



The Global Education Coalition

Advancing SDG 4 through multistakeholder collaboration



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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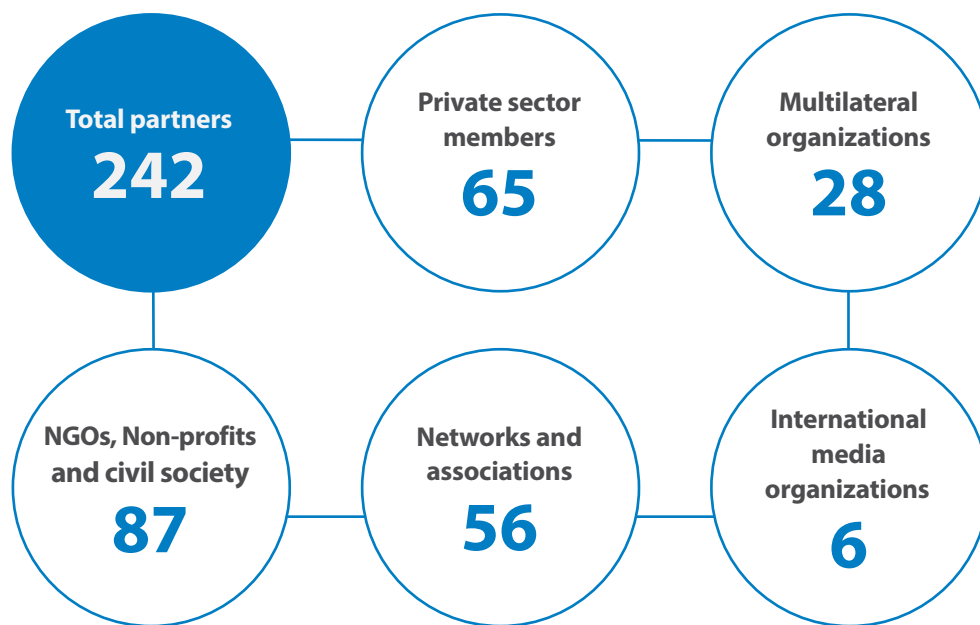
"The Global Education Coalition has become a new model for collaboration, bringing together partners across sectors and borders who would otherwise rarely meet. It shows that when we act together, we can shape digital transformation in ways that strengthen education systems and expand opportunity."

Stefania Giannini

UNESCO Assistant Director-General
for Education

The Global Education Coalition in numbers

6 years of coordinated multistakeholder action for SDG 4



Among its proudest achievements since its inception, the Global Education Coalition has:



Helped **2,126,028 youth** develop employability skills.



Trained **1 million+ teachers**.



Offered learning resources to **over 1 million learners** studying foundational learning and science, technology, engineering and mathematics (STEM).



Inspired **7.5 million people** to stand up for gender-equal education.

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

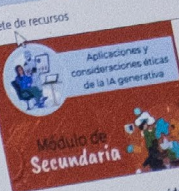
Looking forward, by 2030 the Global Education Coalition seeks to boost:

- ➔ **Digital transformation of education:** By 2030, the Digital Transformation Collaborative will build the capacity of leaders and decision-makers in 50 countries..
- ➔ **Youth employability:** the Global Skills Academy will help 10 million young people develop employability skills.
- ➔ **Teacher education, including AI skills:** The Global Teachers Campus will work with United Nations Educational, Scientific and Cultural Organization (UNESCO) Member States to develop and implement scalable models for teacher professional development and AI capacity-building that can be adopted globally to reach 1 million teachers.
- ➔ **Learning sciences and policymaking:** The Global Learning House will build the largest global network of learning sciences experts and decision-makers to inform evidence-based educational policies.



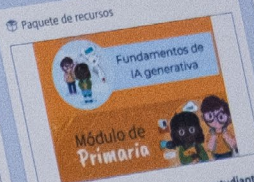


Recursos Educativos Abiertos para la enseñanza STEM



IA generativa: Aplicaciones y consideraciones éticas en la educación secundaria
Dirigido a estudiantes de secundaria, este paquete de recursos profundiza en el análisis crítico de los Modelos de Lenguaje de Gran Escala (LLM) y la IA generativa. Está diseñado para preparar a los estudiantes e involucrarlos en debates sobre las cuestiones éticas que plantea el uso de la IA...

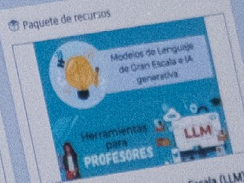
[Ver](#) [Descargar](#) [Marcar](#)



IA generativa: Fundamentos para estudiantes de primaria

Este paquete de recursos está dirigido a estudiantes de primaria y busca introducirles de manera sencilla y divertida el concepto de inteligencia artificial a través de actividades interactivas y basadas en cuentos. Incluye una historia interactiva en la que los estudiantes viajan junto a personajes que...

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Modelos de Lenguaje de Gran Escala (LLM) e IA generativa (recursos y herramientas para profesores)
Este paquete de recursos se centra en proporcionar a los y las profesoras las estrategias pedagógicas y herramientas necesarias para enseñar los conceptos esenciales sobre la inteligencia artificial (IA) y los Modelos de Lenguaje de Gran Escala (LLM). Ofrece orientación sobre cómo...

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Introduction

In 2026, the Global Education Coalition (GEC) turns six years old, and the 2030 Agenda for Sustainable Development turns 11. The halfway point to 2030 has been passed; the international community has less than five years left to achieve Sustainable Development Goal 4 (SDG 4) by delivering quality education and promoting lifelong learning opportunities for all. The task ahead seems overwhelming – but our best chance of achieving our goals is through coordinated and collective action.

Unfortunately, the challenges are many. Currently, where a person is born shapes everything. In the poorest countries, 33 per cent of students remain out of school compared to just 3 per cent in the richest nations – a disparity that reflects the [fundamental inequities](#) shaping our global education landscape. Seventy-three per cent of the global [out-of-school population](#) live in just two regions: Central and Southern Asia (34 per cent) and sub-Saharan Africa (39 per cent). And in 60 per cent of countries, rural-urban inequalities affect learners completing lower-secondary school.

Even among children who attend school, learning outcomes remain unacceptably low. According to UNESCO's *Global Education Monitoring Report 2024*, only 58 per cent of students achieve minimum proficiency in reading and 44 per cent in mathematics at the end of primary school, while in sub-Saharan Africa, just 15 per cent of students meet [minimum learning standards](#).

The [Global Learning House \(GLH\)](#) is responding to this challenge, anchoring solutions in the science of learning and offering evidence-based pedagogies, multilingual open educational resources and holistic learning models that support cognitive, social and emotional development. By connecting research, practice and innovation, the GLH helps systems move beyond test-focused education towards deeper learning that better prepares students to succeed both in school and beyond.

Challenges in global education involve more than access and skills acquisition; currency and relevance are also key issues that need to be addressed. There is a growing disconnect between learning and labour markets. Globally, 650 million young people [leave school without a secondary certificate](#), limiting their prospects for decent work and social mobility. And global employers report persistent talent shortages, with [more than seven in ten](#) struggling to find suitably skilled workers.

This is the domain of the [Global Skills Academy \(GSA\)](#). The skills-focused mission partners with governments, employers and training providers to reinforce employability and expand access to demand-driven technical, vocational, digital and green skills programmes. A core element of this work is the [Skills for the Future Platform](#), developed through the GSA to guide the development of skills programmes around the world and signpost the gaps that exist in the skills development landscape.

Any effort to improve the quality and relevance of education must include teachers as a core focus. The teacher shortage represents one of our most critical challenges. UNESCO's inaugural *Global Report on Teachers* revealed that [44 million additional primary and secondary teachers are needed](#) by 2030. Sub-Saharan Africa alone requires an additional 9.4 million teachers just to enrol all out-of-school children. Teacher [attrition rates](#) make the shortfall even more severe: teacher attrition has nearly doubled globally, from 4.62 per cent in 2015 to 9.06 per cent in 2022. Roughly one in five teachers under 30 are planning to leave the profession within five years, with this figure rising to half of young teachers in some systems.

Moreover, both new and currently practising teachers are facing increasing pressure to develop new skills and competencies to ensure relevant and high-quality education. Artificial intelligence (AI) tools, digital resources and online learning platforms are becoming prevalent in the classroom – which means teachers need to develop a plethora of new skills, from evaluating AI-generated content to keeping students safe against online risks.

The [Global Teacher Campus \(GTC\)](#) continues to act to meet the evolving needs of teaching profession. New work to ensure that innovation, digital transformation and AI in education all serve teachers in the classrooms, rather than further undercutting their authority, will build on the mission's impressive legacy and sizeable impact to date.

Gender equality in education remains a core challenge, despite apparent progress. Global gender gaps in enrolment have declined to less than one percentage point at all three education levels, but this single point of reference masks ongoing challenges. Girls are still 2.5 times more likely to be out of school than boys [in conflict and humanitarian crisis contexts](#). UNESCO data show that in around 40 countries the [proportion of female leaders](#) in primary and secondary education is on average 20 per cent lower than the share of women teachers. This is borne out in data from Organisation for Economic Co-operation and Development (OECD) countries, where women make up 70 per cent of lower secondary teachers but [only 45 per cent of school principals](#) on average. Yet research shows that [schools led by women](#) register better learning outcomes.

Accordingly, the [Coalition's gender equality mission](#) has now become a fundamental and transversal pillar guiding all GEC actions, missions and initiatives. The Coalition recognizes both the complexities underpinning gender inequality across different countries and contexts, and the

transformational power that gender equality in education offers both education ecosystems and the broader societies they support. The focus now is on ensuring that all GEC work considers the root causes of gender inequality, such as discriminatory policies, harmful social norms, subject segregation, leadership disparities and intersecting disadvantages linked to poverty, location and conflict.

