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United for SDG 4

The Global Education Coalition in action



UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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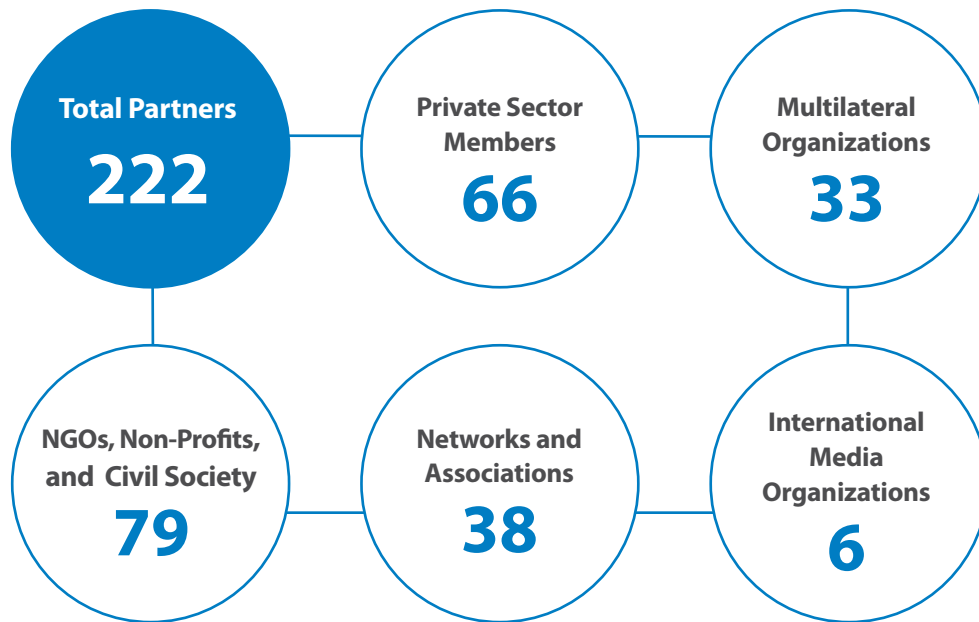
“Partnership is the only way forward. This coalition is a call for coordinated and innovative action to unlock solutions that will not only support learners and teachers now, but through the recovery process, with a principal focus on inclusion and equity.”

Audrey Azoulay

UNESCO Director-General

The Global Education Coalition in Numbers

An established engine for multistakeholder cooperation in education



The Global Education Coalition (GEC) is active in **112 countries** and underscores **4** ambitious action-oriented, target-driven **missions** to transform education:

- 1** The Global Skills Academy will help **10,000,000** young learners gain the skills needed to improve employability and resilience by 2029.
- 2** The Global Learning House serves as a central hub for lifelong learning resources and classes aiming to support **1 million** learners with supplemental learning resources by 2025.
- 3** The Global Teacher Campus will help **1 million** teachers gain digital skills and access professional development opportunities by 2025.
- 4** The Driving Gender-transformative Education mission will support **5 million** marginalized girls and young women in 20 of the countries with the highest gender disparities in education through training and advocacy by 2025.

Since its establishment the GEC has:

- Helped over **858,898** youth develop employability skills
- Trained **794,580** teachers
- Offered learning resources to more than **1,000,000** learners studying foundational subjects, such as science, technology, engineering, and mathematics
- Reached **2,459,192** of the most marginalized girls and women.*

Mobilizing multistakeholder cooperation at the country level: Spotlight on Ukraine

- 25 Coalition Members mobilized offers of support with the Ministry of Education and Science in Ukraine (MESU), activating 15 offers.
- As part of those commitments, Google, Microsoft, and UNESCO together mobilized **\$25 million USD** in in-kind and financial resources which unlocked a 1-to-1 matching grant through the Global Partnership for Education (GPE) Multiplier Grant of \$25 million USD. Resources that Ukraine mobilized through this subset of GEC members totaled over **\$50 million USD**.

UNESCO and Google collaborated to equip teachers with Digital Tools and Skills

- **50,000 computers delivered** to teachers to aid in distance learning
- **700 institutions** awarded the status of a Google Education Participating School
- Over **209,000 educators** completed Google's Digital Tools for Education program.

In total, Google.org offered a €1.2 million euro grant to support the Teacher Professional Development and Digital Pedagogies **project that is seeking to equip 50,000 teachers** with:

- Mental health and **psychosocial support (MHPSS)** as well as social **and emotional learning (SEL) skills**
- **Digital teaching skills**
- **Access to a support community aiming to implement blended teaching formats**
- **Additional delivery channels to reinforce and establish mainstream digital practices into their teaching.**

Since October 2023, the project has seen 51,652 teachers enroll in the course with over 20,019 certificates awarded. There are also over 14,000 teachers participating in the project's community of practice.

* Figures have been compiled across mission projects and initiatives as submitted by relevant collaborating partners.



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Introduction: Education's established platform for highly coordinated partnerships

As we embark on our fifth year, the Global Education Coalition (GEC) continues to work together in support of Sustainable Development Goal 4 (SDG 4). From our four flagship missions in education to successfully launching the Digital Transformation Collaborative (DTC), we have much to celebrate from our four years working to transform education together. As demonstrated in this report, the Coalition's leadership through action made positive strides in bridging the digital divide, identifying and addressing teacher skill gaps, helping young people develop skills to enhance employability, and promoting gender-transformative education to ensure girls, boys, men and women are all empowered equally in and through education.

We must not forget, however, that as many as one in four of the world's primary schools still lack electricity with only 40% of primary, 50% of lower secondary, and 65% of upper secondary schools connected to the Internet. Reports from as recent as 2022 show only 36% of the population in Africa has **access to the internet**, as such this remains an area of focus for the Coalition. Often, the opportunities technology offers in our aim to achieve SDG 4 lie behind this digital divide, but it is also a skills divide. For example, as highlighted in last year's Global Education Monitoring Report, lower secondary school teachers believe information and communication technology (ICT) to be their second-highest training priority, with only 45% feeling prepared to use technology to teach, even after receiving training.

Meanwhile, looking beyond the digital divide and considering the skills divide and economic empowerment, **more than one in five** (23.5%) young people (aged 15-24) are not in education, employment or training.

In the face of these global education challenges and unforeseen future crises, multistakeholder cooperation must remain firmly at the heart of the new social contract to drive the future of education. This sentiment reaches beyond the scope of education as the international community approaches the Summit of the Future in September 2024, which will see the launch of a new Pact for the Future including a Global Digital Compact. The Coalition's platform for global solidarity in education and the impact we achieve together serves as a model for cooperation that reaches across sectors and is more important now than ever.


The Coalition has grown into a broad network of over 200 institutional partners, representing a diverse spectrum of organizations, all united by a common goal to ensure inclusive and equitable quality education. As this report highlights, the GEC has proven its ability to facilitate multiple layers of coordination among members and countries while also offering other key global education initiatives, including the Gateways to Public Digital Learning and Giga – a means to plug into the Coalition's member networks. Thanks to the commitment and engagement Coalition Members have demonstrated, the GEC serves as a prime example of an effective global platform for multistakeholder cooperation in education.

The past year has also seen the Coalition's impact deepen at the country level through the successful launch of the DTC and the first in-country process taking place in partnership with Egypt. Further DTC actions are on the horizon in other countries. The ambitious and high-level objectives of DTC partners established at the Transforming Education Summit (TES) have propelled action to begin bringing about transformative possibilities at scale and tailored to the specific needs of country partners. Moving into 2024 and beyond, the message is clear: the DTC is open for further country collaborations.

The GEC missions – Global Skills Academy (GSA), Global Teacher Campus (GTC), Global Learning House (GLH), and Driving Gender-transformative Education – have continued to drive large-scale quantified results thanks to the active contributions made by the partners involved. Furthermore, they continue to attract new members and partners to the broader work of the Coalition, further catalyzing action to address the pressing challenges faced by education systems worldwide.

In a year that will redefine multilateralism for the digital age and set against the backdrop of the Global Digital Compact and the Pact for the Future, the GEC remains committed to the principal tenets of cooperation and solidarity in times of crisis to act as a driving force for positive change across the education sector. We look forward, together, to strive to set a stellar example of action-oriented collaboration that offers multiple working models in support of SDG 4.



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**ICT Skills Multiply
girls' Dreams**

#GirlsDoSTEM

 unesco





Transforming education together

The GEC, with its wide network of **222 Member organizations**, has three primary functions:

- **Mobilize and coordinate:** The Coalition is a mobilizer and coordinator of agile responses, assistance, and support. In times of crisis and emergency, the Coalition draws upon the collective strength and commitments of its broad membership base to rapidly mobilize resources and support to meet the needs of national governments.
- **Accelerate progress towards SDG 4:** Rooted in its commitment to Sustainable Development Goal 4 (SDG 4), the GEC helps accelerate educational transformation. Leveraging the diverse levels of engagement, expertise, and resources held by its membership, the Coalition actively drives equitable transformations at the local, national, regional, and global levels.
- **Platform to foster multistakeholder collaboration:** Embodying a spirit of collaboration, the GEC has become a dynamic platform for multistakeholder engagement. Uniting multilateral organizations, the private sector, civil society, non-profit organizations, networks and associations, and media partners with governments and other collaborative initiatives, the GEC stands as a testament to what can be achieved through collective action.

National governments as stakeholders can initiate collaboration and seek support through formal correspondence with the Secretariat. Also, donors, including Member States, multilateral and bilateral organizations, governments, and philanthropies, all equally benefit from the Coalition's cooperative, well-coordinated and effective mechanisms.

Looking forward: An alliance of alliances

In 2023, several new members joined the Coalition, including Lenovo, Aleph Inc. SkillEd, Powerschool, Ensemble pour la Petite Enfance, Rotary International, and Academics Without Borders. The GEC continues to attract Members looking to participate in a highly engaged global community of practice seeking to transform education and support SDG 4.

Another important milestone that builds on this continued and growing engagement is the partnership between the Coalition and the European EdTech Alliance. Global EdTech providers have always had a presence in the GEC, bringing their unique blend of expertise, experiences, and resources to the table whenever called upon while also making them available for proactive mobilization. Through the European EdTech Alliance's active engagement as a Member of the GEC, the Coalition also reaches regional, national and local EdTech companies and ecosystems.

This "alliance of alliances" ensures that more EdTech companies benefit from the network effects offered by the Coalition and its varied models for multistakeholder cooperation while these companies simultaneously add value to the Coalition's actions. This offers an exciting new model of engagement for the GEC.



GEC Members

Multilateral partners



Network and associations



Civil society and non-profit organizations



Private sector



Media partners



How we work

- The GEC is an **open platform** with **agile coordination methods**. UNESCO's role is to broker and facilitate cooperation, build synergies, and help match country needs with the resources and services of Coalition Members. Member profiles and their commitments can be found on the GEC website.
- The Coalition Secretariat – an agile team based in UNESCO Headquarters – is responsible for resource and expertise coordination, communications, reporting, and organizing both the in-person and online meetings of Members. The GEC benefits greatly from the secondments of staff from GEC Members to its Secretariat. In 2023, the Secretariat benefited from **three** of these secondments, thanks to KPMG.
- GEC Members are also invited to openly collaborate to achieve the common goals of the Coalition with **most GEC programmes engaging two or more Members**. This multi-partner model has proven more effective at scaling up programmes, which would not otherwise be possible with single-partner projects.



Mobilize

actors and resources to develop effective and unified responses



Coordinate

action to maximize impact and avoid overlap and reach the disadvantaged



Match

on-the-ground needs with local and global solutions



Provide

digital transformation actions, leveraging high-tech, low-tech and no-tech approaches

By facilitating dialogue and exchange among stakeholders as well as mobilizing and coordinating international solidarity, the Coalition facilitates the delivery of solutions that can actively spark change at the national and local levels. Within the GEC, the DTC works as a tech-focused subgroup of the membership that aims to mobilize resources at the national level in collaboration with governments to advance their visions to leverage sustainable digital transformation in education to achieve SDG 4.

The GEC's unique platform for multistakeholder collaboration and dialogue fosters **collaboration among Members to develop and deliver solutions that are not directly coordinated or facilitated through the Coalition**. These GEC Member partnerships, although coordinated independently, still adhere to the Coalition's founding principle of leaving no learner behind and fit within the GEC's model for effective global cooperation in support of SDG 4.

Members contribute two types of support:



In-kind support, including resources, technical expertise, tools or other non-financial support are typically deployed to enable the implementation of a country's action plans.



Financial resources committed by Coalition Members are used to support the implementation of countries' action plans and global coordination.

Member State support of the Global Education Coalition

Azerbaijan is currently funding a project to support the operationalization and scaling up of the GEC missions. Launched in April 2023 and with an implementation period of 18 months and a budget of \$1 million USD, the project focuses on the Global Teacher Campus, Global Skills Academy and Global Learning House missions and their respective objectives: 1) Develop and reinforce the capacities of 1 million teacher trainers, teachers and education community leaders on digital skills, and distance and blended learning pedagogies; 2) Equip 1 million youth with digital and employability skills to enter the labor market; and 3) Provide supplemental educational resources and instructions at no cost for catch-up learning, in particular in STEM to 1 million learners with a specific focus on girls and disadvantaged groups.

This mobilization represents vital support of the ongoing sustainability of the Coalition.

Looking forward: Towards a long-term and sustainable Global Education Coalition

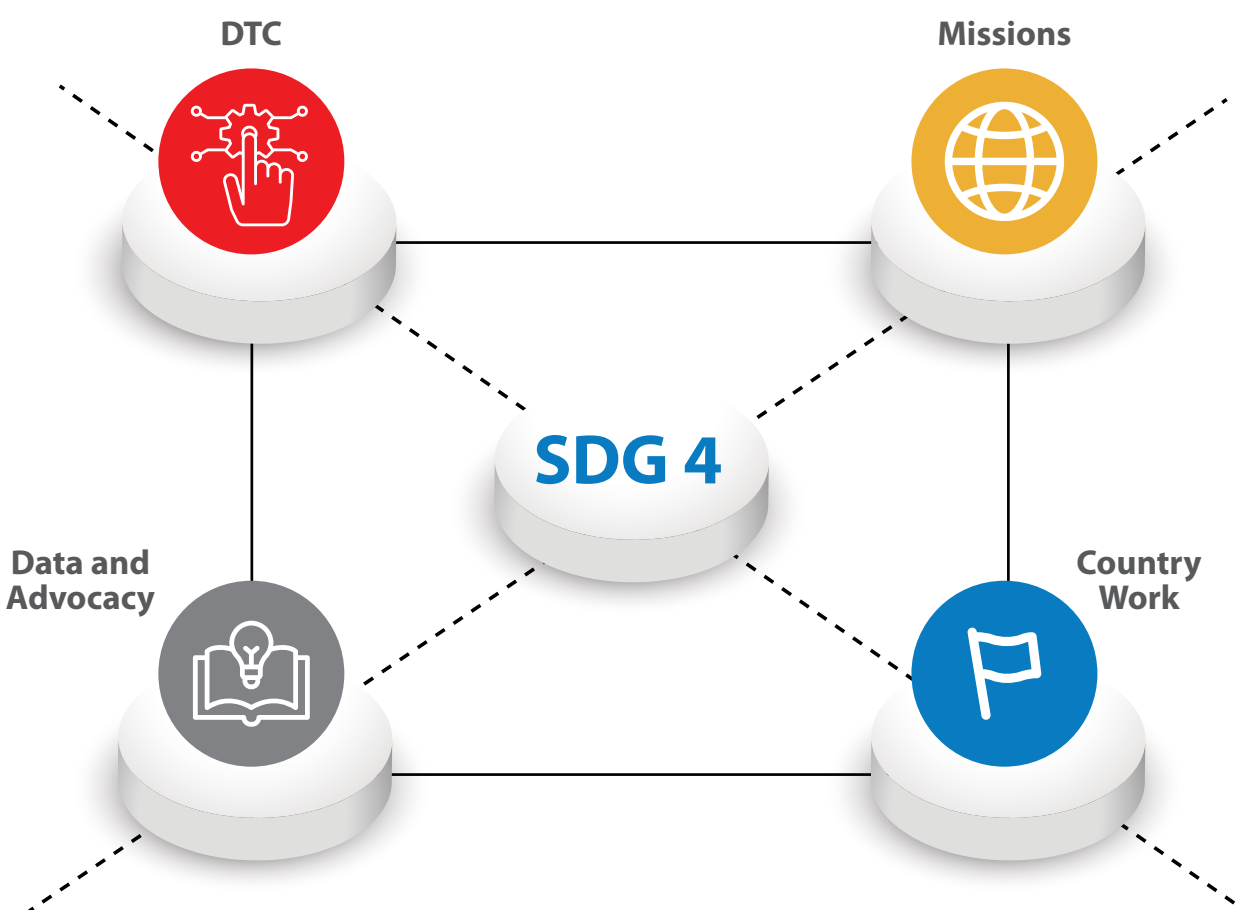
This year has marked an important milestone for the Coalition with the DTC now officially open for country collaborations, missions close to achieving their ambitious targets, and recognition of Coalition results in support of SDG 4 and its innovative and agile methodologies for multistakeholder cooperation on the rise. This marks the ideal moment in time for the Coalition to develop a new operating model to ensure long-term and sustainable footing.

