-------------|---|
| 14:00-14:10 | Opening remarks <ul style="list-style-type: none"> • <i>Hervé Huot-Marchand</i>, Chief, Section of Youth, Literacy and Skills Development, UNESCO • <i>Elsbeth McOmish</i>, Gender lead, Section of Education for Inclusion and Gender Equality, UNESCO |
| 14:10-14:20 | Leveraging UNESCO-UNEVOC Framework <ul style="list-style-type: none"> • <i>Friedrich Huebler</i>, Head, UNESCO-UNEVOC |
| 14:20-14:35 | Global Skill Academy mission: State of the art of GSA today and 2025-2029 <ul style="list-style-type: none"> • <i>Soledad Patiño</i>, Coordinator, Global Skills Academy. • <i>Aïcha El Meknassi</i>, Loaned Expert – KPMG, Global Skills Academy |
| 14:35-14:45 | Skills for the Future – Business Commitment for Youth Empowerment A UNESCO-KPMG collaboration to close the Global Skills Gap <ul style="list-style-type: none"> • <i>Hervé Huot-Marchand</i>, Chief, Section of Youth, Literacy and Skills Development, UNESCO • <i>Róisín Murphy</i>, Head of Global Sustainability (Our Impact Plan), KPMG |
| 14:45-15:10 | Interactive Group Activity with GEC Partners, UNESCO team and participants Actions Areas for scaling skills development initiatives for inclusive impact by 2030 <i>Session participants are invited to join Action Areas, ensuring a balanced distribution of participants as much as possible. Each group will engage in discussions on opportunities for multi-stakeholder initiatives aimed at achieving large-scale impact, with particular attention to girls and women.</i> Action Areas: <ul style="list-style-type: none"> • Digital Skills: <i>Ilja Rieki</i>. UNESCO. • Entrepreneurship Skills: <i>Megumi Watanabe</i>, UNESCO. • Leadership and Transversal Skills: <i>Ramon Iriarte</i>, UNESCO. • Green and Environmental Skills: <i>Patrick Devaney</i>, UNESCO. <p>Guided by questions will be provided by UNESCO colleagues, including:</p> <ul style="list-style-type: none"> - <i>What scalable, functioning implementation models and/or multistakeholder partnerships initiatives would you recommend as best practices for GSA training implementation?</i> - <i>Which immediate actions and/or GEC partnerships could the GSA prioritize to increase our impact, enhance our scale and empower more learners, especially girls and women through skills development?</i> <p><i>Each group will self-designate a rapporteur, who may be invited to present the key outcomes of their discussion during the plenary session. Participants are encouraged to contribute their insights through a QR code, which will enable UNESCO to consolidate and present the final findings.</i></p> |
| 15:10-15:25 | Proposals from the floor presented by rapporteurs <i>The moderator will invite rapporteurs from the floor to share key insights. They will present practical visions and actionable strategies for scaling skills development initiatives to drive inclusive impact by 2030.</i> |



Global Teacher Campus (GTC)

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 40 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.

This year we celebrate the collaborative achievements of our Members that have led to complete our initial mission of equipping **1 million teachers with digital skills**. Building on this momentum, GTC will continue to evolve, committing to a new ambitious and country-level mission: **supporting at least 25 countries in integrating technologies into teacher education and professional development by 2030**.

As we celebrate the achievements of the Global Teacher Campus, this session will look ahead to the future, focusing on how to **strengthen collaboration and support teachers** in an evolving digital landscape. A key theme will be the role of **AI in education** and its potential to enhance teaching and learning, as well as the challenges it poses for the profession. Teachers remain at the heart of education, shaping critical thinking, ethical reasoning, and meaningful student engagement.

This session will feature insights on the role of AI in the teaching profession while fostering an interactive discussion among participants who will **share their experiences, reflect on lessons learned, and identify strategies to support teachers in the next 5 years and beyond**. The session will also serve as a **co-creation space**, fostering new collaborations and **shaping the future of the Global Teacher Campus** as a driver of innovation and professional development.