The Coalition also acts as an incubator for new collaborations and alliances. The GEC-hosted [Global EdTech Alliance of Alliances](#) (AoA) is building spaces for cooperation across regions and supporting ecosystem development toolkits and resources designed not only to develop but also to contextualize education ecosystems at the local, national and regional levels. The AoA mobilizes networks and associations of EdTech worldwide to synergize actions and give voice to the hundreds of thousands of EdTechs across the globe. The value of this collaboration is clear, given the increasing prominence and importance of the global EdTech sector: in a time of growing financial uncertainty for education, the sector shows compound [annual growth of around 20 per cent](#), and its value is expected to double between 2025 and 2029. Globally, EdTechs employ more than 2 million people, with the sector taking on [180,000 new employees last year alone](#).

Still, the education financing gap may represent the most pressing barrier to achieving SDG 4. The annual financing gap for low- and lower-middle-income countries to reach SDG 4 by 2030 is a staggering \$97 billion. Sub-Saharan Africa [accounts for \\$70 billion of this gap](#) on its own. Disparities between investments are stark, with low-income countries spending just \$55 per learner annually, compared to \$8,532 in high-income countries. This [155-times difference](#) creates vast inequalities in educational infrastructure, teacher quality and learning materials that compound year on year. And prospects for spending increases are dim: development aid to education looks [set to fall by a quarter](#) between 2023 and 2027, threatening to widen already massive gaps.

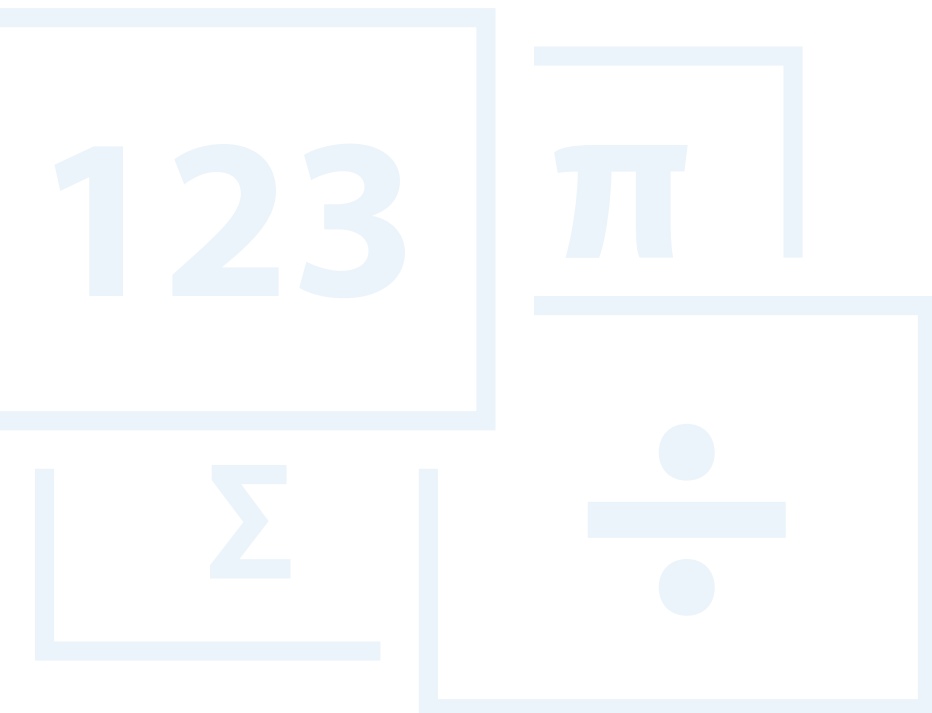
The crisis demands new thinking and bold action. The Fourth International Conference on Financing for Development (FfD4) convened in Sevilla, Spain from 30 June to 3 July 2025 and produced the [Sevilla Commitment](#). The Commitment represents the first intergovernmentally agreed financing framework since 2015. It lays out a path to close the \$4 trillion annual SDG financing gap and reform the international financial architecture. The GEC recognizes this commitment and is already working with policymakers, multilaterals, civil society and private sector partners seeking to reimagine education financing.

In the face of all this upheaval, AI and digital transformation are creating both unprecedented challenges and opportunities to transform education. In 2024, [AI usage among educators](#) surged. In one survey, 50 per cent of respondents reported increased AI use among both teachers and students, and familiarity with AI in education rose from 75 per cent to 86 per cent. Among the educators using AI, 50 per cent found it made their job easier, with the most common applications being creating instructional materials (45 per cent), lesson plans (37 per cent) and assessments (36 per cent). These promising developments, however, must be weighed against the associated concerns relating to data privacy, digital equity, algorithmic bias and security vulnerabilities, as well as the ethical questions that stem from introducing automated decision-making systems (ADMS) into education.

Harnessing AI and innovative digital technologies to improve learning outcomes requires strategic and evidence-informed investments. Here, the Digital Transformation Collaborative (DTC) and its Six Pillars Framework provides countries with practical guidance to coordinate leadership, build sustainable infrastructure, develop teacher capacity, create and curate quality digital content and establish ethical data systems. The DTC has also produced an [Innovative Financing Toolkit](#), built into the six pillars of the framework, which aims to demystify the many innovative models that can unlock financing for education.

The DTC promotes purposeful, pedagogically sound and equitable approaches to digital transformation and maps the non-traditional funding flows available to governments. In this way, it helps countries to leverage technology to maximize the transformational opportunities on offer, while working to ensure that no learner or teacher falls on the wrong side of the digital divide.

So, while the data reveal a world dramatically off track on virtually all education targets, they also illuminate pathways forward. [Since 2015](#), 110 million more children and youth are in school. Completion rates are rising, with 40 million more young people completing secondary education. Gender gaps in enrolment have narrowed substantially. The global education community has demonstrated political will through its major international commitments – and the GEC, as a unique global platform, has shown that multistakeholder collaboration can deliver tangible results.







The GEC: A global platform for the transformation of education

The GEC, as a broad network of of **242 Member organizations** focused on education transformation.

What we do

The GEC has four primary functions:



Mobilizer and coordinator: Coordinating a growing, cross-sectoral and increasingly engaged coalition enables the GEC to turn collective commitment into immediate action. Responding to the needs of governments, the GEC moves fast to respond to crises, offers governments the critical support needed to deliver education to all learners and proactively coordinates and supports country-led education strategies.



Accelerator for SDG 4: Grounded in the foundational principle of equitable and inclusive education for all, the GEC accelerates education transformation at the local, national, regional and global levels. The Coalition leverages the science of learning, matches the evolving needs of an ever-changing labour market to the hopes and ambitions of learners around the world, gives teachers agency over their own professional development pathways and the skills and capacities needed to innovate in the classroom, and ensures that gender equality is a foundational and evidence-based principle that moves to meet the on-the-ground context wherever it acts. In this way, it transforms the shared goals of the sustainable development agenda into measurable, scalable and sustainable impact.



Incubator of initiatives and alliances: The Coalition builds platforms that transform education, hosts other sector-specific education alliances and creates conditions amenable to innovation across the education ecosystem. Grounded in the six pillars of the DTC's framework for the digital transformation of education and driven by action-oriented missions, GEC Members and partnerships engage in-country to solve local problems and meet local needs, while the DTC offers a bridge to scale successful pilots and initiatives.



A model for multistakeholder collaboration: From day one, the GEC has been a working example proving that multistakeholder collaboration is essential for meeting the growing challenges education faces today. As made clear by the [Global Digital Compact](#) and the [Fortaleza Declaration](#), multistakeholder cooperation is no longer a luxury, but must stand at the centre of global efforts to transform education and ensure access to quality learning for all. The GEC unites through shared governance 242 Members across UN agencies and multilaterals, civil society, the private sector, global networks and associations, and international media partners. By bringing all these partners together to engage with governments and work to their objectives, the Coalition offers a clear model for what multistakeholder collaboration can look like in practice.

The Alliance of Alliances

The GEC hosts and incubates the Global EdTech Alliance of Alliances, an emerging coordinating body that offers pathways for EdTechs around the world to support each other and have their voices heard. To achieve this, the AoA is developing connective infrastructure to support knowledge exchange, scale solutions and help EdTechs speak with a unified voice in global digital education dialogue forums.

Strategic partnerships and representative structures form the foundation of this work. The Alliance brings together regional EdTech alliances from Africa, Asia, Latin America and the Middle East and North Africa region, with support from major multilateral organizations including UNESCO and the United Nations Children's Fund (UNICEF).

Global Ambassadors play a key part in the AoA programme. AoA Ambassadors bring local education system knowledge, direct community access and hands-on support for ecosystem development at local, country and regional levels. The Ambassadors programme both enables and benefits from UNESCO-supported AoA efforts to co-create scalable frameworks, support sustainable ecosystem development and promote collaborative initiatives grounded in evidence and equity.

Proposed actions include in-country workshops, resource library development, skills-building tracks for EdTech evaluation and the establishment of procurement support channels to support developing regions to participate in global conversations, while maintaining agency over how local solutions are developed and implemented

Who we are

With an extensive membership base, the GEC draws strength from a diverse network of partners. Private sector involvement is pivotal, and the GEC has 65 private sector Members who actively contribute to the Coalition's impact and support of SDG 4. The Coalition also includes 87 civil society and non-profit Members, along with an impressive representation from 28 multilateral international organizations, as well as 56 network and association Members.

The six international media Members within the Coalition play a crucial role in amplifying awareness. They not only shed light on the work of GEC Members but also emphasize the commitments to education made by the GEC. This visibility serves as a catalyst to achieve broader engagement and support.

National governments, as pivotal stakeholders, can initiate collaboration and seek assistance through formal correspondence with the Secretariat – an agile team based in UNESCO Headquarters. Donors, including multilateral and bilateral organizations, governments and philanthropies, can also benefit from the Coalition's cooperative and well-coordinated resource mechanisms.