So far, this work has involved a review of other global cooperation mechanisms both within the education sector and beyond. Following this review, consultations were held both within UNESCO –as the convening Member of the Coalition – and with representatives of several GEC Member organizations. These interviews helped to define workshops targeting core operating pillars within the functioning of the Coalition: Processes, Organization, Tools, and Governance and Financing.

This year's annual meeting represents the starting point of an evolution process towards a new long-term and sustainable operating model. The result of which will be a more open and transparent Coalition complete with an inclusive and representative governance framework as well as long-term and sustainable sources of funding.

The GEC in action

Working as an engine for multistakeholder cooperation in education, the GEC maintains multiple action areas that support SDG 4 while offering points of interaction for solidarity and cooperation with broader sectoral stakeholders and beyond. The GEC's action areas are not silos with the work of each open to and supporting the work of others when possible or necessary.



The Global Education Coalition
An engine for multistakeholder cooperation in education

The Digital Transformation Collaborative (DTC)



The DTC aims to move the sector beyond the culture of small-scale pilot projects and towards a **culture of large-scale change and transformation**. Accordingly, DTC partners collaborate with governments to provide system-wide solutions by mobilizing expertise and providing advice based on a united voice rooted in a common vision and coordinated plan.

Challenges

Pilots are small-scale, but digital transformation requires a **systemic approach** and country-level change management and implementation.



DTC Solution

Provide a cutting-edge, adaptable framework and resources from key players in the field **based on lessons learned** from many initiatives and country experiences.

1 in 3 national digital learning platforms developed during the COVID-19 pandemic are no longer functional. In-kind partner contributions are limited in duration, leading to sustainability issues.



Partners collaborate with governments to implement system-wide solutions by mobilizing expertise and **providing advice in a united voice** around a common vision and coordinated plan.

Full digital transformation of education with internet connectivity in schools and homes would cost over a **billion per day** just to operate. Most countries cannot cover the cost burden drawing entirely from domestic budgets alone.



Offers expertise in financial engineering and **promotes intersectoral planning** to sustainably finance digital transformation in education.

Although many global initiatives are working on elements of digital transformation in education, these efforts can **lack coordination** and systemic vision.



The DTC brings together initiatives such as Giga and Gateways to Public Digital Learning to **ensure synergies at the system level** and advance the commitments made at the Transforming Education Summit and towards the United Nations' Global Digital Compact.

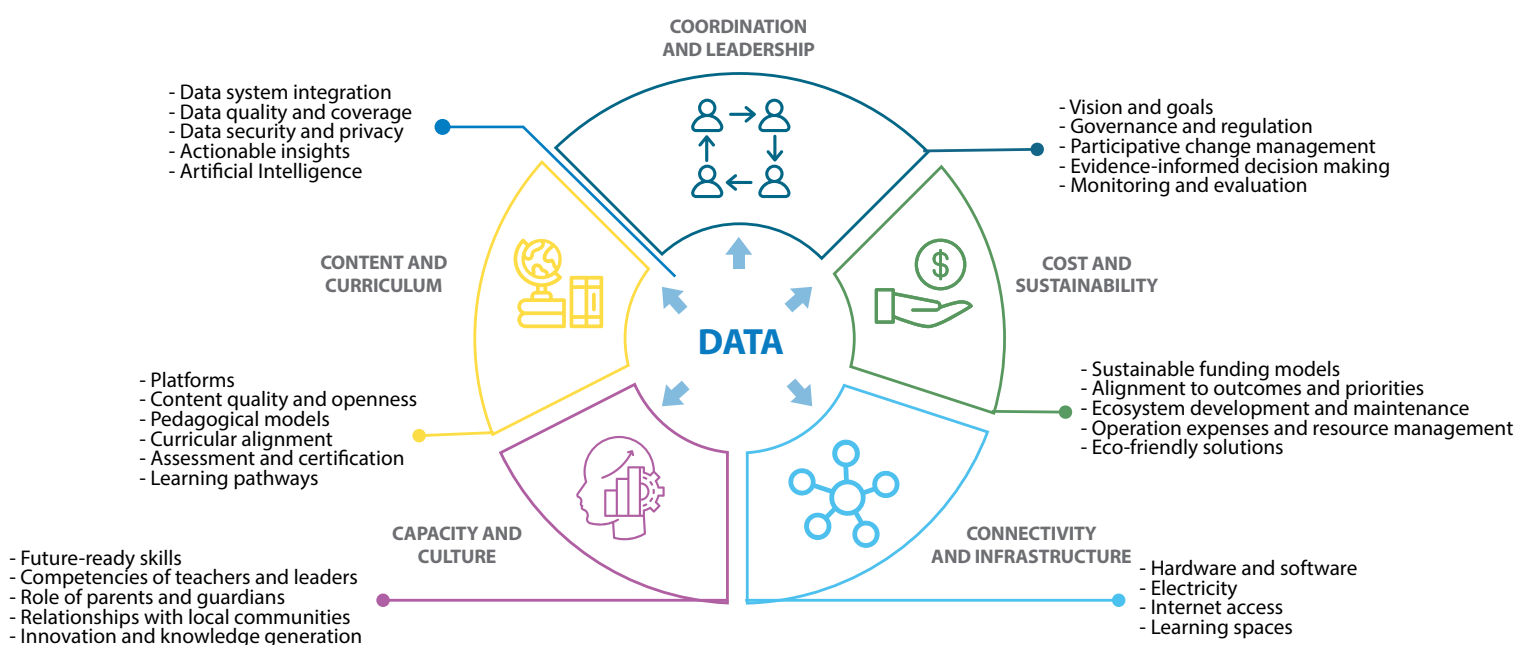
The Collaborative provides digital *education solutions*, has developed a cutting-edge yet adaptable framework for digital transformation in education, and offers a suite of resources based on lessons learned across many initiatives and country experiences.

The DTC partners are:



From TES to country-led work

Galvanized during the Transforming Education Summit (TES), the DTC's partners – representing EdTech, multilateral organizations, telecoms, NGOs, and funds and foundations – have collaborated to create adaptive global goods and digital transformation products. These include a common framework for system-wide digital transformation in education called the 5 Cs Framework – a maturity model to assess country needs, lay out objectives and develop a theory of change; a hub of strategic knowledge products; a toolkit to assess individual digital solutions against the relevant needs of an education ecosystem; and a funding and financing resource pack designed to help countries match suitable and sustainable sources of funding and appropriate financial models to their stated objectives.

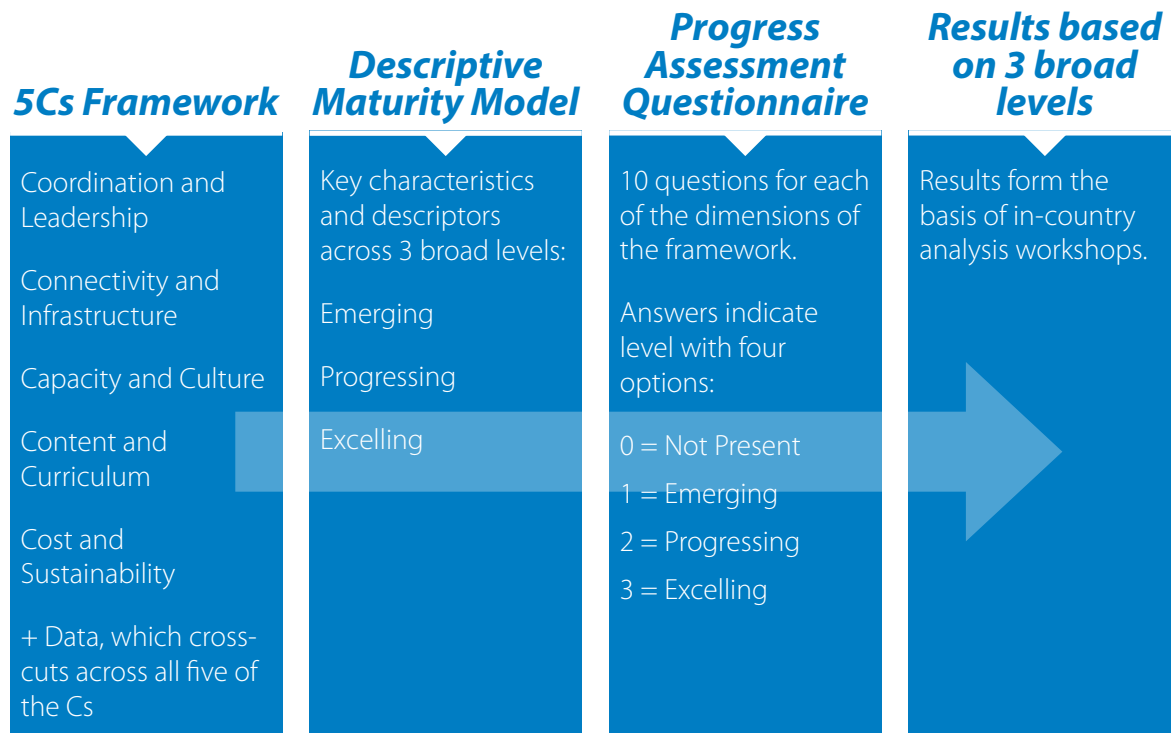


Working together through a co-creation methodology, DTC partners have transformed the high-level objectives outlined at **the TES in September 2022** into workable country-level frameworks and resources. This ensures **that DTC collaborations with partner governments** will remain country-led, ensuring all actions are demand-driven and meaningful to the communities they seek to serve.

The DTC has since partnered with Egypt after receiving its official Expression of Interest and is also currently working through the socialization and engagement phase of operations with the governments of Brazil and South Africa.

The DTC is now ready to take on more country collaborations and is open to **working with other partner governments.**

The DTC analysis methodology

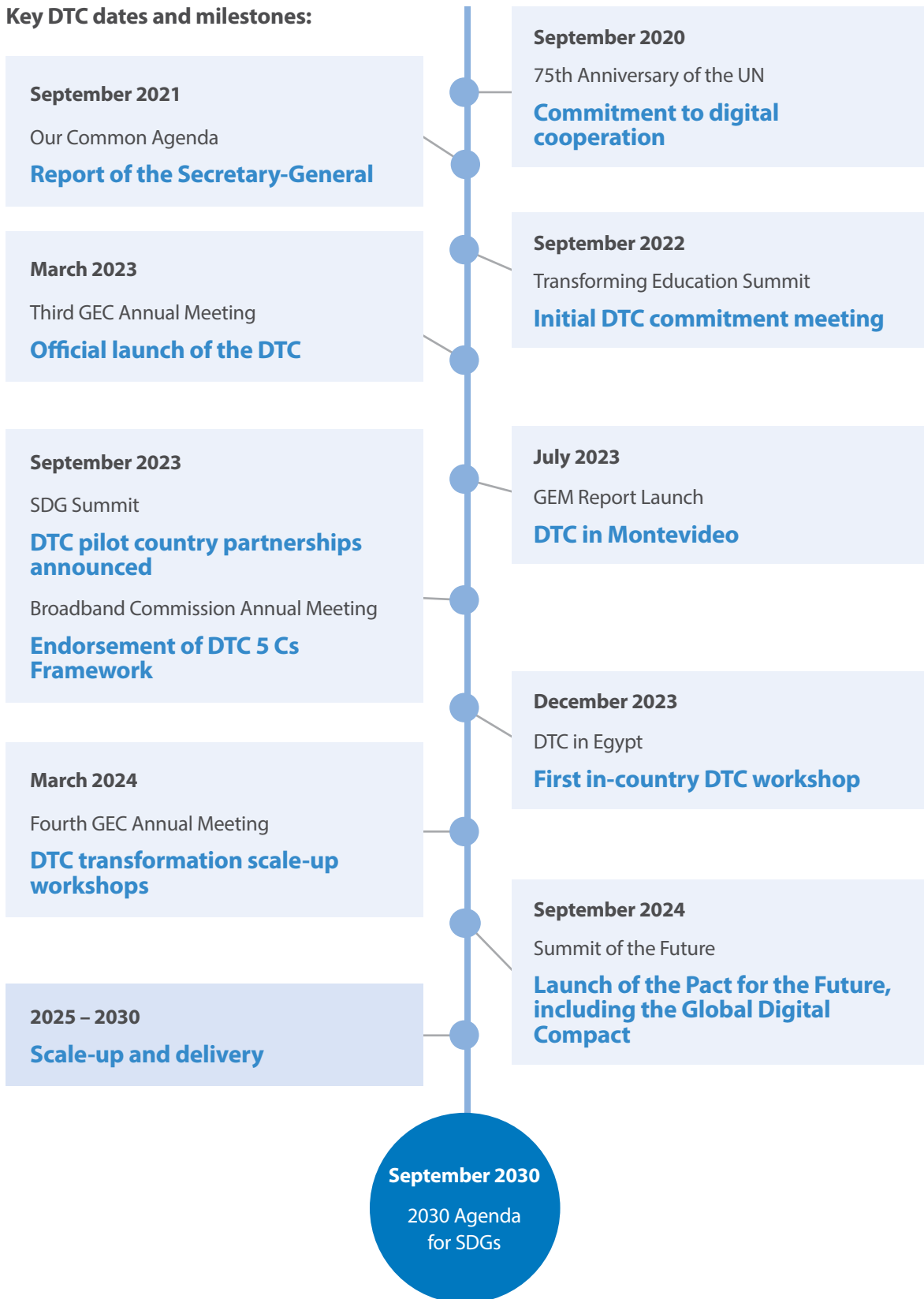


#TechOnOurTerms

As a demand-driven initiative, the DTC is responding to the call put out in the Global Education Monitoring Report 2023 to ensure *that all rollouts of technology in education, "prioritize learner needs after assessment of whether its application would be appropriate, equitable, evidence-based and sustainable."*

Therefore, further to building on the momentum gained at TES, the DTC also exists to ensure that learner needs sit at the heart of the highly coordinated multilateral actions taken to support countries in their digital transformation journeys.

Key DTC dates and milestones:



The DTC and the Global Digital Compact

“A shared vision on digital cooperation requires collectively setting goals and pursuing action to safeguard and advance our digital future.”

***A Global Digital Compact – an Open, Free and Secure Digital Future for All -
United Nations***

The principles and values outlined in the Global Digital Compact already resonate in the emerging and ongoing efforts of the DTC, as outlined below:

- **Multistakeholder cooperation:** The DTC, a subset of the broader GEC membership focusing on digital transformation in education, epitomizes the spirit of multistakeholder digital cooperation emphasized by the Compact. Furthermore, the DTC’s co-creation methodologies have seen high engagement from its membership working together to craft tools and resources for country-led actions at scale.
- **Digital inclusion and innovation:** As a response to the call put out by the ***Global Education Monitoring Report 2023***, the DTC represents a meeting point where key sectoral actors can seek to implement technology in education on the terms of all learners. This includes striving to bridge the digital divide, which the Compact underscores as more akin to “a gulf” that remains rather than simply a divide and working to shape innovation at scale in alignment with universal human values.
- **Common frameworks and standards:** Through its highly engaged co-creation methodologies, the DTC has worked to develop a common framework for digital transformation in education. This includes a universally accessible maturity model that allows countries to analyze their relevant needs and plan suitable and strategic objectives in line with the principle of digital inclusion.
- **Demand-driven and meaningful:** As mentioned, all DTC-developed tools and frameworks are available to support countries in their digital transformation journeys. Furthermore, all DTC partnerships with countries are done at the behest of individual governments with all ensuing DTC work, from analysis and planning to implementation and monitoring, being country-led and in support of locally defined objectives.

How the DTC works

DTC Partners contribute to DTC actions and initiatives with their resources, time, expertise, and knowledge of the global education sector. Furthermore, the collaborative actions and resources made available by some DTC Partners may qualify to be leveraged and multiplied by others. This ensures DTC partner governments have a broad range of means of support available to them when seeking to implement transformational and sustainable education projects and initiatives at scale.

The DTC employs a process model containing four distinct action phases for collaboration with engaged countries:

→ Engagement phase

(two to four months)

The engagement phase involves socialization procedures between country representatives and the DTC. The DTC Secretariat then surveys DTC/GEC Partners to determine their potential involvement in the country partnership in preparation for the analysis phase.

→ Analysis phase

(three to four months)

The analysis phase begins with a preliminary self-assessment from country partners to identify digital maturity, needs, and priority areas. Following this opening analysis, in-country workshops, meetings, and events help develop a more detailed country needs assessment and facilitate the matching of DTC Partners to support the strategic objectives identified. The identification of suitable funding and financing models to meet the identified objectives also takes place along with early DTC engagement with suitable funding organizations.