Objectives

1. **Celebrate the successes** of the Global Teacher Campus, made possible through the collaboration of its partners, while unveiling the **next phase**: supporting at least 25 countries in integrating technology into teacher education and professional development by 2030.
2. **Explore the evolving landscape of education**, focusing on the opportunities and risks posed by **AI** and its impact on teachers' roles, professional autonomy, and the future of learning.
3. Engage in interactive discussions to **strengthen the role of the Global Teacher Campus** as a platform for collaboration, share insights on future projects, and **identify synergies** that can drive collective action.

Format & session logistics

The workshop will take place in person, in English, in **Room VI** at UNESCO Headquarters in Paris, from **14:00 to 15:30**. No interpretation will be provided.

| Time | Programme |
|-------------|--|
| 14:00-14:15 | <p>Introduction to the session: Where does the GTC stand?</p> <p>We aim to celebrate the achievements of the Global Teacher Campus over the past five years while also critically reflecting on how we can enhance our collaboration and foster new synergies as we look ahead to 2030.</p> |
| 14:15-14:25 | <p>New challenges: how do we address AI in the teaching profession?</p> <p>Speaker: Shafika Isaacs, Chief, Section for Technology and AI in Education, Division for the Future of Learning and Innovation, UNESCO</p> <p>The topic of teachers and AI will likely dominate discussions around the teaching profession in the next years. This opening presentation would spotlight the UNESCO AI Competency Framework for Teachers, highlighting the importance of contextualizing and implementing it in teacher training and professional development programmes, and sharing reflections on the current contextualisation process in Egypt.</p> |
| 14:25-14:35 | <p>Next steps: TTF Position paper on Empowering Teachers through AI</p> <p>Speaker: Peter Wallet, Secretariat of the International Task Force on Teachers for Education 2030, UNESCO</p> <p>Presentation of the initial outcomes from the position paper on teachers and AI developed by the Teacher Task Force.</p> |
| 14:35-14:55 | <p>Perspectives in Action: Achievements & best practices</p> <p>This interactive discussion invites partners to share their experiences, lessons learned, and future aspirations in strengthening teacher development worldwide. The moderator will guide the conversation around three key themes:</p> <ol style="list-style-type: none"> 1. What are the most significant achievements in your work over the past five years? What made them possible? 2. How has the Global Education Coalition supported your work? 3. As we enter this next phase, what are your priorities for the future? What challenges and opportunities do you foresee? <p>Partners at the table will be able to share their success stories, challenges, best practices and future outlooks, learning from one another.</p> |
| 14:55-15:20 | <p>Shaping the Future of the Global Teacher Campus: Collaboration & Innovation</p> <p>In this second part, participants will explore emerging challenges, new opportunities, and how the Global Teacher Campus (GTC) can continue evolving as a driver of meaningful change. Key questions include:</p> <ol style="list-style-type: none"> 1. What will be the main challenges facing the teaching profession in the next years? 2. Will AI be a transformative tool, a challenge to overcome, or both? Are you going to implement it in your work? 3. How can the Global Teacher Campus better support your work and amplify collective impact? <p>This session will serve as a co-creation space, encouraging participants to exchange ideas, identify shared goals, and shape the future of GTC as a platform for teacher-focused innovation and collaboration.</p> |
| 15:20-15:30 | <p>Final reflection on the potential synergies in the group & closing remarks</p> <p>The moderator will summarize the key insights from the discussion, highlighting potential synergies among the work of the partners at the table.</p> <p><i>Moderator will thank everyone and invite participants to head upstairs for the coffee break before the next session.</i></p> |

Global Learning House (GLH)

Background and overview

The global education landscape presents a stark and urgent challenge: 251 million children and adolescents remain out of school, and approximately 70% of those who are attending struggle to read and comprehend a simple text by age 10¹. These statistics reflect more than just issues of access or funding - they point to a profound crisis in the quality of learning. Addressing this crisis requires a fundamental shift in educational policies and teaching and learning strategies. In response to this urgent need for education transformation, the Global Learning House (GLH) redefined its mission two years ago. GLH now focuses on integrating advanced technology, data analytics, and evidence from the science of learning to guide and inspire education transformation.