GEC Members

Multilateral partners



Network and associations



Civil society and non-profit organizations



Private sector



Media partners



New Member showcase

In 2025, the Coalition saw another diverse cohort of new Members, expanding our collective capabilities and innovation possibilities:

- ➔ **The British Council** brings to the Coalition decades of global experience in education and cultural relations, spanning more than 100 countries.
- ➔ **Fondazione Ernesto Illy** contributes experience with community-based development, linking education with economic empowerment and community resilience.
- ➔ **The Global Enabling Sustainability Initiative (GeSI)** helps the Coalition focus its perspective on how digital technologies can accelerate sustainable development, including in education.
- ➔ **The OIEC (International Office of Catholic Education)** adds a global network of schools and institutions committed to human-centric education.
- ➔ **ProEduca** adds expertise in digital education platforms and teacher professional development.
- ➔ **The South African Qualifications Authority (SAQA)** brings expertise and experience in qualifications frameworks.
- ➔ **Sateliot** adds capacity on innovative satellite connectivity solutions able to reach underserved regions.
- ➔ **The University of Ljubljana** brings research capacity and experience in higher education innovation.
- ➔ **Team4Tech** can contribute technical expertise and practical implementation support to schools and education organizations in under-resourced communities.



How to become a Member

To become a Member of UNESCO's Global Education Coalition, organizations should contact UNESCO directly and demonstrate how they can contribute to the Coalition's objectives.

Application process

If your organization is interested in joining the GEC, send an email to globalEDcoalition@unesco.org explaining in detail the strengths that your organization would bring to the Coalition, taking into account Coalition priorities. Your application should address how your organization can make commitments to advance progress towards one or more of the Coalition's objectives.

Membership requirements

Coalition Members must commit to three key obligations:

- ➔ Supporting one or more of the Coalition's missions, initiatives and priorities (GSA, GTC, GLH, DTC, Gender Equality)
- ➔ Responding to UNESCO requests
- ➔ Working cooperatively with other Coalition Members to ensure impactful and coordinated responses at global, regional and country levels.

How we work

- ➔ The GEC operates as an open platform, in which UNESCO serves as the founding and coordinating Member, brokering cooperation, building synergies and matching country needs with Member resources. The Coalition Secretariat, an agile team based at UNESCO Headquarters, coordinates resources, manages communications, organizes meetings and handles reporting. The GEC also benefits greatly from the secondments of staff from GEC Members to its Secretariat.
- ➔ The GEC works on a demand-driven basis, responding to requests from national governments. Member profiles and their commitments can be found on [the GEC website](#). The GEC can match Member capacities with local needs, acting as a foundation for GEC actions in support of countries.
- ➔ GEC Members are also invited to collaborate with each other to achieve the common goals of the Coalition, with UNESCO available to convene, coordinate and connect. 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 deployed to enable the implementation of a country's action plans.



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



Cooperation engagement of non-GEC partners, who can contribute to Coalition programmes.

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

The inclusive digital transformation of education

When the COVID-19 pandemic forced schools worldwide to close their doors in March 2020, the GEC came together as an emergency response mechanism. With over [1.3 billion learners displaced](#) from the classroom, the Coalition witnessed firsthand the stark digital divides across and throughout countries all over the world. While some were able to access digital learning and broader support within education ecosystems, [many were not](#). Social distancing was a necessary response to global threat, but it led to an unprecedented learning crisis. Through channelling the excess capacity of its membership (also created by social distancing) towards meeting the crisis, the Coalition's foundational rationale, from its inception, was building a platform to close the digital divides that lay on top of pre-existing socioeconomic disparities.

The case for digital transformation of education

The socioeconomic case for digital transformation of education is compelling and well documented: digital transformation provides economic returns at both the individual and societal level, and holistic digital transformation strategies offer multiple and often self-reinforcing social and civic benefits. Return on investment is important – but not more so than less tangible benefits, such as helping learners gain a solid footing in the digital world we inhabit together and facilitating improved civic participation.

Labour markets offer clear evidence for the economic benefits of digital upskilling. Workers with just one digital skill [earn approximately 23 per cent more](#) than workers in jobs requiring no digital skills. The other side of this is that the skills gap also creates employment vulnerability, particularly among people already struggling economically. For people who are out of work, higher digital skills mean a [higher probability of finding work and achieving higher earnings](#) compared to peers with weaker digital skills. This is especially true for learners with low or medium formal education levels.

The economic return of digital skills investment is highlighted by research from the United Kingdom. Research on the United Kingdom's digital skills gap found that if all workers currently unable to perform essential digital tasks [picked up those skills](#), the economy could see an annual increase of £10.3 billion, with productivity gains reaching £23.1 billion in added value.

The social benefits of investing in digital skills are also clear. The OECD's Programme for International Student Assessment (PISA) research shows that when education systems teach digital skills, they produce more students who can [correctly distinguish facts from opinions](#). On average, 54 per cent of students trained to recognize biased information can do so.

Digital technologies facilitate interaction and communication across cultures and can bring people together from different backgrounds to create opportunities for sharing an appreciation of diversity. Accordingly, the World Economic Forum identifies global citizenship skills as '[new economy](#)' skills needed to prepare individuals for a digitally connected world, as well as to support the development of highly skilled and future-ready workforces. UNESCO emphasizes this, too.

Global citizenship education in the digital age can help learners to access, critically engage with, create, use and share information across digital platforms.

Studies also show that digital integration increases student attention, engagement, motivation, communication skills, teamwork and positive behaviour towards learning. Specialized digital approaches have proven effective at preventing bullying by providing emotional support, increasing empowerment and changing attitudes.

A spotlight on the GEC's work towards inclusive digital transformation

Unfortunately, the benefits of digital upskilling have tended to be concentrated among those already positioned to acquire and apply digital skills. The COVID-19 pandemic starkly highlighted this reality – providing the basis for the Coalition's initial work, and for its continuing efforts to meet a fundamental need that still exists today. Roughly one-third of humanity (2.6 billion people) were still offline in 2024, including millions of children who have no internet access at school. Only about half of the schools in the world are online. Even for those who do have internet access, many schools, teachers and learners lack the capacity needed to fully utilize digital education. Resistance to change is widespread, along with a lack of the capacity needed to implement change. All these challenges exist alongside the thorny issues of how to fund and finance digital transformation in a sustainable way – both in relation to financial bottom lines, and to the ecological limits which widespread technology use increasingly strains.

Coalition Members and partnerships are addressing these layered and interrelated challenges through interventions that recognize digital transformation must be systemic to be truly inclusive – in achieving impact on the ground and in inspiring similar actions elsewhere.

Where internet connectivity remains limited or non-existent, GEC Members are adapting. For example, Imagine Worldwide, onebillion, Voluntary Service Overseas (VSO) and the Global Partnership for Education are working together to coordinate philanthropic capital, deliver adaptive learning solutions and establish infrastructure based on evidence-based practices to support Malawi's government-led Building Educational Foundations through Innovation & Technology (BEFIT) programme. BEFIT deploys adaptive software on offline, solar-powered tablets. The initiative has already reached over 640,000 primary students across more than 1,000 schools and there are plans to scale nationwide and serve up to 4 million learners annually.

Similarly, the Instant Network Schools programme transforms classrooms in refugee-hosting communities across six African countries into digital learning hubs equipped with internet, power and devices. The project aims to reach 300,000 learners, while also building the capacity of 8,000 teachers to better integrate new digital tools into their classrooms. These investments in infrastructure specifically target the most marginalized populations, so that connectivity solutions reach those furthest from digital access rather than concentrating benefits among those who are already connected.

As the BEFIT programme indicates, closing digital divides and ensuring that socioeconomic benefits reach all learners involves more than just extending internet access. Even where connectivity exists, unequal outcomes can persist for a range of reasons, including poor coordination and leadership, misaligned content hosted on poorly conceived platforms, and inadequate or unsustainable funding streams. To turn improved access into meaningful learning outcomes, teachers and learners need to be provided with the digital skills and competencies required to make the most of the new opportunities available to them.

To accomplish this, Coalition partners put educators at the centre of transformation through scalable and cascading train-the-trainer models that build sustainable local capacity. In East Africa, the Global Skills Academy, through a collaboration of the UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC), Microsoft, KPMG and Tablet Academy, aims to train more than 500,000 teachers and learners by December 2026. The collaboration uses on-site bootcamps and master teacher trainer approaches so that curriculum transformation extends beyond initial cohorts. The Digital and AI Skills Programme uses a similar methodology across Ghana, India, Kenya, Malaysia, Uganda and the United Republic of Tanzania. The project aims to equip educators with essential digital and AI competencies, which they can then pass on to their students. Another initiative in Paraguay, the Digital Skills for Technical and Vocational Education and Training (DS4TVET) initiative, aims to reach nationwide by embedding digital transformation directly within national systems, supporting curriculum reform and strengthening teacher capacity.

These capacity-building efforts will help countries to reap the economic returns of digital skills investments, in particular through making young people more employable in increasingly complex labour markets. Yet Coalition Members also recognize the need for digital transformation to cultivate civic competencies and global citizenship skills, and are working towards filling that gap. For example, Junior Achievement Europe and the Global Skills Academy engaged over 2.2 million young Europeans in European Union Code Week activities that explored technology and digital careers, while Technovation and UNICEF's AI Forward Alliance is supporting girls and young women to develop AI-powered solutions to urgent community challenges.

All this work demonstrates how the Coalition's DNA, forged in the emergency response to pandemic-era learning loss, continues to guide comprehensive approaches to digital transformation that seek to close rather than widen socioeconomic divides.





The Global Education Coalition in action

The GEC exists to be a proactive, responsive leader in demand-driven action, fostering international multistakeholder collaboration and developing resilience through digital transformation. During our six years working together, we have evolved from an emergency response mechanism into a dynamic platform for educational transformation, while still maintaining our ability to mobilize rapid, effective support.

As a unique driver of multistakeholder cooperation in education, the GEC maintains multiple action areas to drive initiatives in support of SDG 4, as well as points of interaction that invite solidarity and cooperation from broader sectoral stakeholders and beyond.





The Digital Transformation Collaborative (DTC)

Established following the Transforming Education Summit in September 2022, the Digital Transformation Collaborative operates as a specialized subgroup of the GEC. The DTC was founded with a clear mission: to shift the education sector away from fragmented pilot projects towards achieving coordinated, large-scale digital transformation.