→ Planning phase

(six to nine months)

The planning phase builds on the detailed needs assessment and analysis carried out in the analysis phase to develop an in-depth implementation plan alongside a suitable and co-developed financial engineering blueprint.

→ Realization phase

(two to five years)

The realization phase sees all planned initiatives carried out, including suitable monitoring and evaluation processes to ensure initiatives meet their strategic objectives.

Notably, the DTC only takes action when countries expressly request support through an official Expression of Interest with countries then delineating the shape of DTC involvement. The DTC offers three levels of involvement that countries can choose:

→ **Tier 1: DTC leads country-level actions.**

The collaborative can offer on-the-ground support that entails policy advice and expert consultation through direct engagement with government stakeholders.

→ **Tier 2: DTC plugs into existing Partner work.**

The DTC plugs into the existing work DTC Partners are doing to support the priority areas and strategic objectives outlined in the engagement and analysis phases.

→ **Tier 3: DTC influences through alternative routes.**

Alternative routes include using DTC tools and frameworks in national and international dialogues and reports, strengthening the system perspective on digital transformation in education as well as helping to sustain and support the multistakeholder cooperation required to operationalize the framework.

The DTC in action

Towards the end of 2023, the DTC carried out its first in-country analysis workshop with representatives of the DTC partner government of Egypt. A group of 20 DTC partners including both global and local representatives convened in Cairo alongside more than 200 local participants including government representatives and local partners mobilized by the Ministry of Education and Technical Education (MoETE) of Egypt. The workshop discussed the country's education priorities as well as Egypt's journey of digital transformation across the DTC's framework using the Maturity Model self-assessment. The results of the analysis workshop are now supporting further analysis efforts from the Egypt Country Team and DTC Country Collaborative and will lay the foundation of the planning phase, which will in turn establish the work plans for Egypt-DTC initiatives.

Separate socialization and engagement efforts are ongoing between the DTC and government representatives of Brazil and South Africa. Upon receiving their official expressions of interest, the DTC self-assessment Maturity Model tool will be shared with key government stakeholders in preparation for the in-country analysis workshops.



BRAZIL & SOUTH AFRICA

EGYPT

Looking forward: Artificial Intelligence and the Greening Agenda

The DTC emerged organically through the coordinated GEC Member engagement at TES. Thanks to the Coalition's broad membership, a subset of partners with considerable experience and expertise in digital education solutions were able to respond as one to the transformative agenda coming out of the summit. Since then, through co-creation methodologies, the DTC partners have been able to put the realization of that agenda into the hands of countries themselves. It is important to note, however, that the GEC Membership is not a digital transformation-specific constituency with Members already on the front foot at the intersection of education and other global challenges, such as the increasing prevalence of artificial intelligence (AI) and the greening agenda.

As this report shows, there are numerous case studies where GEC Members are collaborating to address both challenges. Globally Code.org, Khan Academy and the International Society for Technology in Education (ISTE) are helping to equip teachers to use AI in education (page 60). Beyond AI's implementation, however, other key initiatives are working towards UNESCO's call for a human-centric AI through advocating for and inspiring girls to enroll in STEM subjects, which will empower them to develop problem-solving and complex systems thinking and data science skills, including machine learning. These initiatives can be seen in the work that Technovation, UNICEF and Google are doing in multiple countries through the AI Forward Alliance (page 55) and in the partnership between UNESCO and Intel in Kenya, Rwanda, the United Republic of Tanzania and Uganda (page 85).

Addressing the Greening Agenda, Coursera is working at the global level to increase access to climate literacy by providing thousands of no-cost licenses to a curated climate education program (page 63). A partnership between Generation Global, UNESCO and ASPNet School Networks is working worldwide to help young people develop the skills needed for intercultural dialogue covering a broad range of global topics, including climate change (page 49). This theme of climate and the greening agenda running through programmes can also be seen in Siemens Stiftung's open education resources (OERs) platform in Latin America, which offers no-cost access to teaching materials for STEM subjects, including sustainability and climate change.





Country work

Over the last twelve months, the Coalition has reaffirmed its commitment to working in-country and on initiatives supporting SDG 4. Furthermore, the Coalition’s country-level work has helped advance the digital transformation of education across all five pillars of the DTC 5 Cs Framework.



**COORDINATION
AND LEADERSHIP**



**CONNECTIVITY AND
INFRASTRUCTURE**



**CAPACITY
AND CULTURE**



**CONTENT AND
CURRICULUM**



**COST AND
SUSTAINABILITY**

The Coalition maintains Africa as an area of focus while continuing its commitment to supporting education in Ukraine. Both areas of focus show how innovative practices are helping to deliver education even in challenging circumstances, such as the use of satellites to bring connectivity to schools in remote communities in the Republic of Côte d'Ivoire or the growth of new teacher professional development pathways and communities of practice in Ukraine. In the same vein, Coalition members in Lebanon are also working together to support teacher-led communities while in Southeast Asia and Bhutan, Coalition members have been collaborating to offer online multilingual teacher training.

Coordination and leadership

In the transformative landscape of digital education, effective coordination and leadership are crucial. The new and innovative ways of managing education ecosystem's digital technologies provide opportunities to introduce effective methods to holistically manage learning and education. Supporting initiatives to this end, the Coalition has demonstrated what is possible, both when responding in times of crisis and working to augment resilient systems that buffer against potential future shocks.

In Latin America and the Caribbean, Coalition members have been working to help policy-makers increase their knowledge of AI. In Viet Nam, a Coalition collaboration is working to improve education and employment access for ethnic minority children while also helping them to develop foundational and life skills, including communication, teamwork, presentation and problem-solving skills.

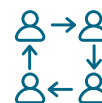
Latin America and the Caribbean: Increasing knowledge of AI among policy-makers

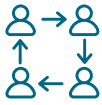


- **Policy-makers from 12 countries participated in workshops to exchange knowledge.**

In collaboration with UNESCO Montevideo and Code.org, Eidos Global conducted workshops to exchange knowledge of innovation and the use of technologies among government stakeholders in Argentina, Uruguay, Paraguay, Ecuador, Nicaragua, Colombia, El Salvador, Chile, Costa Rica, Panama, Mexico, and Ecuador.

As part of the AI Challenge: Educational policies in the era of artificial intelligence project, two workshops took place in June 2023. The workshops were attended by 45 policy-makers, including decision-makers, curriculum designers, and directors of teacher training from the 12 countries.





Viet Nam: Improving education access for girls and ethnic minority children



- **Phase 2 of the programme was launched in 2023 to reach three provinces with high rates of ethnic minority students.**
- **Training in Gender-responsive Counselling will be available to counsellors and teachers in 2024.**

The First Phase of the 'We are ABLE – Achieving Better Education and Living' project on promoting gender equality and girls' education in ethnic minority areas in Viet Nam was successfully implemented with funding from CJ Group between 2019-2022. Building on this momentum, UNESCO Hanoi (Viet Nam) is continuing the partnership with the Department of Teachers and Educational Administrators (DTEA) under the Ministry of Education and Training (MOET) and provincial authorities of Cao Bang, Ninh Thuan, and Vinh Long — where the percentage of ethnic minority students are high — to implement Phase 2 (2023-2025).

In March 2023, the national launch of Phase 2 took place followed by the Inception Meeting for the three provinces, which provided an ideal opportunity for the leaders of DTEA, Bureau of Education and Trainings, and representatives of principal boards and teachers (60 participants across three provinces) to discuss the local needs and decide on efficient interventions for the project. The Training for Teachers to Enhance their Capacity to Organize Experiential Learning and Communication Activities to promote Gender Equality and Girls' Education was also conducted with the participation of almost 90 representatives from principal boards and teachers, youth union leaders, and counsellors from 13 districts and three provinces.

The training will be followed by the schools' action plans, teachers' implementation of experiential learning and advancement of gender equality in education in line with the new national curriculum and student-led communication activities (in-school and/or in the community) to take place in 2024. A set of guidelines with examples aligned with the training will also be developed and validated for use in the education sector; these will help build platforms and create an enabling environment for student-led communication and advocacy as well as strengthen government commitment to education for ethnic minority children and youth, especially girls.

The component on Gender-responsive Counselling has begun with preparation for basic training for counsellors and teachers that will be held in March and April 2024 and refresher training that will commence in the summer, to better prepare participants for their enhanced counselling practice.

Connectivity and infrastructure

Connectivity and infrastructure represent another core aspect of digital transformation in education, yet they encompass a broad range of critical factors, including hardware and software, electricity, internet access, learning spaces, and integrated data systems. To close this most obvious aspect of the digital divide, Coalition Members are collaborating in countries, such as Ghana, Côte d'Ivoire, Malawi and Italy among others to bring innovative connectivity and infrastructure solutions to those that need them.

Furthermore, beyond collaborations and partnerships between Coalition Members, the open and collaborative spirit of the GEC fosters linking between Members and projects from other global initiatives working to ensure suitable connectivity and infrastructure reaches all schools and learners, such as the Giga initiative.

Ghana: Improving teaching and learning through Smart Classroom devices



- **Collectively, the installed equipment at the University of Health and Allied Sciences supports a simultaneous 450-seater learning capacity.**

UNESCO is collaborating with Createview to support the integration of digital technology across four universities in Africa through the Smart Classroom project.

The University of Health and Allied Sciences in Ghana was the first institution to benefit from the donation of Smart Classroom devices that enhance teacher-led innovation in interactive learning spaces. The university has since installed these devices in seven lecture halls for use by the faculty. This includes a 75-inch interactive television with four Android televisions installed in the large lecture hall and six 50-inch televisions for the School of Pharmacy lecture halls, along with two speakers, one writing board, an electronic podium, an audio mixer, and two microphones.

The university is currently using the Smart Classroom devices in teaching and learning activities, benefitting students from various departments, including Medicine, Nursing, Midwifery, Public Health Nursing, and Physician Assistant programs. Collectively, the installed equipment supports a simultaneous 450-seater learning capacity in the university, resolving the issue of inadequate teaching aids. The facility serves the total population of the university community, which is approximately 7,798 students located at the Ho campus.





Côte d'Ivoire: Connecting schools to bring digital education to teachers and learners



- **More than 5,500 students have benefited from the installation of a new satellite connection.**
- **Trainings have supported teachers and school leaders with the integration of digital resources into pedagogical instruction.**

In Cote d'Ivoire, a multi-partner collaboration is bringing online learning resources to three schools in remote communities. More than 5,500 students aged 11 to 24 as well as staff in the city of Yamoussoukro, the town of Boundiali, and the village of Kébi have already benefited from the installation of a new educational IT environment using satellite connection that allows their schools to access the latest national content and applications.

Launched in November 2022 by the Ministry of National Education and Literacy (MENA), this pilot enables digital education through a comprehensive solution that allows for both online and offline learning, meaning that digital education can continue even without internet access and at a much lower total cost. The installation of Spacecom's Digital Community Platform (DCP) offers a cost effective and scalable solution that provides access to the Ministry's national education content through Mon École à la Maison along with additional content and applications provided by UNESCO through its partnership with Tactileo, Imaginecole that reside on a local cloud in each school.

With satellite connectivity, even the most remote communities can be connected to access the content distribution platform, which has a modular design that could enable portals to government services beyond education. As some of the target communities are off the power grid, the solution includes a solar power system that enables the school's DCP ICT infrastructure to function at all times.

Spacecom, UNESCO, and the Ministry of National Education and Literacy (MENA) have co-organized teacher and school leader training sessions to support the meaningful integration of these resources into pedagogical instruction. Next steps involve building a plan to scale up the pilot in a sustainable manner to provide this solution as well as the digital content developed by the Ministry of Education to additional schools and regions in Cote d'Ivoire that remain unconnected.

In addition to the projects and initiatives outlined above, facilitated and coordinated through the GEC, **the following case studies highlight independently coordinated GEC Member partnerships** supporting the delivery of high-quality content.

Malawi: Rolling out edtech learning to improve foundational literacy and numeracy



- **The tablet-based intervention reached 500 schools in its first year.**
- **The devices work without internet or grid power while the adaptive software facilitates learning at the right level for each child.**

In Malawi, a consortium that includes GEC member Imagine Worldwide as well as VSO and onebillion, is supporting the nationwide government-led Building Education Foundations through Innovation and Technology (BEFIT) programme.

BEFIT is a child-directed, tablet-based edtech intervention that builds foundational literacy and numeracy skills with a full curriculum in the local language while reinforcing teacher instruction. The nationwide programme was launched at the beginning of the current school year in September 2023 and has reached 500 schools and nearly 300,000 students across 18 school districts in Malawi in its first year – on time and on budget – and will reach a further 500 schools in the second year. Additionally, over 5,000 teachers have been trained and solar charging systems were distributed to schools to power the devices.

The tablets work without internet or grid power and the adaptive software facilitates learning at the right level for each child. Nine randomized controlled trials have tested the software used in the tablet program in different countries, languages, and settings. The results consistently showed strong learning gains in literacy and/ or numeracy as well as increases in attendance and gender parity.

Imagine's Malawi-led NGO is coordinating system-strengthening trainings throughout the education system. Local monitoring and evaluation systems have been established and research results are improving the software and implementation model. The current annual cost of the programme per child is \$7 USD and declining. By 2029, BEFIT aims to serve 3.8 million primary school students (standards 1-4) annually in all 6,000 primary schools across Malawi and deliver training to over 60,000 teachers. In the post-implementation phase, BEFIT will be fully sustained by the government and embedded within the national curriculum.





Italy: Delivering 5G connection and devices to schools

WeSchool Qualcomm *acer*

- **Educational resources focused on closing the STEM gaps reached more than 169,000 students across Italy.**
- **Four schools benefitted from the installation of fast 5G connection and new devices.**

WeSchool's Back to School Catalogue was launched in September 2022 to address the diverse educational challenges across Europe and prepare learners for the future by strengthening their digital, social and entrepreneurial skills. Upon completion of the programme in June 2023, it had reached 2,536 classes, 17,770 teachers, and 169,158 students across Italy.

Utilizing diverse partner expertise, the Back to School Catalogue introduced no-cost educational resources focused on closing STEM gaps in economically disadvantaged areas, promoting gender equality, and scaling up content for inclusivity in education. In partnership with Qualcomm and Acer, the initiative also introduced the 5G Smart School project to four Italian schools which improved connectivity for education by providing 420 computers, fast 5G connection, and training on innovative teaching methodologies.

Throughout the pilot phase, data was collected through teacher and student surveys to improve learning outcomes. This feedback was then used to make continuous enhancements that would align with their needs. In the next phase of the programme, this enhanced content will be further expanded across Italy and introduced to new schools across Europe.

Capacity and culture

The digital divide also represents a skills and capacities gap. This encompasses everything from future-ready skills, such as data and AI literacies for both learners and teachers, but also more broadly the digital skills and capacities of teachers that fit into clear and demonstrable professional development pathways. The roles parents and guardians play in learning should also be considered here as should ideas of global citizenship and how they fit into new online and digital ecosystems. Finally, the Coalition also understands and works to support the development of the skills and broader ecosystem of culture required to foster innovation and knowledge generation at all levels.

Ukraine: Supporting teachers to deliver quality distance and hybrid learning



- **More than 50,000 teachers have enrolled in the course and 14,000 have participated in the Community of Practice.**
- **The online training includes interactive activities, practical exercises, tests, and additional resources.**

The Digital Teacher training launched in October 2023 by UNESCO and with funding from Google.org is supporting teachers in Ukraine to develop digital skills and deliver quality distance and hybrid education.

This self-paced training and suite of resources are designed to strengthen teachers' skills and ability to leverage digital tools while a Community of Practice (CoP) and mentoring network offers additional support to teachers in developing these competencies, allowing them to exchange best practices, share innovative teaching methodologies, and collectively address challenges related to digital teaching and learning. As of March, 51,652 teachers have enrolled in the course with 20,019 certificates issued for completion. Meanwhile, 14,607 teachers have participated in the CoP.

Developed by UNESCO, including the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) and a group of Ukrainian experts and co-created with teachers, the online training comprises seven modules, each containing guidance and interactive activities where teachers can discuss specific questions and access practical exercises, tests, and additional resources. The training facilitates the creation of relevant, authentic, and engaging learning experiences.





Ukraine: Equipping teachers with digital tools and skills



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- **50,000 Chromebooks delivered to teachers across Ukraine.**
- **Over 209,000 educators in Ukraine completed Google's Digital Tools for Education program.**

Google has collaborated with UNESCO and Ukraine's Ministry of Education and Science since 2022 to support learning continuity throughout the country. In January 2023, UNESCO completed the delivery of 50,000 Chromebooks donated by Google to Ukrainian teachers for the facilitation of distance education. 84% of the Chromebooks were delivered to female teachers. In addition, Google's Digital Tools for Education program has helped 209,404 educators in Ukraine develop digital skills.

Google also provided schools in Ukraine with access to the Chrome Education Upgrade, allowing them to set-up and manage the devices remotely, and provided upgrades for all universities in the country to the Teaching and Learning edition of Workspace for Education.