The new GLH mission is supported by the work of the [Global Alliance on the Science of Learning for Education](#), an international community of practice that brokers between scientists, policymakers and practitioners to accelerate the translation of scientific knowledge into applications for education policy and practice. Insights and evidence from the science of learning hold much untapped potential for education; however, how to 'translate' scientific knowledge of how students learn for improving curricula, pedagogy and learning outcomes remains a challenge. This year's GLH session will explore ways to accelerate the implementation of evidence-based solutions to global education challenges by showcasing compelling examples where the combination of technology, the science of learning, and data analytics can be leveraged to design more evidence-informed policies and develop more responsive learning ecosystems.

By connecting data and scientific research with technology, the session aims to engage stakeholders in sparking transformative shifts in education, in advancing these innovations towards and fostering systemic change, and ensuring that every child not only gains access to, but also benefits from high quality, impactful learning innovations. Additionally, the session aims to foster strategic public-private partnerships, which are crucial for driving innovations and expanding impact across and beyond the education sector.

Objectives

1. **Showcase GLH member innovations:** Showcase the latest developments and evidence-based solutions that have the potential to empower learners worldwide, with a focus on scalable, technology-enhanced and scientifically backed solutions.
2. **Cultivate strategic partnerships:** Facilitate a dialogue among policymakers, data analysts, scientists, and practitioners, creating a platform for knowledge exchange, peer learning and expert consultation on pressing educational and learning challenges.
3. **Catalyze collaborative action:** Engage in design-thinking to propose concrete pathways for partnership and collective action to address persistent global learning challenges.

Global Learning House: Fifth Annual Meeting, 24 March 2025

Location: 125 Avenue de Suffren, 75007 Paris, France – Room VIII

| Time | Programme |
|---------------|---|
| 14:00 – 14:05 | Opening Welcome. Master of Ceremonies: Sonia Guerriero, Section of Education Policies, Division of Policies and Lifelong Learning Systems |
| 14:05 – 14:15 | Keynote presentation The new GLH mission: Where have we come from and where are we heading? (Gwang-Chol Chang, Chief. Section of Education Policies, Division of Policies and Lifelong Learning Systems) |
| 14:15 – 15:00 | Innovations from GLH partners Chair: Sonia Guerriero, Section of Education Policies, Division of Policies and Lifelong Learning Systems <ul style="list-style-type: none">• Nigerian Education Data Initiative (Mr. Abubakar Isah, Vice-Chairman)• Babilou Family Foundation (Ms Laurie Catteeuw, Education Expert)• International Centre for EdTech Impact (WiKIT) (Mr Olav Schewe, Learning Scientist)• Research Schools International (Ms Christina Hinton, Founder and CEO) |
| 15:00 – 15:25 | Q&A and Interactive Discussion Session Facilitator: Erin Jeong, Section of Education Policies, Division of Policies and Lifelong Learning Systems |
| 15:25 – 15:30 | Wrap-up Sonia Guerriero, Section of Education Policies, Division of Policies and Lifelong Learning Systems |

Financial engineering: Exploring innovative financing of the digital transformation of education

Background and overview

Global **education financing faces unprecedented challenges in 2025**. Recent data shows total global education spending reached \$5.8 trillion USD in 2022, however, that global figure masks significant inequities between regions and income levels, with high-income countries spending approximately \$8,532 USD per child while low-income countries spend only \$55 USD per child.

Within this broader financing challenge and as ODA pulls back in 2025, the **digital transformation of education presents a particularly complex funding dilemma**. As education systems worldwide accelerate their adoption of technology, the cost implications are substantial and often underestimated. Basic digital infrastructure in schools requires annual investments of \$4-22 USD per student, while comprehensive models that include home connectivity can reach \$284 USD per student—a figure that exceeds total education spending in many low-income countries by several multiples.

The **economic implications of these educational and digital gaps are severe**. UNESCO estimates that low-income countries face an annual financing gap of \$97 billion USD to meet basic education targets—before accounting for digital transformation costs. This gap widens considerably when factoring in digital infrastructure, devices, connectivity, and capacity building. This compound challenge means the most resource-constrained education systems require the most significant investments to avoid being left behind in the digital transition. Without targeted intervention, the digital divide threatens to deepen existing educational inequities, as high-income countries rapidly advance their digital learning environments while low-income countries struggle with basic connectivity and device access.

