Transforming education together

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 principle focus on inclusion and equity."

Audrey Azoulay
UNESCO Director-General

The Global Education Coalition in numbers

Total Members
208

Private Sector Members
58

Multilateral Organizations
32

NGOs, Non-Profits, and Civil Society
78

Networks and Associations
33

International Media Organizations
7
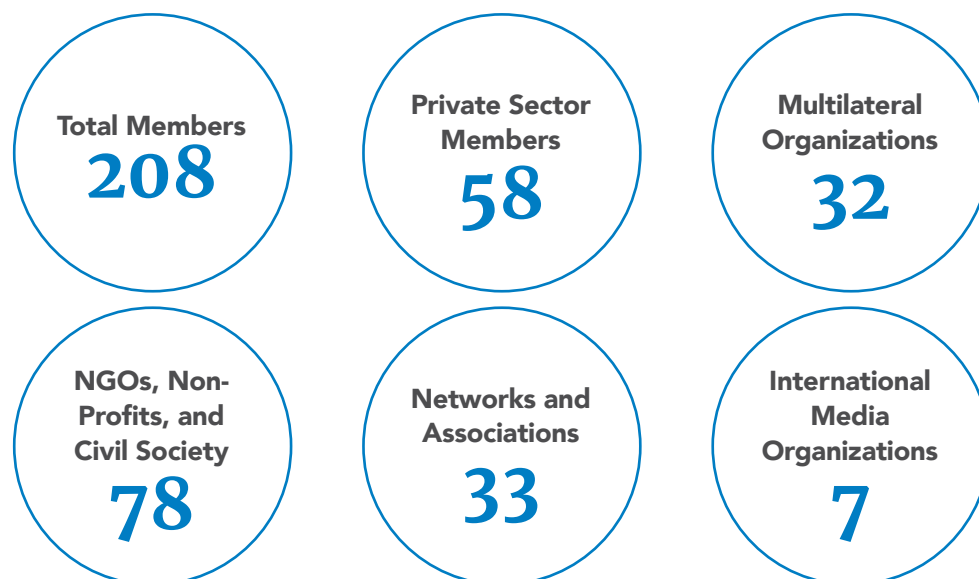
The Global Education Coalition is active in conducting large-scale lifelong learning and advocacy projects in **112 countries**. It has **4** ambitious, action-oriented, target-driven **missions** related to transforming education:

1 The Global Skills Academy is scaling-up to help **3 million learners** gain the skills needed for employability and resilience in a changing labour market by 2025, and 10 million by 2029.

2 The Global Learning House is the 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 Driving Gender-transformative Education Mission will support **5 million** marginalized girls and young women in 20 countries with the highest gender disparities in education, through training and advocacy, by 2025.

The Global Education Coalition has:

➔ Helped over **615,000** youth develop employability skills.

➔ Trained **654,796** teachers.

➔ Offered learning resources to over **800,000** learners studying foundational subjects like science, technology, engineering, and mathematics.

➔ Reached **1,880,552** of the most marginalized girls and women.

Mobilizing international solidarity: Ukraine spotlight

➔ **25** Members mobilized offers of support with almost **two-thirds** of the offers activated by the Ministry of Education and Science in Ukraine (MESU)

➔ **50,000** devices, software packages, and training delivered to support teachers

➔ **US$26 million** of additional funding unlocked by MESU and Coalition Members via a matching Global Partnership for Education Multiplier Grant[1]

➔ Approximately **30,000** students from **260** Ukrainian universities and colleges enrolled in mobilized distance learning solutions, spending over **315,000** hours of online learning in fields including business, technology and data science.

Mobilizing international cooperation and solidarity: Transforming Education Summit

The Coalition led a group of **4** partner networks on **Private Sector Engagement** at the Transforming Education Summit, organizing 5 public events and consultations in close collaboration with: GenU, UN Global Compact, and the Global Business Coalition for Education.

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[1] Pending approval by the Global Partnership for Education Board.

Introduction: From crisis to transformation

As a broad network of organizations, including private sector, multilateral, non-profit, civil society, networks and associations, and media partners, the Global Education Coalition (GEC) has proven to be a transformational force in the global education landscape. Moving into its fourth year, the Coalition now has over 200 institutional partners deploying cross-country missions, conducting large-scale projects and building the advocacy capacity of 112 countries to advance Sustainable Development Goal 4 (SDG 4).

We look back and are encouraged by the three years of shared experiences working with national governments, educational institutions, educators, and learners to ensure learning continues in all circumstances and no one is left behind. The lessons we have learned not only improve our own operations but have also given shape to an effective global cooperation model for achieving SDG 4: ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

We are in an era defined by a new social contract and the transformation of education. The Coalition is a support engine to accelerate countries' efforts to achieve SDG 4 and the commitments made during the Transforming Education Summit (TES) in 2022. Both the pre-Summit in Paris and Summit in New York put a spotlight on the Coalition's impact through the participation of its members in multistakeholder dialogues, panel sessions, and side events. The high level of engagement shows that this global education community is united, and focused on how to make systemwide education transformation a reality.

In addition to furthering its country work and four established missions—the Global Skills Academy (GSA), the Global Teacher Campus (GTC), the Global Learning House (GLH), and Driving gender-transformative education—the Coalition is adding a new priority focus: scalable, sustainable digital transformation at the national level. The creation of the Coalition during the COVID-19 pandemic was in part possible because many partners were primed to provide distance learning support. Today, the global education landscape remains deeply damaged by the pandemic: the digital solutions that partners offered to support flexible learning pathways and personalized skills development during school closures remain relevant.

As countries plan for an increasingly digitized future, they look to their education systems to ensure that learners have the proper skills and literacies to engage safely, innovatively, and sustainably in a world where digital technology plays a crucial role in all aspects of life. In the face of this reality, the Coalition has established a subgroup of its more than 200 Members called the Digital Transformation Collaborative (DTC). All DTC partners are interested in moving beyond pilot projects and investing in sustained, system-level, co-created partnerships with countries to support education systems to develop their digital ecosystems.

This report will explore how the Coalition is a global model for cooperation and solidarity in moments of crisis, and then outline an ambitious action plan, designed around the four missions and the DTC. More specifically, the report will outline the identity of the Coalition, the work it does, its core areas of action, and the lessons learned over the past twelve months. It will then discuss the strategic direction the GEC will take in 2023 and beyond, including the further development of the DTC and the launch of its cooperative in-country activities for digital transformation in education.

A global model for international cooperation and crisis response

A unique network of **208 member organizations**, the GEC is a proactive and responsive leader of demand-driven action in the global education landscape. Driven by a common goal of leaving no learner behind, the Coalition possesses two primary functions. First, it is a mobilizer and coordinator of agile response, assistance, and support efforts across its broad membership base to offer tangible resources to national governments during times of crisis and emergency. Second, it is a transformational agent, leveraging the multiple levels of engagement, expertise, and resources represented by its membership to help drive the equitable transformation of education at the local, national, regional and global levels.

By harnessing and focusing international solidarity across sectors, non-profits, civil society, multilateral networks and associations, and international media organizations, the Coalition consistently proves its capacity to support countries during times of crisis while also acting as a driver of global education transformation to leave no learner behind in support of SDG 4.

Who we are

With **more than 55 private sector members**, public–private partnerships play an important role in the Coalition's impact. The GEC offers private sector members coordinated support and mobilization mechanisms, creating collaborative routes to achieving SDG 4.

The Coalition also includes **more than 75 civil society and non-profit members**, **over 30 multilateral international organizations** and **more than 30 network and association members**. Together, they bring coordinated local, national, regional and global leadership to GEC initiatives, which can expand their institutional visibility at the global level.

The Coalition's **international media members** amplify awareness of GEC Members' work, as well as the commitments to education made by individual partners.

Important stakeholders of the Coalition are **national governments** who request collaboration and assistance from the Coalition via formal correspondence with the Secretariat. Also, **donors** such as multilateral and bilateral organizations, governments, and philanthropies benefit from the cooperation and resource coordination available in the Coalition.

GEC Members

Multilateral partners

unesco

UNHCR
The UN Refugee Agency

UN WOMEN

World Health Organization

ITU

International Labour Organization

EDUCATION CANNOT WAIT

UNODC
United Nations Office on Drugs and Crime

GPE
Transforming Education

unicef

FAO

ADB

OECD
BETTER POLICIES FOR BETTER LIVES

WFP
World Food Programme

UN environment programme

THE WORLD BANK
IBRD · IDA | WORLD BANK GROUP

IsDB
Islamic Development Bank

SEAMEO
Southeast Asian Ministers of Education Organization

confemen

Global Education Cluster

IDB
Inter-American Development Bank

ORGANISATION INTERNATIONALE DE la francophonie

The Commonwealth

PRME
an initiative of the United Nations Global Compact

70 OEI
1949 - 2019

UNGEI
UNITED NATIONS GIRLS' EDUCATION INITIATIVE

unrwa

Network and associations

GÉANT

#EdTechHub

GLOBAL SCHOOLS FORUM

CONNECTED LEARNING in CRISIS CONSORTIUM

unimed

C·O·L
COMMONWEALTH of LEARNING

IPA
international publishers association

EDEN
EUROPEAN DISTANCE AND E-LEARNING NETWORK

Education International
Internationale de l'Education
Internacional de la Educación
Bildungsinternationale

INEE
Inter-agency Network for Education in Emergencies

IAU
INTERNATIONAL ASSOCIATION OF UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

GLOBAL BOOK ALLIANCE

IFRC

icde
INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION

IEFG
International Education Funders Group

جامعة حمدان بن محمد الذكية
Hamdan Bin Mohammed Smart University

The Open University
50 YEARS

IEA

IFCU
International Federation of Catholic Universities

International Task Force on Teachers for Education 2030

AASU

LIFELONG LEARNING PLATFORM
EUROPEAN CIVIL SOCIETY FOR EDUCATION

IFLA

University of Essex

JOHNS HOPKINS UNIVERSITY

AUF

worldskills

MIT | J-WEL
Abdul Latif Jameel World Education Lab

EvalUE
EVALUATEURS & EXPERTS DE L'UNION EUROPÉENNE

CIMEA
THE ART OF CONNECTING ACADEMIA
SINCE 1984

Foreign & Commonwealth Office

NET EDU PROJECT

COMITE INTERNATIONAL GENEVE
ICRC

worlddidac
ASSOCIATION
Where Education Comes Together

GAN GLOBAL

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

Civil society and non-profit organizations

OBAMA FOUNDATION · دبي العطاء Dubai Cares · LEARNING EQUALITY · ALWALEED PHILANTHROPIES الوليد للإنسانية · CODE · DXTERA INSTITUTE

Childhood Education International · istf International Science Teaching Foundation · Fundació "la Caixa" · Babilou · VSO

CURIOUS LEARNING a global literacy project · JA Worldwide 100 YEARS OF ACHIEVEMENT · BnF Bibliothèque nationale de France

Theirworld · CHIEFS for CHANGE · #LEARNING PLANET · PLAN INTERNATIONAL · Michel LAFON

the Education Commission · micro:bit · World Vision · VIDEO GAMES WITHOUT BORDERS great games for a great cause · AMGEN · brac

Teach For All A Global Network · SIEMENS Stiftung · vvob education for development · TU CLASE, TU PAÍS · التعليم فوق الجميع education above all

VARKEY FOUNDATION Changing lives through education · WORLD EDUCATION · NORCAP · Save the Children · SESAME WORKSHOP · pix

WIKIMEDIA FOUNDATION · edX · Age of Learning Foundation Bring Learning to All · Skilled · UoPeople

Khan Academy · OPPORTUNITY International · GLOBAL CAMPAIGN FOR EDUCATION www.campaignforeducation.org · Secretaría General Iberoamericana Secretaria-Geral Ibero-Americana · Worldreader

CENTER FOR LEARNING IN PRACTICE · CAREY INSTITUTE FOR GLOBAL GOOD · IMAGINE THE FUTURE OF LEARNING · Yidan Prize 一丹獎 · SIL · KFAS مؤسسة الكويت للتقدم العلمي Kuwait Foundation for the Advancement of Sciences

TONY BLAIR INSTITUTE FOR GLOBAL CHANGE · TEDEd · LabXchange Learning without limits.

ONE · TECHNOVATION · Fundación Ceibal · OXFAM · CSF Community Systems Foundation · AIME

GIRLS NOT BRIDES The Global Partnership to End Child Marriage · Global Business Coalition for Education · ISTE International Society for Technology in Education · scholas · FUNDACIÓN ESCUELA NUEVA VOLVAMOS A LA GENTE · Leonard Cheshire · La Boîte à Livres Editions

common sense education · Education Development Trust · creative commons · LibreTexts · RIGHT TO PLAY PROTECT. EDUCATE. EMPOWER.

EDUKANS · ProFuturo A PROGRAMME OF: Telefónica FOUNDATION "la Caixa" Foundation · Avicenna Virtual Campus Network Réseau Campus Virtuel Avicenne · Eidos ALWAYS LEARNING

Private sector

GSMA · Tencent 腾讯 · acer · ASTRID · MANATEE MENTOR

coursera · Uber · Chainlink · CISCO · MONTESSORI CENTRE INTERNATIONAL

Microsoft · PLURALSIGHT one · McGraw Hill · burbio · tao

HUAWEI · KPMG · CreateView · WeSchool

Google · LARK · studyportals · amazon · orange

IBM · zoom · IDEO · Acadiate · salesforce

FACEBOOK · DIOR · AMOS by Spacecom MAKING SPACE FEEL CLOSER · ROTH UNDERSTAND INSPIRE GROW

McKinsey & Company

NOMAD EDUCATION · WORLDCAST GROUP

APO GROUP · ERICSSON

Telefónica · FirstBank Since 1894 · moodle · iu INTERNATIONAL UNIVERSITY OF APPLIED SCIENCES · tgs

M M CAMBRIDGE EDUCATION · vodafone · Qualcomm · The Economist · turn

verizon · anthology Blackboard · 伟东云教育 WEIDONG CLOUD EDUCATION · THE LEARNING AGENCY · VERTIV

Unilever · tactileo · CJ · outsystems

vodacom · virtual educa Innovación, Desarrollo, Inclusión · FESTO · Teach millions A strong sense of community

18

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 is an agile team based in UNESCO Headquarters and is responsible for resource and expertise coordination, communications, reporting, and organizing both in-person and online meetings of Members. The GEC benefits greatly from the secondments of staff from GEC Members to its Secretariat. In 2022, the Secretariat benefited from three of these secondments.

→ GEC Members are invited to openly collaborate with each other to achieve the common goals of the Coalition, with UNESCO serving as a convening, coordinating, and connector founding member. A digital channel allows Members and the Secretariat to share updates and questions with one another.

Traditionally, GEC Members contribute three types of support:

In-kind support such as resources, technical expertise, tools or other non-financial support are deployed to enable a country's action plans to be implemented.

Financial resources are committed by some Coalition Members to support the implementation of countries' action plans.

Cooperation engagement of non-GEC partners: several non-GEC partners are engaged and contribute to Coalition programmes.

Moving forward in 2023 and beyond, the **DTC**, acting under the Coalition, will offer highly coordinated support; define and leverage synergies among Members; develop frameworks and business models for digital transformation at the country level; and incorporate data, knowledge building, and accountability practices when supporting beneficiary national governments to achieve sustainable and scalable digital transformation.

Most GEC programmes engage two or more Members. The benefit of this model is the ability to scale up programmes that would not be possible with single-partner projects.

By fostering dialogue and exchange among stakeholders and mobilizing and coordinating international solidarity, the Coalition facilitates the delivery of solutions that can actively change things at the national and local levels.

The GEC's unique platform for multistakeholder collaboration and dialogue is now also beginning to see **Members collaborate to develop and deliver solutions that are not directly coordinated or facilitated through the Coalition**. These new types of GEC Member partnerships, although independently coordinated, still align with the Coalition's goals and principles.

Mobilize	**Coordinate**	**Match**	**Provide**
actors and resources to develop effective and unified responses	action to maximize impact and avoid overlap and reach the disadvantaged	on-the-ground needs with local and global solutions	digital transformation actions, leveraging high-tech, low-tech and no-tech approaches

Introducing the Digital Transformation Collaborative

While digital technology in education is evolving into a human right, there is no one-size-fits-all vision, plan, input, or impact for digital transformation in education. For solutions to be scalable and sustainable, they must be context-driven, co-created, and cross-sectoral at the country level.

Therefore, the DTC will work directly with countries and in coordination with funders to develop **context-driven, co-created, country-level plans** for **scalable, sustainable,** and **intersectoral** digital transformation in education, driven by a common commitment to deliver learner-centred, rights-based, future-ready education for all. The DTC is made up of 30 public and private partners with on-the-ground digital technology resources and expertise.

The Coalition's action areas

The GEC has always been shaped by the demands placed upon it and continues to be so today. The GEC has brought together education actors and leaders around the world who have responded positively to its mission. Heads of UN agencies, chief executives, foundation heads, and civil society leaders recognize that they share the common goal of forging cross-sector and multistakeholder cooperation, with the guiding principle of leaving no one behind.

Today, as a multifaceted organization, the GEC operates on a demand-driven basis working within countries and with national governments. This work has also provided the foundations for GEC operations on a global and transformational footing, incorporating action to meet the challenges facing learning and education today.