Francophone Africa: Integrating digital educational resources into face-to-face teaching



- The Imaginecole platform is now integrating digital educational resources into face-to-face teaching and learning scenarios.
- Workshops were held to build the capacity of stakeholders and promote the use of digital technology in education through the regional platform.

The Imaginecole initiative was launched during the COVID-19 pandemic with the main aim of ensuring educational continuity across 11 countries: Benin, Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Guinea, Mali, Niger, Senegal, Togo, and Mauritania. While the digital educational resources of the Imaginecole platform enabled pupils to learn at a distance, once the schools had opened, the education systems returned to the face-to-face pedagogical model. Now, as digital technology is helping to improve the quality of teaching and learning and fostering pedagogical innovation, the Imaginecole Resilient Initiative is integrating digital educational resources into face-to-face teaching and learning scenarios and continuing to build the capacity of stakeholders.

As part of this capacity-building effort, two training workshops on the optimal use of Imaginecole resources were held in Niamey and Lomé, attended by around 100 teachers and national education executives. The main objective was to promote the use of digital technology in education through the regional platform and national spaces. Teacher training paths were analyzed and the PIX platform for assessing, developing, and certifying digital skills was presented.

A new Image Bank collection has been launched on the regional Imaginecole platform and UNESCO has set up an Africa contextualized image bank with its first 100 images, featuring a wide range of illustrations from all areas of education. These images will be used by designers of digital educational resources to illustrate their scenarios and e-learning modules. This image bank will lend coherence to all the digital educational resources to be developed within UNESCO programmes, such as the Imaginecole initiative. The elements of the image bank that will be used to illustrate the digital educational resources are licensed under a Creative Commons license. Over 3,500 new Edumalin and Nomad Education resources are already available on the regional platform. Countries will be able to select and index the most relevant resources for their different curricula.





Multi-country: Empowering young women through mentorship

DIOR



- **Each year, the program connects more than 300 young women with mentorship opportunities.**
- **In 2023, participants were supported in designing 69 projects to address issues facing women globally.**

The Women@Dior international mentoring and educational program coaches and connects ambitious young women from across the globe, fostering their personal and professional growth based on five core values of self-care and awareness, autonomy, creativity, inclusion, and sustainability. Each year, the program connects more than 300 mentees from nearly 60 countries with the Christian Dior Couture global talent for mentorship. To date, it has supported 2,000 young women around the world.

The programme also encompasses an online education program that features exclusive courses and guest speakers; the Dream for Change project – an incubator initiative that enables mentees to build local and concrete projects in favor of women’s autonomy; a community and locally activated events; and a global conference.

In 2023, 69 projects were created through the Dream for Change project to address issues, such as financial literacy, gender pay inequity, education access for girls, migrant women isolation, and preparing girls for green jobs. The mentees were coached by experts as they developed their project plans.

In March 2024, the UNESCO & Women@Dior Global conference will take place with mentees pitching a new round of Dream for Change projects and a project finalist will be awarded support to launch their initiative. The event will also spotlight women’s contribution in business leadership, peace, mental health and wellbeing, and education, among other things. At the event, mentees and mentors, leaders from the LVMH Group, the House of Dior, and UNESCO will speak alongside inspiring public figures and those working for women’s rights in the business and art worlds.

Southeast Asia countries and Bhutan: Multilingual disability-inclusive teaching

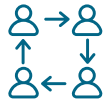


- **Five modules on disability inclusive teaching are available in eight languages.**
- **Coordination with Ministries of Education has boosted course enrolment.**

The Disability-Inclusive Teaching in Emergencies (DTeEm) online course, also known as 'Responding to the Educational Needs of Learners with Disabilities in Emergencies' is a collaboration between the SEAMEO Secretariat in coordination with several SEAMEO Centres and UNESCO Bangkok, with financial support from the Global Partnership for Education (GPE).

The DTeEm is an online teacher training platform that aims to ensure the continuity of learning for marginalized children, particularly children with disabilities. This training programme facilitates teachers in supporting, teaching, and nurturing the development of these vulnerable learners. Building on the second phase of implementation which took place in 2022, the online course remained open throughout 2023 with a fifth module on Disability-Inclusive Learning Assessment developed. As of June 2023, 5,000 teachers have enrolled in the DTeEM courses across all eight languages: English, Khmer, Tetum, Dzongkha, Thai, Bahasa, Vietnamese, and Lao. Among the courses, English (62%), Bahasa Indonesia (11%), Khmer (7%), Lao (6.6%), and Tetum (3%) have the highest number of enrolments.

The project highlights the importance of contextualized support, such as in Timor-Leste where it is implemented using a blended approach and in collaboration with Ministries of Education, which has boosted participation and ensures sustainability of the project. Lessons were also gleaned around data collection and evaluation, such as the benefits of built-in pre- and post-course surveys and the need for additional data fields for analysis. These results will continuously improve content and implementation. While this course was launched in 2020 to facilitate learning continuity for all during the COVID-19 health emergency, discussions are ongoing for a permanent platform that would allow more educators to access the online course at any time.





The Philippines: Delivering no-cost digital skills training



- **Close to 30,000 learners have already completed Microsoft's Literacy Course.**
- **The course equips learners with the knowledge to utilize common computer applications and devices for better employment opportunities.**

The Technical Education and Skills Development Authority (TESDA) UNESCO-UNEVOC Centre in the Philippines continues to partner with Microsoft to narrow the digital divide and provide better employment opportunities to students across the country. Since the partnership launched in November 2021, over 60,000 learners aged 18-34 have signed up to Microsoft's Digital Literacy course and close to 30,000 learners have already completed the training.

Digital literacy can play a powerful role in helping people connect, learn, engage with their community, and create more promising futures. Designed to help individuals gain the digital skills necessary to engage in a digital economy and improve livelihoods, the Microsoft Digital Literacy Course, which is available in the Microsoft Learn platform, is for anyone with basic reading skills who wants to learn the fundamentals of using digital technologies. It equips learners with the knowledge to utilize common computer applications and devices to prepare digital content, collaborate virtually, complete online transactions and communications, access information online through the Internet, and more. Social media campaigns launched by TESDA are helping spread the word on the course to boost enrolment.



Multi-country: Global Alliance for Literacy initiative to improve literacy educators' digital competencies



- **The collaboration is working to adapt existing digital competency training content into self-learning units.**
- **Six self-learning units are already available on the UIL Learning Hub, with more to be added this year.**

Throughout 2023, the UNESCO Institute for Lifelong Learning (UIL) continued working with Moodle to adapt the existing digital competency training content into self-learning units in English. In February 2024, six of these self-learning units covering fundamental topics, such as creating digital learning content, finding reliable and trustworthy online content, using collaborative digital tools, and creating assessments with digital tools, were made available on the UIL Learning Hub platform. This allows literacy educators around the world to benefit from the content and obtain digital badges to demonstrate their learning. An additional three self-learning units on continuing professional development of literacy educators are currently under development and will be made available later this year.

The digital competency training initiative aims to train 100,000 literacy educators from at least 10 Global Alliance for Literacy (GAL) countries. The training modules have already been translated into Arabic, Bangla, English, French, and Urdu, and are available on the UNESCO Institute for Lifelong Learning (UIL) Hub and country platforms. The training content comprises three modules with 17 sessions in total covering basic technology use, integrating technology into literacy instruction, and using technology for professional development. In 2022, these modules were contextualized and piloted in Bangladesh, Cote d'Ivoire, Egypt, and Nigeria involving a total of 283 educators and education stakeholders across the four countries.

As part of the ongoing partnership with Moodle, in September 2023, UIL was invited to deliver a keynote speech advocating for inclusive and equitable lifelong learning opportunities at the MoodleMoot Global 2023 conference.

In addition to the projects and initiatives outlined above, facilitated and coordinated through the GEC, **the following case studies highlight independently coordinated GEC Member partnerships** supporting the delivery of high-quality content.



Cambodia, Chile, Colombia, Kenya and Zimbabwe: **Cascade training to increase knowledge of digital skills**

Teach For All *ProFuturo*
A Global Network

- **Through a cascade methodology, thousands of teachers across five countries will be trained in the use of digital tools.**

A joint project by ProFuturo and Teach for All aims to train 8,000 teachers in digital skills across Cambodia, Chile, Colombia, Kenya and Zimbabwe. Launched in August 2023, the project has trained more than 100 facilitators in the use of digital audio, images, video, browsing and information techniques, assessment using digital tools, blogging, and project-based learning methodologies that are oriented to websites, radio and film. Through a cascade methodology that enables scalability, these facilitators are now training 7,900 teachers across the participating countries in low income or rural regions at risk of falling behind as technologies change at pace.

Co-designed by all the stakeholders involved, the training has been adapted to meet the local needs and contexts in each country and ensure its utility and applicability. The pedagogical techniques are oriented towards inclusion of the community in the learning process of the students, meanwhile the activities and reflection cycle help teachers build their own strategies towards five main outcomes: students' wellbeing, connectedness, awareness, agency and mastery. An iterative approach allows for ongoing progress analysis and the identification of opportunities to expand partnerships and scale beyond the pilot phase.

Through ProFuturo's vast online training catalog and under Teach For All's 'Teaching As Collective Leadership' methodology, this collaboration will provide teachers with new perspectives that help them view their students as leaders of a better future.



Global: Facilitating on-the-go engagement and learning



- **The recently launched app version of the programme enhances accessibility and inclusivity.**
- **Learners based in 40 countries can develop their dialogue skills and knowledge of global topics.**

The Ultimate Dialogue Adventure (UDA), a programme by Generation Global, is supporting young people to develop the skills for intercultural dialogue while exploring different perspectives on global topics. The recently launched app version of the programme allows young people to seamlessly engage, learn, and connect wherever they are, fostering meaningful dialogues on-the-go.

Since it was launched in July 2020, the platform has engaged over 62,000 young people aged 13-17 with the Generation Global App, reaching almost 1,000 more since it was released in September 2023. Available in 40 countries, most of the programmes learners are based in India, Mexico, Indonesia, USA, Ukraine, UAE, Armenia, Pakistan, Philippines, Ghana, Italy, Australia, Israel, and Bangladesh.

The programme enables meaningful dialogues through interactive and gamified learning in a safe space on its web platform while the app enhances accessibility by leveraging the prevalence of smartphones in global households. It offers offline accessibility and functions well in low-bandwidth settings, thereby minimizing connectivity barriers while fostering a global community of diverse voices.

In both the web and app versions, the UDA offers high-quality learning at no cost and in a user-friendly format aligned with the UN Sustainable Development Goals. It covers topics such as peace, health, education, and climate change through bite-sized interactive modules. As a GSA partner, Generation Global has worked in collaboration with the UNESCO AspNet schools' network and ministries in different countries to bring global citizenship education and dialogue skills to local communities. It aims to connect with an additional 38,000 young people by the end of 2024 with synchronous dialogue playing a pivotal role in the next phase of the Ultimate Dialogue Adventure to facilitate real-time interactions and – coupled with mobile phones for dialogue instead of the web platform – enable on-the-go engagement among more young people.



Rwanda, Nigeria and Zimbabwe: Improving access to quality education for refugees

ProFuturo



- **More than 900 teachers have taken part in teacher training.**
- **Technological equipment provided helped encourage the use of digital tools in lessons.**

UNHCR and ProFuturo are collaborating to improve access to quality education for refugee and host community students by encouraging student participation in the classroom, improving student enrolment and retention, and enhancing the use of digital tools and online platforms for teachers and students. Beginning in 2021, the pilot encompassed 15 schools across Rwanda and expanded the following year to include five schools in Nigeria and four schools in Zimbabwe. Across these countries, 985 teachers have been trained, contributing to the enhancement of educational quality for nearly 35,000 primary school students.

The project aims to address some of the difficulties encountered by teachers and students as well as the management and organizational limitations of schools that hinder the improvement of learning. It combines educational resources for primary school children – accessible through a digital learning platform – with teacher training, educational assistance, and technical support to enhance digital competence. These elements, along with a monitoring and evaluation (M&E) system to measure and assess project impact combined with the provision of technological equipment, are supporting the digital transformation of education.

ProFuturo has donated technological equipment (i.e. tablets, laptops, projectors, routers, chargers, and batteries), provided access to its Learning Management System and digital education content, and trained local coaches recruited by UNHCR who are responsible for the day-to-day interaction with teachers and school principals.



Global: Bridging the gap between education and employment through virtual internship



- **Virtual internships will be made available to students from 200 countries.**
- **Through the collaboration, students will have access to opportunities with host companies in 18 career fields.**

A collaboration between University of the People (UoP) and the Virtual Internships platform is providing hands-on experience in a digital landscape, allowing students to acquire practical skills that complement their academic knowledge. With technology constantly reshaping the way people work and learn, remote internships have emerged as an innovative solution to bridge the gap between education and real-world work experience.

The Empowering the Workforce of Tomorrow pilot began in February 2024 with 180 students participating. Beyond this pilot phase, UoP seeks to provide virtual internship opportunities to its 137,000 students from 200 countries to enhance their employment prospects and develop their professional networks. The partnership will reach a wide range of students, including those facing unique challenges, such as refugees, migrants, and students with disabilities, along with those living in remote parts of the world who cannot physically access in-person internships. For many of these students, the only option for employment is working remotely.

UoP is the first non-profit, tuition-free, American-accredited online university. Its partnership with Virtual Internships, which has a network of more than 13,000 host companies in 18 career fields, will give students the chance to gain the skills and experience needed to enter the workforce with confidence.



Lebanon: Supporting teacher-led communities of practice



Center for
Professional Learning
at Childhood Education International



Teach For All
A Global Network

- **The new project aims to equip and empower 1,000 teachers to be leaders of change in their communities.**
- **Students will ultimately benefit from improved competencies, well-being, and commitment among their teachers.**

CE International is scaling impact through teacher-led communities of practice nationwide with its Quality Holistic Professional Learning in Lebanon (QHPLL) project, which started in August 2023.

The project aims to reach 1,000 teachers across Lebanon's eight governorates, equipping and empowering them to lead change in their communities through peer-supported learning collaborations. To facilitate this, 13 educators are leading the work in-country alongside the CE International team. The goal is to enrich the experience of more than 30,000 students in public, private, INGO-led, and community-based schools who will benefit from the project through improved competencies, well-being, and commitment among their teachers.

The project highlights the assets and passion of teachers to lead change and equips them with resources, skills, and confidence to transform learning for every learner. It ensures teachers have access to rich professional learning content and a community that supports holistic learning in classrooms through social and emotional learning (SEL), mental health and psychosocial support (MHPSS), asset-based pedagogies, and differentiated instruction. This work builds on the CE International's Quality Holistic Learning (QHL) for Workforce Development Project, which, since January 2021, has seen more than 4,000 teachers across displacement settings enrolled and directly accessing professional learning content and resources available in Arabic, English, and French.

The project team is sharing open professional development resources as OERs which align with Lebanon's national SEL framework and curricula. Their uptake is promoted through teacher leadership of localized regional and national communities of practice.

Multi-country: Making STEM education more accessible



- **STEM lessons are enhanced with engaging virtual learning experiences on the platform.**
- **Over 100 educators have taken part in training on how to create classes and content.**

LabXchange's Teacher Ambassador Program, created in collaboration with the Amgen Foundation, aims to revolutionize and modernize science education in schools by working with local STEM educators to design pedagogically aligned lessons that are accessible at no-cost. On the LabXchange platform, these lessons – in biology, chemistry, physics, health education, and integrated science – are enriched with engaging virtual learning experiences, such as laboratory simulations. The inclusion of these types of interactive learning resources gives students the chance to practice common laboratory skills without cost or access to physical laboratory equipment as barriers.

Over 100 educators have taken part directly in the Teacher Ambassador Program, including educators from the United States, Kenya, Gambia, and other countries across Africa as well as Central and South America. Additionally, over 3,000 educators have registered for the program, which focuses on training educators to capitalize on access to LabXchange's resources to the fullest extent possible when creating classes and content (pathways, questions, question sets, text articles), and connecting to the global Teacher Ambassador community. Following a successful pilot in the United States and an expansion to Kenya, three additional cohorts of educators have been enrolled, including a pan-Africa cohort, a pan-Central and South America cohort, and a Gambian cohort with plans to scale up the program throughout these regions.





Bangladesh: Remote early learning and social support



- **Launched in response to COVID-19, the programme was scaled up to offer support to more than 100,000 caregiver-children.**

The Early Childhood Development and Psychosocial Support programme was implemented through BRAC's Pashe Achhi remote learning model and with funding from the LEGO Foundation. The programme offered learning and social support to children and caregivers through phone calls as well as the provision of capacity development opportunities to BRAC staff through training and orientation.

Following a successful pilot launched in 2020 in response to COVID-19, the initiative was scaled up in September 2021. Over two years, this support reached 103,200 caregiver-children through 1,720 virtual centres, covering 80 underserved upazilas in 13 districts of Bangladesh. The 20-minute phone calls focused on early learning through play and mental well-being alongside the development of different training modules, call scripts and guidelines.