This challenge requires immediate attention and coordinated action from the international community to prevent further widening of the digital divide and its associated economic and social costs. This year's Global Education Coalition Annual Meeting marks an opportunity to share progress so far and plot the next steps towards establishing sustainable financing for digital transformation in education.

Objectives

Members are invited to an afternoon roundtable on Financial engineering: innovative financing for digital technology in education.

The workshop has the following objectives:

1. Share the current estimates for financing the digital transformation of education.
2. Introduce the Digital Transformation (DTC) Financing Toolkit, which has been designed to help countries coordinate funding and financing across domestic budget commitments, donors, the private sector, and innovative financing instruments.
3. Co-design the DTC capacity building module on sustainable innovative finance strategies for digital transformation in 2025.
4. Present innovative initiatives to expand digital learning opportunities.

Roundtable Voices

- I. Erin Chemery, UNESCO
- II. Yuki Murakami, Global Education Monitoring Report
- III. Farid Fezoua, International Finance Corporation (IFC)
- IV. Zohra Yermèche, Ericsson
- V. Alex Wong, International Telecommunication Union (ITU)
- VI. Mehdi Abid, Adelbar
- VII. Slim Khalbous, Agence Universitaire de la Francophonie
- VIII. Lucia Santirso Richards, Bridges Outcomes Partnerships

Format & session logistics

The roundtable will take place in person in English in **Room VI**.

| Time | Programme |
|-------------|--|
| 16:00-16:05 | Welcome Erin Chemery, UNESCO |
| 16:06-16:13 | GEM Report presents digital transformation cost estimates Yuki Murakami, Global Education Monitoring Report |
| 16:14-16:30 | The International Finance Corporation (IFC) and Ericsson introduces the DTC Financing Toolkit and takes questions Farid Fezoua, International Finance Corporation (IFC) Zohra Yermèche, Ericsson |
| 16:31-16:40 | Digital infrastructure investment: collaborative approaches and mechanisms to finance universal connectivity Alex Wong, International Telecommunication Union (ITU) |
| 16:41-16:54 | Partners working together on funding Digital Transformation in education in Africa: Connecting Higher Education Students (Adelbar and AUF) Mehdi Abid, Adelbar Slim Khalbous, Agence Universitaire de la Francophonie |
| 16:55-17:10 | Bridges Outcomes Partnerships presents their model, challenges, and successes managing outcomes based funding programmes globally Lucia Santirso Richards, Bridges Outcomes Partnerships |
| 17:11-17:28 | What are we missing? - Interactive session to envision new initiatives: - Such as the cost and sustainability capacity building workshop Moderated by Zohra Yermèche, Ericsson |
| 17:28-17:30 | Closing |



Education in emergencies: What is the role of public-private partnerships?

Background and overview

As crises continue to emerge worldwide, education systems face increasing disruptions that require adaptive, coordinated, and sustainable responses. Forming **public-private partnerships** (PPPs) can strengthen a country's educational infrastructure, build capacity among the educational workforce, and sustain learning while crisis response strategies emerge and are implemented. This cooperative approach leverages the **agility** and **innovation** of the private sector together with the **contextual expertise** of the public sector. Fostering collaboration between these two entities enables the private sector to help meet immediate education system demands in times of crisis and can also contribute to the development of longer-term more sustainable systems that benefit all levels of an educational system.

Building on previous successful PPP interventions and drawing on the findings of the **Public-Private Partnerships to Bridge Gaps in Education Continuity in Times of Crisis – The Ukraine Case Study**, this discussion will focus on the **factors that determine the success of PPPs in crisis situations**. By analyzing both challenges and opportunities, we aim to extract insights that can inform future collaborations in emergency settings. This session will serve as a platform to **engage stakeholders in shaping future interventions** by prompting participants to reflect on what they can offer in crisis situations.

Through an interactive discussion, we will identify opportunities for collaboration across three key areas:

1. **Building Multistakeholder Partnerships** – Ensuring coordinated, high-quality, and contextually relevant crisis responses.
2. **Country Engagement** – Strengthening partnerships with local experts and institutions to drive sustainable implementation.
3. **Sustainable Investments and Visibility** – Exploring financial and advocacy strategies to enhance education recovery efforts.