Throughout 2025, the Collaborative delivered progress on many fronts. These included the DTC's first ever Government Capacity-Building Workshop, held at the GEC Annual Meeting in Paris in December 2025; the development of the DTC Facility to guide government engagement and cooperation among partners; and a series of active DTC engagements in countries including Brazil and Chile, demonstrating the DTC's expanding reach and commitment to country-level implementation.

The DTC Contributing Partners include:



The socioeconomic impact of digital transformation of education

Digital transformation is not only an education sector issue: it can also be a foundational enabler of cross-sectoral, inclusive and sustainable development. The DTC uses education as its strategic entry point, but its impact extends across sectors, shaping how countries prepare their workforces, deliver services, govern equitably and participate in the global economy.

By supporting governments to lead with public values and long-term planning, the DTC contributes to a range of socioeconomic outcomes that reinforce national resilience and growth. The DTC helps to:

- ➔ **Grow a stronger, digitally literate workforce**, through digitally transformed and AI-ready education systems aligned with future labour market needs.
- ➔ **Expand access to economic opportunity** by reducing digital inequalities that often sideline rural populations and other marginalized communities and groups.
- ➔ **Improve public sector efficiency**, as digital transformation capacity and cooperation spread across ministries (e.g. communications, education and finance), enhancing governance and service delivery.
- ➔ **Accelerate innovation ecosystems** through national strategies that foster entrepreneurship, attract responsible investment and enable inclusive digital economies.
- ➔ **Build greater resilience to disruption** by making education and government systems more adaptive in times of crisis (e.g. climate, pandemics, conflict).
- ➔ **Reduce asymmetries in digital implementation** by empowering governments to shape technology in service of national priorities and public interest.

How the DTC works

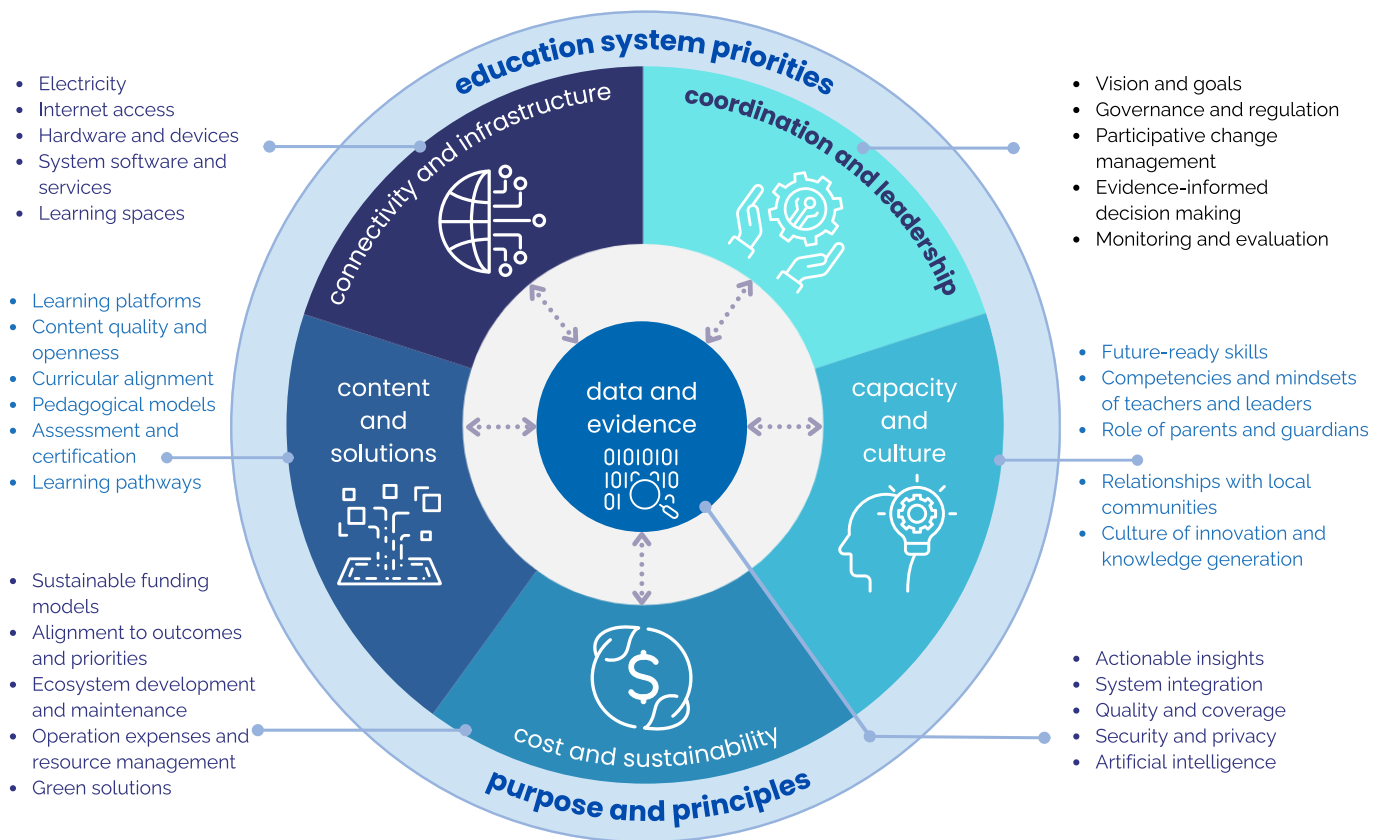
The DTC leverages innovative partnerships and resources to create sustainable improvements in digital education access and quality. The collaborative offers a wide range of services tailored to the needs of education ministries, including technical expertise and advisory services, capacity-building and training workshops, and support for developing sustainable financing solutions.

UNESCO, as the lead agency for achieving SDG 4, coordinates the work of the DTC. DTC partners operate at the global level and carry international and comparative expertise and experience in a wide range of areas. These include content development and curation, infrastructure and connectivity, assessment and planning, data management and analytics, policy development and alignment, financial engineering and funding models, and community engagement and awareness.

The DTC's work is structured around an essential conceptual tool, the [Six Pillars Framework](#), which is based on six pillars of digital transformation: coordination and leadership; capacity and culture; cost and sustainability; content and solutions; connectivity and infrastructure; and data and evidence. Each of these pillars serves as a critical component in achieving holistic and sustainable whole-of-government and whole-of-system digital transformation in education. The framework is accompanied by a Digital Maturity Model that describes three levels of maturity – emerging, progressing or transforming – as well as a digital maturity assessment tool which countries can use to map their current status, as a means to assess the next steps they need to take on the path to digital transformation. The Six Pillars Framework supports strategic planning and implementation to ensure efforts are not only technologically sound but also aligned with the wider goals of inclusivity, quality and equity in learning outcomes and in each country's education sector plan (ESP). The DTC is currently developing a capacity building programme for governments, grounded in the six pillars of the framework.

The DTC has also created an [Innovative Financing Toolkit](#), which helps governments to identify ways in which they can unlock non-traditional finance flows for education.

The DTC six pillars for the digital transformation of education framework



The DTC in action

The DTC had another active year in 2025. Multiple countries engaged with the Six Pillars Framework, while global advocacy efforts built awareness at key education events around the world.

Working with the Government of Chile, for example, the DTC supported six virtual workshops organized around the Six Pillars Framework over several weeks. The workshops built towards a national workshop that brought together over 200 participants, who collaborated to produce 200 proposed actions. The process involved key stakeholder interviews, participant surveys and virtual dialogues, and included the innovative approach of actively engaging multiple political parties to ensure continuity in light of the country's active electoral cycle. The resulting strategy and framework was [announced](#) at the XIII País Digital Summit in November 2025, representing a significant recognition of the work and evidencing a public commitment to its outputs.

This strategic inclusivity demonstrates how the DTC framework can build into national planning processes resilience that transcends political cycles. Cross-sectoral participation not only brings added insight into the consultation process but also lends legitimacy to the resulting collaboration. A country-led process designed to embed validation from across government, the private sector, academia, civil society and the technology sector embeds consensus and legitimacy into the plan from the opening engagement.

'This National Plan marks a turning point for education in Chile. It is not only about incorporating technology, but about ensuring that digital transformation becomes a State policy with continuity and sustainability. It is a historic opportunity to reduce gaps, advance equity and ensure that every student, regardless of their background, has equitable and sustainable access to the opportunities that digital education provides.'

—Esther Kuisch-Laroche, Director of UNESCO Regional Office in Santiago.

Beyond direct country engagements and in-country workshops, governments are also beginning to engage with what the DTC can offer in more in-depth ways. For example, at Ghana's Association for the Development of Education in Africa (ADEA) Triennale, 10–15 African countries gathered for pre-conference sessions exploring the [DTC Innovative Financing Toolkit](#) and the Digital Maturity Model. Feedback from the ADEA sessions confirms the DTC's core assertion that digital transformation needs to be a whole-system effort. It requires coherent coordination, strong leadership and innovative and sustainable financing strategies. As this experience shows, the Six Pillars Framework is not only a useful tool to bring together multi-sectoral stakeholders in-country to discuss a whole-of-system digital transformation strategy – it can also bring together regional actors to structure discussions on the common challenges they face and proposed solutions for overcoming them together.

The DTC and DTC partners also engaged in significant advocacy and capacity-building efforts in 2025. Sessions at the United Nations General Assembly (UNGA) and UNESCO's Digital Learning Week, both in September 2025 are good examples of the DTC's outreach work. The UNGA event at Microsoft's New York office attracted over 70 participants for a session focusing on the cost and sustainability pillar of the framework. The Digital Learning Week looked at how AI can be applied across all six pillars of the DTC framework. These sessions gave participants the chance to refine the digital maturity assessment tool through direct feedback and also addressed growing interest in how the Six Pillars Framework can work for higher education and technical and vocational education and training (TVET).