GLOBAL MISSIONS

COUNTRY WORK

ADVOCACY, DATA AND KNOWLEDGE-SHARING

THE DIGITAL TRANSFORMATION COLLABORATIVE

GLOBAL SKILLS ACADEMY

GLOBAL TEACHER CAMPUS

GLOBAL LEARNING HOUSE

DRIVING GENDER-TRANSFORMATIVE EDUCATION
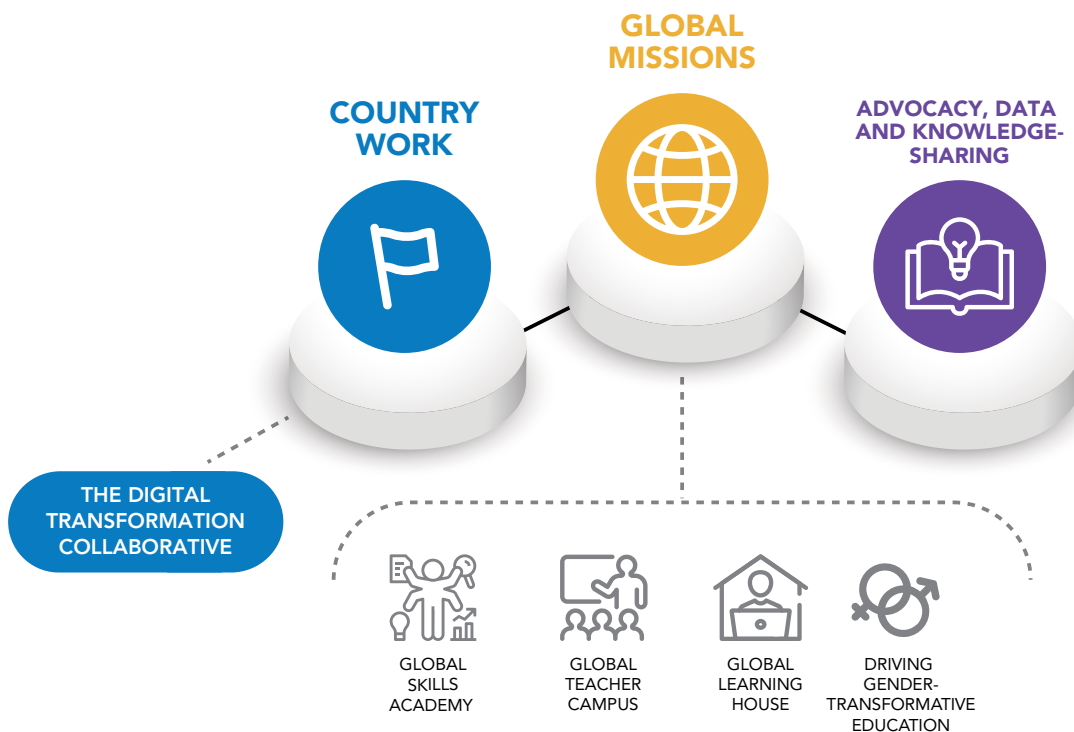
Country work

The last 12 months have seen GEC Members offer unprecedented levels of support and commitment in the face of multiple unfolding and ongoing crises. The Coalition has proven itself able to quickly put forward actionable offers of assistance when needed, without Members having to go through time-consuming processes.

For example, Members were able to mobilize resources and access to learning tools to reach more than 100,000 Ukrainian learners, and also help 260 universities in Ukraine provide distance learning solutions to approximately 30,000 students. Thanks to this support, more than 315,000 hours of online learning were amassed in fields including business, technology and data science.

Furthermore, in 2022, GEC Members collaborated to facilitate more contextualized assistance and transformational actions, including for instance the successful delivery of 50,000 Google Chromebooks to the Ministry of Education and Science in Ukraine. These devices formed a part of a comprehensive digital strategy that is helping teachers develop capacities and deliver distance learning, adding additional resilience to the Ukrainian education system.

Responding to direct requests from countries to offer actionable support gives the Coalition experience on the ground, which has facilitated important learnings. This experience and the direct engagement of GEC Members also help to frame broader discussions on the digital transformation of education, through external engagements with non-member education stakeholders as well as at landmark education events and summits. This iterative process of responding to the needs of governments and sharing and developing the knowledge and experiences gained has helped the Coalition identify five core factors to support transformational country work:

CONNECTIVITY AND INFRASTRUCTURE

CONTENT AND CURRICULUM

CAPACITY AND CULTURE
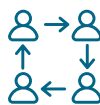
COORDINATION AND LEADERSHIP

COST AND SUSTAINABILITY

The Coalition's country work, however, does not occur in isolated siloes, and its programmes and initiatives often address multiple factors.

Spotlight: Coalition Members mobilize for the Ministry of Science and Education of Ukraine

"I would like to express my gratitude to UNESCO and its partners for their willingness to provide 50,000 computers to Ukrainian teachers to ensure online education."

Volodymyr Zelenskyy, President of Ukraine

In March 2022, Coalition Members were called upon to support the continuity of learning in Ukraine. The GEC was able to swiftly match offers of assistance with the needs of the Ministry of Education and Science (MESU), and within two days the Coalition had mobilized 25 offers of support. Since then, a team of GEC Members and UNESCO have liaised with the Ministry on a weekly basis, coordinating further support. Part of the mobilization included an unprecedented scale of hardware, software, and training solutions as a part of a comprehensive strategy to support MESU's efforts to digitally transform the education system in Ukraine.

The UNESCO-GEC Global Team worked to establish new logistical operating procedures for delivering these commitments. To amplify the in-kind commitments brought forward by Coalition Members, under the leadership of the MESU, the GPE is looking to match these contributions through their financing mechanisms. The innovative matching financing would blend multiple methods of resource support from multiple Coalition Members.

The GEC's unique network of multistakeholder partners facilitates swift and agile responses and supports efforts in Ukraine that have helped prevent excessive learning losses during a time of ongoing crisis. Thanks to ongoing engagement between Coalition Members and MESU, further and more contextualized support could still be mobilized—and potentially matched.

The Coalition's support to the MESU demonstrates the two priorities of GEC operations: crisis response and supporting governments to transform education systems.

Connectivity and infrastructure

Connectivity and infrastructure contribute to the digital divides that stand in the way of inclusive and equitable digital transformation. Meaningful participation in any digitally-enabled ecosystems, such as education, requires a high-speed connection to the Internet. Therefore, Coalition Members are working on brokering partnerships and implementing projects to improve the availability and affordability of connectivity for education and learning using a range of innovative solutions such as **the use of satellite connectivity** in the Republic of Côte d'Ivoire. The GEC initiative in Côte d'Ivoire also involves establishing key infrastructure, such as solar panel systems to accommodate electricity requirements. Coalition Members are also pushing connectivity by working to **understand local contexts and developing relevant solutions** as has been achieved through the **Imaginecole.africa platform** across different countries in Francophone Africa and regions that do not enjoy constant access to the Internet.

Also, this year has seen resources mobilized during the COVID-19 pandemic, repurposed, and deployed on a transformational footing, with Imaginecole resources enriching the digital learning ecosystem delivered via satellite in the Republic of Côte d'Ivoire. The imaginelearning. africa platform is another example of this, with the English-language **e-learning platform for teachers** preparing to move into an ambitious second phase that will seek to enhance interoperability with other GEC initiatives and further align the quality of education with UNESCO's standard framework.

GEC Members are also **advocating for and helping to develop a universal declaration on connectivity for learning** within more narrow understandings of a right to education, sharing knowledge that can help build resilient education systems, and producing and synthesizing research, including big data studies, to better understand the impact and repercussions of different distance and learning solutions.

Teachers represent a core focus in many GEC activities such as in Ghana where the installation of **smart classroom software** is helping to empower teacher-led innovation in interactive learning spaces and support equitable and inclusive education.

Imaginecole.africa: Reimagining education in Francophone Africa

- **Over 6,000 teachers have already benefited from cascade training while a core group of "master trainers-of-trainers" continue to expand knowledge and use of the platform.**

- **The 2022 "Teacher Creathons" event saw participating teachers create over 170 digital education resources.**

From providing digital and offline resources for remedial learning during the COVID-19 pandemic, to reimagining learning ecosystems in 11 countries in Francophone Africa, Imaginecole is an iterative and flexible initiative to increase the resilience of national learning ecosystems.

Following the initial 10 West and Central African participating countries (Benin, Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Guinea, Mali, Niger, Senegal, and Togo), Mauritania joined the initiative in March 2022, with funding from the Islamic Development Bank, and in December 2022, Tunisia also expressed an interest in joining the programme. Over 6,000 teachers have already benefited from cascade trainings and a **core group of 100 "master trainers-of-trainers"** continue to expand knowledge and use of the platform for the creation of digital educational resources and pedagogy.

"Teacher Creathons" have been organized by UNESCO to allow participating teachers the opportunity to **create original digital education resources with support provided via webinars** and experts offering them step-by-step guidance in completing their resources. More than 1,050 teachers registered for the 2022 event—leading to the production of those 170+ resource submissions—and 250 computers were distributed to winners and core trainers to ensure they have the appropriate tools to continue developing high-quality educational resources.

The creation of educational resources for Imaginecole in remote locations in Niger has been achieved through a multipartner project led by Réseau Canopé. By training managers and teachers, and supporting them to adapt and produce educational resources, girls attending boarding schools can now access educational resources without constant access to the Internet. Réseau Canopé continues working to increase the number of resources available through the regional platform, and with funding from France, Imaginecole is expected to offer 2,400 new resources by mid-2023 from GEC partners, Nomad Education, in addition to the more than 600 resources already available.

Anglophone West Africa: Imaginelearning.africa—e-learning opportunities for teachers

- **During the first phase of the project, 62 information and communications technology (ICT) specialists were trained to provide technical support beyond the project time frame.**

- **Widespread self-paced teacher trainings were undertaken across the region with over 21,000 registered in-service teachers as learners during Phase I, with plans to scale further in Phase II.**

In 2022, the Coalition launched an online learning platform to serve five countries in Anglophone West Africa: The Gambia, Ghana, Liberia, Nigeria and Sierra Leone. With funding from the GPE, and implemented in collaboration with the Economic Community of West African States (ECOWAS), UNESCO and others, the platform provides no-cost access to educational resources for teachers and learners. Content on a variety of topics for teachers—including chemistry, mathematics, physics, history, and English—is available through the **imaginelearning.africa** (ILA) platform. Its open-source technology (Open EdX) allows for country-specific customization. UNESCO's International Institute for Capacity-Building in Africa (IICBA) also developed ten technological pedagogical and content knowledge (TPACK) based modules which have been uploaded to the platform.

During Phase I, the project had more than 11,000 verified users. 4,000 teachers respectively enrolled in the Track-based English and the Track-based Mathematics courses. Track-based Digital Skills for Teachers and Track-based Institutional Design for Teachers were also popular, with 3,000 teachers enrolling in each. During this same phase, capacity-building activities were made available to staff within the countries' education ministries—62 ICT specialists across the five countries were trained to provide technical support and manage the platform beyond the pilot project timeframe. A comprehensive support site with videos, frequently asked questions, articles and a dedicated WhatsApp chat are available to support local stakeholders.

Self-paced teacher trainings took place across the region during this phase. There are over 21,000 registered teachers as learners with over 9,800 certificates already issued upon completion on the ImagineLearning.Africa (ILA) Platform. The platform is being translated into French, Arabic and Spanish in 2023.

Phase II aims to organically link the project with other Coalition initiatives, especially the GTC, the GSA and the GLH Connect, to ensure synergy in terms of content, funding sourcing and best practices by design.
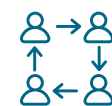
Ukraine: Coursera for Campus supporting education in times of crisis

coursera   **unesco**   **UNHCR** The UN Refugee Agency

- **Approximately 30,000 students from 260 Ukrainian universities and colleges have signed up to gain access to quality learning materials.**

- **The platform offers 5,000 courses from top universities and institutions.**

In March 2022, with learning disrupted across Ukraine, Coursera offered "Coursera for Campus" at no cost to all Ukrainian higher education institutions and students. With this, universities and colleges in Ukraine could provide access to 5,000 courses and 2,500 Guided Projects from top universities and companies including the University of Pennsylvania, University of Michigan, Google, and IBM.

Since then, approximately 30,000 students from 260 Ukrainian universities and colleges have enrolled in the initiative, with students spending over 315,000 hours in online learning in fields such as business, technology, and data science. Many have pursued skills such as English language communication, leadership and management, computer programming, and statistical programming. This project has maintained and expanded the capacity of the Ukrainian higher education sector during a period of existential difficulty.

Additionally, Coursera, with the United Nations High Commissioner for Refugees and other non-profits, makes its ongoing programme, Coursera for Refugees, available to Ukrainian refugees. By making both their Coursera for Campus and Coursera for Refugees programmes available at no cost to academic institutions and non-profits, the initiative has offered proof-of-concept for a framework by which institutional collaboration can ensure that access to education is maintained for students and refugees around the world.

Ukraine: Devices, software, and training to support teachers

Google | unesco | MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

- **50,000 computers delivered to teachers in Ukraine.**

- **Students and teachers have access to learning and collaboration tools.**

In October 2022, UNESCO and Google began distributing 50,000 computers to Ukrainian teachers to help them deliver distance learning. The first batch of 10,000 computers was distributed to teachers in and around the Dnipro, Chernihiv and Sumy regions, with the delivery of devices extended to other regions of the country in the following weeks.

Support to teachers in Ukraine is also being provided by developing pedagogical skills for distance and hybrid learning. Google.org—the company's philanthropic arm—is supporting UNESCO to build a suite of resources and courses for teacher professional development. These resources will focus on digital pedagogical training, with elements on mental health, psychosocial support, social and emotional learning, and peace education. Google is also providing schools in Ukraine with access to the Chrome Education Upgrade, allowing them to set-up and manage the devices remotely, and is working with local partners to deliver training in online tools to up to 200,000 teachers through a series of workshops and resources.

Additionally, Google has provided no-cost upgrades for all universities in Ukraine to the Teaching and Learning edition of Workspace for Education. So far, over 90 universities have been upgraded, supporting continuity of education for over 200,000 university students.
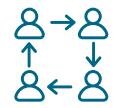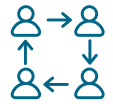
Republic of Côte d'Ivoire: Connecting schools to the Internet and online learning

- **The multipartner project is providing access to educational materials for 6,000 students and staff.**

- **600 educational videos have been made available from Imaginecole.**

A pilot project by the Ministry of National Education and Literacy (MENA) of the Republic of Côte d'Ivoire is now underway in Boundiali, Kébi and Yamoussoukro and providing access to educational materials for three schools that serve 6,000 students and staff.

As part of the multipartner collaboration, Spacecom and its local partner Data Connect installed ICT infrastructure at three school sites to facilitate broadband satellite connectivity. Now, staff and students can continue classes even without Internet. At the Kébi school, a complete solar power system installed by Spacecom solved the problem of electricity in this off-grid community, creating a financially and environmentally sustainable e-education service. Desktop computers, procured through a collaboration with UNESCO, were installed in a multimedia room at the school in Kébi, while devices for the schools in Boundiali and Yamoussoukro were purchased as part of a partnership with Huawei. Additionally, 600 educational videos were transferred from the e-learning platform Imaginecole to be locally accessible at each school.

Spacecom's Digital Community Platform (DCP) includes scalable building blocks that could, in the future, allow staff to easily monitor student learning progress, administer national exams, and work on professional development and teacher training online. These scalable elements include storage, a local cloud, and solar power and Wi-Fi access points, which allow access to digital services for government, education, health, media, and agriculture. In essence, a DCP tailored to the local needs of Côte d'Ivoire's Ministry of National Education and Literacy particularly. Experts from Spacecom, UNESCO and the Imaginecole programme have already carried out two online training sessions for school leaders and teachers to learn how to use the DCP, including how to select materials to fit their curriculum. The pilot will continue for the current school year during which MENA and partners will continue to evaluate its impact and plan for its eventual scaling up.

Ghana: Smart classroom Installation

- **The first of the smart classroom software has been installed to improve the integration of digital technology into teaching and learning.**

- **Next steps involve the installation of smart classroom solutions in three other African universities.**

The University of Health and Allied Sciences, based in the Volta region of Ghana, is benefiting from the installation of smart classroom software—technology to support teacher-led innovation in interactive learning spaces. The software was donated by Chinese technology company Createview, installed by a university-based team, and coordinated by UNESCO headquarters in Paris and its field office in Accra. The project seeks to improve the integration of digital technology into teaching and learning at the university.

In November 2022, the first of the smart classroom devices were installed. The donated devices include 50- and 75-inch display screens, electronic boards, scanners, public announcement systems, HDMI splitters, and servers, among other accessories. All four partner teams will continue to work together to ensure that the remaining devices are installed in lecture halls throughout the university. In addition, Createview will offer training sessions to teaching staff on the configuration and effective use of their smart devices.

This is the first of four commitments by Createview, which plans to provide its smart classroom solution to three other African universities. A partnership plan with the University of Namibia is already underway for completion in 2023, and at a later stage, projects with the National Open University of Nigeria and the Senegal University Cheikh Anta Diop of Dakar will be developed.

In addition to the projects and initiatives outlined above, facilitated and coordinated through the Global Education Coalition, **the following case studies highlight independently coordinated GEC Member partnerships** supporting connectivity and infrastructure programmes and initiatives.