Objectives

- Identify the main **challenges** and critical **needs** in crisis situations, such as lack of infrastructure, teacher shortages, and disrupted learning environments, drawing from real-world examples like Ukraine, Afghanistan, and others.
- Examine **success factors** for multistakeholder intervention in emergencies, highlighting how effective coordination, alignment with national priorities, and financial and in-kind contributions have contributed to successful PPP models.
- Discover **new opportunities for collaboration** to bridge education gaps in emergencies through idea-sharing among stakeholders with the aim of leveraging expertise, resources, and strategic partnerships for future crisis interventions.

Format & session logistics

The workshop will take place in person, in English, in **Room IX** at UNESCO Headquarters in Paris, from **16:00 to 17:30**. No interpretation will be provided.

| Time | Programme |
|-------------|---|
| 16:00-16:10 | <p>Welcome remarks by moderator</p> <p>Speaker: Dean Brooks, Senior Programme Specialist, Education in Emergencies, UNESCO</p> |
| 16:10-16:20 | <p>Presentation of the issues and needs related to education in emergencies</p> <p>Speaker: Yayoi Segi-Vltchek, Chief of Section of Migration, Displacement, Emergencies and Education, UNESCO</p> <p>The Education in Emergencies team provides a brief overview of the most pressing issues encountered during the implementation of education initiatives in emergency contexts. This introduction will highlight the key barriers that hinder effective response efforts, as well as the critical needs that must be addressed to build more resilient and sustainable education systems in times of crisis.</p> |
| 16:20-16:30 | <p>Are PPPs effective? Launch of the report</p> <p>Speaker: Donna O’Neill, Global Impact Plan, KPMG International</p> <p>An overview of the new case study produced by UNESCO in collaboration with KPMG which explores the impact of public-private partnerships in addressing Ukraine’s education challenges during the ongoing crisis. The presentation will highlight findings and outline specific areas where the private sector can play a key role in strengthening education resilience, ensuring continuity and long-term sustainability.</p> |
| 16:30-16:35 | <p>Sustaining Higher Education in Crisis in Afghanistan & beyond</p> <p>Speaker: Shai Reshef, President, University of the People</p> <p>Presentation on the critical role of multistakeholder partnerships in supporting education efforts in Afghanistan through the project of the University of the People.</p> |
| 16:35-16:45 | <p>Other stories of impact and innovation</p> <p>Following the presentations, the floor will be opened to the audience to share their own experiences and success stories of public-private collaboration in crisis contexts.</p> |
| 16:45-17:10 | <p>Interactive activity</p> <p>Participants will be divided into three groups to engage in focused discussions around aspects of public-private partnerships in crisis contexts:</p> <ol style="list-style-type: none">1. What expertise, resources, or solutions can you bring?2. What are some of the challenges in forming and sustaining effective PPPs?3. How can you collaborate with members inside your group? |

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| | Throughout the discussions, an external reporter will capture key insights from each group using Mentimeter, creating a dynamic and interactive exchange of ideas. (1 from KPMG, 1 from UoPeople, 1 from UNESCO) |
| 17:10-17:20 | Reflection on the results of the Mentimeter results What are the main areas of contribution? What are the new collaborations that emerged from this group phase? What are the main challenges we should keep in mind when addressing education gaps in emergency situations? |
| 17:20-17:30 | Closing remarks and call for collaboration |

Advancing trustworthy alliances for education and technology

Background and overview

This session will explore the essential building blocks for creating meaningful ecosystems for knowledge exchange and collaboration across stakeholder groups to ensure technology in education has a positive impact. Following opening remarks to frame the discussion, the session will be highly interactive and organized around a range of group activities.

Objectives and outcomes

Participants will leave with:

1. A **blueprint** for how to think through key actions and components necessary to develop integrated alliances within participant's local contexts by creating spaces for stakeholder engagement.
2. Several actionable, **prioritized steps** and designated actions to start developing integrated alliances in their own environments.