Multi-country: Enhancing job prospects through digital skills



- **Across six countries, 23 tutors were trained to mentor the participants in socio-emotional and employability skills.**

In 2023, Eidos Global, in collaboration with Accenture, launched Código Pa'Lante – a six-month program aimed at closing the unemployment gap for migrants in Latin America. With a focus on humanized learning and a combination of socio-emotional and employability skills, the program provided migrant and refugee communities in Argentina, Brazil, Chile, Costa Rica, Colombia, and Mexico with the opportunity to learn about basic programming and front-end web design concepts to improve their job prospects.

Spanning six countries and through partnerships with over 80 organizations, including UNHCR and IOM, 23 tutors were trained to mentor the participants throughout the program, which reached a total of 5,090 registered individuals.

Multi-country: Empowering girls through tech education



- **20,000 mentors and educators will support participating girls and young women to gain tech and problem-solving skills.**

Launched in September 2023, The AI Forward Alliance (TAIFA) aims to equip girls with the tech education and skills needed to tackle real-world problem-solving through complex systems thinking, data science, and machine learning.

In 2024, TAIFA partners will collaborate to support approximately 40,000 girls and young women aged 8-18 through Technovation's technology entrepreneurship curriculum, supported by some 20,000 mentors and educators. TAIFA will also support a growing ecosystem of 60,000 young women globally who have previously completed technology entrepreneurship programs and are looking for continued learning and advancement opportunities.

Technovation and UNICEF will collectively design and implement activities to increase the reach of TAIFA through global advocacy, leveraging partnerships, networking, learnings, and positioning of solutions to gain positive outcomes for girls and young women. The Alliance will also engage more girls through the Technovation Girls program that is expected to span across the 16 countries included in the initial focus for TAIFA (India, Indonesia, Pakistan, Bangladesh, Philippines, Nigeria, Egypt, South Africa, Kenya, Spain, United States, Canada, Mexico, Brazil, Colombia, Chile).

TAIFA aims to impact 25 million female future-shapers by 2037, empowering them with the skills to become changemakers.



Content and curriculum

Another key priority for the Coalition is helping countries ensure that learners can access reliable and high-quality digital educational content through effective learning platforms. Effective digital learning platforms should not only offer content but also provide learners with the ability to advance through learning pathways that align with national curricula and offer certified assessments, which are achievable thanks to the utilization of established pedagogical models. Further, it is equally important for learners and teachers to feel connected to the content with which they are engaging, which in turn requires empowering local stakeholders to create and share their own learning content.



Ukraine: Supporting learning continuity



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- **The partnership provides Ukrainian learners with access to courses, guided projects and professional certifications.**
- **Ukrainian learners have already spent more than 630,000 hours online learning in-demand skills.**

In collaboration with Ukraine's Ministry of Education and Science (MESU), Coursera continues to provide no-cost access to all Ukrainian higher education institution and their students. This offers continuous learning opportunities for displaced students and faculty to gain in-demand skills, including English, leadership, programming, and statistics.

Coursera has worked closely with the MESU since 2022 to provide students and faculty members across more than 250 Ukrainian universities and higher education institutions with access to some 5,500 courses, 3,400 guided projects and 55 professional certificates. This includes projects from top universities and companies including the University of Pennsylvania, University of Michigan and GEC members Microsoft, Google, and IBM.

Through this collaboration with the Ministry and the country's higher education institutions, educational continuity is available to Ukrainian learners, instructors are supported in the shift to digital learning, and learners are equipped with the in-demand skills and credentials needed in a competitive job landscape. Some 54,000 Ukrainian learners benefited from the initiative, participating in more than 175,000 courses and spending upwards of 638,000 hours gaining skills online.

In addition to the projects and initiatives outlined above, facilitated and coordinated through the GEC, **the following case studies highlight independently coordinated GEC Member partnerships** supporting the delivery of high-quality content.

Global: Delivering early literacy content on smartphones



- **Content is available on smartphones and in over 50 languages.**
- **Implementation is focused on countries in sub-Saharan Africa, India, and countries in conflict.**

In collaboration with the World Bank, Curious Learning is designing a large-scale digital distribution strategy to reach children directly on devices in their homes, and in over 50 languages.

Curious Learning builds high-impact early literacy content that is accessible on smartphones. Their content suite includes an interactive learning app that teaches children the fundamentals of reading with interactive storybooks and a built-in letter sound assessment. The content is available in over 50 languages, with implementation focused on countries in sub-Saharan Africa, India, and countries in conflict, including Ukraine, Syria, and Afghanistan. Users have clocked in over one million hours of consumption of Curious Learning content since it was launched in 2017, reaching close to two million users across 227 countries and territories.

A large-scale randomized control trial by the World Bank in 2022 supported the use of these digital tools as a highly effective early literacy learning intervention. Curious Learning is now extending the initial distribution tests to prove that those same learning results can be achieved at scale, cost-effectively, and across many countries, even in difficult-to-reach places and with at-risk populations.





Global: Automating curriculum alignment to democratize access to quality education resources



- **Teachers and other key stakeholders were involved in validating and improving the curriculum alignment process.**
- **The new tool will reduce the time and cost barriers associated with curriculum alignment and content organization.**

Learning Equality and UNHCR are working together to enable streamlined curriculum digitization and alignment processes. This in turn helps edtech platforms and implementers to source and organize relevant materials; educational content providers to contextualize their work to serve new audiences; and curricular bodies to understand gaps and similarities across curricular standards.

This work is building proof of concept from the Maximizing the use of Open Education Resources (OERs) through automated curriculum alignment pilot which was launched in December 2022.

Last year, significant advancements were made in two areas:

- ➔ The implementation of AI-powered automation of the digitizing curricular standards process from raw source documents into a machine-readable format that is usable within an educational platform
- ➔ The initial development of curricular recommendation machine learning models that match relevant content items from a large library to specific learning objectives in a curriculum.

This tool will streamline coordination between content creators and curricular bodies, and more efficiently leverage the capacity of curriculum designers to use their expertise for 'human in the loop' processes. It also leverages open educational resources that can be redistributed and used in different ways.



Latin America: OERs for STEM education

SIEMENS | Stiftung

- **The platform offers over 1,800 accessible teaching materials for STEM subjects.**
- **Resources were co-created with teachers, academic experts and local community members.**

Siemens' Centro de Recursos Educativos Abiertos (CREA) is a portal providing high-quality Open Educational Resources (OERs) to teachers for STEM education in Latin America. As a collaborative portal, Siemens Stiftung's partners from the Red STEM Latinoamérica network can directly upload high-quality content, including OERs that have been co-created with teachers, academic experts, and local community members to ensure relevance to local curricula and contexts.

CREA offers over 1,800 no-cost and accessible teaching materials for STEM subjects, including materials on sustainability and climate change, catering to diverse educational needs and promoting scientific inquiry and solution generation. In cooperation with the UNESCO Chair for the Open Educational Movement in Latin America, Siemens Stiftung will analyse CREA to identify improvement measures to enhance the OER concept, in particular the collaboration between users and the inclusiveness aspects of the portal.



Global: Equipping teachers to use AI in education



- **Teachers can access content and professional learning opportunities to better understand AI.**

AI 101 for Teachers is a no-cost, foundational online learning series for all educators that aims to demystify AI, explore how to implement it responsibly, address bias, and showcase how AI-powered learning can revolutionize student outcomes. More than 40,000 teachers from more than 100 countries have already viewed at least one of the videos in the series.

The videos are available in English and Spanish with subtitles available in Arabic, English (as an accessibility feature), French, Hindi, Indonesian (Bahasa), Korean, Spanish and Turkish. Additional subtitle options are available via the 'auto translate' YouTube functionality.

Launched in August 2023, the project is a collaborative effort between GEC members, Code.org, Khan Academy, and ISTE, as well as the Educational Testing Service. The online learning series supports teachers looking to learn the new skills needed to navigate the AI-driven world, including understanding AI's limitations and risks. This in turn helps them teach their students about AI and the relevant skills for employment. With the rapid development of AI in education, Code.org's team – with the support of partners – will continue adding new content and professional learning opportunities to the series throughout 2024, focusing on the content most pertinent to enhance educators' experiences in the classroom.

Ukraine: Supporting early childhood educators



- **Contextualized courses present the latest research and best practices in the Ukrainian language.**
- **The approaches support teachers in managing their own stress and providing psychosocial support to their students.**

In addition to the expertise that CE International provided to the UNESCO-led Digital Teacher pedagogy training in Ukraine, the organization is supporting early childhood educators across the country and those who left due to the war.

CE International launched Professional Development Courses for Early Childhood Educators in Ukraine to address critical needs among the country's early childhood educators who are growing the ways to integrate mental health, psychosocial support, and socio-emotional learning in their classrooms. Building upon the co-creation methodologies developed during CE International's Quality Holistic Learning Project, this new set of online courses, launched in September 2022, were codeveloped with early childhood educators, primary-level teachers, and psychologists. The initiative has now come to an end, but the course remains available and has over 18,600 registrants.

The project ensures that online courses, resources, and support are available to school leaders and to teachers as well as other organizations in the education space, with the goal of reaching more than 5,000 educators across Ukraine. The online courses are highly contextualized to Ukraine and present the latest research and best practices in accessible and practical ways.

The project also ensures that resources are available in the Ukrainian language and at no cost to educators across the country as well as those who left due to the war. The approaches employed also aim to help teachers manage their own stress when providing psychosocial support to their students and promoting social cohesion.

Currently being implemented in early childhood centres and classrooms across Ukraine, the material is presented as Open Educational Resources (OERs) and has been shared with the Ukrainian Institute of Education Development and the Ukrainian Ministry of Education and Science so that they can incorporate the courses as they see fit into their larger Mental Health and Psychosocial Support (MHPSS) plan under development for early childhood education in Ukraine.



Cost and sustainability

The price of digital transformation in education must go beyond the upfront costs associated with the acquisition of hardware and software solutions. Long-term sustainability needs to consider the funding required for further development and maintenance of digital education ecosystems as well as the need to keep them safe and secure. There are organizations and instruments available both globally and at local and regional levels to support this type of long-term and sustainable development. The Coalition has worked diligently to map these opportunities and leverage them where possible.



Global: Connecting students to study and scholarship opportunities



- **New platform features share information on scholarship opportunities for students, including opportunities for students from low-income countries.**

Studyportals' Global Access Initiative aims to make higher education information accessible to all. In 2023, scholarship information was integrated within the features of the platform's academic portals, connecting students to scholarship opportunities that they might otherwise not find.

The project connects students to transparent and impartial information on education and education financing as well as peer reviews and different study choice tools, including a comprehensive University Meta Ranking. In collating information on available scholarships, efforts are made to include relevant opportunities for students of different nationalities, ages, and genders to connect scholarship opportunities to those who need them, including students from low-income countries. In 2023, the portal had over 50 million unique visitors. With the inclusion of scholarship information on the academic portals, millions of students now have access to more options to fund their studies, with the potential value of the listed scholarships estimated to be 160 billion euros.

In an effort to make education information more transparent, Studyportals also hosts The Global Student Satisfaction Awards each year to determine the best universities from the student perspective. Studyportals is now working on an initiative to complement the portal, including a scholarship matchmaker tool to guide students to the funding opportunities best suited to them. A Sustainability Taskforce is also working on including SDG Rankings on the portals to enable students to take this important aspect into consideration when making decisions about their studies.

Global: Increasing access to climate literacy



- **New collaboration offers no-cost access to over 100 climate courses.**

Coursera and COP28 are providing 5,000 no-cost licenses for a curated climate education program, accessible to youth worldwide for 12 months, regardless of location. The distribution of these licenses is facilitated through UNFCCC constituencies (mainly YOUNGO and RINGO), the University Climate Network and its 24 UAE-based universities and higher education institutions, and various youth activist groups, such as Fridays for Future.

The COP28's Youth Climate Champion program makes climate literacy accessible to all and contains more than 100 climate courses with content covering key pillars of climate action, including mitigation, adaptation, finance, and loss and damage. This initiative ensures widespread access to climate education to foster a generation equipped to address the global climate crisis.





Global missions

The GEC's four action-oriented global missions continue to galvanize partners in support of SDG 4 as well as SDG 5 and SDG 8. Reaching beyond the current network of GEC Members, the missions regularly attract new Members to the Coalition who align with their stated goals and objectives.

The four global missions seek to:

- 1 Help learners and youth gain skills needed for employability.
- 2 Assist teachers with their professional development by advancing their digital and pedagogical capacities.
- 3 Offer learners access to cost-free supplemental educational resources and instruction anywhere and at any time.
- 4 Work towards normalizing gender equality in and through education.

Each mission has a responsive Coalition team working towards achieving these ambitious targets. The nature of the work they do means that they can work in an in-country context and across different levels of the local education ecosystem, including with public sector partners, learning institutions, administrators, and teachers and learners. It is fundamental to the Coalition's principles that Members, projects, missions, and initiatives work not in silos but collaboratively whenever possible and strategically appropriate.



GLOBAL
SKILLS
ACADEMY



GLOBAL
TEACHER
CAMPUS



GLOBAL
LEARNING
HOUSE



DRIVING
GENDER-
TRANSFORMATIVE
EDUCATION



Mission objectives and achievements

Mission	Objective by 2025	Achieved*
Global Skills Academy	3 Million	858,898
Global Teacher Campus	1 Million	794,580
Global Learning House	1 Million	1 Million+
Driving Gender-Transformative Education	5 Million	2,459,192

* Figures have been compiled across mission projects and initiatives as submitted by relevant collaborating partners.

Global Skills Academy

The Global Skills Academy (GSA) remains committed to future-proofing skills development and fostering technical and vocational training, apprenticeships, and other relevant opportunities to ensure access to decent jobs, particularly for youth from vulnerable and marginalized communities.

The last 12 months represent a solid year for the GSA as it transitions towards a more sustainable long-term footing upon which it can achieve scale and implement an effective monitoring and evaluation framework. Key actions in this regard represents an evolution of the GSA operating and governance models. In consultation with partners, this process will continue into 2024 in the broader context of the two-year transition period towards a new long-term and sustainable governance and financing model for the GEC.

Another key milestone reached this year by the GSA has been projects and initiatives developed based on the successful implementation of past GSA partner programs elsewhere. Building on the work done by the GSA and new GEC Member Aleph in Grenada to strengthen skills in digital marketing to enhance employment opportunities, several GEC partners collaborated to bring these resources to Côte d'Ivoire to reinforce the digital marketing and entrepreneurship skills of young learners there. IBM, Pix, Aleph and Microsoft are collaborating on the project, which will seek to reinforce the digital skills of technical and vocational education and training (TVET) teachers to support the development of digital learning modules in their curricula. This year has also seen Dior's Women@Dior mentorship programme run with the support of both the GSA and the Driving Gender-Transformative Mission continue to extend its reach to more young women around the world.

Strategic partnerships sit at the heart of the GSA's success, with the mission mobilizing more than 170 TVET institutions across 63 countries actively engaged through UNESCO and the UNEVOC Network and others. This global network ensures that the GSA can effectively support learners and youth in diverse regions, spanning Africa, Asia and the Pacific, Latin America and the Caribbean, Europe and North America, and the Arab States. So far, the GSA has supported **858,989 learners** at the global level with the active collaboration of its 25 partners. Beyond this, efforts from partners to support the broader agenda of equipping the world's youth with digital skills have reached over 1,500,000 learners globally.

Moving forward, the GSA will continue with its mission to provide demand-driven solutions and extend its reach to underserved countries through further close collaboration among its partners.