Global: Connecting all children to learning via the Internet by 2030

- **The project has helped more than 5,700 schools and 2.2 million children connect to the Internet.**

- **Giga plans to reach a further 21 countries this year.**

Giga is a partnership between the International Telecommunication Union and the United Nations Children's Fund (UNICEF) that aims to connect every school in the world to the Internet. Giga's work includes mapping schools' locations and connectivity, building tools to plan infrastructure and regulations that make connectivity more affordable, unlocking financing for school connectivity, and supporting governments to contract school connectivity.

First piloted in 2019, by the end of 2022, the project had mapped out 2.1 million schools across 137 countries and helped connect more than 5,700 schools and 2.2 million children across 19 countries: Anguilla, Antigua and Barbuda, British Virgin Islands, Dominica, El Salvador, Grenada, Honduras, Kazakhstan, Kenya, Kyrgyzstan, Montserrat, Niger, Rwanda, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Sierra Leone, Uzbekistan, Zimbabwe.

In 2023, Giga plans to expand its efforts to 40 countries. There are currently 2.7 billion people still offline and providing high-quality, safe, and affordable connectivity to schools will serve as a hub to provide digital connectivity to surrounding communities.

Italy: 5G connectivity to schools

WeSchool   Qualcomm   acer

- **More than 9,000 educators and 30,000 students across Italy benefited from WeSchool's educational projects.**

- **Through collaborations with the private sector, no-cost 5G connectivity was provided to three schools.**

WeSchool's Platform and Educational projects provide training, tools, and support to create a more collaborative and inclusive learning experience for thousands of educators and learners. In 2022, WeSchool completed 19 educational projects involving 9,200 educators across Italy and 30,200 students ranging from 6-19 years old. Meanwhile, its Learning Platform was used by 1.7 million learners and 233,000 educators across Brazil, Colombia, Canada and India.

Partnering with private and public organizations, WeSchool designed and implemented projects dedicated to innovating teaching methodologies. These projects fostered awareness on topics such as sustainability, inclusivity, and digital literacy. Working with Qualcomm, Acer and Telecom Italia Mobile, 5G connectivity was also installed in three schools in Italy, providing educators and learners with no-cost access to an online e-learning platform developed in-house and with 24/7 assistance.

In late 2022, WeSchool broadened the scope of their projects to include areas such as employability and career advisory, the UN 2030 Goals, inclusivity, privacy and data management, science, technology, engineering, and mathematics (STEM) and empowering women through digital skills and financial knowledge. In addition to implementing pilot projects in Italy, such as their 5G Smart School initiative, with the goal of expanding these to new European markets in the future, the organization also started 15 new projects which are to be completed in the first months of 2023, involving 3,000 educators and 29,000 students.

Content and curriculum

High quality content marks a key aspect of digital transformation. It is important for learners and teachers to feel connected to the digital content they interact with, so it needs to be relevant to them and their surroundings. Sustainable digital transformation requires empowering local stakeholders in education ecosystems to be able to create and share their own learning content. A priority for the Coalition is therefore to help countries ensure learners can access reliable, public, and effective learning platforms that are populated with quality digital education content.

Coalition Members working across Anglophone Africa have made eLearning courses available that are **helping young people pursue careers in STEM**, teaching about the required educational profiles and helping learners acquire the appropriate knowledge and skills. These skills will help to shape Africa's future, powering the expansion of renewable energy, sustainable agriculture, and contributing towards the development of digital spaces and digital societies.

Another initiative has helped approximately 10,000 learners **gain knowledge and skills relating to water management systems**. These complex systems have broad effects on both people and the environment, and the skills and knowledge required to manage the complete water cycle represent important resources to individuals and societies. Members are also finding innovative ways for learners to access education, such as through offering scholarships to access **online, tuition-free, and accredited content**. GEC Members have also helped to mitigate learning losses in Ukraine with **localized content helping children learn to read using smartphones**.

Anglophone Africa: Digitalization of vocational skills courses

SIEMENS | Stiftung   **giz** Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

- **Web-based trainings are encouraging more young people to pursue careers in STEM.**

- **3,000 young people have accessed courses through a low-tech e-learning platform.**

Siemens Stiftung is working with the e-learning platform atingi, implemented by GIZ, to provide Web-based Trainings on vocational orientation in STEM as a way to get more young people interested in careers in this sector. The first eLearning course was published at the end of 2019 and over 3,000 young adults in Africa have since been reached through these courses.

At their base, these eLearning courses allow young people to access information about occupational profiles while also acquiring STEM knowledge. They can explore their potential, develop new skills, and improve their prospects in the job market. Training modules include testimonials from role models across the continent who share insights into their working lives. This is both inspirational and aspirational, showcasing the continent's diversity and inventiveness, which results in a reputation boost for occupational profiles, such as electricians or farmers, and demonstrates the potential of these vocations. The e-learning platform, atingi, enables users to access high-quality, locally relevant, digital learning materials anytime and anywhere. The platform also offers low-tech and offline solutions and no-cost digital certificates for learners to add to their curriculum vitae.

STEM skills are essential for shaping Africa's future, particularly in expanding renewable energy, sustainable agriculture, and creating digital societies. More e-Learning courses are planned for this year to show the diverse nature of the STEM sector—from careers in the green sector to entrepreneurial opportunities in the water and hygienefield—and Siemens is looking to collaborate with other partners on these.

Global: Open-source digital learning tools

CURIOUS LEARNING a global literacy project   **THE WORLD BANK** IBRD • IDA | WORLD BANK GROUP

- **Localized content is available in 69 languages to help children learn to read via smartphones.**

- **These digital learning tools have also reached 100,000 Ukrainian learners.**

Curious Learning's digital learning tools have reached 227 countries and territories, including 100,000 Ukrainian learners in the first 100 days of the conflict. The organization's content, available in 69 different languages, has now surpassed 3.9 million downloads. By utilizing open-source digital learning tools in the form of apps for smartphones, and geographically targeted social media campaigns, Curious Learning provides children globally with the opportunity to learn to read. A large-scale randomized control trial by the World Bank showed that the use of these digital tools for early literacy learning are the most effective learning intervention that can be rapidly scaled. The proliferation of smartphones, even among lower-income communities, together with the popularity of social media, provides the opportunity to reach learners in every corner of the world.

Curious Learning is continuing to focus on garnering the resources to scale programmes, including their Global Literacy League, working with the World Bank to study the impact of their learning tools, and working with the GEC to reach more learners.

Global: Accelerating skills development in the water technology sector

FESTO   **unesco** UNEVOC Network Member

- **Digital learning modules are delivered via 220 UNESCO-UNEVOC Centres.**

- **Approximately 10,000 learners have gained knowledge of water management systems.**

Festo is providing no-cost education and skills development in the field water technology. A scarce but vital natural resource, water management systems are complex and have far-reaching effects on people and the environment. Festo's digital learning programme covers the entire water cycle and aims to provide learners around the global with the opportunity to acquire skills and knowledge in the water sector.

The digital learning modules are disseminated via 220 UNESCO-UNEVOC Centres in more than 140 countries. This is estimated to have reached about 10,000 learners made up of students, teachers, and educators. The GSA and Festo are now boosting accessibility to Festo's Digital Learning Programmes in the field of technical education for modern manufacturing through its Learning Experience (LX)—a unique platform offering a variety of 200 courses in technical education, including water technology.

Afghanistan: Scholarships supporting girls' right to education

- **1,000 scholarships offered to Afghan women.**
- **All coursework is asynchronous and requires only a basic Internet connection.**

University of the People (UoPeople) is the first non-profit, tuition-free, American-accredited, online university. It supports girls fulfilling their right to education by providing very low-cost quality education globally, and in Afghanistan specifically.

With the political shift in mid-August 2021 and the takeover of power by the de facto authorities, UoPeople offered Afghan women 1,000 scholarships to cover their minimal fees and pursue their studies online. Over 8,000 Afghans applied, and the university was able to accommodate close to 2,500 students. All UoPeople's coursework is asynchronous, meaning students can study on their own time. An overwhelming majority of the applicants were women.

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

Global: Access to educational content in over 50 languages

Khan Academy   unicef   LEARNING EQUALITY

- **Khan Academy's content reached more than 10 million active users per month in 2022.**

- **In 2022, numerous new courses, including maths and science, were added in over 20 languages.**

Khan Academy provides no-cost educational content (videos, practice exercises, articles) in over 50 languages, and aligned to local curriculum in many countries. They also provide teacher tools to manage students' mastery-based learning. Partnered with UNICEF's Learning Passport and Learning Equality's Kolibri platforms, more learners around the globe—even those with unreliable Internet access—have been able access their content.

In 2022, Khan Academy launched multiple new language sites in India, added 20 Math and Science courses in Portuguese and Spanish, and added numerous courses in over 20 other languages, including Ukrainian and American Sign Language content. This resulted in over 10 million active users per month, and more than six billion minutes of learning time through its sites. The focus on mastery-based, personalized learning, allows students to work at their own time and pace, inside or outside of the classroom. While research already indicates the positive impact that Khan Academy's personalized learning has on driving learning outcomes, the organization is working to improve and add to its content and enhance tools for easier use by teachers around the globe.

Multicountry: Early learning through play

- **Children in 29 countries can access early learning opportunities through broadcast or direct services.**

- **More than 100 videos are available, promoting skills in math, science, social-emotional learning, and health and safety.**

While initially created as part of the Play to Learn project launched in December 2018, Sesame Workshop introduced Watch, Play, Learn (WPL) and began pilot distribution through broadcast and direct services in 2022. WPL is a library of 140 five-minute videos designed to promote skills in four domains: math, science, social-emotional learning, and health and safety. It aims to bring playful early learning opportunities to children everywhere, particularly those affected by conflict and crisis.

Sesame Workshop and partners are integrating WLP into direct services reaching more than 4,000 children, as well as using broadcast television to reach many more around the world. Through the latter service, the project is currently reaching children in 23 countries—Algeria, Bahrain, Bangladesh, Djibouti, Egypt, India, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Saudi Arabia, Somalia, South Africa, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen—and a further six countries through direct services in Bangladesh, Colombia, Ecuador, Kenya, Uganda, and Ukraine.

WPL promotes coordination across a range of sectors in crisis response, such as education, protection, and health. Its content was developed in consultation with experts and families around the world and can be dubbed for cost-effective use across many contexts.

Through direct service pilots, WPL is also addressing connectivity and technology limitations in crisis contexts. With WPL, Sesame Workshop and partners are testing and evaluating how educational media can help increase equitable access to early education globally and support learning continuity during periods of disruption and beyond. Work is also ongoing to record audio to dub WPL into 13 languages and integrate the content into broadcast across the Middle East, South Asia, and sub-Saharan Africa, as well as displaced populations in Bangladesh, Colombia, and Kenya. Sesame Workshop is continuing to cultivate additional partnerships to scale WPL while testing and learning about the potential of educational media to expand access to early education for all children.

South Sudan and Mozambique: Aligning digital resources to national curricula

UNHCR The UN Refugee Agency   **LEARNING EQUALITY**

- **A project that explores how machine learning can enable the partial automation of curriculum alignment to improve the impact of digital learning resources.**

- **Curriculum designers manually aligned digital resources at the secondary level in STEM subjects to the curricula in South Sudan and Mozambique.**

In December 2022, the Maximizing the use of Open Education Resources (OERs) through automated curriculum alignment project was launched. This project is a collaboration between Learning Equality and the UN High Commissioner for Refugees (including UNHCR Education and UNHCR Innovation), with support from other members of the GEC and The Learning Agency Lab.

The project explores how machine learning and advancements in natural learning processing can enable the partial automation of curriculum to improve the relevance, adoption, and impact of digital learning resources, though still involving teachers, curriculum designers, UN agencies, and curricular bodies to validate and improve the semi-automated curriculum. The process of matching educational content to specific topics in a curriculum is usually a manual process that requires time, resources, and curricular expertise. The project aims to save on costs spent on the labour-intensive process of alignment and frees up curricular experts' time to develop new, relevant materials that supplement the aligned resources. It makes digital resources more usable, maximizing the reusability of OERs, and produces outputs to be used across learning platforms, including Learning Equality's offline-first Kolibri Learning Platform that specifically addresses connectivity barriers.

This most recent phase of the project—conducted with the Learning Agency Lab—is a machine learning competition organized by Kaggle. Participants in the competition produce different algorithms with the aim of effectively automating the process of organizing digital content to a national curriculum. The winning solutions will then be made openly available for broader use. Learning Equality will also incorporate these into its Kolibri Studio curricular tool, supporting curricular bodies in leveraging a library of digital resources and aligning them to their national curricula.

As part of an ongoing effort to make aligned digital content more widely available, in 2022, with the support of UNHCR Education and UNHCR Innovation, curriculum designers manually aligned digital resources at the secondary level in STEM subjects to the curricula in South Sudan and Mozambique. This work will continue into 2023, and it has the dual benefit of having this content available for use while it will also create additional data to improve these machine learning algorithms. It is the goal that these approaches will be available for testing and evaluation in real-world use cases.

Global: Facilitating intercultural dialogue online

GENERATION GLOBAL

- **A programme that helps young people build key dialogue skills.**

- **Since 2020, the platform has reached 33,000 young people and 500 educators.**

Through the Coalition, Generation Global has been supporting young people all over the world to develop key interpersonal skills for global citizenship through the Ultimate Dialogue Adventure (UDA) and SDG Dialogue Series. UDA provides educational content in the form of online interactive modules for young people to build their foundational knowledge of dialogue and its core skills: active listening, global communication, reflection, and questioning, while gaining knowledge and understanding of the Sustainable Development Goals. The SDG Dialogue Series is a complementary four-week online programme for young people to learn specifically about the SDGs.

Since its launch in June 2020, the platform has reached 33,000 young people in 1,200 schools across more than 69 countries, as well as trained approximately 500 educators through the Teacher Portal. The programme is currently active in more than 30 countries, with most participants based in India, Indonesia, Mexico, the United States, Ukraine, Pakistan, the United Arab Emirates, Italy, Ghana, and Armenia. As a member of the Coalition and partner of the GSA, 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.

Capacity and culture

Meaningful connectivity goes beyond ensuring that learners have access to the Internet—training and skills development are also important factors to consider when working towards creating and ensuring digital agency across the education ecosystem. This is because digital skills and capacities represent another fundamental part of the digital divide that can prevent these new innovative technologies from truly transforming education. Reliable connectivity and high-quality digital content will be ineffective if learners, teachers, and administrators are not confident interacting with digital devices and materials.

In Colombia, Peru, and Venezuela (Bolivarian Republic of), GEC Members have been working under the scope of the GSA mission to offer non-formal training journeys **that offer learners reskilling and upskilling opportunities** to meet the needs of the labour market. In India, another GEC Member has been offering soon-to-be-graduates with **mentorship to help them get job-ready**. This includes helping them develop important interpersonal and workplace skills that will help them progress along their professional career. Another initiative has seen Coalition Members offering mentorships in countries across the globe that are **helping girls get into STEM as well as learn tech education and entrepreneurship skills**.

Another EdTech programme in Malawi is **expected to reach more than 3.5 million children every year**, through research-led and tablet-based education. This impressive programme not only seeks to equip the young learners with foundational literacy and numeracy skills, but it also **involves the installation of key infrastructure** such as solar panels to power the devices and **includes local training in the skills required to maintain it**.

The need to develop these types of capacities cuts right across the learning ecosystem, from the youngest learner to the most senior education administrator. Teachers need support as well and GEC Members are carrying out initiatives to **support teachers who are educating the most marginalized children** in South-East Asia. The programme has a particular focus on ensuring the continuity of learning for children with disabilities by helping teachers **develop skills and capacities in areas such as stress management and psychosocial support**, the use of assistive technologies and more.

The Coalition recognizes teachers as key stakeholders in all education systems. In coordination with national teacher training institutions, ministries, and other national stakeholders, the aim is to support professional development by providing training and capacity development programmes to 1 million teachers through the GTC. GEC Members working with Congo, DR Congo, Liberia, Namibia, Togo and Zambia have been using cascade training methods to help train trainers that have now helped over 6,000 teachers **improve their training and pedagogical practices**.

Coalition Members are also working to improve capacities and build the digital skills which Ministry of Education officials and administrators need to develop and maintain distance and hybrid learning systems—all while working to empower learners to meaningfully access and engage with them. GEC Members are working together in this regard on a global initiative that is **offering blended professional development opportunities to teachers and school leaders**.

Colombia, Peru and Venezuela (Bolivarian Republic of): Conecta Empleo digital skills training

- **Across the three countries, more than 3,680 people have accessed training on digital skills.**

- **Fundación Telefónica is working in partnership with three UNEVOC members in Latin America to deliver training.**

Launched in 2021, Telefónica Foundation's "Conecta Empleo" is a no-cost digital training programme aimed at improving the digital skills of people, particularly those who are unemployed or looking to improve their employability prospects. In offering orientation and non-formal training journeys, Telefónica seeks to respond to the need for continuous reskilling and upskilling to match labour market needs, while ensuring sure that no one is left behind.

Under the scope of the GSA and in partnership with three UNEVOC members—Servicio Nacional de Aprendizaje (SENA), Servicio Nactional de Adiestramiento en Trabajo Industrial (SENATI) and the Istituto Nacional de Capacitacion y Educacion Socialista (INCES)—a total of 3,681 people have been trained on an average of 3.4 different contents each. The programme offers an open no-cost training catalogue for the development of the digital skills which are increasingly in demand in the labour market as well as in our daily lives. The training content is also helping build the capacity of teachers and trainers who are among the online learners.