Format & session logistics

The session will take place in person in English in **Room IV**.

Participants

Approximately 50 attendees divided across 10 groups with 1-2 leads facilitating the discussion. The European EdTech Alliance team is co-leading this workshop.

Opening speakers

- **Borhene Chakroun**, Director, UNESCO Division for Policies and Lifelong Learning Systems
- **Martín Benavides**, UNESCO International Institute for Educational Planning (IIEP) and former Minister of Education of Peru
- **Beth Havinga**, Managing Director, European EdTech Alliance

Discussion Facilitators

- **Leotes Helin**, Education Manager, UNICEF Learning Innovation Hub
- **Tom Poole**, Head of Education and EdTech Partnerships, Innovation Africa
- **Carmela Salzano**, Senior Project Officer, UNESCO
- **Jennifer Welsh**, Head of Business Development, Imagine Worldwide
- **Suzanna Shamakhyan**, Executive Director, Foundation for Armenian Science & Technology
- **Joel Mitchell**, Research Portfolio Manager, EdTech Hub

- **Dina Ghobashy**, Global Director of Education Transformation, Microsoft
- **Francesco Corsini** and **Marine Rabeyrin**, Lenovo
- **Zelda Gerard**, Legal Officer, CNIL

| Time | Programme |
|---------------|--|
| 16:00 - 16:15 | <p>Introduction and Context Keynote: <i>What is a Trustworthy Alliance?</i></p> <ul style="list-style-type: none"> • Borhene Chakroun, UNESCO • Martín Benavides, UNESCO-IIEP • Beth Havinga, EEA |
| 16:15 - 16:20 | <p>Group 1 Formations and Intros</p> <p>Each attendee (and facilitator) briefly introduces themselves, organization and identifies any existing alliances in their local context (60 seconds each)</p> |
| 16:20 - 16:30 | <p>Alliances Stakeholder Engagement Mapping Core Engaged Informed (Template #1)</p> <p>Utilising printed templates at each table, participants will spend 10 minutes identifying the different layers of stakeholders in their local ecosystems - classifying them based on existing, developing or future alliances and the levels of engagement required (first layer: core stakeholder group, second layer: engaged group and the outer layer of those that need to be informed).</p> <p><i>Printed Activity Guide: Part 1, Stakeholder Mapping</i></p> |
| 16:30 - 16:40 | <p>Building Blocks Ideation: 10+ Idea</p> <p>Participants will then be encouraged to generate 10+ ideas for building blocks of a trustworthy alliance for education and technology. The ideas will then be classified on the printed worksheet based on which stakeholder group (core, engaged, informed).</p> <p><i>Printed Activity Guide: Part 2, Building Blocks</i></p> |
| 16:40 - 16:50 | <p>Context Keynote: <i>Alliance Building Blocks</i> Beth Havinga, EEA Juliette Normén-Smith, UNESCO</p> <p>Introducing Idea Evaluation & Prioritization Matrix Michelle Duquette, EEA</p> |
| 16:50 - 16:55 | <p>Group Rotation</p> <ul style="list-style-type: none"> • Facilitators share their expertise and perspectives at the start of introduction to offer an additional lens from which to view the discussions. • Existing group moves to another table, but facilitators stay and then explain a short summary to 'new' group to help evaluation. <p><i>Printed Activity Guide: Facilitator Summary of Part 1, Stakeholder Mapping and Part 2, Building Blocks</i></p> |

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| <p>16:55 - 17:05</p> | <p>Building Blocks Idea Prioritisation & Evaluation</p> <p>After facilitator summary of initial ideas generated by the first group, the second group will then evaluate the building blocks identified, thematically grouping and prioritising with the dot stickers included.</p> <p><i>Printed Activity Guide: Part 3, Prioritization</i></p> |
| <p>17:05 - 17:15</p> | <p>Building Blocks Outputs & Reporting</p> <p>For each of the prioritised building blocks, move them through the Decision Matrix to identify which are easily implementable and which need further work.</p> <p><i>Printed Activity Guide: Part 4, Decision Matrix</i></p> |
| <p>17:15 - 17:25</p> | <p>Building Blocks: Actions & Next Steps</p> <p>Take up to four of the building blocks identified within the first two Decision Matrix quadrants and list all actions that must be taken to achieve them.</p> <p><i>Printed Activity Guide: Part 5, Next Steps & Actions</i></p> |
| <p>17:25 - 17:30</p> | <p>Closing and invitation to continue discussion during networking cocktail outside Room 1</p> |

