



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”



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.



AT2 – A
17 September 2022, 10:00 – 11:30



Ms. Andrea Remes, Co-Founder and CEO, Erandi Aprende

Mr. Maxime Lakat, PRME Global Students Board Member; Executive Director of Re-Generation



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:

- ¾ Present the new Greening Education Partnership, its aim and purpose, and how it will function
- ¾ 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



“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 Hoggood, 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



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



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



Keynote Speech

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



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.

Provision



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.

¾ The roles of society

Ms. Nadi Albino, Deputy Director of Partnerships, UNICEF Generation Unlimited
Mr. Anastase Ndagijmana, UNICEF Generational Unlimited Youth Ambassador, Rwanda

¾ 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-



Provisional agenda

Session Moderator



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



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

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AT1 – B

17 September 2022, 11:45 – 12:45

Conference Room 4

Action Track 1 – Td[1 3.5 (l)9T- (d)-6 .7 (t)0A)-2(1 3.5(e)-4.2 (mb)2Tw 1.2



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:

- Rea



- 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-



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 E9(e)-5.5 (s41.3 (t)-y6 (c)-5.2 78Tj/TT0 1 H((l)-7yo(t)-869-7



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



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

Дмитро Загородний

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

Przemysław

Przemysław Czarnecki, 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-Vitchek, Chief of the Section for Migration, Displacement, Emergencies and Education, UNESCO

AT2 – Go inETH (T)-1.3 -0.7 (e)(s)-2.5 (..0 098 Td@ 098 Tdh (a)-1.9 w 7T



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 -T119 (3t)w-



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, Sierra Leone



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 \(e5 \(o\)-4EM\)](#)



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)



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



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



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



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



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:

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.

Launch the GEC innovation compendium to showcase examples along the three “keys” to digital transformation: connectivity, competencies, and content.

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.

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



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



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

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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](#)



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 Cnru5ase0078, U-4 (b)-0.6 (a)-1.5 (t)49 (r)-1.0.6 (y)8t-17.863 -2.098 Td091 (r)-160



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



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





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

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

Video projection 1 : featuring BMZ-funded GIZ project in Ethiopia, me(F)-6.5 (TJEM P B1(der01 072 s B5D ph)-0.7 e(p)-0.6 (i)-1



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



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-

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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





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



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 A



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;



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)



Zeynep Varoglu, Programme Specialist & Coordinator of the OER Dynamic Coalition, UNESCO



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 co-operation



Action Track 2

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

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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).



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-0.6 ()-5Trnc-0.6ih6rotl th su,Sd, Ue dd Urchmastitn60.6 ()-0.6 (i)-1.5 (l)-1.5 (i)-1.5 (t)0.7 (u)-6.1 (t)05.6 (ma).



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.