Over the course of 2023, Telefónica will continue working with the GSA, specifically on exploring how the organization's orientation tools based on Big Data and Artificial Intelligence (AI) can contribute to the objectives of the GEC and the stakeholders involved. Expansion of the Conecta Empleo, working alongside other UNEVOC partners in the Latin American region, will also continue.

India: Online mentorship programme preparing students for the job market

KPMG   **unesco**

- **100 KPMG employees providing 1:1 mentorship to recent or soon-to-be graduates.**

- **The programme is facilitated through a virtual classroom platform.**

In January 2023, KPMG launched an initiative with the National Skill Development Corporation International (NSDCI) in India to support young graduates entering the labour market. Together with UNESCO's Cooperation on Youth Economic Empowerment initiative launched in early 2022, KPMG is providing the expertise of 100 mentors paired up with students across the country to help them become job ready.

The participating mentors are KPMG employees with five-plus years of work experience—professionally qualified graduates providing advisory services to large corporations in areas such as finance and forensic investigations services. These mentors have been paired up with 100 existing and trained candidates from the NSDCI, India's main centre for skills development and a member of the UNESCO-UNEVOC network. The candidates, aged 18–25, include diploma holders, undergraduates and graduates from different training streams.

The mentoring programme will run for six months, and focuses on equipping candidates with important interpersonal and workplace skills. Participating students were matched 1:1 with a mentor from KPMG entities in India, including KPMG Assurance and Consulting Services LLP, and KPMG Global Services Private Limited. The pairs will meet online every one to three weeks through Volunteer Vision's digital classroom. Through its network and internal channels, NSDCI recruited candidates from diverse backgrounds, ensuring equal gender representation and prioritizing those who would not otherwise have the means to participate in such programmes.

Global: Technovation Girls: Supporting girls in STEM

TECHNOVATION ERICSSON ≋ 🏛 unesco

- **5,500 girls have completed the tech education and entrepreneurship programme since it began.**

- **Participants have created 1,700 AI and app-based technologies to solve real-world problems.**

In 2020, Technovation teamed up with Ericsson for the Technovation Girls programme which has so far seen 16,000 girls register globally and 5,500 girls from 61 countries go on to complete the full 12-week tech education and entrepreneurship programme. With the support and expertise of almost 3,000 mentors, participants have designed 1,700 mobile apps to solve problems in their local communities.

In 2022, the programme involved mentors from 14 countries: Australia, Brazil, Canada, France, Greece, India, Ireland, Japan, Mexico, Philippines, Saudi Arabia, South Africa, Sweden, and the United States. This ongoing collaboration showcases the importance of public–private partnerships for getting more girls into STEM, and the role of connectivity in empowering them to change their lives. It also highlights the positive impact that partnerships and technology have through mentorship programmes for girls—supporting and inspiring them and advancing the progress of several SDGs.

Fuelled by discussions at the TES in 2022, Technovation—one of the few tech education programmes with longitudinal data that demonstrates a lasting impact on attitudes, beliefs, higher education, and career—are developing a 15-year strategic plan: *A blueprint to empower 25 million girls as leaders, innovators and changemakers*. The blueprint outlines the steps which an alliance of partners (industry partners, NGOs and governments) should embark on if they wish to take significant action towards gender equality through the education and empowerment of girls. This network will work with corporate partners, government agencies, and media partners to develop the three forms of capital needed to reach out to 25 million girls in the next 15 years: Human, Social and Financial.

Malawi: GEC Members support national-level scale-up of edtech programme

IMAGINE VSO

- **Research-led, tablet-based programme is expected to reach more than 3.5 million children per year in Malawi.**
- **The edtech programme will be rolled out countrywide and serve as a road map for other low-income countries.**

Through the Building Educational Foundations through Innovations (BEFIT) programme, the Government of Malawi is committed to empowering 3.5 million primary school students per year with the foundational literacy and numeracy skills they need to realize their full potential.

While the government is leading on this edtech programme, a consortium including Imagine Worldwide, VSO, and onebillion are now working together to ensure successful scale-up. As part of the support, a Malawian-staffed subsidiary dedicated to BEFIT has been named the exclusive distributor of the onebillion software, which is being offered royalty-free in perpetuity.

BEFIT will supply 3.5 million children per year across 5,770 public primary schools with tablet devices that can work in any setting (schools, refugee camps, or homes). These devices, with an annual unit cost of $8 per child, do not require Internet connectivity, and are solar-charged. The rigorously tested, adaptive learning software offers a full curriculum, research-based pedagogy, and content that is culturally appropriate. The project will also contribute to improved community infrastructure through solar panel installation, which in very rural areas will be done through solar charging backpacks. Once installed by local producers, the communities will be trained on the maintenance of the infrastructure, which will contribute to renewable energy for over 20 years. Introducing electricity/power in schools can have multiplier effects such as extending studying hours, improving girls' attendance and academic performance, and providing opportunities for community education.

Imagine Worldwide will begin to establish infrastructure, build capacity within the government including in monitoring and evaluation, and generate country-specific evidence. In the post-implementation phase, BEFIT will be fully sustained by the government, embedded within the national curriculum/school timetables. Malawi will be one of the first low-income countries to scale an edtech solution countrywide and, while serving millions of children across the country, will also create a road map for other countries.

South-East Asia: Multilingual Disability-Inclusive Teaching in Emergencies

- **An online teacher training platform which helps teachers develop the knowledge to support learners with disabilities.**
- **Around 15,000 teachers from 65 countries accessed the site during Phase II of the project.**

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 Southeast Asian Ministers of Education Organization Secretariat (SEAMEO) and UNESCO Bangkok, with financial support from GPE.

The DTeEm is an online teacher training platform devised to ensure the continuity of learning for marginalized children, particularly children with disabilities. The course aims to develop the capacity of teachers to support, teach, and nurture the development of learners with disabilities through four modules:

→ Stress management and psychosocial support
→ Use of assistive technologies
→ Development of emergency response plans
→ Continuity of learning

Under the project 'Accelerated Funding to Strengthen GPE's Global and Regional Responses to the COVID-19 Pandemic,' which was initially launched in August 2020, Phase I of DTeEm took place from June to September 2021 in Bhutan, Cambodia, Lao PDR, and Timor-Leste. The implementation of Phase II was then rolled out from March to June 2022 in Indonesia, Malaysia, Philippines, Thailand, Timor-Leste, and Viet Nam.

According to official data prepared by the DTeEm Team, 3,312 teachers had enrolled in the DTeEm courses as of the end of June 2022. Around 15,000 users from 65 countries accessed the site from 1 March 2022 to 29 June 2022. This increased to 77 countries between August 2022 and January 2023, with the most visitors coming from Malaysia, followed by the Philippines and Indonesia.

A key lesson from the implementation is the importance of contextualized support, such as in Timor-Leste, which implemented a blended approach involving printed modules since student and teacher access to laptops or computers was limited. And in all countries, collaboration with Ministries of Education boosted course participation and ensured sustainability of the project. Lessons were also gleaned from 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. The results will be used to continuously improve content and implementation.
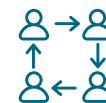
Congo, DR Congo, Liberia, Namibia, Togo and Zambia: Professional development of digital skills

ProFuturo **unesco**

- **Ministries of Education and/or universities across six countries provided 100 "facilitators" who then trained more than 2,000 teachers using a train-the-trainer model.**

- **In 2023, the project is expected to improve the training and pedagogical practice for more than 6,000 teachers.**

Under the Global Teacher Campus initiative, and through its Teachers' Professional Development on Digital Skills programme, Profuturo is providing opportunities for teachers in six African countries to improve their training and pedagogical practice by using ICT. Participating teachers learn about educational innovation, classroom management, lesson planning, motivation, and project-based learning.

Established in May 2022, the partnership set out to train more than 100 "facilitators" provided by Ministries of Education and/or universities across Congo, DR Congo, Liberia, Namibia, Togo and Zambia. These facilitators then trained more than 2,000 teachers using a train-the-trainer model. In 2023, the project is expected to reach more than 6,000 teachers.

This project is an example of coordination among different partners, with ProFuturo offering its pedagogical methodologies, digital resources, online platforms, and training itineraries, which allows trainers to train the local facilitators. It encourages the pedagogical appropriation of technology and innovation by teachers, ensuring that change is sustainable, while using a cascade implementation model enables easy scalability. The training and empowering of "facilitators" from Ministries of Education then allows the training of as many teachers as resources allow. The involvement of local stakeholders, such as governments and universities, is also key, and planning is in place to hand over the teacher training resources to the partner ministries in 2023. These resources will then be integrated into their national platforms.

Bangladesh, Côte d'Ivoire, Egypt, and Nigeria: Training 100,000 literacy educators

- **The 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 five language versions: Arabic, Bangla, English, French, and Urdu and are available on the UNESCO Institute for Lifelong Learning (UIL) Hub and country platforms.**

In 2022, the UNESCO Institute for Lifelong Learning (UIL) developed a set of training modules and worked with Moodle on an online course under the GEC-Global Alliance for Literacy (GEC-GAL) initiative to improve literacy educators' digital competencies.

The collaboration aims to train 100,000 literacy educators from at least ten GAL countries. In addition to the training modules for adult facilitators, UIL worked with the Moodle Services team to implement the Moodle Learning Management Information System. This solution gives the organization an easy-to-use, open-source, adaptable platform to disseminate digital competency training modules for literacy educators to a global audience. Adapted features, such as a print-to-PDF add-on and built-in offline functionality, are also available.

The training modules are available in five languages: Arabic, Bangla, English, French, and Urdu. Four languages were pilot-tested in four countries (the Urdu version has yet to be contextualized). In Egypt, UIL conducted an orientation to the Moodle-based UIL Learning Hub and introduced the platform to officials from the Adult Education Authority, which now has its own platform, and on which the Arabic version of the online training modules have been uploaded. Meanwhile, UNESCO's Abidjan Office organized a national workshop to enable participants to develop contextualized digital competency training modules for literacy educators in Côte d'Ivoire. In Bangladesh, the modules were piloted in Bangla by an NGO.

For 2023 and beyond, Moodle and UIL will further build the capacities of youth and adult literacy educators through training modules, and by designing digital skills monitoring and assessment tools. Huawei, another GEC Member, recently joined GAL as an Associate Member to support the implementation of the GEC-GAL training in one GAL country in the year ahead.

Grenada: Strengthening teacher capacities in blended and online teaching

III anthology   **unesco**

- **100 educators from Technical and Vocational Education and Training (TVET) institutions have been trained in blended and online teaching.**

- **Educators can directly apply their learnings and best practices to course design.**

Anthology is supporting the capacity of educators from TVET institutions in Grenada to support digital competencies in engaging youths. Launched in September 2022, the emphasis of the Resilient Caribbean: Grenadian Youth Empowered for the Digital World of Work initiative is on inclusive pedagogy and teacher professional learning, with a long-term goal of reducing the skills deficit in the local labour market. Already, 100 educators from TVET institutions have received training to develop their knowledge and share best practices in teaching in blended or online formats. Anthology's training experts deliver 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. The course topics are developed in such a way as to enable educators to directly apply the material when designing future courses and build a supportive, online community.

Anthology continues to partner with the UNESCO Cluster Office for the Caribbean to deliver this content to TVET educators, positively impacting the student learning experience as educators adjust course content and teaching methodologies to incorporate best practices and approaches for blended and online learning.

The Philippines: Delivering no-cost digital skills training

- **A course designed to help anyone with basic literacy skills learn the fundamentals of using digital technologies.**

- **Over 6,500 learners have completed Microsoft's Digital Literacy course.**

Microsoft is supporting the Technical Education and Skills Development Authority (TESDA) UNESCO-UNEVOC Centre in the Philippines with digital skills' training. Since November 2021, over 17,000 learners in the country have signed up to Microsoft's Digital Literacy course and more than 6,500 learners have already completed the training.

Designed to help anyone with basic literacy skills learn the fundamentals of using digital technologies, such as a smartphone, PC or e-reader, the course is available through the Microsoft Learn platform and has been integrated in TESDA's Learning Management Information System. 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.

Learners aged 18–24 years old account for over half (55 per cent) of those who have completed the course so far, followed by those aged 25–34 (28 per cent). TESDA will relaunch a social media campaign to spread the word about the course and boost enrolment of other learner groups.

Indonesia, Mexico, Brazil: Creating internship opportunities for young people

tgs

- **Internship opportunities will be offered in Indonesia, Mexico and Brazil.**

- **During the first phase, the project aims to recruit 100 university students.**

As a member of the GSA, TGS Global is committed to facilitating skills-building and hands-on professional experience for young people. The pilot phase of their new project to promote and generate internship opportunities will launch this year, with the initial aim of reaching 100 university students.

In the first quarter of 2023, efforts will focus on developing the process and identifying intern profiles, with three TGS member companies located in Indonesia, Mexico and Brazil. In the second quarter other TGS members—which span 56 countries—will have the opportunity to integrate the project. Later in the year, a campaign will take place, together with the TGS member companies, to encourage their clients to join the project and generate internship opportunities in different sectors of activity.

Lebanon, Kenya, Niger, and Chad: Holistic learning for workforce development

- **Quality holistic learning tools were created to benefit both teachers and students.**

- **More than 4,000 teachers working across displacement settings have accessed the professional development resources, which are available in three languages.**

The Quality Holistic Learning (QHL) for workforce development Project, which started in January 2021, has now reached more than 4,000 teachers across displacement settings and enabled them to utilize professional learning resources available in Arabic, English, and French.

The project seeks to promote quality holistic learning in education in displacement contexts through professional development and the co-creation of competency-based OERs, including micro-credentials, which support educators in the uptake and effective use of social and emotional learning, psychosocial support and wellbeing, asset-based pedagogies, and differentiated instruction. Across Kenya, Lebanon, and Niger, 21 teachers serving as Project Fellows have participated in sustained co-creative and leadership roles, contributing to the trainings and OER access which has benefited thousands of teachers and at least ten institutions directly.

This project, designed with and for teachers, is focused on developing capacity, content, and connectivity to ensure quality holistic learning for every child, including displaced, refugee, and vulnerable learners. Teachers also need holistic learning opportunities, so the project centres these professionals as self-directed, collaborative, and social learners who are also capable emerging leaders within local, regional, and national contexts. Through a highly contextualized and co-creative process of OER production, including online/offline courses, workshops, handbooks, and micro-credentials, the project offers a portable, scalable, adaptable resource toolkit for quality holistic education. External evaluation reports highlight that the OERs have positively impacted educators' wellbeing, confidence, and relationships with students, while ongoing monitoring, evaluation and learning indicates growth in teacher competencies.

Going forward, efforts will focus on the dissemination and uptake of the OERs, as well as further evaluation of their impact. Grassroots efforts, through teacher learning circles, for example, coupled with high level adoption and contextualization via ministries and university teacher preparation programmes, will best ensure that every teacher has access to quality holistic professional learning and is, in turn, able to implement holistic pedagogy in their classroom.

Multicountry: Supporting educators and learners in times of disruption

- **Through various modalities, the initiative seeks to address the needs of refugee learners who lack access to digital connectivity**

- **Students involved in the pilot projects experienced an 18.9 per cent average academic growth**

The Internet Free Education Resource Bank (IFERB) initiative was developed by Education Above All's Innovation Development (ID) to reach disadvantaged children—specifically, refugee learners who lack access to digital connectivity. Through physical, blended and digital modalities, the programme aims to enhance the quality of learning in school, ensure continuity when learning is disrupted, and serve as an alternative learning option for those without access to education.

The initiative has provided high-quality learning resources and trained and supported educators from various contexts to use engaging and effective pedagogy with learners. Since May 2020, the project has reached more than 836,000 students across at least 175 countries. It has done so through three channels: direct European Economic Area (EEA)-led programmes on the ground, partner-led scaling programmes, and the dissemination of downloads, including the availability of 550 pages of created content. Thirty pilot projects have been conducted across ten countries—India, Pakistan, Zambia, Kenya, Lebanon, Morocco, Sudan, Sri Lanka, Greece and Afghanistan—resulting in an average academic growth of 18.9 per cent.

More than 470 facilitators have been trained ahead of Phase II, which will be implemented in Sudan, Kenya, Yemen, India, Morocco, Sri Lanka, Greece, Pakistan, and Afghanistan. IFERB is moving to scale programme sustainability by working to strengthen institutional systems and incorporate the solution into government systems.

South Africa: Digital learning and mentorship to strengthen teacher capacities

- **A digital platform which provides practical and personalized learning opportunities for educators in South Africa.**

- **The platform has a community of approximately 500,000 users.**

In 2020, during the COVID-19 pandemic, E-Cubed (the Entrepreneurship, Employability Programme of the South African Department of Education) launched TeacherConnect—a digital programme that aims to assist all educators in South Africa with the critical evolution of learning for contemporary competencies by using accessible, 21st-century technology so that E-Cubed can reach, teach and connect at scale.

TeacherConnect has three digital channels, one of which is a real-time chat-based learning and mentorship platform for educators in South Africa. TeacherConnect has grown to support a community of approximately 500,000 users through a WhatsApp bot, an online learning platform and a digital community of practice. These are all supported by a live help desk and monitored through regular surveys and a dashboard, which helps to identify where additional on-the-ground support and resources may be needed.