Annex 1. Registered participating organizations

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|---|---|---|
| 3CL Foundation | ACADOMIA | AIED-Academy |
| ALECSO | APO Group | Adelbar Holding |
| Ai-for-education.org | All-Africa Students Union | Anthology, Inc. |
| Apple | Axim Collaborative | Babilou Family |
| Bacco & Co | Beekee | Bett - Hyve Group |
| Bill and Melinda Gates Foundation | Bridges Outcomes Partnerships | Bureau International d'Education de l'UNESCO |
| CNIL Commission Nationale de l'Informatique et des Libertés | CONFEMEN | Cambridge University Press & Assessment |
| CapGemini | China Pocy Group Co. Ltd | Christian Dior Couture |
| Commission nationale française pour l'UNESCO | Coursera | DXtera Institute |
| Didacta Verband | DoTheDream Youth Development Initiative | Dr M Chandrasekhar International Foundation |
| EdCortex | EdTech Estonia | EdTech Hub |
| EdTech Ukraine | Educate A Child (EAC) Program of Education Above All (EAA) Foundation | Education Cannot Wait |
| Education Development Trust | Ensemble pour la petite enfance | Ericsson |
| European EdTech Alliance e.V. | Faria Education | Festo Didactic SE |
| Fidel Birhan Charitable Organization | Fondation Orange | Fondazione Ernesto Illy |
| Foundation for Armenian Science & Technology | Global Alliance for Ethics and Impact of Advanced Technologies | Global Campaign for Education |
| Global Enabling Sustainability Initiative | Global Partnership for Education | Global Schools Forum |
| Globalised | Google | HP |
| Harvard University | Helping Africa Foundation | Higher Health |
| Huawei Technologies Co., Ltd | IBM | IU International University of Applied Sciences |
| Imagine Worldwide | Instructure | International Association of Universities (IAU) |
| International Baccalaureate | International Centre for EdTech Impact | International Committee of the Red Cross |
| International Education Funders Group | International Finance Corporation / World Bank Group | International Forums of Inclusion Practitioners |
| International Forums of Inclusion Practitioners (IFIP) | International Publishers Association | International Society for Technology in Education |
| International Telecommunication Union | Istituto Marymount & DMNU Learning Design | JA Europe |
| Jangala | KPMG | Learning Economy Foundation |
| Learning Planet Institute | Leiden University | Lenovo |

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| Lightcast | Madmagz | Maskott |
| Microsoft | Montessori Global Education | Nomad Education |
| ONISEP (Office national d'information sur les métiers et les professions) | Open Assessment Technologies SA | Open edX |
| Pix | PowerSchool | ProFuturo Foundation |
| Raspberry Pi Foundation | Redergo | Research Schools International |
| Rimar Academy | Rotary International | Réseau Canopé |
| Spacecom | Stichting SkillEd | Sudan University of Science and Technology |
| Teach For All | Teach Millions | The Bett Show |
| The Open University | Tony Blair Institute for Global Change | Tralalere |
| Tunisian AI Society | UNESCO | UNESCO-UNEVOC |
| UNHCR | UNICEF | UNICEF Global Learning Innovation Hub |
| UNOWHY | Union Internationale des télécommunications | University College London |
| University of Colorado | University of Lagos Entrepreneurship and Skills Development Centre | University of Ljubljana |
| University of Ljubljana | University of Nairobi | University of Nairobi |
| University of Reading | University of Reading | University of the People |
| University of the People | Université Laval | Université Paris-Panthéon-Assas |
| Varkey Foundation | Varkey Foundation | Virtual Educa |
| Virtual Educa | Visions Group | Visions Group |
| WeSchool | WeSchool | World Food Programme |
| World Food Programme | WorldSkills International | WorldSkills International |
| Worlddidac Association | Worlddidac Association | |