NATTHAWAT PHROMTHAISONG/shutterstock.com*

DTC lessons learned so far

The DTC has worked with several countries seeking to apply the DTC common framework to their national education ecosystems. This support for countries including Brazil, Chile, Egypt, Jordan, Morocco and Tunisia has primarily taken the form of a digital maturity assessment followed by in-country engagement workshops. A common motivator among these countries is the need to leverage digital technology to improve education services and respond to the broader digital transition affecting their economies. However, their specific contexts, priorities and expectations differ.

- » **Brazil**, as a federative system, focused on four practical challenges faced by the federal government: setting minimum quality standards for digital resources, developing innovative funding models for national connectivity strategies, ensuring interoperability of school data systems to securely track student records, and defining and measuring relevant digital skills for students and teachers.
- » In **Egypt**, the government sought to showcase and build upon its digital transformation journey, which began before the COVID-19 pandemic and helped reduce disruptions during school closures. Priorities included cross-sectoral consultations to design a sustainable connectivity model and the establishment of a digital platform to enhance student access, teacher capacity and system management.
- » In **Tunisia**, the engagement formed part of a regional initiative examining digital education in the **Maghreb** (including **Algeria, Libya, Mauritania, Morocco** and **Tunisia**). Tunisia's specific challenges included limited funding and rigid procurement procedures hindering policy implementation; the need for digital platforms to support learning, skills certification and inclusive learning pathways, including for out-of-school children or those with learning difficulty; the need to improve interoperability of data systems across ministries; and the development of digital and AI competency frameworks.

Across these and other countries, the Six Pillars Framework has proven to be a valuable resource for the promotion of a holistic, system-wide approach to digital transformation in education. The framework helps countries move beyond isolated technology deployments to integrate the six pillars of digital transformation across entire education systems.

A major strength lies in the framework's ability to bring diverse stakeholders, who often had not previously collaborated, together to explore the findings of the DTC digital maturity assessment, which is framed around the pillars of the framework. In this way, DTC engagement encourages a comprehensive view of digital transformation, covering governance, content, funding and data-informed policymaking. The framework, therefore, also functions as a capacity-building instrument, guiding countries, policymakers and other key stakeholders to understand what is required to implement digital transformation effectively and sustainably.

However, through the DTC engagements to date, several areas for improvement have emerged.

- ➔ **First**, the focus of country engagements can often depend on which ministry or department leads the digital agenda, which is not aligned with the whole-of-system approach for which the DTC advocates. When priorities reflect only one coordinating department's mandate, other critical dimensions of digital transformation may be overlooked.
- ➔ **Second**, there is a need for more practical, hands-on tools tailored to specific domains of digital transformation. Given the breadth of the DTC framework, individual departments may require targeted modules to unpack and translate the framework into actionable steps within their own contexts.
- ➔ **Third**, gaps sometimes arise between governments' expectations and the interests of DTC partners. Although the multistakeholder dialogue fostered by the framework is widely appreciated, differing priorities, both among partners and within government institutions, can weaken follow-up actions. A stronger alignment of the DTC process with national development strategies and education sector planning processes could help bridge these gaps and make implementation more effective.

The DTC Facility

Building on the learnings described above, the Collaborative has established the DTC Facility as a new government engagement model. The Facility builds on the experience gained through the DTC's multiple country engagements to date to create a structured platform where governments can engage with leading civil society, multilateral and private sector actors, as aligned partners to support national transformation. The Facility pulls together existing work using the DTC Six Pillars Framework and aligns it with each country's education sector planning and financing strategies. The engagements take place across multiple years and through three distinct phases.

PHASE 1	PHASE 2	PHASE 3
Assessment and scoping	Workshop and road map	Integration and follow up
Governments complete the DTC Digital Transformation Maturity Self-Assessment Questionnaire to establish a baseline within the DTC Maturity Model. A DTC Country Team led by UNESCO then analyses the findings, identifies priority actions and works with the government to co-design a national workshop tailored to address those priorities.	Governments and DTC partners co-create a national road map for the digital transformation of education. The road map covers policy and curriculum considerations and provides a modular capacity-building plan. The workshop and road map also facilitate the identification of financing gaps and next steps. These could include updating or drafting a national digital strategy, integrating new financing approaches or partners, or launching targeted pillar-specific programmes.	The key objective of phase 3 is embedding these co-designed road maps into education sector plans and financing frameworks – where possible, with established links to multilateral and development bank financing. The DTC provides ongoing support through technical deep dives into the six pillars when and where required, as well as offering support for policy reform, curriculum alignment and project implementation.

Accra, Ghana: Building government capacity for digital education strategies



Microsoft



In October 2025, UNESCO's Digital Transformation Collaborative and the Association for the Development of Education in Africa convened a high-level workshop in Accra, Ghana, bringing together representatives from ten African countries alongside DTC partners for an interactive session.

The session introduced the DTC's Six Pillars Framework and tools, including the Digital Maturity Model and Innovative Financing Toolkit, to help countries assess, plan and finance their digital education strategies.

Through hands-on activities and peer exchange, participants identified national strengths, challenges and policy actions across the six pillars, and then explored how AI could reinforce or disrupt each dimension of transformation. Showcasing experiences from Ghana and Rwanda through MIT's Day of AI initiative and Playlab AI, the workshop illustrated how AI can enhance teacher capacity, curriculum innovation and data-driven policy.





Global missions

The year 2025 represents a transformational year for the GEC missions, given their success in reaching the ambitious 2025 targets set at the founding of the Coalition during the COVID-19 pandemic. In the years following the pandemic, the missions sought to address core challenges felt across the education ecosystem, focusing specifically on skills development, teacher empowerment, universal access and gender equality, and reaching over 10 million beneficiaries across the four mission areas.

While the Global Skills Academy has continued towards its objective of creating pathways for learners and youth to acquire essential employment-ready skills, empowering them to thrive in an evolving global economy by 2030, the Global Teacher Campus and the Global Learning House have seen bold transformations in 2025. The GTC is moving to work more closely with UNESCO Member States, with technical inputs from partners, to develop AI competency frameworks and capacity-building programmes for teachers. The GLH, in collaboration with partners, seeks to ensure the science of learning sits at the heart of digital transformation strategies.

Meanwhile, in recognition of the fundamental importance of gender equality and the impact and influence that truly holistic and structural gender-transformative education can have on learners, educators, economies and societies, the GEC's Gender Equality mission has evolved into a transversal pillar that influences all GEC actions, missions and initiatives.

Global Skills Academy

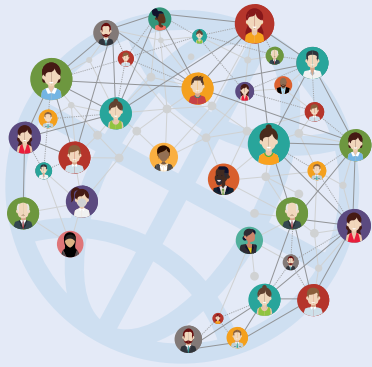
Young people need to learn and develop digital skills to boost their employability and secure their futures in rapidly changing labour markets. So, the GSA aims to expand access to high-quality, relevant skills opportunities to vulnerable youth all over the world. A 2024 World Bank pilot in Lebanon demonstrates the transformational potential this approach can have. Participants saw **significant increases** in employment and earnings, as well as notable reductions in unemployment.

At the same time, employers report that **skill gaps and talent shortages** continue to make it hard for them to find and hire skilled workers, even as demand for digital and AI-related competencies is surging. Young people, particularly those aged 15–24 who are not in education, employment or training (NEET), feel these pressures acutely. Young women and those working in informal labour markets with limited social protection are the most at risk.

Accordingly, throughout 2025, the GSA continued to facilitate technical and vocational training for young people from vulnerable and marginalized communities. Strategic partnerships with over 170 TVET institutions across 63 countries anchor a mature and expanding network spanning Africa, Asia and the Pacific, the Arab States, Europe and Latin America and the Caribbean.

The GSA model now extends beyond direct learner support. It engages a broader ecosystem of stakeholders, including teachers, trainers, institutions and employers. This evolving approach is creating new opportunities in 2026 and beyond as the GSA seeks out synergies and potential partnerships across the other newly transformed missions.

The mission's presence at the 2025 GEC Annual Meeting in March sparked meaningful debates among partners and strengthened alignment around the GSA's ambitious objective of supporting 10 million learners by 2030. This was followed by a successful and high-profile World Youth Skills Day session in Paris in July, marking the fifth anniversary mission of the GSA and the successful launch of the Skills for the Future Platform and Framework developed by UNESCO, the GSA and KPMG.



25 partners
from the Global
Education
Coalition



170+ TVET
institutions
mobilized across
the world



63
countries



2,126,028
learners

Key GSA partners include:



Regional implementation partners include:



EUROPE: Fostering digital and tech careers

Junior Achievement Europe, in partnership with the GSA, is expanding digital skills-building opportunities for European youth through **EU Code Week**.



This initiative equips **young people** with essential **digital competencies** through accessible and scalable activities, inspiring them to explore technology and consider digital careers.



With GSA support helping to raise visibility, the week-long event in October 2025 reached...



2,249,282 young participants from 39 countries, providing hands-on learning experiences that foster critical thinking, problem-solving skills, and work-readiness.

» How it works



By delivering thousands of **no-cost coding and upskilling activities** both during Code Week and throughout the year, the initiative addresses barriers to digital skills development among young people.



In 2026, additional **thematic educational campaigns** will further extend digital learning opportunities, reaching schools, youth organizations, and communities across Europe.

PARTNERS



Ghana, India, Kenya, Malaysia, Uganda and the United Republic of Tanzania: Scaling up digital and AI skills



UNESCO and the GSA, together with Microsoft Elevate, KPMG and Tablet Academy, are scaling up the global Digital and AI Skills Programme to address the growing digital divide across East Africa. Following a successful pilot in Kenya in 2025 involving 50 master trainers, the country has emerged as an example for the region. A high-level workshop held in 2025 in Nairobi convened 100 trainers and TVET institutions from across the country to support the programme's expansion.