The initiative fosters democratized, data-driven, low-tech solutions to provide new, innovative, and practical learning opportunities for educators, contributing to better coordination, scaling of innovative pedagogies, easy access and cost-effectiveness. The platform has an existing reach and engagement in nearly half of all South African schools. As a programme of the Director General's office in the Department of Basic Education (DBE), E-Cubed also has a unique opportunity to assist and influence real change within the national system through its learnings and programmes.

In 2023, the initiative will support the Department's goal of reaching all schools with training and support around entrepreneurship, entrepreneurial mindsets and entrepreneurial ways of being, supporting principals, teachers and teaching assistants alike.

Global: E-learning crash courses for teachers

- **The university developed two e-learning 'crash courses' to assist teaching professionals during school closures.**

- **At least 97,000 participants have completed the course and received a certificate from the university.**

With the sudden outbreak of the COVID-19 pandemic, HBMSU immediately moved all its academic programmes and courses online, using a blended delivery strategy. The platform 'My Smart Hub' was developed and launched on HBMSU Smart Campus to enrich the learners' online learning experience through virtual and interactive activities, as well as provide updates about new volunteer opportunities and important information regarding health and lifestyle.

To support teachers during school closures, the University also quickly developed the e-learning 'crash courses' *Be an online tutor in 24 hours and Design an online course in 24 Hours*. The first course was available by the end of March 2020—right when teachers in the UAE were moving to remote teaching and needed information about available tools and mechanisms to teach online. Following the success of the course in English and Arabic, versions of it were developed in Russian and French. The Russian version of the course was produced by HBMSU in partnership with UNESCO Institute for Information Technologies in Education (IITE).

These 'crash courses' are self-paced, offered at no-cost, and available on HBMSU's online learning platform Cloud Campus. The *Be an online tutor in 24 hours* course provides training to teachers and academic personnel of various levels about the online education processes, including tools for learning management, connecting and creation. The course, which takes 3-4 hours to complete, equips teachers, educators and education sector employees with the knowledge to conduct an online class effectively. The *Design an online course in 24 Hours* course, which is available in Arabic and English, follows a similar format, focusing on online classroom planning and designing online lessons in a few steps, using modern and advanced educational tools, with specific modules around designing an online lesson using Google Classroom and MoodleCloud.

Upon completion, participants of both courses receive a certificate from the university. So far, more than 334,700 participants from 101 countries have registered for the courses and at least 97,000 certificates have been issued. While most of the participants are from the Middle East and North Africa region (with more than 76,000 participants from the UAE alone), the courses have been also accessed by teachers in Armenia, India, Morocco, Palestine, and Sudan.

Global: Blended professional development opportunities for teachers and school leaders

- **Eight organizations are pooling their expertise and experiences on blended continuing professional development.**

- **The pilot project directly reached at least 1,750 teachers, school leaders and education officials.**

The Flemish Association for Development Cooperation and Technical Assistance (VVOB) and partners are working to strengthen the capacity of teachers and school leaders through a blended professional development that embeds play-based learning approaches. The Blended Learning for Educators in Network for Development (BLEND) project started in October 2021, with pilot projects directly reaching at least 1,750 teachers, school leaders and education officials. By supporting the professional development of these educators, it has indirectly reached an estimated 857,000 children in South Africa and Vietnam, where the pilots took place. In the final phase, ongoing until July 2023, the project will indirectly reach an estimated 20,000 educators.

Through BLEND, eight like-minded organizations joined a Professional Learning Community in a global learning trajectory, to pool their expertise and experiences regarding continuing professional development (CPD). Recent technological developments have caused many providers to rethink how CPD should be designed and delivered. Sustainable and scalable CPD is likely to be blended, and therefore models for quality blended CPD grounded in practice are crucial for addressing the learning crisis. Resources from this project are now available as a public knowledge product and open resource, and BLEND partners are ready to support other organizations in (re-) designing their blended CPD trajectories.

This project also contributes to coordination in the sector, filling gaps in available resources on blended CPD. Based on the insights from the participating organizations, guidelines have been co-created on how to support educators with effective blended CPD that focuses not just on technology; it also emphasizes participant engagement, creativity, and play. The BLEND guide will be used to strengthen the capacity of CPD providers to design quality, cost-effective and scalable blended CPD for educators.

Global: Developing skills for the ICT industry

- **More than 210,000 students and 1,000 teachers benefited from the training programme last year.**

As an active member of the GEC and partner of the GSA, Huawei has been providing support to learners and educators worldwide through the ICT Academy programme since 2020. The programme helps students and teachers develop their ICT and employability skills to be successful in the ICT industry and labour market. In 2022 alone, over 210,000 students and 1,000 teachers benefitted from the ICT Academy programme worldwide, and 16 new Huawei ICT Academy support centres were established. With the support of UNESCO, Ministries and other higher education institutions, Huawei has been building an innovative education talent ecosystem through training(s) in nine languages and the annual ICT Competition.

Argentina, Uruguay, Brazil, Colombia, Mexico, El Salvador:
Training teachers in computational thinking

- **A training programme that allows teachers to adapt the content to their own subjects and provides them with the knowledge to teach 21ˢᵗ century skills.**

- **Learners are introduced to tools for computer science learning and development.**

Technology for Latin America (Tec.la) is a training programme for teachers focused on computational thinking as a methodology for problem resolution, allowing them to adapt subject content and develop the knowledge needed to teach 21st century skills, increasing employment prospects for students.

Designed by Eidos Global, this project has various other GEC Members contributing resources throughout the project, including finance for trainings or the provision of specific content. Tec.La has reached more than 2,729 teachers, and indirectly, 81,720 students.

The programme provides tools for educator's trainers to design their own learning experiences in order to develop computational cognitive skills, as well as communication and collaboration skills. It aims to promote a vision of computational thinking as a fundamental skill that can be used across different disciplines. It also improves employment outlook for today's young people by teaching them the digital skills that companies require.
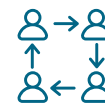
Global: Women at Dior: Empowering young women around the world

- **Mentees have access to a dedicated education platform and exclusive courses on themes, including gender equality and women's leadership.**

- **Mentees for the 2023 Dream For Change project came from nine different countries and through their projects, addressed important global themes.**

Women@Dior is an international mentoring and education programme that has coached and supported thousands of young women all over the world with a focus on five core values:

1. Self-care and self-awareness
2. Autonomy
3. Creativity
4. Inclusion
5. Sustainability

This programme enables young women to build a better future by nurturing their sense of independence. Programme participants are selected from various business, engineering, art, and fashion schools spanning across almost 58 different countries, including France, China, Nigeria, Kenya, Guatemala, Brazil, Iran (Islamic Republic of), Turkmenistan, and Bangladesh. Through an innovative approach based on their compatibility, participants are matched with and mentored by a Dior Talent throughout the entire programme. The mentees also have access to a dedicated education platform to follow exclusive courses on themes including gender equality and women's leadership for a sustainable future. In these courses, mentees learn from inspiring leaders and guest speakers from the House of Dior and UNESCO, as well as professors chosen from some of the world's most prestigious institutions, including Central Saint Martins in London, Bocconi University in Milan, HEC and CentraleSupélec in Paris.

Following their coursework, mentees are invited to put what they have learned into practice by creating an initiative that supports the empowerment of young women through the "Dream For Change" project. Mentees join one another in teams, and are supported throughout the process with coaching sessions focused on creating projects with long-lasting impact. The most impactful ideas are eligible to receive support from the House of Dior and the LVMH Group.

Finally, to mark the graduation from their Women@Dior journey, mentees are invited to a Global Conference held each year at UNESCO in Paris. This event celebrates the themes at the heart of Women@Dior's priorities and aims to spread the idea of 'power

of sisterhood'. The fourth edition of the UNESCO and the Women@Dior Global Conference took place in March 2023. A jury selected the top two winners of the Dream For Change project. This year, mentees from nine different countries—Australia, France, Ireland, Kazakhstan, Kenya, United Republic of Tanzania, Turkmenistan, United Kingdom and the United States—pitched their projects on stage, addressing themes of financial literacy, gender gap, education, body positivity, and autonomy.

In addition to the projects and initiatives outlined above, facilitated and coordinated through the Global Education Coalition, **the following case studies highlight independently coordinated GEC Member partnerships** supporting the development of digital capacities across learning ecosystems.

Kenya: Engaging parents and caregivers' in the literacy development of children

Worldreader **EdTech Hub**

- **Raising Readers programme aims to strengthen the role of parents and caregivers in building children's reading skills.**
- **In 2022, 1,500 parents from 14 schools participated in the research project.**

Part of the Edtech Hub research portfolio, Raising Readers is a research project that explores how technology can be best used to strengthen parental and caregivers' engagement with children's reading. It is analysed from an equity, quality, and cost-effective perspective, looking at value for money and efficacy in terms of impact on reading.

Raising Readers seeks to address key challenges faced by the education system in Kenya, with low foundational skills being one of the most critical. The project is designed to strengthen the vital role parents and caregivers have long been shown to play in building children's reading skills. Many carers lack the educational resources, capacity, and connection with schools to effectively support the development of their children's foundational literacy. The project therefore tests the role of parental training, nudges, feedback loops, incentives and information campaigns in creating long-lasting behaviour change in parents.

In 2022, 1,500 parents of Grade 3 students from 14 schools participated in the project to determine cost-effective ways for parental involvement in reading aloud practices via mobile technology. Worldreader and its project partners, ODI and Keep Kenya Learning, will scale the project and research to additional schools in Kenya and examine the impact of parental engagement on learning outcomes.

Global: Building teacher capacities in computer science

- **More than 19,750 teachers have used this self-paced professional learning course.**

- **Translation of the content into additional languages to allow more educators to build skills in computer science.**

Code.org's online Professional Learning courses enable educators to teach comprehensive computer science courses from kindergarten to the 12th grade regardless of previous computer science experience. The self-paced online course allows teachers to familiarize themselves with the Code.org platform and curriculum, while building their confidence in the course at no-cost to the teacher or the school, and from anywhere in the world. As of January 2023, 19,754 teachers used this self-paced online professional learning course, which takes no more than 10 hours to complete. The majority of users are based in the United States, India, Australia, Canada, United Kingdom, Indonesia, Chile, Brazil, South Africa, United Arab Emirates, Italy, Mexico, Philippines, Spain, Thailand, Nigeria, China, Egypt.

The project promotes the wider adoption of computer science as the basis for building digital skills for the 21st century in all countries of the world. While currently only available in English, translation of the content into additional languages will be added to allow more educators to build skills in computer science.

Multicountry: Tackling the green jobs deficit

UN environment programme   International Labour Organization (ILO)   unicef

- **Through training and upskilling, the initiative aims to help young entrepreneurs set up sustainable businesses.**

- **Implementation of activities will start in 2023 in five countries.**

In 2022, the United Nations Environment Programme (UNEP), the International Labour Organization (ILO) and UNICEF's Generation Unlimited joined forces to launch the Green Jobs for Youth Pact. The initiative was designed with and for young people, along with governments, employers' and workers' organizations, education entities, and private sector partners. Tackling the youth and green jobs deficit through three tracks: employment and entrepreneurship, environmental education, and empowerment and youth partnerships, the programme aims to support countries to make the transition to a low-carbon, circular and nature positive economy.

Specifically, the initiative aims to create one million new green jobs with existing employers, with a particular focus on young women. Its approach involves: policy development, entrepreneurship, social dialogue, and enterprise development; assisting in the greening of one million existing jobs; the greening of businesses, upskilling of workers, and training of new young talent; and helping 10,000 young green entrepreneurs set up sustainable businesses—with an estimated employment multiplier effect of 10 jobs created per start-up after five years.

In 2022, the three UN agencies called on all actors to join the Pact and implementation of activities is scheduled to begin in 2023 in five yet to be selected developing countries.

Malawi: Teacher professional development and student mentorship through blended modalities

EDUKANS **unicef** ☺

- **A new programme that provides teachers with professional development as well as mentorship for primary and secondary school students.**

- **Currently being piloted in nine districts, the programme has already reached 360 schools.**

Launched in November 2022, the School-based Blended Education Mentorship Programme (SBEMPro) seeks to improve the quality of education and learning outcomes in Malawi primary and secondary schools by providing teachers with professional development, and children and adolescents with mentorship. SBEMPro is being piloted in nine districts (Chiradzulu, Dedza, Dowa, Lilongwe, Machinga, Mangochi, Nsanje, Salima, and Thyolo), in anticipation of scaling up to all education districts. The pilot has thus far reached 360 schools in the nine target districts—130,000 girls and boys in primary schools, 50,000 girls and boys in secondary schools, and 9,000 teachers. Additionally, 30 Master Trainers and 1,800 school leaders have accessed professional development opportunities.

The programme is being implemented by Edukans, in partnership with government education and coordination officers, and lecturers at Teacher Training Colleges. Meanwhile, SkillEd is providing the platform for online and offline courses and materials, and UNICEF Malawi is the donor assigned by the Ministry of Education to deliver on the programme's mentorship element. Mentoring can be a valuable process in multiple areas: educational reform, professional development, teacher retention, and support for students to make informed decisions or achieve improved learning outcomes.

For teachers, the programme offers demand-driven, blended content for professional capacity development via access to on/offline digital modules on SkillEd and the provision of necessary light equipment (tablets and micro-servers at the school level). The mentorship training (using a train-the-trainer model) is available for both teachers and students. For the students, this is combined with blended learning courses on topics around individual growth and informed decision-making (related to rights, sexuality, prevention of sexually transmitted infections, unintended pregnancy, and early marriages).

Over the course of the one-year pilot project, all elements of the programme are being evaluated and validated by relevant stakeholders, including the mentorship model and materials and content, which will be made available in 2023 to other districts. Lessons learned will be included in future programme rollouts.

Coordination and leadership

Digital technologies present new possibilities and opportunities for the coordination of education ecosystems, offering new and effective means for managing learning and education in a holistic way. They also offer a means to develop resilient systems that can be more efficiently managed to prevent learning losses during times of crisis and emergency. Therefore, when engaging with national governments, another priority for the Coalition is to support overall coordination, policy planning, and monitoring to ensure education reaches every learner and that learning never stops.

Some GEC Members are working together in Latin America and the Caribbean to help trainers **learn the pedagogies and structures of foundational digital learning**, as well as focusing on how digital content can be easily adapted to local communities. Another multicountry initiative that Coalition Members have been contributing to across countries such as Haiti, Nigeria, North Macedonia, Serbia, and Pakistan is offering low- and lower-middle-income countries the opportunity to adopt a new literacy and numeracy assessment tool. The tool is based on **a globally recognized scale for short and basic assessments of fourth, fifth, and sixth grades**. Findings can be extrapolated from this data to **support improvements across the whole education system**.
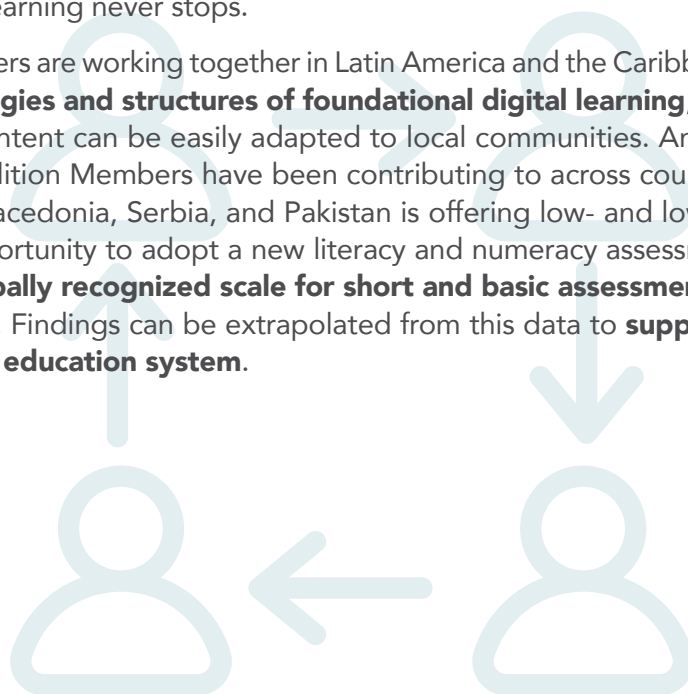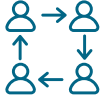
Sub-Saharan Africa: Raising community awareness on the importance of girls' education

- **Activities using social media, radio and advocacy caravans are being adapted to reach large audiences across five countries.**

- **In Mali, advocacy efforts have reached over 760,000 people, while in Senegal, trained peer educators have engaged thousands of community members and village leaders.**

In sub-Saharan Africa, UNESCO's global Keeping girls in the picture campaign was rolled out with the support of Wallonie-Bruxelles International. This campaign is designed to reach isolated communities where there are high attrition rates of girl students. In the four target countries (Benin, Mali, Nigeria and Senegal), activities for raising awareness used radio, youth networks, school and community leaders, and advocacy visits to highlight the importance of girls' continuity of learning and their safe return to school among the most isolated populations.

The COVID-19 pandemic exacerbated existing challenges that disproportionately impacted girls and prevented them from completing their education—harmful gender norms, poverty, early marriage, early and unintended pregnancy, and house and care work.