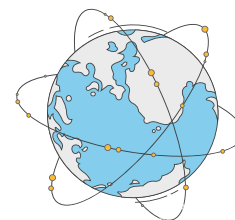
A quick look at some GSA initiatives			
Initiative	Locations	Partners	Young People Reached
Conecta Empleo	Bolivarian Republic of Venezuela, Colombia, Peru	Telefónica Foundation, UNESCO-UNEVOC	22,030
Resilient Caribbean: Grenadian Youth Empowered for the Digital World of Work	Grenada	UNESCO Cluster Office for the Caribbean + Aleph Inc, Anthology	800+
Strengthening digital skills in Africa	Côte d'Ivoire	UNESCO, IBM, Pix, Aleph, Microsoft	New Project



25 partners from the Global Education Coalition



858,000+ learners



170+ TVET institutions mobilized across the world

63 countries




- Africa
- Arab States
- Asia and the Pacific
- Europe
- Latin America and the Caribbean



Key GSA Partners include:

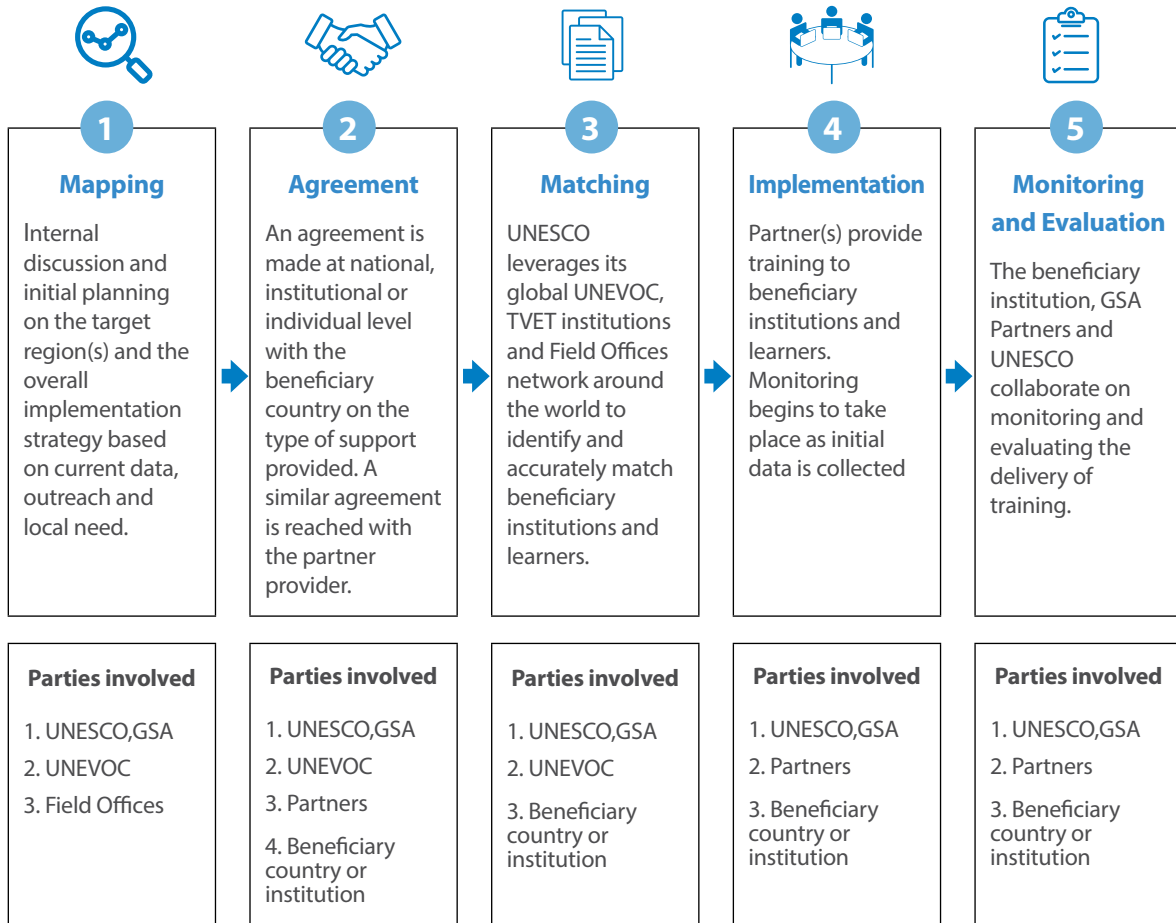


Active GSA Institutional Partners include:

	<p>The Technical Education and Skills Development Authority (TESDA) in the Philippines</p>
	<p>Servicio Nacional de Aprendizaje (SENA) in Colombia</p>
	<p>Servicio Nacional de Adiestramiento en Trabajo Industrial (SENATI) in Peru</p>
	<p>Instituto Nacional de Capacitacion y Educacion Socialista (INCES) in Venezuela</p>
	<p>The National Skill Development Corporation International (NSDCI) in India</p>
	<p>Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT) in Morocco</p>

How the GSA works:

Working to support youth and adult skills development to enhance employability and resilience, the GSA leverages UNESCO’s global UNEVOC network, TVET institutions and field offices to match partner offers to local needs and deliver demand-driven solutions.





Bolivarian Republic of Venezuela, Colombia, Peru: Equipping young people with the skills to keep abreast with labour market trends



- **In partnership with local UNEVOC centers, digital training has reached 8,600 learners across three countries.**
- **More than half of those who have accessed the trainings are young people under the age of 34.**

Launched in 2021, Telefónica Foundation's Conecta Empleo is a no-cost digital training programme aimed at equipping young people with the digital skills that are increasingly in demand in the labour market and used frequently in daily life. Under the scope of the GSA and in partnership with three UNEVOC members — Servicio Nacional de Aprendizaje (SENA), Servicio Nacional de Adiestramiento en Trabajo Industrial (SENATI) and the Instituto Nacional de Capacitación y Educación Socialista (INCES) — the programme also disseminates career guidance tools to promote a deeper understanding of labour market trends in digital skills and provides training to build the capacity of teachers and trainers.

The trainings have already reached 8,600 people, 52% of whom are young people under the age of 34. More than half of those who have benefited from the training are from Venezuela B.R. (59%), with 30% from Peru and 11% — most of whom were educators — from Colombia.

Conecta Empleo contributes to more than 40 different courses in Spanish on digital and soft skills, with specific learning pathways for professionals in the transport, construction, horticulture, and tourism sectors. These pathways are constantly evolving to meet the changing demands of the labour market. Throughout 2024, Telefónica will extend this collaboration to additional UNEVOC institutions in the region to reach more learners. Meanwhile, partners will be sought to enrich the data on labour market demand and training provision, or institutions involved in career guidance to adopt the trainings.



Grenada: Equipping students and educators with skills for the digital era



- **More than 800 learners enrolled in a course to develop fundamental skills in digital advertising.**
- **Over 80 educators from TVET institutions enlisted in training to develop their knowledge on teaching in blended or online formats.**

In response to the specific training demands of the project Resilient Caribbean: Grenadian Youth Empowered for the Digital World of Work led by the UNESCO Cluster Office for the Caribbean, the GSA mobilized partners Aleph and Anthology to provide no-cost training opportunities to equip students and educators across the country with relevant skills aligned with the ever-evolving demands of the digital era.

Through its Digital Ad Expert platform, Aleph offered customized modules and online sessions to learners to develop fundamental skills in digital advertising and work towards their Digital Ad Certificate. This training reached 827 learners in the 12-week course, with 161 obtaining certification.

Both Anthology and Aleph supported the capacity building of teachers and leaders in Grenada, employing a 'train the trainer' approach and reaching participants from a variety of education organizations across the country. Digital Ad Expert launched an intensive five-week training course aimed at upskilling digital advertising trainers. In working towards their Train the Trainers - Get to Know Digital Ad Certificate, the 66 participating trainers gained insights into the core concepts of digital marketing, with 11 gaining certification.

Anthology helped build up the capacity of educators from TVET institutions to enhance digital competencies when engaging youths. In 2023, over 80 educators from TVET institutions were enlisted in training to develop their knowledge and share best practices in teaching in blended or online formats. Anthology's training experts delivered the Blended Learning and Online Strategies course with a specific focus on knowledge and strategies to design and facilitate courses in an online classroom. Information literacy, accessibility, and universal design are also key components of the training. The course topics are developed in a way that enables educators to directly apply the material when designing future courses and foster a supportive online community. Anthology is working with the GSA to revise and customize the training support for specific countries in the Caribbean as well as extend this reach to other regions in early 2024.



Côte d'Ivoire: Strengthening digital skills in Africa



Microsoft

- **Four GSA partners are providing resources or expertise to support the two projects.**
- **A cohort of teachers have completed training to prepare for their role as coaches.**

GSA partners IBM, Aleph, Pix and Microsoft are supporting two new projects that provide training and capacity building in digital skills for learners and TVET teachers in Côte d'Ivoire. Launched in November 2023 by UNESCO and Côte d'Ivoire's Ministry of Technical Education and Vocational Training (METFPA), the 12-month pilot will deliver training to support more than 300 young learners find employment as well as prepare more than 300 TVET administrative staff and teachers for the digitalization of the country's education system.

The first project, which aims to reinforce the digital marketing and entrepreneurship skills of young learners, works with three specialized TVET centers that focus on skills to access fashion and beauty employment. Participating teachers completed the training to prepare for their role as coaches. IBM is supporting this effort by providing access to its IBM SkillsBuild Platform, which offers a 300-hour long entrepreneurship learning journey tailored to Côte d'Ivoire needs. Meanwhile, Aleph's Digital Ad Expert program allows users to learn about digital advertising tools, industry trends, and best practices on the world's leading digital platforms. Finally, Pix as a partner are aiding in the recruitment of learners through a digital competency test on their platform Pix.org.

The second project, with support from Microsoft, reinforces the digital skills of TVET teachers by aiding them to develop digital learning modules in their curricula. Targeting 20 TVET centers in the country's capital, the pilot involves more than 300 TVET teachers and administrative volunteers. Through the GSA, these participants will be able to access ready-to-teach curriculum and teaching materials on Microsoft's Learn Platform and Learn for Educators programs. In preparation for this pilot, a survey was conducted among more than 800 candidates who completed a self-evaluation of their existing digital skills.



India: Preparing students for the workplace through remote mentorships



- **The mentorship programme focused on interpersonal and workplace skills.**
- **100 mentees were matched with 100 KPMG mentors.**

Under the GSA, KPMG teamed up with National Skills Development Corporation International (NSDCI) to provide mentorship to young students and graduates entering the labour market in India. The fully remote KPMG Empower Futures Mentoring Programme provided training and content to support mentoring sessions through Volunteer Vision, a digital classroom platform. In January 2023, 100 mentees were matched with KPMG mentors. Over four to six months, the mentees benefitted from regular one-hour sessions with their mentor to discuss important interpersonal and workplace skills, including interview and confidence skills, and building a CV and cover letter.

The development of online mentoring methods ensures that geography is not a barrier to access high quality mentoring programs. Additionally, to ensure the programme was inclusive of students from underserved communities (as defined by KPMG and NSDCI at the start of the project), NSDCI recruited mentees from diverse backgrounds, ensuring gender representation and prioritizing young people who would not otherwise have had the means to participate in a mentoring program.

A key aim of the pilot was to explore how it could be taken to scale and capture the successes and lessons learnt throughout. KPMGI and the GSA are currently conducting assessments within their networks to identify where there may be capacity and demand to roll out further mentoring programs within regions. This includes understanding where technology can continue to support mentoring, particularly for students facing connectivity challenges, and exploring cross-border mentoring opportunities.



Global: **Nurturing ICT talent**



HUAWEI

- **The ICT programme offers 157 academy-customized courses to develop ICT and employability skills.**
- **The global final of the 2022-2023 Huawei ICT Competition brought together 146 teams from 36 countries and regions.**

Huawei has been a committed partner of the Global Skills Academy mission since 2020. The Huawei ICT Academy programme aims to help learners and educators worldwide develop their ICT and employability skills as well as bolster their success in the ICT industry by providing access to online certified training at no cost. Through these trainings – available in nine languages – and the annual ICT Competition, Huawei has been helping to build an innovative education talent ecosystem.

With the support of UNESCO, local ministries, and other higher education institutions, the initiative has already reached more than 1 million learners since it was established in 2013, with 250,000 students and 3,000 teachers actively engaged with the programme in 2023 alone. Additionally, 2,100 teachers earned certificates upon completion and 26 new ICT academy support centers were supported through investment in the 'Train the Trainer' and ICT Academy development program.

The Academy programme offers 157 academy-customized courses (69 of which are in minority languages) and five English textbooks made available online that have been accessed more than 550,000 times. Several events were held throughout the year to align with this support for digital skills development, including an Academy conference, a teacher seminar, and an online and in-person job fair attended by 30,000 people globally.

In Shenzhen, the global final of the 2022-2023 Huawei ICT Competition brought together 146 teams in-person from 36 countries and regions. The earlier stages of the competition are believed to have reached 120,000 students from 2,000 universities in 74 countries and regions around the world. This annual event is designed specifically for students to provide an opportunity for them to showcase their skills on a global platform, network with other students from around the world, and learn skills for the future. Participants can choose from one of the four different competition tracks: Network, Cloud, Computing, and Innovation.

Call to action: Global GSA Skills and Training Tracker

To support the scaling of GSA operations moving forward, the mission is putting out a call to action to all partners to support the work to develop a Global GSA Skills and Training Tracker. This call includes requests for expressions of interest from partners to help build the platform.

To make this global resource a reality, the GSA needs to effectively map the overall catalog of GSA resources available and the taxonomy of skills they make available to learners. With this mapping in place, it would be possible to match and display the job profiles learners will be able to develop through the completion of GSA materials with a final potential stage then being to link these profiles to the needs of national and local labour markets.

This exciting project would help to develop a solid foundation upon which the GSA can build towards the scale needed to successfully reach its objective of supporting 10 million youth develop their employability skills by 2029. However, success depends on the support of GSA partners. To express interest in joining the working group to develop the pilot implementation of the Global GSA Skills and Training Tracker please email: gsa@unesco.org

Global Teacher Campus

The Coalition continues its commitment to empowering teachers globally through the Global Teacher Campus (GTC). The GTC recognizes teachers as pivotal figures in every education ecosystem, acknowledging their need for continuous professional development to excel both in remote and in-person teaching. To meet this need, the GTC provides free online courses for teachers and educators to improve their skills and competencies for different learning environments. These self-paced courses are facilitated by experts and cover topics such as digital pedagogy, social and emotional learning, psychosocial support, and curriculum management.

The GTC aims to help 1 million teachers gain digital skills and access professional development opportunities by 2025 and leverages UNESCO and partner relationships with training institutions as well as GEC-developed regional platforms, including Imaginecole and Imagine Learning. Both were developed to offer countries across Francophone and Anglophone Africa access to the GTC's materials as well as the ability to tailor content to local context and educational needs. As of 2023, **794,580** teachers have already benefited from GTC initiatives and activities.

The mission is evolving to help countries develop and offer their own digital professional development pathways to their teachers. Over the past year, the GTC built on the progress previously achieved through the GEC-developed open-source Imagine Learning platform to develop a foundational base for collaborative design and co-ownership processes with Member States, particularly within each country's teacher training framework.

A quick look at GTC initiatives			
Initiatives	Locations	Partners	Teachers and educators reached
GTC Platform (formally Imagine Learning)	The Gambia, Ghana, Liberia, Nigeria, and Sierra Leone	GPE, Open EdX, UNESCO's International Institute for Capacity-Building in Africa (IICBA)	21,000
Ukraine Teacher Professional Development Pathways	Ukraine	Ukraine Ministry of Education and Science, Google.org, UNESCO, The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)	51,652

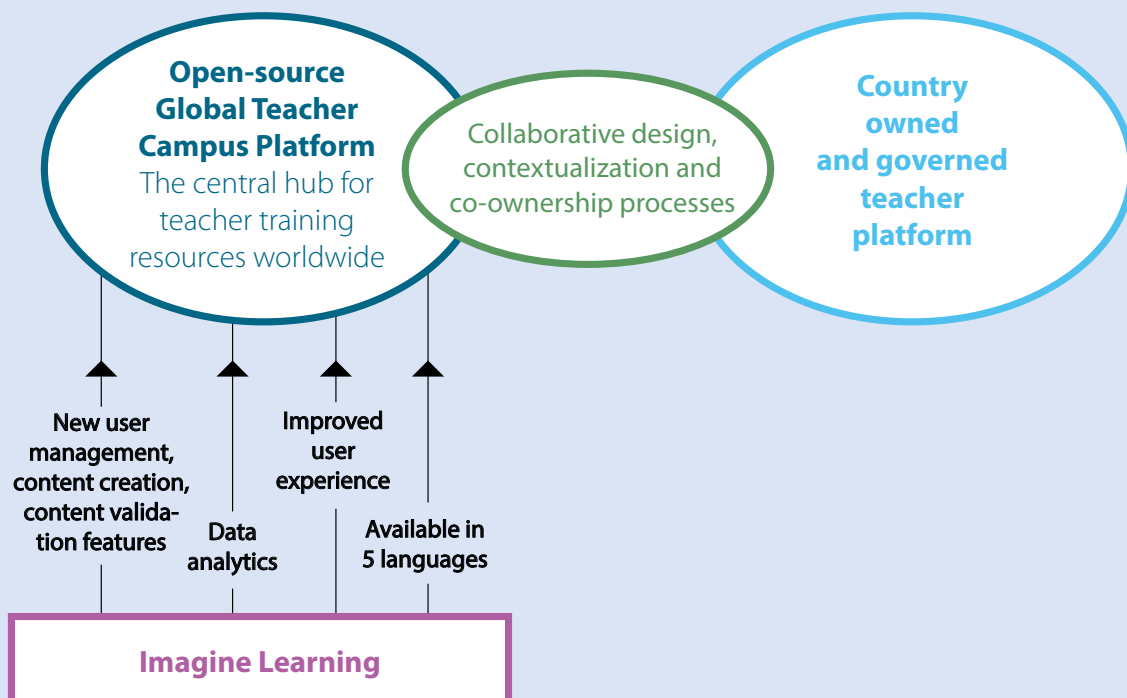
The 10 GTC Partners are:



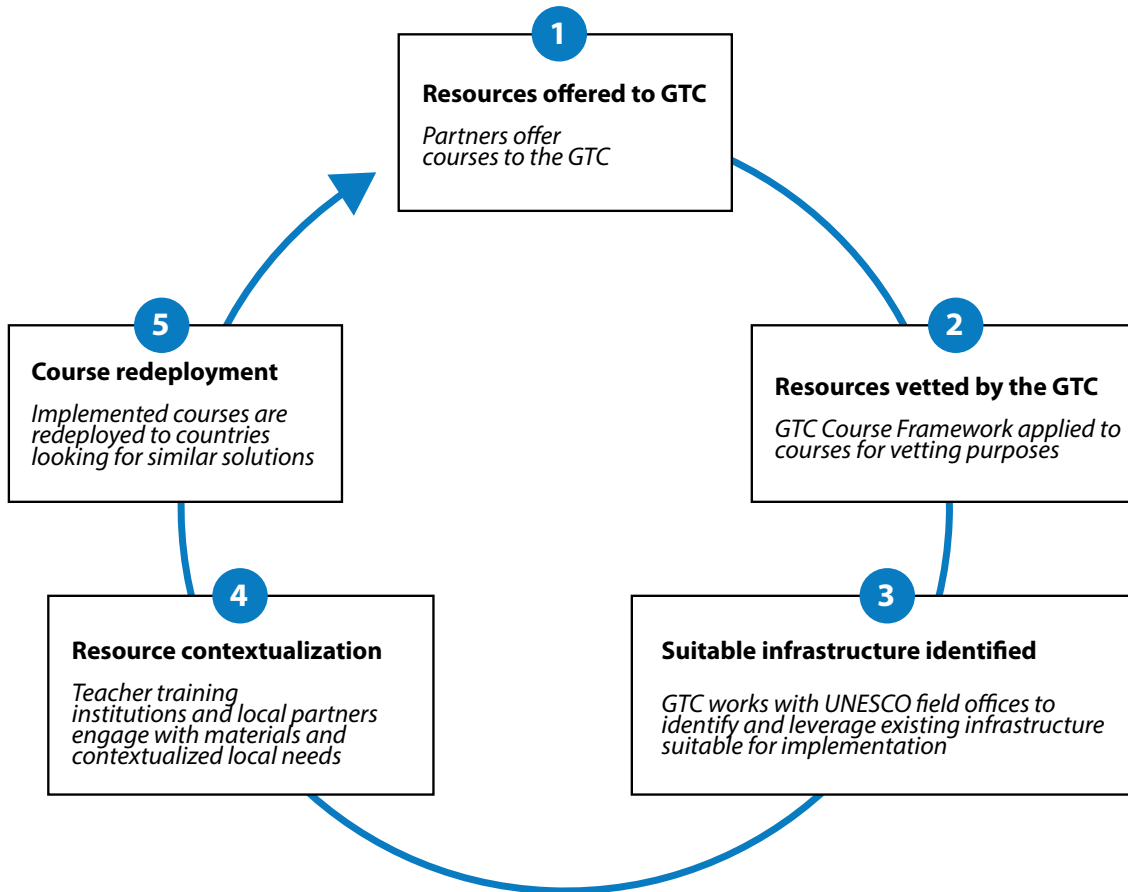
The GTC platform

The GTC platform has been upgraded to enhance user experience and user management and develop the ability to offer content creation and validation tools as well as native user analytics capabilities. Furthermore, the platform has also been translated into five languages. The GTC has three requirements for Member States seeking to utilize the platform architecture as a means for hosting their own professional development platform for teachers: The platform must integrate with the national workflow; Member States must have the budget and capacity to host and secure the platform themselves; and end-user support must be country-led and contextual. Already, Ghana, Armenia, and Ukraine are advancing towards implementation with project dates running until December 2024.

Accordingly, the GTC now serves as a central hub for teacher training resources worldwide, offering a repository of learning and capacity development content as well as validation workflows, which can be contextualized and codesigned with countries, and open-source normative instruments that Member States can implement by themselves.



How the GTC works:



Global: Evolution of Imaginelearning.africa platform to reach teachers globally



- **Self-paced learning courses previously available on the Imaginelearning.africa platform will soon be available globally through the GTC digital platform.**

The evolution of the e-learning platform formerly known as Imaginelearning.africa into the Global Teachers Campus (GTC) digital platform is under way. Self-paced learning courses from the platform, launched by the GEC to provide access to educational resources for teachers and learners in five countries in Anglophone West Africa, will soon be available globally through the GTC digital platform.

The development of the platform, which has already reached thousands of teaching professionals in West Africa, aligns with the global demand to enhance teaching skills through digital methods.

The complete source code for what was the Imaginelearning.africa platform, along with the custom content validation workflow, community engagement guidelines, and comprehensive GTC platform administration documentation, will be made available to Member States. These materials will provide guidance on contextual implementation steps, feasibility, and potential enhancements to ensure the platform's long-term sustainability to the ministries responsible for course creation and validation on their national platforms.

In 2023, demonstrations on the screen user interface systems were conducted with national bodies to ensure adoption and co-ownership processes. This process involved updating the platform to the latest open-source code of Open EdX, customizing it to enhance user management and user experience, content creation, content validation, and stakeholder analytics.

Since its launch in 2022, the Imaginelearning.africa platform has provided self-paced trainings across The Gambia, Ghana, Liberia, Nigeria, and Sierra Leone. Over 21,000 teachers have registered, with over 9,800 certificates issued upon completion on the ImagineLearning.africa (ILA) Platform. Teachers could access educational content on a variety of topics—including chemistry, mathematics, physics, history, and English—and in five languages: French, Arabic, Spanish, Portuguese, and English.



Ukraine Teacher Professional Development Suite spotlight

In response to a government request from Ukraine and with UNESCO support from Google.org, a suite of resources and approaches for sustainable teacher professional development is being built to focus both on Mental Health Psychosocial Support/Social Emotional Learning (MHPSS/SEL) and digital pedagogical training.

The project builds on and further develops the progress made thanks to the mobilization of Coalition Members and partnership with the Ukraine Ministry of Education and Science (MESU), which occurred in March 2022 and saw among other contributions, the donation of 50,000 devices for teachers by Google. With a longer-term view to sustainably transform the national education workforce – along with supporting immediate crisis training needs – this work aims to reach at least 50,000 teachers. This is in addition to the 209,000 teachers Google trained as part of their Global Education Coalition support to the country.

The Ukraine Teacher Professional Development Suite initiative will aid in the delivery of comprehensive upskilling at a national scale and is being rolled out institutionally thanks to further collaboration with MESU and local teacher training institution (TTI) networks. Furthermore, the project is a good example of what is possible through the broader synergies made available through the GEC, particularly with the funds MESU was able to mobilize through the GPE program thanks to the resources mobilized by GEC members.

Overall, it is expected that improving teaching quality and offering teachers in Ukraine access to new digital education professional development pathways will lead to improved learning opportunities and increased access to quality, equitable, and inclusive education.

The program has already had a huge impact with 51,652 teachers enrolled in the program, 20,019 of whom have already received certificates for their successful completion of the courses. To date, 14,607 teachers are engaged in the project's Community of Practice (CoP).

Global Learning House

Thanks to the mobilization of its 20 private sector partners and a large network of volunteer teachers and educators, the Global Learning House (GLH) mission **achieved its target of helping 1 million learners** access resources to help develop foundational skills and support for subjects they find challenging at school. This bright moment in the history of the GEC and the GLH marks an evolutionary moment for the mission.

GLH Connect will continue to offer learners, teachers, and educators access to **409 OERs** covering **eight subjects** in **six languages** across **all levels of education**. Furthermore, the mission will add two new aspects to its core operating model to address the enduring and deep-rooted learning crisis that predates the pandemic through the promotion of multistakeholder collaboration:

- Work to facilitate mission-driven partnerships with the Coalition acting as a facilitator to connect partners based on the needs of countries.
- Foster an alliance for learning that seeks to address the gap between research, policy, and practices.



GLH will also establish an alliance for learning that seeks to address the gap between research, policy and practices



GLH will also facilitate mission-driven partnerships with UNESCO acting as a facilitator to connect partners based on the needs of countries



GLH will continue to augment and facilitate access to the materials that have already reached over 1 million beneficiaries



More than 1 million beneficiaries reached

Key GLH partners include:



Driving Gender-Transformative Education

The Driving Gender-transformative Education mission continues to make strides in addressing the complex challenges that hinder true system-wide education transformation. Despite progress in recent decades, gender-related barriers persist, impacting educational opportunities for learners of all ages and perpetuating socially dictated dynamics within learning settings. At the country level, the mission is actively engaged in closing gender gaps in education. The goal is to support over 5 million girls in the 20 countries facing the most significant gender disparities in education by 2025. As with all missions, the contributions of partners have been paramount to the mission's success, with **2,459,192 girls and young women** having received support from the mission as of January 2024.

Intel and UNESCO have completed their initiative of running a multi-dimensional package of interventions, including STEM mentorship and boot camps, teacher training, and awareness-raising campaigns aimed at fostering girls' and women's participation in STEM studies and careers. In addition to fostering secondary school-aged girls' knowledge of and attitudes towards a wide range of STEM fields, the project has helped teachers understand gender dynamics in the classroom and deliver gender-responsive pedagogies.

The Government of Japan has continued to support work in Pakistan, Chad, and Mauritania. The project develops local education actors' capacities to identify and address the challenges girls face in engaging with school and learning. For example, in Pakistan, over 100 curriculum and textbook officials, policy-makers, planners, education directors, administrative and finance directors, and district education officers working in isolated areas with high levels of poverty have taken part in bespoke training based on customized guides produced.

This year has also seen Dior's Women@Dior mentorship programme run with the support of both the Driving Gender-Transformative Mission and the GSA continue to reach young women around the world. Every year, the project connects some 300 mentees from almost 60 different countries and helps them to support their own personal and professional growth by addressing five core values of self-care and awareness, autonomy, creativity, inclusion, and sustainability.

Plans were also laid for the roll-out in 2024 of a second phase of the Keeping Girls in the Picture campaign in three regions of Senegal. This phase, which builds on successful efforts in the Diourbel region, will reach at least 1.5 million people via local advocacy, community consultations, and media campaigns. Undertaken with the support of Wallonie-Bruxelles International, it will link up with ongoing efforts to reduce the prevalence of child marriage, early and unintended pregnancy, and gender-based violence, and promote health and well-being as essential to quality education.

A quick look at some Driving Gender-transformative Education initiatives

Initiatives	Locations	Partners	Learners reached
Girls back to school	Chad, Mauritania, Pakistan	UNESCO, Government of Japan	484,000+
Supporting teachers to inspire girls in STEM	Kenya, Rwanda, the United Republic of Tanzania, Uganda	UNESCO, Intel	8,600+
Women@Dior	More than 60 countries	UNESCO, Dior	2,000+

Driving Gender-Transformative Education

The mission is made possible by the engaged efforts of **70 mission partners, including:**



So far, the Driving Gender-transformative Education has reached **2,459,192** girls and women.

Driving Gender-transformative Education is a global mission, mobilizing international partners to support **5 million girls** in the countries with the greatest gender disparities in education:

- **Access Learning**
- **Build and Develop their Digital Skills**
- **Stay in School**
- **Data/Research/Evidence**
- **Advocacy and Communications**
- **Action**

Did you know ...

- In some sub-Saharan African countries **as little as 10%** of students in physics, mathematics, and engineering programs are women. Sometimes the proportion of women students is even lower.
- Girls are more at risk of early and unintended pregnancy, early and forced marriage, and violence **when they don't go to school.**
- Gender-transformative education **strengthens economies**, reduces inequality, and creates more opportunities for everyone to succeed.

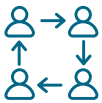


Senegal: Promoting continuity of learning for girls



- **The campaign will reach an additional 1.5 million people in rural areas where there are high drop-out rates among girls.**

To promote girls' continuity of learning and contribute to eradicating early marriage and early and unintended pregnancy, UNESCO and Wallonie-Bruxelles International have launched the second, 12-month phase of their successful Keeping Girls in the Picture campaign in Senegal. The campaign will reach an additional 1.5 million people in rural areas where there are high drop-out rates among girls, through local-level, contextualized, and collaborative action aimed at building awareness through school management committees, community radio, youth activists, and parent-teacher associations.



Pakistan: Addressing gender inequalities in education through capacity building



- **Revised training manuals and capacity development workshops target policy-makers, education directors, and other decision makers.**

UNESCO, with support from Japan, continues to build the capacities of education actors to identify and address the challenges girls face in learning and returning to school after school closures. In Pakistan, efforts focus on Balochistan where the needs were assessed to be particularly strong.

Following a gender analysis of the province's education plan and the capacities of relevant officials and decision makers on gender and education, training manuals based on the Girls back to school guide were developed and delivered to 113 curriculum and textbook officials, policy-makers, planners, education directors, administrative and finance directors, and district education officers drawn from five districts. Additionally, plans were laid and exploratory missions undertaken to develop and roll out training in Chad and Mauritania – also focusing on the decentralized level in these countries.

Kenya, Rwanda, the United Republic of Tanzania, Uganda: Supporting teachers to inspire girls in STEM



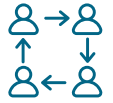
- **189 education actors were trained on gender-responsive STEM education.**
- **Over 8,000 secondary school-aged girls, their parents and guardians, and representatives of education institutions and government were reached via a social media campaign.**

Intel and UNESCO continue to deliver a suite of interventions aimed at inspiring secondary school girls to embrace science through support to teachers' professional development, mentoring, role modelling, parental and peer support, and awareness raising and sharing of good practices. Building on preliminary work undertaken in 2021 and 2022, the project was rolled out in four countries in Africa: Kenya, Rwanda, the United Republic of Tanzania, and Uganda.

Participatory training on gender-responsive science, technology, engineering and mathematics education, and relevant field visits, were held for 189 education actors, including teachers and educators, school administrators, teacher trainers, and ministry staff. Post-training evaluations showed their enhanced understanding of factors influencing girls' participation, learning achievement and retention in STEM studies, and strengthened capacities to create gender-responsive STEM educational environments that engage, empower, and inspire girls.

A support network was also created to share good practices and knowledge as well as to identify efforts to engage girls in these areas. This work was complemented by STEM bootcamps and mentoring for 430 girls from 85 schools and their teachers as well as by celebrating the International Day of Girls and Women in Science in Kenya and via social media that reached over 8,000 girls aged 14-17, their parents and guardians, education institutions, and government ministries.

An evaluation of the project is currently being undertaken and lessons learnt will be shared and integrated into other projects.





Advocacy, data, and knowledge sharing

The Coalition as a broad network of key education stakeholders plays a powerful advocacy role in the global education ecosystem. Through the mobilization of Members, the GEC actively contributes to global education dialogues. This was exemplified by the Coalition's considerable contributions to the Transforming Education Summit (TES) and the subsequent work that has been done post-TES. For example, it was learnings from GEC in-country initiatives that helped to guide the development of the DTC's 5 Cs framework and other knowledge-based resources and products, which are now readily available for partner governments and countries to use. The 5 Cs framework has subsequently been endorsed by the Broadband Commission for Sustainable Development and has helped to inform discussions of the Commission's Working Group on data for learning and the G20 Education Working Group.

The GEC also remains dedicated to fostering accountability by actively engaging with global education cooperation bodies, such as the Global Education Cooperation Mechanism (GCM) and the High-Level Steering Committee for SDG 4 2030. This engagement ensures alignment with broader global education objectives and strengthens the Coalition's commitment to global education cooperation. Moving forward, the GEC's multiple models for multistakeholder cooperation will also support the education sector as it seeks to contribute towards the Global Digital Compact and Pact for the Future.

Again, contributing to the continuous development of evidence-based practices within the Coalition and the broader education sector, this year saw the GLH Mission convene an expert meeting on the learning sciences, which helped to lay the groundwork for the mission's new learning alliance, which seeks to further bridge the gap between research, policy, and educational practices. The meeting facilitated deeper insights and discussions on innovative approaches to enhance learning outcomes.

Colombia, Nepal, Nigeria, Pakistan, Uganda: Insights on effective regulation of non-state education



GLOBAL
SCHOOLS
FORUM

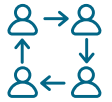


- **Research results will serve as a useful reference for organizations engaged in providing support to policy-makers and to government planners on regulatory issues and on public-private partnerships.**

Regulating non-state actors in education: findings from a collaborative research explores the regulation of non-state education across Colombia, Nepal, Nigeria, Pakistan, and Uganda. A joint venture between UNESCO and the Global Schools Forum, this research builds on the findings of the UNESCO GEMR 2021/2 on 'Non-state Actors.'

The report provides insights on how regulatory systems operate and shares recommendations on strengthening these systems to ensure that all children have access to quality education. It focuses on how to make sure regulation and partnerships work for governments and non-state actors in a way that improves equity and learning for students.