As the Digital and AI Skills Programme scales up in Kenya and expands to Ghana, India, Malaysia, Uganda and the United Republic of Tanzania, the programme will continue to use a train-the-trainer approach, integrating AI tools and responsible AI practices. Institutions identify master teacher trainers through a digital skills review, and intensive on-site bootcamps are then carried out to ensure sustainable curriculum transformation.

The involvement of the UNEVOC network, which works directly with schools and institutions at the national level, has strengthened collaboration to ensure greater impact. Leveraging this network, the programme aims to train and provide credentials to more than 500,000 teachers and learners by December 2026. This multi-partner collaboration demonstrates the strength of public-private partnerships in advancing inclusive digital transformation, employability and lifelong learning, aligned with SDG 4 on education.

Paraguay: Developing digital skills for TVET students, teachers and leaders



The GSA, in partnership with Cisco Networking Academy and Paraguay's Ministry of Education and Science, is driving the Digital Skills for TVET (DS4TVET) initiative to strengthen the digital capabilities of students, teachers, administrative staff and policymakers. Targeting 300,000 learners nationwide, the pilot phase (June 2025–June 2026) focuses on 1,750 teachers and 18,850 students and has already reached over 3,000 learners through Cisco-designed courses in digital and AI competencies. Building on this foundation, the programme will expand to more than 20,000 trainers and beneficiaries, embedding digital transformation into Paraguay's TVET system.

By supporting curriculum reform, enhancing teacher capacity and advancing SDG 4, the initiative places educators at the centre of Paraguay's digital future.

Côte d'Ivoire: Strengthening digital and self-paced learning skills



Building on the success of a previous GSA-led capacity-building initiative in Côte d'Ivoire, Aleph committed to further strengthening digital skills throughout the country in 2025 and encouraging students' independent learning with no-cost, self-paced training.

Working with UNESCO's Country Office, Aleph provided access to the self-paced Digital Ad Certificate programme to 75 students from April to November. The training aims to kick-start careers in digital marketing by equipping students with knowledge of relevant tools and platforms and key marketing concepts. It also addresses practical skills, including brief writing, data analysis and job-readiness soft skills, supported through portfolio development and interview preparation. Thirty-three students completed the training and obtained certification, as limited internet connectivity presented challenges for some participants.

By delivering high-quality, localized, self-paced content, the project introduces scalable learning solutions that promote learner autonomy, build relevant digital skills and demonstrate new pathways for technology-enabled education in Côte d'Ivoire. Aleph and UNESCO will continue to offer the training throughout 2026 using a hybrid model that combines live online classes alongside self-paced learning and is complemented by coaching support to reduce dropout rates. Aleph is also exploring partnerships with other GEC Members to better equip students with internet-capable devices.

Global: Fostering ICT talent and innovation



Huawei's ICT Academy programme aims to develop global talent in ICT through more than 225 no cost customized courses via the Academy's Talent Online platform. Last year, more than 2,000 career certificates were obtained by Academy instructors, while more than 500 colleges and universities joined the programme.

Additionally, the UNESCO Global Skills Academy – Huawei ICT Academy Digital Skills Learning platform helps UNEVOC teachers and students, as well as lifelong learners, develop knowledge of in-demand ICT skills. The open online learning platform offers content in five languages – English, Spanish, French, Portuguese and Arabic – covering topics such as AI, algorithm and programme design, data management, cloud and computing, and app development.

In 2025, Huawei's annual ICT Competition took place, fostering innovative ideas including an AI-powered dialysis solution that showed significant improvements in treatment safety, precision, and efficiency. The 10th Huawei ICT Competition is currently underway, attracting applications from 220,000 students around the world.

Global: Strengthening green and digital skills



Thousands of learners worldwide have gained knowledge of water management systems through Festo's LX Digital Learning Portal. These no-cost digital modules are delivered in collaboration with 220 UNESCO-UNEVOC Centres across more than 140 countries, supporting equitable access to technical and vocational education and training (TVET).

The platform's content draws on industry expertise to strengthen green and digital skills. In 2026, a new technical course under the Household Electrician (HHE) Programme will be launched, including an entrepreneurship module developed in partnership with Junior Achievement. Beyond supporting employability, the courses are expected to contribute to community engagement and improved quality of life through the local application of technologies for sustainable water and wastewater management, as well as household electrification initiatives.

Africa, Latin America and Small Island Developing States (SIDS): Enhancing career resilience among vulnerable youth



As a new Member of the GSA, China POCY Group – a provider of vocational skills programming – launched the 100 Global Skills Youth Scholarship initiative to support vulnerable youth in Africa, Latin America and Small Island Developing States (SIDS) in gaining employability skills for in-demand fields.

The initiative provides technical and vocational skills training in English across four areas – intelligent manufacturing, nursing and healthcare, hotel management, and cross-border e-commerce – alongside Chinese language and cultural components. In 2026, the first cohort of 40 students will receive in-person, hands-on training and financial support to cover tuition, accommodation and international travel. Upon completion of the training programme, learners will be awarded a certificate jointly issued by China POCY Group and the GSA.

Global Teacher Campus

The first ever [Global Report on Teaching](#), released in 2024, revealed an uncomfortable truth: the teaching profession is under [unprecedented strain](#). To achieve universal education, the world will need 44 million additional primary and secondary teachers by 2030. On top of this staggering shortfall, teacher attrition rates represent another growing challenge – attrition has nearly doubled globally since 2015. Underlying these figures is the reality that in many contexts, teachers are shut out of the policy decisions shaping their work, which weakens their voice and diminishes their profession. Teachers must be supported with relevant, accessible professional development, and their expertise must be embedded in system-level planning.

The Global Teacher Campus shows what happens when this support is offered at scale. The mission has now reached over 1 million teachers globally, connecting technical innovation with on-the-ground realities to create pathways for educators to strengthen their practice and their profession even in challenging environments. The GTC's collaboration with Google and other key partners in Ukraine stands out as a particular high point of both the mission and the Coalition. Millions of dollars have been unlocked, thousands of devices have been delivered and a highly engaged community of practice has been created, which continues to reach new teachers even today. This partnership is an example of the GTC's ability to mobilize resources quickly while staying focused on meaningful skills development.

The GTC is now seeking to build on its impressive achievements. With a network already spanning more than 33 countries, the GTC's new direction will see closer collaboration with UNESCO Member States and technical inputs from partners to support the implementation of AI competency frameworks and capacity-building programmes for teachers. By integrating GTC training programmes into local continuous professional development frameworks, the GTC can support long-term sustainability and strengthen national education systems. This is the GTC's new mission.

For the rest of 2026 and beyond, the GTC plans to expand both its reach and its relevance by responding to what teachers say they need, aligning with national priorities and making sure educators themselves are shaping the programmes and policies designed to support them and their profession.

The 10 GTC partners are:



Global: Promoting teacher agency in AI usage

ProFuturo

A PROGRAMME OF:
Telefónica
FOUNDATION

U-Care Foundation



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

Teach For All
A Global Network



**Center for
Professional Learning**
at Childhood Education International



Digital Promise
Accelerating Innovation in Education

During UNESCO's Digital Learning Week in September 2025, the International Task Force on Teachers for Education 2030 (the Teacher Task Force) launched a position paper titled [Promoting and Protecting Teacher Agency in the Age of Artificial Intelligence](#). The paper draws on inputs from several GEC Members, gathered through a consultative meeting, written submissions and a survey. Its launch was accompanied by a quick guide summarizing the key messages, developed by GEC Member Digital Promise, as well as a webinar attended by 300 participants.

The paper provides a starting point for global dialogue on teachers and AI and aims to inform policymakers through a concise, accessible guide that integrates teacher agency into evolving global education narratives. By aligning leadership and capacity-building, it positions teachers as agents of change, guides responsible AI adoption and lays the foundations for system-level transformation driven by informed leadership.

Global Learning House

UNESCO launched the Global Learning House during the COVID-19 pandemic to address unprecedented school disruptions. The mission has since evolved into a global platform that brings together private sector partners, learning scientists, policymakers and volunteer educators to reach over 1 million learners worldwide. The mission's flagship platform, GLHConnect, offer learners access to 439 open educational resources (OERs) in seven languages, showcasing the GLH's clear commitment to equity and accessibility across different regions and cultures.

Looking to 2026 and beyond, the GLH's focus has shifted towards implementing evidence-based, co-created, sustainable and scalable models of education transformation, aligned with the science of learning, to close persistent learning gaps. This means emphasizing high-quality digital and AI-enabled learning as well as holistic approaches that support the full development of children and youth. It also involves creating flexible and integrated pathways across formal, informal and non-formal systems.

The mission's close relationship with the [Global Alliance on the Science of Learning for Education](#) is shaping this new direction. The Alliance brings together learning scientists, policymakers, EdTech developers and practitioners to turn research into actionable policies and practices. Much of this work focuses on Africa and low- and middle-income countries, where the gap between research and classroom practice is largest. The Global Alliance opened its first regional branch in the Asia-Pacific region and more regional branches are on the way. These branches create partnerships and research collaborations that draw on local knowledge and expertise and build capacity for applying the science of learning to education policy and practice.

The GLHConnect platform will support this work by facilitating peer learning, knowledge-exchange and capacity-building among international communities. The Early Childhood Care and Education Academy and UNESCO's [Global Happy Schools Initiative](#) are also using the platform to co-design, test and scale interventions that embed the science of learning into classroom practice and system-level reform.

The GLH builds on rigorous learning data and scientific evidence, rather than untested assumptions, with the goal of catalysing a shift in how education systems design learning experiences and define success. By connecting learning scientists with EdTech developers, and also bringing in insights from developmental psychology, cognitive neuroscience, AI and learning analytics, the GLH is helping to create better curricula, pedagogical approaches and assessment frameworks.