In Nigeria, the campaign made use of community radio to broadcast messages, as well as social media and other communication platforms such as telephone and Internet-based applications. As a result, the campaign reached more than 21 million people. In the neighbouring country of Benin, illustrated stories and weekly radio shows focused on eradicating school-related and gender-based violence. Meanwhile, in Mali, 630 radio programmes reached 552,000 people, with 30 advocacy caravans visiting communities and reaching a further 214,000 people, including women, youth, and religious and community leaders. Similar activities are being rolled out in Senegal, where trained peer educators have engaged thousands of community members and village leaders. In southern Africa, global campaign video and social media materials were adapted and packaged, reaching over 105,000 people.

Latin America and the Caribbean: Foundational skills for jobs in the digital economy

- **More than 7,000 trainers have been trained in digital foundational skills across 15 countries.**

- **A train-the-trainer model amplifies reach, and the content is designed to be easily adapted to different contexts.**

Reskilling is a train-the-trainer programme that aims to teach digital foundational skills to adults who want to increase their chances of getting a job in the digital economy. Since November 2022, the initiative, devised in collaboration between Eidos and Microsoft, has been implemented in 15 countries: Argentina, Chile, Uruguay, Paraguay, Brazil, Peru, Ecuador, Colombia, Mexico, Costa Rica, Panamá, Jamaica, Dominican Republic, Guatemala, and El Salvador.

Through this partnership, more than 7,000 trainers were qualified. Those trainers then replicated the programme in their local communities, reaching more than 1,200,000 people. The training is delivered initially through digital means, with Eidos Global responsible for trainer training, and Microsoft contributing to the delivery of the training through face-to-face or virtual means.

The project aims to help acclimate trainers in the pedagogies and structures of foundational digital skills and employability skills using a human-centred and learning-by-doing methodology. The training of trainers also focuses on ways in which the content can be easily adapted to the local communities.
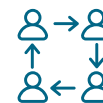
Multicountry: New assessment tool to measure early literacy and numeracy

IEA

- **A new assessment tool has been successfully piloted in different countries, including Haiti, North Macedonia, Nigeria, Pakistan and Serbia.**
- **Governments can use the tool to develop national monitoring systems.**

A new literacy and numeracy assessment tool by the International Association for the Evaluation of Educational Achievement's (IEA) is targeting students at the end of primary schooling to measure early literacy and numeracy.

A short and basic assessment, LaNA is an opportunity for countries to assess learning outcomes on a globally recognized scale, engage their national educational stakeholders, provide information about the status of their educational achievements, and report indicators to different international agencies and organizations. So far, the tool has been successfully piloted in several countries, including Haiti, Nigeria, North Macedonia, Serbia, and Pakistan (Punjab), and can be administered in the fourth, fifth, or sixth grade. A representative sample consist of approximately 4,500 end-of-primary schooling students from at least 100 schools per country (or a census of primary schools in smaller countries). The data and insights resulting from participation in LaNA benefit the entire education system as a representative sample.

The assessment tools' unique framework targets literacy and numeracy achievement of students in countries where standardized internationally comparative assessments, such as the OECD's Trends in International Mathematics and Science Study (TIMSS) or IEA's Progress in International Reading Literacy Study (PISA), may be too difficult for the student population. LaNA is also intended as a capacity building opportunity in areas pertinent to the design and implementation of educational assessments, such as sampling, translation and national adaptation, standardized test administration/ tracking of respondents, and data entry/data verification. Countries may use the administration of LaNA as a building block for further development of a national monitoring system and additional training can be offered. Most importantly, the project facilitates networking among the stakeholders within as well as across educational systems.

Monitoring and assessing learning outcomes are a crucial source of information for education systems worldwide to initiate evidence-based policies and educational reforms. LaNA is currently open for enrolment of countries interested in engaging in the validation of these assessment instruments. The objective of the intended administration is to collect sufficient data to establish a psychometrically sound linkage of LaNA to the OECD's TIMSS and the IEA's Progress in International Reading Literacy Study. This

link will provide participating countries (as well as future countries administering LaNA) with an indication of the percentage of their students achieving a minimum proficiency level in reading and mathematics and, therefore, a means to monitor progress towards SDG 4.1.1b (i.e., the proportion of children achieving at least a minimum proficiency level in reading and mathematics at the end of primary education).

In addition to the projects and initiatives outlined above, facilitated and coordinated through the Global Education Coalition, **the following case studies highlight independently coordinated GEC Member partnerships** seeking to support and enhance education coordination and leadership.

Multicountry: Collaborating to provide education for those in displacement settings

- **Over 500,000 learners have enrolled in non-degree bridging programmes or certificate programmes offered by members of the Connected Learning in Crisis Consortium (CLCC).**
- **The training and implementation of refugee-led research activities has been supported in 14 countries.**

The CLCC is a convening and coordinating body for over 40 multisectoral actors. It is focused on the provision of high quality post-secondary education for those affected by displacement. Over 10,000 students have enrolled in undergraduate degree programmes and more than 500,000 learners have enrolled in non-degree bridging programmes or certificate programmes.

The Consortium was established to provide practices for the delivery of quality, technology-supported education in low-resource settings. It has supported research activities in emergency contexts, including the training and implementation of refugee-led research activities in 14 countries: Afghanistan, Ethiopia, Iraq, Israel, Jordan, Kenya, Lebanon, Malawi, Malaysia, Palestine, Rwanda, South Africa, Thailand and Uganda. Research focuses on evidence review of connected higher education programmes in East Africa and beyond, identifying gaps and opportunities to support the achievement of the goal of 15 per cent of refugees accessing higher education by 2030. The Consortium continues to build the capacity of member organizations to implement high-quality programmes which focus on recognized credentials and pathways to employment.
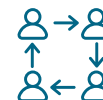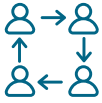
Viet Nam: Improving education access for ethnic minority children

- **A project that aims to improve education and employment access for ethnic minority children, especially girls.**

- **More than 16,200 students and 200 key teachers and educational administrators have been reached.**

The We are ABLE initiative is a multipartner collaboration between the CJ Group, the Ministry of Education and Training of Viet Nam (MOET), the Committee for Ethnic Minority Affairs, three provincial authorities, and the CJ Olive Young, CJ E&M and CJ Cultural Foundation, and UNESCO. The aim of the project is to improve education access and school retention of ethnic minority children, especially girls, and improve the employability of ethnic minority girls and women in the three target provinces: Ha Giang, Ninh Thuan and Soc Trang.

Between 2019–2022, the project reached 16,296 students, 210 teachers and educational administrators, and 120 ethnic minority female community members throughout the three targeted provinces. This has contributed to a positive change for ethnic minority students' rates of enrolment, dropout, lower secondary school graduation and transition to upper secondary education. Participating students also gained important foundational and life skills, such as communication, teamwork, presentation and problem-solving skills. Training sessions, field visits and professional network opportunities have also significantly changed the perception of ethnic minority women among the community, and improved women's skills and employment and livelihood opportunities in the targeted communities.

Part of the project addresses teacher and school staff capacities in psychological counselling, career orientation and gender-sensitive communication. In all, 2,136 teachers and educational administrators completed the online course on school counselling, while 14,584 students (7,668 of whom were girls) received this counselling. In addition, students could access awareness training on gender equality and counselling for career development—7,111 students (3,645 girls) participated in these activities, which were also available for parents and the wider community.

The project will now be expanded to three new target provinces and will include 15 secondary schools, in particular boarding schools. In 2023, the project will launch a national-level advocacy phase, involving an adapted version of UNESCO's 2020 *Keeping girls in the picture: Youth advocacy toolkit* and the accompanying *Keeping girls in the picture: Community radio toolkit*. Efforts will also focus on involving policymakers and duty bearers as project stakeholders, with the aim of ensuring the integration of gender equality policies at school.

Qatar: Creating safe spaces for learners to discuss education transformation

EidoS
ALWAYS LEARNING

- **A project that creates a safe environment for learners to identify problems in the current education system and create solutions.**

- **25 high school students took place in the first cohort, launched in fall 2022.**

Launched in September 2022, the Learners' Voice programme, created by the World Innovation Summit for Education (WISE) and implemented by Eidos Global, helps high school students from Qatar explore different topics around education, identify problems, and then design innovative solutions while also improving their socio-emotional skills such as creativity, complex problem-solving, and collaboration. Participating students identified well-being at school as a priority area for improvement and suggested that diversified exam formats, alternative feedback frameworks besides exam grading, and designing safe spaces at school could improve student mental and physical health. Current learning ecosystems focused entirely on traditional classroom–learning were also felt to be problematic. There, students suggested the use of technology and social media as resources to better engage their generation, for example, using TikTok videos to explain key concepts for each subject.

So far, 25 high school students from a school in Doha, Qatar, have participated. The project supports the creation of a safe environment for learners to share ideas about how education should change and evolve, with the aim of improving learners' and youth agency and engagement in the design of learning journeys and educational policies. The 2022 cohort of the programme concluded in February 2023, and the project will be evaluated to identify potential improvements for future cohorts.

Cost and sustainability

The global education landscape is in transformation, with national governments around the world committing to the development of resilient ecosystems that can maintain access to learning no matter the circumstances. There are multiple organizations and instruments available to help initiatives and programmes that aim to transform education. The Coalition has a history of mobilizing financial support in this manner but importantly, a new priority of the GEC will be to unlock catalytic funding and create a map of the innovative global financial and funding instruments available to countries to provide the capital needed to fund sustainable transformative interventions at the national scale.

Innovative financing and funding pathways come in many different shapes and sizes. For example, **scholarships enable students to access a variety of learning, training, and education-based programmes** that would normally lay beyond their financial capabilities. There are examples of GEC Members working to offer scholarships both on the global and national level. **GEC Members are also involved in lobbying and fundraising** as well as efforts to **match students from economically challenged backgrounds with affordable learning opportunities**.

Global: Bridging the information gap to connect students to affordable study opportunities

- **Over 203,000 confirmed students have been able to find higher education opportunities through the platform.**

- **In March 2022, a special database was launched to facilitate the continuation of learning for students in Ukraine.**

Studyportal's Global Access Initiative launched in November 2021 with the aim of providing universal access to information about education, specifically to those from economically challenged backgrounds and areas affected by conflict. The initiative bridges the gap for equal education opportunities for prospective students globally, and includes lobbying efforts, fundraising, and an information platform connecting students to education options, funding, credential recognition and psychological support. So far, the initiative has reached 52 million unique visitors and helped over 200,000 students to find the right education for them.

In March 2022, in partnership with the Coalition and in close collaboration with the Ukrainian Ministry of Education and Science, a special Support Database for Students displaced by the war in Ukraine went live, making it easier for students there to access information about their study options.

The initiative connects relevant stakeholders with information from governments, universities, funding providers and associations on equal education opportunities. Linking students from developing countries, particularly in Africa, Latin America, and Southeast Asia, to study opportunities that are affordable for them impacts the education levels of those countries, which then directly and indirectly impacts the economic development in those areas, as well as social developments and improving the quality of life.

Having evolved to help ever more categories of students, including refugees and those affected by conflict, the Global Access Initiative (GAI) is now incorporating an enhanced scholarship database into its portals so that each student can see all financial options relevant for them. This will go live in 2023, a year which will also see the addition of new partners offering education and financial opportunities for students. This year, Studyportals will also continue with the upgrading of its scholarship platform, which already contains €16 billion worth of scholarship opportunities annually. It will build and promote a scholarship application engine through which students can apply for several scholarships easily and at once and will also directly award scholarships to the value of approximately €20 million.
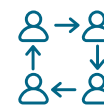
In addition to the projects and initiatives outlined above, facilitated and coordinated through the GEC, **the following case studies highlight independently coordinated GEC Member partnerships** that are leveraging innovative funding and financing mechanisms to support education and learning.
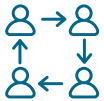
Afghanistan: Scholarships for students to complete their studies

education above all | التعليم فوق الجميع

- **250 students from Afghanistan are being relocated to complete their education in the United States.**

- **Logistical coordination and covering the costs involved collaboration between a diverse set of partners.**

The Qatar Scholarship for Afghans Project provides access to higher education for 250 students from Afghanistan who have had their education interrupted, allowing them to complete their studies at leading universities in the United States.

This project is a model for the power of coordination and partnership. Education Above All coordinated with a diverse set of partners, including NGOs, government entities, and universities in Iraq, Kyrgyzstan and the United States, to plan the logistics and contribute to the cost of physically relocating students and ensuring their successful residency and placement at universities in the host country.

Since July 2022, the project has been working to relocate the students. This project has the potential for scalability, allowing even more Afghan youth, particularly women, access to higher education. The consortium that has been developed through this project can be utilized as a pathway to help more students continue their education for a more stable future. Once the first cohort of 250 students are successfully settled in the host country, the next phase of the project aims to address approximately 350 additional students currently living and studying at interim partner universities in Iraq and Kyrgyzstan. Using the pathway established by this project, EAA will lead a campaign to raise funds to expand the project and resettle these students at universities in the United States.

Global: Scaling education innovations through technical support and funding

GLOBAL SCHOOLS FORUM

- **2.5 years of technical support and $100,000 is provided to help organizations scale in low- and middle-income countries.**

- **The current cohort is made up of organizations based in Kenya, Ghana and India.**

The Global Schools Forum (GSF) launched the Impact@Scale Labs programme to support and scale education innovations in low-and-middle-income countries, and to improve learning loss recovery post-pandemic. It does this by:

→ **Providing funding and guidance from experts and practitioners.**

→ **Systematically collecting evidence on scaling innovations that improve learning outcomes.**

→ **Sharing learnings with GSF's community of practitioners, policymakers and funders to support replication where appropriate.**

In February 2022, GSF invited applications and launched the first cohort of organizations in September. The programme received applications from over 50 organizations which were shortlisted to 12: Armenia, Cameroon, Democratic Republic of the Congo, Ghana, India, Kenya, Liberia, Nepal, Sierra Leone, South Africa, and Zambia. For each of these organizations, GSF facilitated workshops, delivered extensive feedback on applications, and provided exposure to the funder community, and opportunities to spotlight their work online. As a result, one organization was able to attract external funding to supplement programme funding.

Three organizations from the first cohort are Dignitas (Kenya), Gyan Shala (India) and Sabre Education (Ghana). Each of these organizations now have access to an Individualized Advisory Committee to build networks, flexible finance (US$100,000 provided through the programme), workshops and 1:1 session with experts. The three organizations reached 574,000 children. GSF's wider membership anticipates that 9.56 million children across 57,037 schools will be reached through access to content as a result of this programme.

Data will also be collected on the journeys of participating organizations and used to create tools that support scale of innovations and impacts for learning. Phases II and III of the programme are already planned, with a tiered approach for the second phase, working directly with selected participants and providing market and system engagement with others. Continuous iterations will be used to enhance further funding and technical expertise.

Global Missions

Further to the GEC's in-country programmes and initiatives, four action-oriented missions also work to transform education across the global, regional, national, and local levels. These missions include important partner resources, and they seek to:

1 Help learners and youth gain skills needed for employability.

2 Assist teachers with their professional development through 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 they can work in an in-country capacity 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

Total objectives and beneficiaries of GEC Missions (until March 2023)

Objective	Achieved
Global Skills Academy **3 Million** by 2025	**Global Skills Academy** **More than** **615,000**
Global Teacher Campus **1 Million** by 2025	**Global Teacher Campus** **654,796**
Global Learning House **1 Million** by 2025	**Global Learning House** **800,000+**
Driving Gender-Transformative Education **5 Million** by 2025	**Driving Gender-Transformative Education** **1,880,552**

The Global Skills Academy

The GSA is tasked with the mission of mobilizing the resources and programmes of Coalition Members to **help learners develop skills and competencies for employability and resilience**. The GSA has collaborated with GEC Members to provide free learning and skill development opportunities, along with accreditation pathways, to learners and young individuals since its establishment in July 2020.

Building on the experience gained over almost three years of successful implementation partnerships between Coalition Members and institutions, **the GSA is now working with Members to offer more nuanced and contextualized learning solutions**. Furthermore, over the last twelve months, the GSA has extended its ambitions and currently seeks to equip 3 million young people by 2025 and 10 million by 2029 with the skills needed to adapt to and thrive in the increasingly prevalent context of digital and green transformation. To achieve this bold target the GSA is working to extend partnerships around the world, building new bridges and associations to allow more learners to develop the skills needed in the modern labour market. For example, this year has seen a new partnership signed between GSA Member Telefónica and SENATI in Peru. The partnership will scale-up the Conecta Empleo initiative (discussed previously in the action areas section on Capacity and Culture) to 54 educational campuses in the country. In total, the new partnership **will provide over 100,000 young people across Peru with access to the training** offered by the initiative.

As of January 2023, the GSA has reached over 615,000 learners, of which 52 per cent are female. Since its launch, and with the support of its partners, the mission has mobilized considerable institutional support and is now working with **over 170 TVET institutions in 60 countries**. The GSA has a global spread of institutional partners which enables it to support learners and youth in 17 countries in Africa, 20 countries in Asia and the Pacific, 10 countries in Latin America and the Caribbean, 7 countries in Europe and North America, and 6 countries in the Arab States.