The research will be disseminated among stakeholders to draw insights on how to design and implement effective regulation of non-state actors. It will also serve as a useful reference for organizations engaged in providing support to policy-makers and government planners on regulatory issues and on public-private partnerships.





Global: Collaborative research to better understand gender disparities in higher education



- **A new report aims to encourage tertiary institutions to take more holistic approaches to address and reduce gender gaps.**

A joint report by UNESCO and the International Finance Corporation (IFC) focuses on the convergence of gender, employability, and tertiary education. By presenting the outcomes of the IFC's survey conducted across numerous higher education institutions globally from 2019 to 2022 and merging these findings with the research work and data coming from UNESCO's Institute for Statistics' database, the joint report seeks to illuminate the factors contributing to gender gaps in higher education, including technical and vocational education and training (TVET).

The report will investigate and analyze issues, such as gender employment gaps, gender wage disparities, and gender employment imbalances, especially in lucrative fields, such as science, technology, engineering, and mathematics (STEM). The objective is to gain a deeper understanding of the dynamics behind gender disparities in higher education, including TVET, and employment, and to encourage tertiary institutions to embrace more holistic approaches to addressing and reducing these gender gaps. The joint report will be published by UNESCO's Global Education Coalition and will be disseminated jointly by IFC and UNESCO at the IFC's Education Conference in March 2024.

Looking forward: Thought Leadership and Co-creation – A New Social Contract for Education

As a global community of practice with a broad constituency at the forefront of education delivery and digital transformation, the GEC represents a forum for knowledge production and thought leadership on the future of education. In 2021, the International Commission on the Futures of Education, with its Secretariat at UNESCO, published *Reimagining Our Futures Together – A New Social Contract for Education*.

The report calls for a new social contract centered around human rights and based on principles of non-discrimination, social justice, respect for life, human dignity, and cultural diversity. According to the call, this new social contract for education will both transform the future of education while also repairing the historic and structural injustices the education sector has long battled against.

However, the visions, principles, and proposals articulated in the report represent a starting point only, with the Commission explicitly calling for a collective effort to translate and contextualize them. The GEC has already proven itself as a fertile environment for collective efforts and as the progress made by the DTC since TES has shown, co-creation among engaged partners has the power to take high-level ideas and turn them into action plans that can make a difference on the ground where the need is greatest. Accordingly, the GEC represents a key forum for taking a lead on the collective efforts required to translate and contextualize the values and principles of the new social contract into a brighter future for education that learners and teachers around the world can live every day.

Lessons learned

The GEC continues to demonstrate ways to be responsive by leveraging resources that are not normally available and using them in effective ways to serve the needs identified by partner countries. The in-kind nature of many contributions allows for arrangements and implementation that other existing frameworks have been unable to support.



The Coalition has emerged as an important platform for multistakeholder collaboration in education. Coalition Members engaging in global initiatives, such as the GSA and DTC, are working to transform education and directing the course of action at regional and national levels, such as the GPE-funded Consortium of UNESCO-World Bank-UNICEF. The GEC also has multiple interconnections with other key global education initiatives, such as Gateways to Public Digital Learning and Giga.



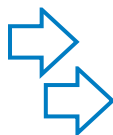
We have witnessed the power of the Coalition to mobilize and coordinate support across multiple emergencies and crises. **Coalition Members can do remarkable things at scale in emergency contexts** to help national governments ensure learning continues even during the most challenging circumstances.



The **co-creation processes** utilized by the DTC to develop resources, such as the framework for digital transformation in education, the maturity model and more **have proved to be extremely popular with members and countries and have driven a lot of engagement** across the Collaborative.



Further to the important in-kind resources currently made available to the GEC, **a long-term and sustainable GEC will require access to funding** to support ongoing coordination activities and inclusive governance structures.



The GEC now represents two distinct approaches to multistakeholder cooperation in education. Both the broader Coalition and the focused DTC offer distinct methodologies for collaboration, with each realizing impressive results.



The combination of knowledge development and dissemination, advocacy, national interventions, networking, and cooperation ensures that **the GEC benefits from data and research to build effective and large-scale interventions**. The Coalition’s core areas of focus offer concrete examples of how knowledge can be translated into interventions to target large numbers of beneficiaries in a transformational capacity.



Pandemic-era resources developed and implemented through the Coalition **continue to gain new purpose** beyond crisis scenarios, bringing transformational education opportunities to an increasing number of learners.



We have now seen the implementation of GEC initiatives and projects that build on the successful learnings gained from programs implemented in different regions of the world, demonstrating how **the GEC operates as a global community of practice**.



Country interventions—such as providing policy support, mobilizing partners and supporting concrete interventions—are resource-intensive. They require close coordination with national stakeholders and are sensitive to policy context and commitment. Furthermore, leveraging GEC resources and support requires time and—in some cases—formal agreements. Consequently, scaling up country interventions to respond to demands for support from Member States necessitates **stronger internal capacity in the Secretariat and better coordination** with local education groups and GEC Members.

Youth and teacher voices



“Given the current situation in Lebanon, [...] the need for quality childhood education and support is paramount. Educators and Children are particularly vulnerable during times of crisis and providing them with a safe and nurturing environment is essential for their well-being.”

CE International, Teach for Lebanon (Teach for All), Learning Equality, Creative Commons - Quality Holistic Professional Learning in Lebanon (QHPLL) project

QHPLL fellow from Baalbak-Hermel.



"ProFuturo came at a crucial time. I was very discouraged because of the exclusion and discrimination I experienced. However, during the program's tutored courses, I acquired new skills that inspired me."

**Telefónica Foundation, ProFuturo and
UNEVOC network - Conecta Empleo programme**

Pedro Abel Medina

Teacher at Servicio Nacional de Aprendizaje (SENA) (Colombia)

"This project really supported me [...] to be a more effective teacher and teacher in my community [...] the belief in every members' talent that supported us with what was needed or might be needed."

QHPLL fellow from Saida

"I fell in love with the program from its beginnings. As a migrant, I can say it's a tremendous opportunity for growth, involving learning in a new field, acquiring skills, and the possibility of integration. The fact that it could be applied in multiple countries simultaneously captivated me even more. I have nothing but words of gratitude for those who made all this possible."

Eidos – Código Pa'Lante programme

Rosmily Ramos Gómez

COPA Student (Venezuela)



"The most rewarding part has been the unfeigned connections that I developed with like-minded women from distinct cultures. To discover their homelands and the values they stand for has been an enriching experience. Moreover, the encouragement that I receive from my Mentor despite being in a different country is extremely special!"

Dior - Women@Dior programme

Sonalika Grover

Women@Dior Mentee (India)



"The most rewarding part of my UNESCO & Women@Dior journey has been the in-depth self-reflection and self-work I got to do. [...]. This program has boosted my confidence and self-love to lengths I was not expecting, and that was the greatest reward."

Dior - Women@Dior programme

Águeda Trigo Valverde

Women@Dior Mentee (Spain)

"I need to train in entrepreneurship and digital marketing – this way, I will be able to compete in the job market or start my own business."

Global Skills Academy

Beugré Djoman Jules

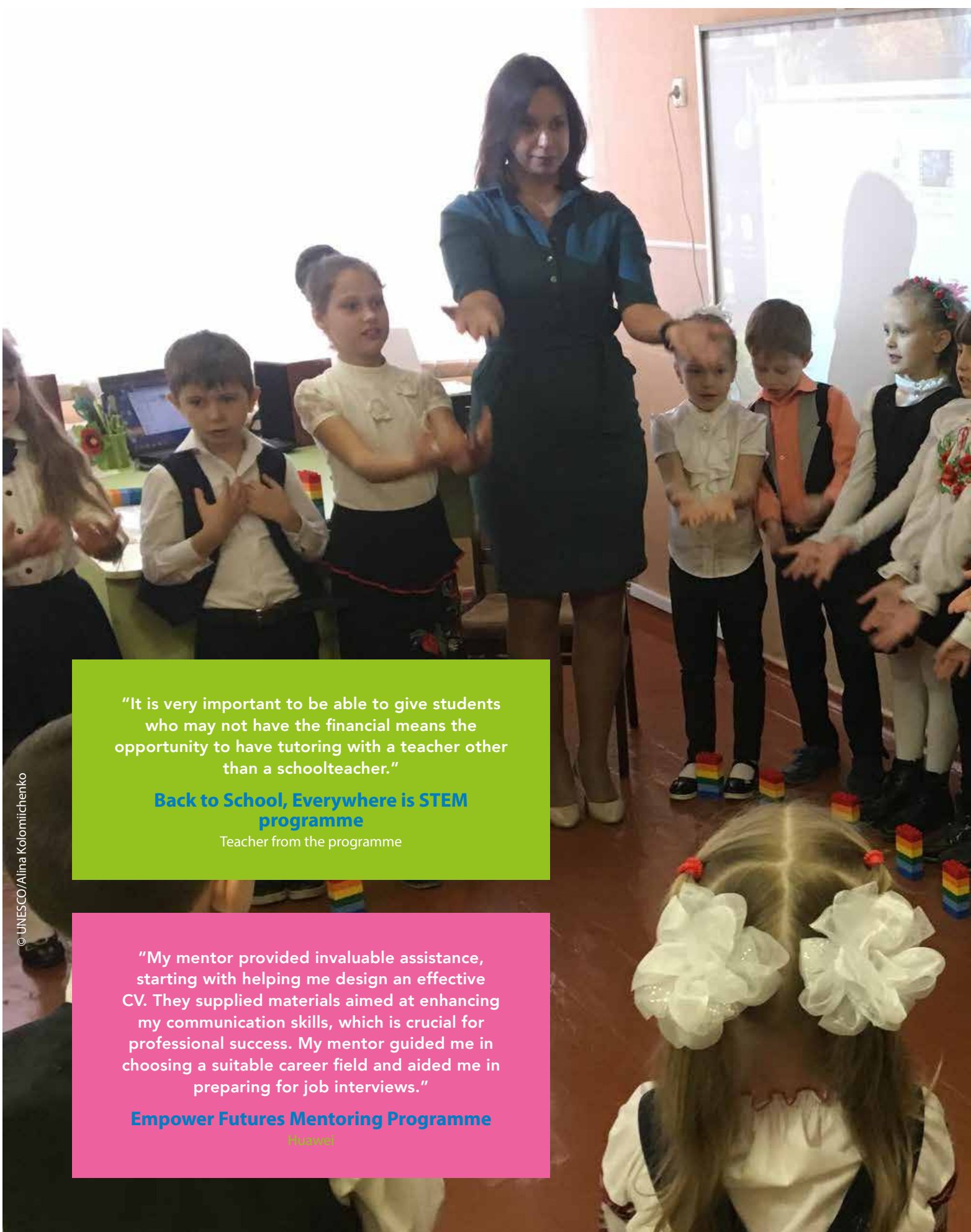
a student at Lycée professionnel de Port-Bouet,
Abidjan (Côte d'Ivoire)

"This platform allows us to view all the stakeholders from multiple different cultures on any global matter, ranging from climate change to women's rights. By becoming aware, one is motivated to spread awareness as a duty of a global citizen. We gain access to a communicative platform for respectful and captivating discussions with global peers."

**Generation Global and UNESCO ASPNet
School Networks – Ultimate Dialogue**

Krishang, Student

GEMS Modern Academy Dubai (UAE)



"It is very important to be able to give students who may not have the financial means the opportunity to have tutoring with a teacher other than a schoolteacher."


Back to School, Everywhere is STEM programme

Teacher from the programme

"My mentor provided invaluable assistance, starting with helping me design an effective CV. They supplied materials aimed at enhancing my communication skills, which is crucial for professional success. My mentor guided me in choosing a suitable career field and aided me in preparing for job interviews."

Empower Futures Mentoring Programme

Huawei



"I have never expected the training on communications and experiential learning to promote gender equality to be so meaningful, especially fun and participatory!"

Group - We are ABLE – Achieving Better Education and Living

Teacher in Vinh Long (Viet Nam)

"The most significant change is the integration of digital tools and resources into my lessons, making learning more interactive and accessible for students. I saw a remarkable increase in student participation and motivation."

**Ukraine Teacher
Professional Development Suite
Alina Kolomiichenko**

Teacher from the programme



Looking forward

Over the last 12 months, the Global Education Coalition (GEC) has continued to facilitate multistakeholder cooperation to push inclusive and equitable education for all and in support of SDG 4. A standout achievement of the period has been characterized by the successful launch of the DTC and its efforts to scale up GEC interventions beyond pilot initiatives in support of country-led transformational objectives. However, the four flagship missions of the Coalition have also made considerable progress over the last year as they push towards their ambitious targets.

Through the launch of the **DTC**, the Coalition has co-created a new means to collaborate with engaged partners united around a common purpose as well as build up a suite of resources. Beyond the resources created through this new and engaged model for multistakeholder cooperation, which has already been put to use in support of country-led transformational objectives, the model itself is indicative of the important role the Coalition is playing. The next 12 months will see the DTC continuing to support partner governments while also remaining open to further country collaborations.

As we look forward to the **Summit of the Future** to be held in September 2024 and the new age of multilateralism it will herald through the forthcoming **Pact for the Future including the Global Digital Compact**, in particular, we can say that the Coalition is already driving the values and principles that will be represented at the Summit and within the Pact as we act towards advancing SDG 4. The Coalition will continue this work as well as remain responsive to new opportunities to lead and act through multilateral cooperation while engaging new partnerships as it seeks to unlock novel and innovative ways to finance education.

Beyond this, 2024 will also see the Coalition take the first steps along a **two-year transition period roadmap to a new long-term and sustainable operating model**, covering both governance and finance. This will mean transitioning towards a new governance and financing model to create an open, transparent, representative, and sustainable Coalition. Building on the consultation process outlined earlier in this report, further discussions will take place around key milestones on the two-year roadmap, including the organization of the Coalition, the processes that support its operations, and how to fund its activities. With this new long-term model for success will come increased involvement across the membership in areas such as oversight and decision-making but also fund raising. The new model will ensure that the Coalition works for its members while accelerating progress towards SDG 4.

Coming back to the missions, the **GSA** will also seek to update its governance and operating models to ensure more highly engaged coordination among partners and to include more local perspectives in the governance of the mission. The **Driving Gender-transformative Education** mission will continue to work with key partners and drive benefits to learners globally. This year, the mission seeks to renew initiatives that were successfully completed over this year while also looking to new partnerships. Both the GSA and the Driving Gender-transformative Education missions will continue to work together where possible in support of their respective and overlapping objectives.

The **GTC** will also seek to leverage key partnerships to help teachers develop the capacities they need to thrive while also opening new digital professional development and career pathways. This year has marked another big year for the GTC regarding the success it has seen helping teachers in Ukraine. Looking forward, Ukraine will continue to be an area of focus for the mission. Furthermore, the new and improved open-source GTC platform is now available for countries seeking to leverage the materials the GTC can offer through a fully customizable platform architecture.

Finally, the **GLH**, having reached its target of helping 1 million learners access resources to help develop foundational skills, will build on the GLH Connect app and the materials available there to facilitate mission-driven partnerships tailored to the needs of countries and foster an alliance for learning that seeks to address the gaps that exist between research, policy, and practices.

Conclusion

Over the past year, the GEC has continued to develop and evolve as an engaged network of Members and a transformative accelerator for SDG 4. The Coalition is now able to act as a **key engine for multistakeholder cooperation in education**. Through the GEC and the DTC, education will be able to offer successful case studies for two distinct methodologies to facilitate multistakeholder cooperation and drive engaged and successful co-creation processes at the Summit of the Future in September, supporting the launch of a new Pact for the Future and the Global Digital Compact.

The missions have continued to achieve impressive results and are evolving into thriving global hubs at the service of teacher training, future-proof skills development and employability, learning sciences, and gender-transformative education.

A standout achievement this year has been the **successful launch of the DTC**, which has translated the ambitious objectives outlined at the TES into actionable frameworks and resources and begun in-country operations with its first partner government. **The Collaborative has built on the TES to empower countries** to lead their digital transformation in education journeys and ensure tech in education is implemented on the terms of learners.

Looking ahead, the GEC is poised to continue its role as a catalyst for positive change and transformative action in education. With its commitment to multistakeholder cooperation, evidence-based decision-making and global missions, the GEC stands as a testament to what can be achieved when diverse voices unite for a common goal. As the education sector embraces the future, the GEC remains a steadfast partner, guiding the way towards an inclusive, innovative, and sustainable education landscape for all.

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and Cultural Organization

United for SDG 4

The Global Education Coalition in action


The Global Education Coalition, launched by UNESCO, is a platform for collaboration and exchange to protect the right to education and serves as a transformative accelerator towards SDG 4.

This progress report of the Coalition builds on documents published in September 2020, March 2021, and March 2023 and covers activity between March 2023 and March 2024. Four years in and moving into its fifth, the Coalition works together to ensure all learners are empowered equally in and through education.

Stay in touch

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#LearningNeverStops