As a direct response to growing demand from governments and partners, GLH has established a dedicated strand on smart investments for education in the era of digital transformation. In this area, the GLH promotes strategic thinking on the design, deployment and governance of digital and AI-enabled solutions to ensure that investments align with evidence on the science of learning, as well as being cost-effective and scalable and contributing to equitable and sustainable system change.

The GLH's evolving approach puts science, technology and innovation to work creating engaging learning experiences and robust support systems that can function anywhere and anytime. As a result, the GLH has become more than just a content provider: it is building cross-sector partnerships that generate sustainable, system-level solutions to the global learning crisis, while empowering learners to navigate changing educational landscapes with confidence, resilience and purpose.

The GLH partners are:



Global: Online learning in STEM fields



As a Member of the GLH, IU International University of Applied Sciences continues to contribute to the expansion of access to STEM education worldwide. Through UNESCO's channels, its online courses have reached 250 learners across 30 countries. Additionally, emergency full-course scholarships have supported students in need, helping to ensure learning continuity during periods of disruption.

To mark International Education Day 2025, a new STEM-focused masterclass series, 'Navigating the World of AI: Core Principles and Practical Applications', was launched. Parts one and two were released in 2025, with the third instalment uploaded in January 2026. The series explores the transformative potential of AI in education and forms part of a broader programme of expert-led masterclasses.

Global: Exploring the impact of science of learning on EdTech development



Under the GLH, International Centre for EdTech Impact (WiKIT), EdCortex and the Global Science of Learning Education Network are collaborating on a survey exploring the intersection of EdTech development and the science of learning. The initiative aims to assess how EdTech providers integrate science-of-learning principles into their platforms, identify impacts and challenges, and guide global efforts to align digital learning with effective learning processes.

Preliminary results, drawn from over 80 responses, were presented at the 2nd Annual Meeting of the Global Alliance on the Science of Learning for Education in December 2025. The findings incorporate insights from global EdTech companies delivering online learning solutions for K–12 learners, including key decision-makers, such as chief executive officers, chief technical officers, product managers and learning scientists. By mapping how Science of Learning principles are applied in EdTech, the project strengthens evidence-based design, guides investment, and enhances coordination between researchers, developers, and policymakers to improve digital learning globally.





Gender equality and gender-transformative education

Gender inequality in education, as well as through and across societies, cannot be understood or solved by focusing on a single symptom, such as ‘too many girls are out of school’ or ‘growing numbers of boys are repeating grades’. Instead, gender inequality is shaped by a web of structural factors that flex and play out differently across different contexts – harmful social norms, poverty and unpaid care burdens, discriminatory laws and policies, labour market inequalities and education systems that are often under-resourced and unresponsive to learners’ realities, among others.

In some places, girls face heightened risks of child marriage and early pregnancy when they are [excluded from education](#), and in places, they even face an explicit ban on schooling. In others, boys are more likely to [repeat grades or drop out](#) before completing upper secondary, particularly where schooling is perceived as irrelevant to economic opportunities. Looking only at one of these issues in isolation can produce narrow fixes that leave the underlying causes intact.

A holistic, [gender-transformative approach](#) asks how power, norms and institutions create different barriers and incentives for all genders throughout life. Rather than looking for a ‘gender gap’ to close, it examines how curricula, teaching practices, school environments, financing practices and governance structures either reinforce or challenge inequality. It addresses the conditions that keep girls out of STEM fields even when they match boys in maths and science. It tackles the conditions that lead boys to disengage and repeat grades at higher rates in many countries. And it recognizes that crises, conflict and economic shocks can deepen both old and new forms of gendered exclusion.

This means that gender-transformative education works on two levels at the same time. It transforms education systems, and it uses education to transform gender relations across society. The education system side looks at reforming laws and policies, fairly resourcing schools, ensuring proper training and support for teachers to challenge stereotypes, integrating comprehensive sexuality education and violence prevention, and creating accountability mechanisms whereby learners and teachers, especially women and marginalized groups, have a voice in decision-making. The societal side involves equipping learners with critical thinking, socio-emotional skills and the agency that empowers them to question restrictive norms, understand their human rights and participate in all aspects of life. Education designed and governed in this way does not just reduce the number of girls or boys missing out on schooling – it reshapes the structures that produce inequality.

Accordingly, this perspective moves beyond thinking of ‘gender parity’ as the final goal – because a system may enrol roughly equal numbers of girls and boys in education while still reproducing deep inequalities. Instead, it goes deeper, asking questions about who studies what, who feels safe

and valued in learning spaces, who transitions to decent work, and whose voices count in policy spaces. Parity in numbers alone misses these important questions.

This is why Gender Equality is evolving from its mission footing within the GEC to become a transversal pillar that underpins all GEC actions, missions and activities. Truly gender-transformative education pays attention to who learns, what they learn, how they are treated and what opportunities they can access afterwards. It touches everything for which the GEC stands and works, and so it must be included everywhere the GEC acts. Through looking at root causes and acting on multiple fronts, the GEC seeks to increase the impact and sustainability of investments in education, making it possible to advance gender equality both through education (what and how learners experience) and within education (how systems are structured and governed).

The GEC's gender goals are furthered through the engaged efforts of 70 partners, including among others CJ Group, Dior, the Government of Japan, Wallonie-Bruxelles International, Intel, Prada, Technovation, Plan International, Girls Opportunity Alliance, Malala Fund, Norad, the United Nations Girls' Education Initiative (UNGEI), UNICEF, the Global Partnership for Education, the World Bank and the All-Africa Student Union.

Global: Empowering young women through mentorship and skills-building



Women@Dior & UNESCO is an international mentoring and educational programme that empowers ambitious young women from around the world, promoting both personal and professional growth. It is founded on five core values: self-care and awareness, autonomy, creativity, inclusion and sustainability. Each year, the programme connects over 300 mentees from nearly 60 countries with mentors who are global talents from Christian Dior Couture. The initiative also includes an online education platform offering access to courses and guest speakers, the Dream for Change project (an incubator supporting mentees to develop local initiatives that promote women's autonomy), a series of community-driven events and various activities around the globe.

Did you know ...

- ➔ Despite global efforts, the [number of out-of-school children](#) remains significant, with 272 million children around the world still excluded from education.
- ➔ Afghanistan is the only country in the world to prohibit access to education for women and girls over the age of 12. Almost [2.2 million girls](#) in the country are now deprived of their right to education, representing almost 80 per cent of Afghan school-aged girls.
- ➔ Girls are more at risk of early and unintended pregnancy, early and forced marriage, and violence [when they do not go to school](#). Universal secondary education could reduce early childbearing and virtually [end child marriage](#).
- ➔ Girls are significantly less likely than boys to pursue technology-related studies, even though girls are doing at least as well as boys in mathematics and science. Globally, [women represent about 22 per cent of engineering and 21 per cent of computer science fields](#). In some sub-Saharan African countries, as few as 10 per cent of students in physics, mathematics and engineering programmes are women.
- ➔ [Boys](#) are more likely than girls to repeat primary grades in 130 countries and more likely to not have an upper secondary education in 73 countries. But in sub-Saharan Africa, only 85 girls complete lower secondary education for every 100 boys who do so.
- ➔ Worldwide, [22 per cent of young people](#) are not in employment, education or training (NEET). This figure is higher for young women (24 per cent) than for young men (19 per cent).
- ➔ 57 per cent of the world's children have not gained basic skill levels, and the estimated global annual costs of skills deficits is [\\$10 trillion](#).
- ➔ Gender-equal education [strengthens economies](#), reduces inequalities and creates more opportunities for everyone to succeed.



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GEC Member collaboration and initiatives

The GEC is an open platform for collaboration, and GEC Members are successfully working together to implement in-country pilots, projects and initiatives tuned to local context in support of SDG 4. This collaborative work among GEC Members represents a key part of the GEC ecosystem, showcasing the positive impact multistakeholder collaboration can have. The GEC acts as a global community of practice for multistakeholder cooperation, creating an environment in which innovation can thrive, as the best practices and learnings gained from each initiative inspire and inform implementation in other work.

These global experiences of collaboration, combined with the DTC's new government engagement model to support governments in acting at scale, enable the Coalition to function as a looped ecosystem. The GEC's repository of case studies from around the world (detailed later in this section, categorized according to the six pillars of the DTC framework) informs DTC in-country engagements by providing invaluable data on a range of potential solutions. Meanwhile, Members can innovate knowing the DTC offers a potential pathway to scale for successful pilot projects.

Responsible AI integration across education systems

The GEC's work is guided both by the macro concerns of the education sector as a whole, via the High-Level Steering Committee (HLSC) for SDG 4, and the on-the-ground reality for Member States and GEC Members. For all these stakeholders, a key concern in 2025 has been AI – as evidenced by the large number of case studies detailed throughout this report that seek to address the challenges associated with AI's increasing prevalence in education ecosystems, while unlocking the potential benefits that the technology offers. Much like the broader topic of digital transformation, AI transcends any single pillar or area of focus: responsible AI integration requires action outside of siloed thinking.

Responsible and ethical AI development and implementation in education can advance equity, workforce readiness and institutional trust, and can help promote AI systems designed to mitigate bias and protect privacy, while expanding access to quality learning for marginalized learners and safeguarding rights and dignity. Embedding ethical AI literacy into curricula can strengthen human capital for AI-augmented labour markets and unlock the economic and social return on investment associated with digital transformation.

But for education systems struggling with digital divides, AI creates two distinct challenges. First, all learners and educators need genuine access to this transformative technology. Second, they must also have the critical competencies required to use it responsibly and ethically while preserving their human agency.

Recognizing that AI integration risks concentrating benefits among advantaged populations, the Coalition has made responsible AI adoption central to its mission of closing rather than widening socioeconomic divides in education. So, Coalition Members embed AI literacy and competencies

within holistic digital transformation strategies that prioritize educator agency, responsible adoption and equitable access.

At the systems level, Coalition Members develop frameworks and guidance to help governments and institutions navigate AI integration responsibly. During UNESCO's Digital Learning Week, the Teacher Task Force launched the position paper [Promoting and Protecting Teacher Agency in the Age of Artificial Intelligence](#). The paper, which positions teachers as agents of change, draws on inputs from several GEC Members, including ProFuturo, Digital Promise, Education International, Teach for All and Childhood Education International.