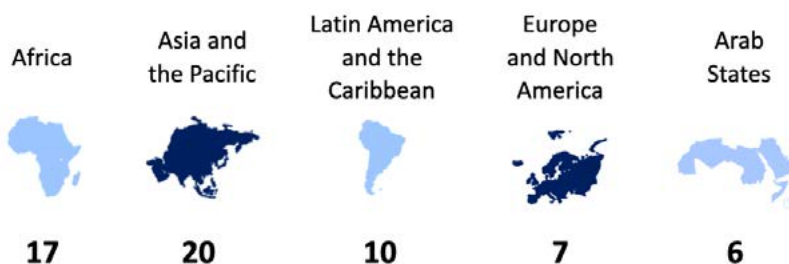| A quick look at some GSA initiatives			
Initiative	**Locations**	**Partners**	**Beneficiaries Reached**
Conecta Empleo	Colombia, Peru, and Venezuela (Bolivarian Republic of)	Telefónica Foundation, UNESCO-UNEVOC	3,680
Skills development in water technology	Global	Festo, UNESCO-UNEVOC	Over 10,000
Digital Literacy Training	Philippines	Microsoft, UNESCO-UNEVOC	Over 17,000

Global Skills Academy

More than **615,000** Learners

22 Partners from the Global Education Coalition

More than **170** TVET institutions mobilized across the world

60 Countries

Africa	Asia and the Pacific	Latin America and the Caribbean	Europe and North America	Arab States
17	20	10	7	6

The GSA works with 22 partners from the GEC. These come from the private sector as well as international organizations like ILO, the Organisation for Economic Co-Operation and Development, the World Health Organization, and International Telecommunication Union, as well as other foundations and institutions.

The GSA partners are:

In line with the mission's demand-driven approach, and the new **UNESCO TVET Strategy 2022–29**, GSA works with UNEVOC, covering over 250 vocational centres in more than 160 countries to ensure accurate mapping, matching and implementation of content made available by private sector partners to support learners' employability. Additionally, UNEVOC provides year-long outreach and advocacy support to the mission, liaising directly with local and national TVET institutions. There are four types of UNEVOC Centres: ministries, national bodies, training providers and research institutions. As of January 2022, GSA has reached over 170 institutions in 60 countries.

Active GSA Institutional Partners include:

The Global Learning House

The GLH represents a **mobilization of 20 private sector GEC Members**, the resources and programmes they have committed to the Coalition, and a large network of volunteer teachers and educators. The mission's objective is to **support 1 million students to learn foundational skills** (see Global Learning House box), as well as other subjects that they may find challenging at school, by 2025. Subjects related to STEM areas are emphasized, with the mission **offering quality online and offline lessons**, classes, and tutoring sessions suitable to students' learning levels at no cost. To date, the mission has offered learning resources to over 800,000 learners.

The next twelve months represent an exciting time for the GLH as the mission's app, **GLH Connect**, is now ready for piloting at the community level. The app was developed over the course of 2022 and is now able to connect learners with educators for group classes and lessons, and supplemental learning materials in multiple languages. **GLH Connect is the hub for global, lifelong learning**, enabling producers and consumers of educational content to share and interact informally, enhancing each learner's personalized learning journeys and their lifelong learning experiences.

At the moment, GLH Connect includes **409 OERs** covering **8 subjects** in **6 languages** across **all levels of education**. GLH Connect is also able to currently offer access to **7 online classes** from institutions such as the International University of Applied Sciences and the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP).

A quick look at initiatives involving GLH Members			
Initiative	**Locations**	**Partners**	**Beneficiaries Reached**
Open-source digital learning tools	Global	Curious Learning, World Bank	Over 100,000
Training teachers in computational thinking	Argentina, Uruguay, Brazil, Colombia, Mexico, El Salvador	Eidos Global, Accenture, Microsoft, Code.org	2,729 teachers and 81,720 students

GLH Connect: call for support

Following the successful development of the GLH Connect app, there is a need to operationalize it at the community level on a pilot basis, to assess its suitability for large-scale implementation. Furthermore, as a matching platform, GLH Connect offers possibilities for facilitating education provision beyond supplemental learning activities such as tutoring. As such, the successful piloting of GLH Connect could help to make a digital education resource widely available with potentially significant global impacts.

The UNESCO-GLH team is now actively seeking support from GEC Members to help pilot and operationalize the app. Piloting of the app could occur across any of a variety of focused implementations—for example, in a particular geographical area or school, or within a particular group of learners such as girls or refugees. In line with GLH's mandate, reaching vulnerable groups should be seen as a priority.

Global Learning House

The GLH has offered learning resources to more than 800,000 learners.

The Global Learning House is the **world's central hub** for lifelong learning resources and classes, bringing together:

→ **Learners** who are able to access educational materials and attend classes to help them with their studies.

→ **Educators** who can find the tools they need to support their students and supplement their formal learning activities.

→ **Content Providers** who can find engaged users looking for high-quality learning and educational materials.

Through the GLH, learners can find educators to help them bridge gaps in learning or enrich their learning experience, for free, from anywhere and at any time.

The Global Learning House is made up of more than **20 private sector partners, civil societies, and international organizations**, including:

Working together, the UNESCO-GLH global team and GLH partners ensure global learners and educators can access a variety of tools and resources covering multiple subjects in multilingual formats, all available through the **GLH Connect platform**.

The GLH makes available 409 OERs across eight different subjects:

1. Arts
2. Digital Skills
3. Foreign Languages
4. Literacy and Reading
5. Math
6. Sciences
7. Social and Emotional Skills
8. Technology

Each resource is available in six different languages: **English, Korean, Russian, Spanish, Thai,** and **Ukrainian**, and across all levels of education and learner ages. GLH Connect also offers access to **seven online classes** offered by the University of Applied Sciences and UNESCO-MGIEP.

Next steps for the Global Learning House

GLH Connect has the potential to significantly impact learners, educators, and content providers. It offers to help address key educational challenges by adding resilience to education systems, promoting and supporting hybrid learning, and helping to mitigate teacher shortages by making learning more flexible.

Moving forward, there are three strategic ways for GEC Members to support the Global Learning House:

1. Help the GLH reach more learners and teachers.
2. Help populate the GLH with more relevant learning and teaching materials and resources.
3. Help operationalize and pilot the GLH Connect app.

The Global Teacher Campus

The GEC recognizes teachers as key stakeholders in every education ecosystem; **teachers need quality CPD** to support their ability to provide remote and in-person teaching. In particular, they must know how to use digital pedagogies and ICTs to provide remote teaching, as well as how to perform student assessments and provide personalized instruction.

Accordingly, the GTC's mission to **train 1 million teachers in the area of digital skills and the pedagogical use of ICTs in education** by 2025 is seen as a priority. To achieve this, the GTC has collected and made available a curated repository of high-quality learning resources and courses that are available at no cost to teachers in **34 countries** across Africa, Asia and the Pacific, Latin America and the Caribbean, and Europe and North America. Furthermore, over the course of the last 18 months and with the support of its partners, the GTC has expanded the catalogue of courses available to include other thematic areas.

So far, thanks to the combined efforts of **9 major partners** (see box), and working in **34 different countries**,[2] the GTC has made **39 courses available to 654,796 teachers**.

A quick look at some GTC initiatives			
Initiative	Locations	Partners	Beneficiaries Reached
Professional development on digital skills	Congo, DRC, Liberia, Namibia, Togo and Zambia	UNESCO and ProFuturo	2,000
E-learning opportunities for teachers	Anglophone West Africa	Blackboard/Anthology and GPE	5,233
KFIT-III initiative	Senegal, Ghana and Cote d'Ivoire	Imaginecole and UNESCO	3,743

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[2] Bhutan, Burkina Faso, Cambodia, Chad, Colombia, Congo, Côte d'Ivoire, the DRC, Ghana, Indonesia, Jamaica, Kenya, Lao PDR, Liberia, Malaysia, Mali, Mauritania, Namibia, Niger, Nigeria, Peru, Philippines, Senegal, Sierra Leone, South Africa, United Republic of Tanzania, Thailand, Timor-Leste, Togo, Ukraine, Bolivarian Republic of Venezuela, Viet Nam, Zambia and Zimbabwe.

Global Teacher Campus

The GTC is available to teachers around the world who are looking to develop their digital skills and pedagogical competencies for online, remote and hybrid education. The GTC achieves this with the help of **9 major partners**:

Thanks to these partners, the GTC is able to offer teacher training institutions and teachers no-cost access to **39 courses** covering a variety of digital skills and online pedagogy competencies, including:

→ Online Teaching Tools
→ Distance Learning
→ Online Course Planning and Design
→ Digital Pedagogy
→ Socio-emotional Learning
→ Psychosocial Support
→ Online Communication Methods
→ Online Assessment Methods
→ Inclusive Online Teaching Methods
→ Gamification
→ STEM and Coding

Across the GTC courses, there are learning materials **available in over 15 languages**, including: English, Spanish, French, Portuguese, Arabic, Bahasa Indonesia, Dzongkha, Khmer, Lao, Tetum, Thai, Vietnamese, Russian, Hindi, Kyrgyz, Bengali (2023), and Mongoli (2023).

Driving Gender–transformative Education

Despite the progress made in recent decades, **challenges relating to gender equality in education remain significant** and stand in the way of true systemwide education transformation. Gender can have an effect on the educational opportunities available to children and also create or support powerful, socially dictated dynamics that further affect learning inside the classroom. To address these dynamics, the Coalition's Driving Gender-transformative Education mission is using data, research, and evidence to inform policies, programmes, and plans. In addition, the mission is promoting equal opportunities for girls and women in education through advocacy and communication. Finally, the mission is taking action at the country level to help close gender equality gaps in education.

The mission is working to **support more than 5 million girls in the 20 countries with the greatest gender disparities in education by 2025**. The objective of the mission is to help them fulfil their right to education, focusing on the uneven effects times of crisis can have on their access to learning, building and developing their digital skills, and aiming to ensure the most marginalized girls maintain access to education. There are a variety of gender dynamics affecting young people in education and the Driving Gender-transformative Education mission also **aims to address the root causes of these gender dynamics, understanding that transforming education in this way can also have broader societal effects**.

The mission uses a range of methodologies in coordination with over **70 institutional partners**. Thus far the Driving Gender-transformative Education mission has been able to reach **1,880,552 girls and women**.

A quick look at some Driving Gender-Transformative Education initiatives			
Initiative	**Locations**	**Partners**	**Beneficiaries Reached (2022)**
Raising community awareness on the importance of girls' education	Sub-Saharan Africa	Wallanie-Bruxelles International and UNESCO	Over 760,000
Technovation Girls: Supporting girls in STEM	Global	Technovation, Ericsson	5,500

Driving Gender-transformative Education

Driving Gender-transformative Education is a global mission, mobilizing international partners to support 5 million girls in the 20 countries with the greatest gender disparities in education to:

- **Access Learning**

- **Build and Develop their Digital Skills**

- **Stay in School**

To achieve this the mission utilizes:

- **Data/Research/Evidence**

- **Advocacy and Communications**

- **Country-Level Action**

Thus far the Driving Gender-transformative Education has reached **1,880,552 girls and women**.

Did you know...

- Some countries lose more than US$1 billion a year by failing to educate girls to the same level as boys.

- When they do not go to school, girls are more at risk of adolescent pregnancy, early and forced marriage, and violence.

- Gender-transformative education strengthens economies, reduces inequality, and creates more opportunities for everyone to succeed.

The Mission's toolbox includes a variety of innovative resources and products, including:

Advocacy caravans

- ➔ A total of 30 advocacy caravans in Mali have reached over 214,000 community members.

- ➔ Caravans have also been active in isolated communities of Senegal, raising awareness of the importance of girls' education.

Social media outreach

→ Over 40 posts, video assets, and audio stories developed in Southern Africa across 4 languages, reaching over 66,000 on Facebook and 2,400 people on Instagram aged between 18–24, and amassing over 37,000 impressions on Twitter.

→ Social media posts and video and audio assets also reached over 3.9 million people in Nigeria.

Online and offline resources

→ Learning and advocacy assets have been made available as offline tools to help promote engagement with communities in Southern Africa that do not have Internet connectivity.

Low- and no-tech solutions

→ Radio broadcasts and television programmes have helped to reach over 16 million people in Nigeria, as well as 328,000 people in Mali, and more than 50,000 people in Senegal.

→ Mission partners have also been working with communities in Lao PDR to help develop community-led radio projects through media literacy and skills development and the creation of Youth Advocacy Toolkits.

Community engagement

→ Over 30,000 community members, including 10,000 girls and women and 3,000 village leaders have been reached in Senegal.

User-created content

→ 30 young women across three rural districts in Lao PDR have received enhanced skills training in radio content creation, media literacy and advocacy skills for promoting girls' education in their communities. Also, listener surveys in 30 villages have confirmed that this approach has been changing perceptions related to girls' and women's right to education.

→ In Senegal, 30 trained peer educators have helped reach over 67 villages.

Multilingual and culturally and socially sensitive materials

→ In Viet Nam and Lao PDR, contextualized materials have been produced and sensitization activities have been held across 24 schools mobilizing parents, learners and community members with media and ethnic minority advocates.

Empowerment training

➔ 177 young women have been recruited globally to participate in empowerment training with Dior.

All of these activities and innovative solutions are made possible by the engaged efforts of **70 mission partners and sympathizers** including the Government of Japan, Wallonie-Bruxelles International, Prada, Technovation, Girls Opportunity Alliance, Malala Fund, Norad, the UN Girls' Education Initiative, UNICEF, and the World Bank.

Advocacy, data and knowledge–sharing

Data-based decision-making processes sit at the heart of the Coalition's operations. The GEC focuses on developing evidence-based policy tools, collecting data, and building knowledge to support education systems, and advocating for education. Particular attention is given to **supporting education decision-makers** and **improving data quality, collection and use**. Knowledge has always been a key pillar, ensuring contextual demands at all levels are informing decision-making processes and shaping outputs. The GEC is a dynamic Coalition, evolving to meet the needs placed upon it, and adapting and growing, using past learnings to shape future outputs. This methodology informs the Coalition's core areas of action and underpins the current collaborative work being done to define the DTC, for example.

In addition, as a broad network of key education stakeholders, **the Coalition also has a powerful advocacy role to play in the global education ecosystem**—sharing the knowledge gained through its actions both with Members and with broader education stakeholders. Through the mobilization of Members, the GEC was able to make considerable contributions to the Transforming Education Summit (TES) process, bringing key private sector, civil society, and multilateral organization voices together at both the pre-Summit in Paris and Summit in New York. The TES represented a landmark event for global education, defining and setting a transformational agenda that seeks to leave no learner behind and achieve SDG 4. GEC Members, and their learnings and experiences have helped to guide and lead the conversations underpinning the event. **GEC members have also helped to deliver several joint surveys** over the last twelve months including participating in research to inform education leaders on the requirements for post-COVID-19 education transformation. The research, launched in partnership between UNESCO, UNICEF, OECD, World Bank, GPE, USAID, WISE, and McKinsey, will be consolidated into a report due to launch midway through 2023. The report will include case studies of multiple countries including the UK, the US, Brazil, Peru, Morocco, Qatar, and others, with the ongoing research already having included interviews with over 125 well-respected global education leaders, practitioners, and donors.

Through advocacy, data and knowledge-sharing work, the **Coalition enjoys a two-way relationship with the broader global education community**. As a demand-driven and agile network of engaged Members, the Coalition is able to work to meet educational needs at the global, national, regional and community levels, reacting to the needs of teachers, educators, administrators, and policymakers. The GEC also helps to ensure that **broader agendas are informed with relevant data** by learning from the actions of its Members, and enthusiastically taking part in joint knowledge-building and sharing exercises.

This intertwined relationship can be seen in GEC Members' participation in the TES, **helping to build an understanding of digital transformation through their common experiences**. These experiences—shared, discussed, and further developed in discussions with non-GEC Members and wider global education stakeholders at TES—have helped to shape and define the work being carried forward by Members in the Digital Transformation Collaborative. The DTC will be an engine for the Transforming Education Summit's transformational agenda, working with national governments to advance scalable and sustainable digital transformation.

The GEC's dedication to advocacy, data and knowledge-sharing, also fosters **accountability** to the work the GEC does as it actively seeks to engage with global education cooperation bodies, such as the Global Education Cooperation Mechanism (GCM) and UNESCO's High-Level Steering Committee for SDG 4 2030.

Multicountry: Research to inform education leaders on education transformation

- **Learnings from the research will inform system leaders on what leads to successful education transformations.**

- **Over 125 global education thought leaders, donors, and practitioners have contributed insights.**

McKinsey, in partnership with several GEC Members, launched a research effort to better understand the imperatives for post COVID-19 education system transformation. The Transform-EdResearch effort looks at education systems globally, including case studies of Benin, Brazil, India, Kenya, Morocco, Nigeria, Peru, Poland, Qatar, Sierra Leone, South Africa, the United Kingdom, the US, and Viet Nam. Learnings from the research will be consolidated and shared in a report scheduled for publication mid-2023. This publication will include insights from interviews with global education leaders on the topics of improving student outcomes and overcoming common barriers to implementation-at-scale. To date, over 125 global education thought leaders, donors, and practitioners have been interviewed and global discussions continue.

Based on this research, McKinsey and partners are developing content that will support education leaders worldwide in developing their own plans with scalability and sustainability in mind, increase cross-national learning and understanding, and build capacity in Ministries of Education around the globe as they tackle major change initiatives.
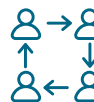
Multicountry: Assessing the education access of the forcibly displaced during and in the aftermath of the COVID-19 pandemic

UNHCR The UN Refugee Agency — Education and Division of Partnerships, Analytics and Research (DPAR) — with support from the — Joint Data Center on Forced Displacement — A PARTNERSHIP OF — WORLD BANK GROUP / UNHCR The UN Refugee Agency

- **Research examined the impact of the pandemic on education for displaced children in eight countries.**

- **Report shares lessons for helping forcibly displaced children return to school or continue learning.**

In October 2022, the UN Refugee Agency (UNHCR) released a publication entitled "Education Access for the Forcibly Displaced: During and in the aftermath of the COVID-19 pandemic" which examined education access during and in the aftermath of COVID-19 for forcibly displaced children in Bangladesh, Chad, Costa Rica, Ethiopia, Iraq, Kenya, Mexico and Uganda. It also looked at measures taken during the pandemic to support the continuity of learning and the lessons gleaned to help forcibly displaced children return to school or continue learning.

The report pushes for countries to undertake activities to generate evidence and data in support of educational policies specific to refugees and the vulnerabilities faced by this group of learners. It also recommends continuing to measure the learning loss of the most vulnerable learners, with a particular emphasis on refugees. Regular phone surveys conducted by the World Bank and its Joint Data Centre offer the possibility of deeper analysis on education gaps for displaced children, in particular in comparison to host populations. The expectation is that this data and analysis will help to highlight good practice, and also develop responses to education gaps for displaced children.

Voices of learners and key stakeholders

"As for connectivity, this project has revived one of the pilot schools which was without electricity before the project. With this project, not only is the school electrified but also connected to the Internet, which shows the inclusive aspect of this project."

Yenataban Kone
Director of the Directorate of Technology and Information Systems of the Ministry of Côte D'Ivoire

"This project allowed me to explore new ways of teaching, and [hone] new pedagogical practices by producing pedagogical resources that will allow students to be actors in their own learning [...] The educational paths that will be designed thanks to these scenarios will be more motivating and will better meet the needs of students."

Ahmadou BA
a secondary schoolteacher from Senegal discussing the 170 designs submitted by participating teachers from Benin, Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Guinea, Mali, Niger, Senegal, and Togo presented at the Imaginecole Créathon hosted by UNESCO in collaboration with Réseau Canopé.
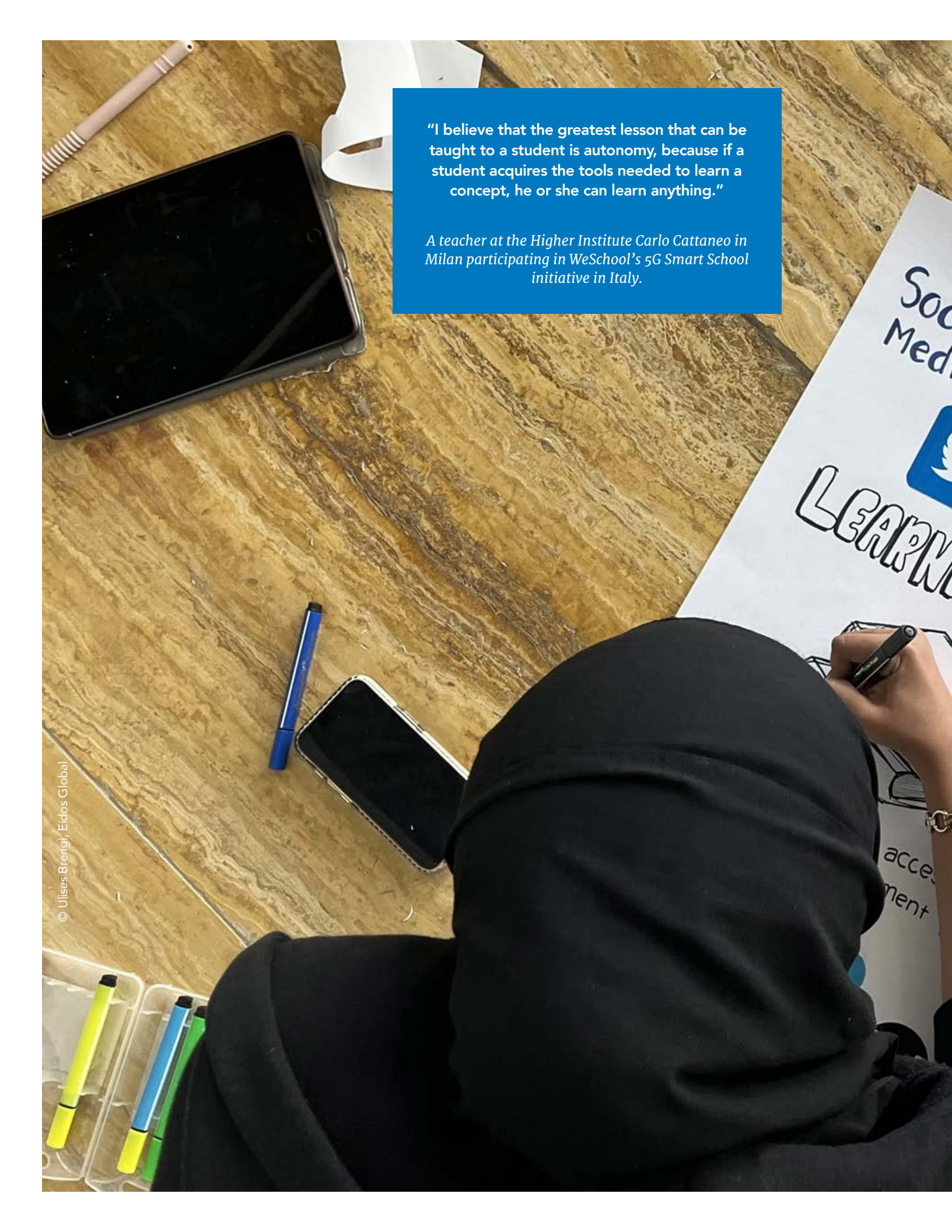
"The [Créathon] experience was wonderful [and] allowed me to discover what is happening [in education] elsewhere, to know colleagues from other countries."

Ayabavi Aubierge Glonou
a kindergarten teacher from Benin who participated in the Imaginecole Créathon hosted by UNESCO in collaboration with Réseau Canopé.

"The connection speed is good, it's not too slow. This project will enable us to move faster and will allow our teachers to be able to work with these resources for the success of the school."

A teacher from Bagoué Region in Côte D'Ivoire participating in the GEC Project run by Spacecom in partnership with UNESCO, which uses solar power, satellite connectivity, and Spacecom's DCP, including local server, storage and cloud, media devices, and outdoor and indoor Wifi to ensure students and staff can access educational materials.

"I believe that the greatest lesson that can be taught to a student is autonomy, because if a student acquires the tools needed to learn a concept, he or she can learn anything."

A teacher at the Higher Institute Carlo Cattaneo in Milan participating in WeSchool's 5G Smart School initiative in Italy.

"I use it for online teaching with my students. It opens endless possibilities both for students and teachers, as it is possible to zoom in on the screen, which is very important for visually impaired students."

Natalia Dereglazova

a physics teacher at Kharkiv Special School No.12 for students with visual impairments, who is one of the more than 50,000 teachers in Ukraine who have received Chromebooks to ensure the continuity of learning.

"[The course] further enhanced my digital literacy skills and [I can] apply the new learnings in my event management work, especially in client presentations such as budget analysis, creative presentations, and other documentation work. [I now feel] more confident and creative in using the available technology."

Maria Cecilia P. Ong

completed Microsoft's Digital Literacy course through the TESDA UNESCO-UNEVOC Centre in the Philippines.

"Education connects girls with people and activities that build their skills and empower them to lead change. With an education, girls know their rights and stand up for what is right [...] My wish is to see a world that values gender equality. I want to see more future-forward women emerge in all sectors globally. Young women who are competent, educated and well equipped to lead positive and innovative change."

Gloria Ayodeji

a young advocate standing up for girls' education in Nigeria. Working with materials shared via the Keeping Girls in the Picture Campaign Gloria advocated for girls' education and reached many girls in her community who would have otherwise dropped out of school after the pandemic and started an initiative to connect girls interested in skills building to mentors who can guide them.

Lessons learned in action

The GEC has proven its effectiveness at responding to crises beyond the pandemic and in doing so has gained valuable experience and developed stronger links between Coalition Members that can power the scaling of its ambitions. This is a critical juncture for the Coalition, which now has an opportunity to support countries in their digital transformation programming.

The GEC offers an **innovative framework** for intervention. It has demonstrated a way to be responsive in leveraging resources that are not normally available. The in-kind nature of contributions has allowed for arrangements and implementation that existing frameworks have not supported.

The Coalition is emerging as an important global platform. Through the Coalition, partners are engaging in global initiatives such as the GSA, 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. In particular, the GEC is considered a platform where the private sector and civil society are playing important roles.

We have seen 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.

GEC Members' in-kind contributions are important and enable the Coalition to respond effectively when needed and in an agile manner. However, these types of commitments are not sufficient to meet education costs such as the large investments required in connectivity and other infrastructure. **New sources of financing and an understanding of the global financial instruments** available to assist education transformation **will help unlock acting at scale**.

To reach national scale, the Coalition needs to, where possible, further develop its models for highly coordinated collaboration, defining clear roles for active partners working on a single mission in a single country. Combining these evolved synergies with new sources of catalytic funding will help transition the Coalition to act on digital transformation of education at national scale.

GEC Members' initiatives and the DTC need to be made more visible. The initiatives led by GEC partners should be receiving more attention and visibility, including through the GEC newsletter and the website as well as through the communications channels available to all stakeholders.

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

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.

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

Strategic directions moving forward

Coming together for the first in-person GEC Annual Meeting to mark three years of actionable and mission-oriented actions and efforts represents an important milestone at a critical time for the Coalition. Over the last three years, the Coalition has **made significant strides in developing unique and effective partnerships** that have made tangible impacts at all levels of the education ecosystem and across multiple regions, countries, and contexts.

The next twelve months mark an exciting moment of transition for the GEC, moving forward with a realization of what can be achieved when acting together in an increasingly coordinated manner. In addition to continuing to work across the core action areas of country work (advocacy, data, knowledge sharing, and gender equality in and through education) as well as through its proactive transformational missions, **the Coalition now seeks to scale its ambitions** and help countries deliver the systemwide digital transformation of national education systems.

Introducing the Digital Transformation Collaborative

At the Transforming Education Summit in New York in September 2022, GEC partners agreed that to truly transform education, Coalition Members and partners would need to evolve beyond the pilot-scale initiatives deployed during the pandemic crisis. Consequently, **Coalition Members are launching the DTC** as a new flagship operation. Over 2023, the DTC will work to establish the next steps and practices that will enable the GEC as a multipartner initiative to support the digital transformation of education at the country level. Working under the GEC, the DTC will, through its network of UN agencies, private sector, civil society, and donor partners, mobilize and coordinate resources, sustainably plan interventions at the national scale, and scale initiatives to support longer-term country-level transformation.

Five Workstreams were established during the TES to decentralize the coordination, framing, and development of the DTC's operating model among Members.

The DTC will offer support via:

→ Bold, new, scalable, and sustainable partnerships

→ Joint engagement

→ Improved synergies

→ Defined swim lanes

→ Catalytic Funding

With DTC partners working together across five Workstreams to co-design DTC methodologies:

→ **Workstream 1:** A Framework for digital transformation

→ **Workstream 2:** A knowledge hub of good practices, data, resources, and tools that work

→ **Workstream 3:** Business models of national transformation

→ **Workstream 4:** A collaboration framework for working together

→ **Workstream 5:** Accountability frameworks for monitoring DTC actions

Action plan for 2023

The year 2022 was a transitional year for the Coalition as it continued to deliver support to countries while also contributing to the Transforming Education Summit and its processes.

Therefore, anchored in the prevailing socioeconomic and global context, **the GEC's action plan for 2023 seeks to maintain its momentum** as a responsive platform in times of crisis while also seeking to support countries' ambitions for digital transformation through its four global missions and the development and launch of the DTC.

GEC ambitions and aspirations

The GEC is a demand-driven network of engaged Members and key education stakeholders working to drive the transformation of education at all levels. Moving through and beyond 2023 the GEC seeks to continue engaging with beneficiary national governments. The Coalition will also continue supporting and developing the action-oriented, time-bound, and target-based missions that are developing innovative solutions and engaging with and supporting education stakeholders all over the world. Further to this work and building upon the experiences gained over the last three years, now is the time for the GEC to scale its ambitions and develop deeper and more highly coordinated partnerships and synergies and work to access the key catalytic funding required to facilitate digital transformation at the country level.

Country work

The Coalition will continue to engage with national governments and ministries on a demand-driven basis when and where assistance is requested. Furthermore, the Coalition will offer increasingly contextualized solutions across the connectivity and infrastructure, content and curriculum, capacity and culture, coordination and leadership, and cost and sustainability aspects of digital transformation. This work will continue to influence and be influenced by the development of the DTC. Finally, the Secretariat will maintain engagement with country-level partners and seek to form new national partnerships when and where appropriate.

Gender

Moving forward, the Coalition will continue to support children and young learners who are affected by the many gender dynamics that limit or restrict their access to education. Further to the GEC's gender mission, however, it is important to note that gender equality will also remain a key driving aspect across all of the Coalition's core areas of action including its country work, support of teachers, the DTC, and advocacy, data and knowledge-sharing efforts.

Advocacy, data and knowledge-sharing

The Coalition will continue to engage with the broader education community through shared data and knowledge-building activities such as the work currently being carried out with McKinsey to help **build an understanding of the funding gaps that relate to SDG 4** and planned work with KPMG **looking at social impact**. Furthermore, the GEC will continue with its accountability efforts with the GCM and UNESCO's High-Level Steering Committee for SDG 4 2030 to ensure it is an active presence responding to the demands of socioeconomic and global contexts, and working to inform and be informed by both.

Global missions

The four Global Missions will continue to represent core aspects of GEC operations, mobilizing and focusing member activities towards meeting key and strategic educational challenges at all levels. The **Global Skills Academy** will maintain its drive to offer more contextualized learning and training activities to learning institutions and learners via the UNEVOC global network and seek out new partnerships such as the recent agreement reached in Peru, as it seeks to meet its bold and ambitious new target of reaching 10 million learners by 2029. The **Global Teacher Campus** will continue to offer digital capacities training and professional development opportunities to 1 million teachers and the **Driving Gender-transformative Education** mission has initiated implementation of a project supported by Intel to bring STEM training to girls in Africa, and a project supported by the Government of Japan to promote transformation around resilience and gender equality in Chad, Mauritania, and Pakistan. The key strategic objective for the **Global Learning House** moving forward is to operationalize the GLH Connect app and pilot it with a select group of stakeholders.

The Digital Transformation Collaborative

The GEC will launch and develop the DTC's framework for digital transformation, a knowledge hub of benchmarks and standards for tools and practices, and a national level digital transformation cooperation model. Furthermore, collaboration and accountability frameworks will also be developed and confirmed among DTC partners.

GEC governance and operating model

The GEC is an agile platform. Since it aims to transform the landscape of collaboration in education, its operating model is also transformational, prioritizing multistakeholder engagement, a flexible and entrepreneurial operating mindset, and the meaningful engagement of its Members based on their commitments and countries' needs. The present operating model focuses on the short term. However, as with all other aspects of the Coalition, the GEC's governance and operating model is open to evolve from its current structure to a new model following consultation with Members and key stakeholders based on internal data and knowledge-building exercises and continued consultation with broader education sector demand. The governance model should ensure alignment with the priorities and architecture of the global education community under discussion and ensure opportunities for GEC Members to remain engaged. The development of the DTC, which will have a more medium-to long-term outlook, to work within the broader GEC marks an example of this type of evolution in practice.

Conclusion

Following the mobilization of the Global Education Coalition's unique network of Members to help education systems affected and impacted by the COVID-19 pandemic, the Coalition has proven itself to be dynamic, highly coordinated and effective. Members are committed and continue to engage resources and innovate. Working together, the Coalition's Members are an established and effective force helping to globally transform education while also standing ready to respond to crisis when called upon.

This annual report marks the third anniversary of the GEC, covering an active year for the Coalition with new levels of engagement between Members, and unprecedented levels of assistance made available to countries. The coming years are critical for the Coalition and offer an opportunity to rethink and scale ambitions and to build on the learnings of the last three years, in an effort to meet the demands of the transformational agenda.

It is in this context that Coalition Members conceived of and developed the DTC, which is a highly coordinated initiative that will leverage expertise, synergies, and resources among partners and mobilize catalytic funding to support national governments to digitally transform their education systems.

The Coalition will also continue to work across its core areas of focus, both in response to formal requests from national governments and through its action-oriented, time-bound and target-driven mission-based approach. As this report has shown, these key areas of focus and the experiences of the GEC have informed and developed internationally recognized inputs for the transformation of education. Therefore, the Global Education Coalition moves forward into 2023 and beyond not only as an effective network of engaged Members but also as a multistakeholder platform serving the broader global education community, the GCM and UNESCO's High-Level Steering Committee for SDG 4 2030.

UNESCO

United Nations
Educational, Scientific
and Cultural Organization

Transforming education together

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 during this unprecedented disruption and beyond.

This is the fourth progress report of the Coalition and builds on the inaugural document released in September 2020 and the first annual report published in March 2021. This document covers activity between November 2021 and March 2023.

Stay in touch

✉ globaledcoalition@unesco.org

🌐 https://globaleducationcoalition.unesco.org

📍 7, place de Fontenoy, 75352 Paris 07 SP, France

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