In [Accra](#), the DTC brought together representatives from ten African countries to explore how AI can reinforce or disrupt the different pillars of the DTC Six Pillars Framework for the digital transformation of education. At the event, Ghana and Rwanda shared experiences to illustrate how AI can enhance teacher capacity, curriculum innovation and data-driven policy.

Coalition Members are also scaling practical AI capacity-building initiatives to equip educators with the competencies needed to bring AI into teaching and learning. As illustrated in Accra, AI is increasingly intertwined with digital transformation, which is evidenced by the mainstreaming of AI throughout digital transformation initiatives such as the Digital and AI Skills Programme in East Africa; the Digital and AI Skills Programme in Ghana, India and Kenya, which is also expanding to Malaysia, Uganda and the United Republic of Tanzania; and the Digital Skills for TVET initiative in Paraguay.

In [Italy](#), WeSchool Education and Google collaborated on the AI Lab programme between September and December 2025. The programme equipped 2,500 teachers with practical skills to enable them to use generative AI tools to bring in real-life examples into re-designed lesson plans. An outcome of the programme was strengthening educator capacity and fostering positive attitudes toward AI-enhanced teaching practices.

In [Latin America](#), the Centro de Recursos Educativos Abiertos (Open Educational Resources Centre; CREA) portal offers open educational resources that cover subjects such as AI to support teacher development across six countries.

Looking beyond the competencies of educators to learners themselves, Coalition Members are working to empower young people to use AI to create and innovate rather than passively consume AI technologies and outputs. In 2025, Technovation and UNICEF's The AI Forward Alliance (TAIFA) accelerated its mission to empower girls. The Alliance reached over 53,000 participants globally through its AI in Action curriculum. The work enabled students to develop 1,200 AI-powered solutions that address urgent challenges facing their communities, ranging from crop disease to healthcare access.

A key aspect of making AI more accessible is empowering diverse audiences to take advantage of the opportunities it offers. Coalition Members are active here too. In January 2025, to mark International Education Day 2025, IU International University of Applied Sciences launched a STEM-focused masterclass series called 'Navigating the World of AI: Core Principles and Practical Applications'. The series explores the transformational potential of AI in education as part of a broader programme of expert-led masterclasses.

These examples represent a small sample of the work Coalition Members are doing to ensure AI in education delivers equitable and inclusive as well as impressive outcomes in education. The Coalition positions AI not as a stand-alone intervention but as a core element of whole-of-system digital transformation. As Coalition Members continue collaborating in this area, the GEC will continue to emphasize teacher agency, governance and responsible skills-building, ensuring that digital transformation and AI strengthen equity and learning outcomes, rather than widening existing divides.



Coordination and leadership



GEC Members are supporting countries and educational leaders and stakeholders to develop and implement cohesive strategies and policies, while fostering multistakeholder collaboration. In this way, Coalition Members continue to work to ensure digital transformation serves the goals of education, rather than simply implementing technology for its own sake.

For example, the Gateways for Public Digital Learning initiative led by UNESCO, UNICEF and the International Telecommunication Union (ITU) supports 28 countries in building trusted digital learning ecosystems, promoting shared standards and developing guidance and principles to support informed decision-making that reduces fragmentation and ensures sustained reform.

Global: Strengthening public digital learning platforms for national education



unesco

unicef

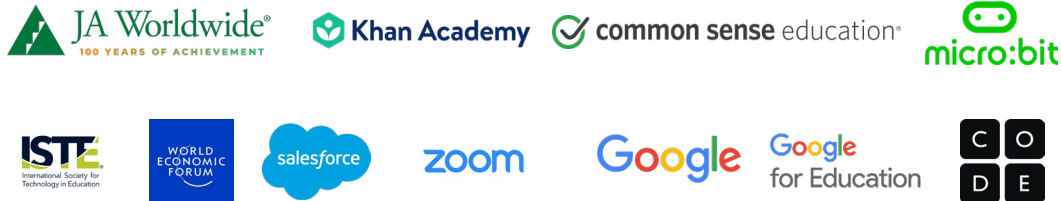


The Gateways for Public Digital Learning initiative supports countries in building coherent, trusted and inclusive digital learning ecosystems. It does this by strengthening public digital learning platforms as core components of national education systems, enabling governments to curate, govern and deliver high-quality digital learning opportunities at scale.

Across 28 participating countries, the initiative promotes shared standards, openness and interoperability to support equitable, system-wide digital learning. This includes consolidating learning resources through public repositories and national platforms; advancing interoperability to ensure content, tools and services can function across institutions and contexts; and developing shared principles and guidance such as the UNESCO–UNICEF–ITU Charter for Public Digital Learning Platforms to support informed, sovereign decision-making.

The Charter for Public Digital Learning Platforms represents the first international normative principles to help steer the development of public digital learning platforms. Its launch in March 2026 will drive scale, alongside expanded regional readiness support and global and regional convenings that mobilize countries, align partners and accelerate national adoption.

Global: Fostering school leadership on AI literacy



The Hour of AI, launched in October 2025, is a global initiative empowering students, educators and families to explore AI through hands-on activities that build confidence as creators. The initiative offers over 100 learning activities designed to help participants understand what AI is, how it works and how to use it responsibly and creatively. Activities ranging from short tutorials to guided classroom experiences are accessible through a public catalogue hosted across multiple partner platforms.

While still early in implementation, the initiative is helping participants build foundational AI skills increasingly required across sectors. Teachers report greater confidence in integrating AI both as content and as a tool, strengthening their professional profiles while students gain early exposure to skills that can expand future academic and career opportunities in an AI-shaped economy.

Code.org coordinates the initiative, bringing together organizations committed to advancing AI education and providing a shared platform, common messaging and campaign assets, social media outreach to teachers and families, and a simple system for event registration and participation. This multi-partner model enables organizations to contribute according to their strengths, including content creation, community engagement and programme delivery, such as organizing Hour of AI events, sending volunteers to schools or facilitating workshops.

Capacity and culture



Coalition Members and partnerships continue to build capacity among educators and learners while fostering a culture of inclusivity. For instance, across Latin America, Siemens Stiftung's CREA portal offers 2,000 accessible open educational resources for STEM education. Another example is Learning Planet's Youth Design Challenge, which builds young people's capacity to develop education projects and advance well-being and inclusive education. UNESCO and Huawei are also developing no-cost self-learning courses in Arabic, French, English and Spanish to strengthen the digital proficiency of literacy educators globally.

Latin America: Building educator capacity to create STEM open educational resources



Centro de Recursos Educativos Abiertos (CREA) is an online portal developed by Siemens Stiftung, a non-profit foundation, offering 2,000 accessible open educational resources that teachers can use to support STEM education across Latin America. These materials, including those contributed by UNESCO's Office for Climate Education, are available both online and offline to support teacher development across subjects such as sustainability, health, AI and climate change.

The CREA portal is linked to a teacher training programme called Creatón STEM+, which trains educators in the co-creation of locally rooted OER for STEM education. The programme is currently in a pilot phase, focusing on developing a methodological model in cooperation with local partners Pontificia Universidad Católica de Valparaíso in Chile and Ceibal in Uruguay. To date, 104 teachers have been trained in the co-creation of OER for STEM education, and 18 resources have been created and published. A parallel training programme on Open Educational Practices further fosters cooperation and co-creation among educators.

In 2026, the Creatón STEM+ teacher training model will be made available to teacher training institutions within the Red STEM Latinoamérica, a regional network of educational institutions, teachers, community members, administrators and policymakers initiated by Siemens Stiftung. Training will be provided to help replicate of Creatón materials and adapt them to diverse local contexts and needs.

Multicounty: Building AI capacity for digital governance



A collaboration between the International Telecommunication Union (ITU) and UNESCO is scaling up capacity development on artificial intelligence for the public sector. Last year, 68 civil servants from 48 countries received training through two activities: an online course delivered through the ITU Academy, and an in-person training held in Brazil in April 2025. Building on this momentum, a third training for a global cohort of civil servants will take place in Kenya in May 2026.

The partnership is anchored in ITU Academy's Capacity Development for Digital Transformation Project, funded by the European Commission as part of the Global Gateway initiative. It equips civil servants with the skills to integrate AI responsibly into public services, therefore strengthening digital governance and supporting more inclusive, efficient, and future-ready public systems.

Morocco: Improving literacy educators' digital competencies



UNESCO and Huawei continue their collaboration to strengthen the digital proficiency of literacy educators through a new set of self-paced learning courses. This collaboration builds on UNESCO's Institute for Lifelong Learning (UIL) Global Alliance for Literacy (GAL) initiative, which has supported adult literacy educators in Bangladesh, Côte d'Ivoire, Egypt, and Nigeria since 2022. Huawei joined this effort in 2023 as a GAL Associate Member and supported the expansion of the project to Morocco, in collaboration with the National Agency for the Fight against Illiteracy (ANLCA) and UNESCO's Maghreb Regional Office.

In 2025, the content was adapted from the 2022 Egyptian version of the training, and following a joint development and validation process, contextualized training content was finalized in Arabic for Morocco. Based on this, an online self-learning course was developed. To ensure these resources benefit a global audience, the course content was translated into Arabic, French, English, and Spanish, with financial support from Huawei. The instructional design of the four new courses, launched on the UIL Learning Hub in February 2026, was developed collaboratively, as were the promotion and dissemination activities to ensure broad outreach.

This open-access initiative reflects a shared commitment to digital inclusion, enabling countries and partners worldwide to adapt the training materials into national and local languages and ensure alignment with the specific cultural and linguistic contexts of their educators.

GLOBAL: Supporting young people to create sustainable education programmes

Learning Planet's annual **Youth Design Challenge** supports young people in developing projects that advance well-being, community engagement, and inclusive and sustainable education.



It does this primarily through **capacity building, mentorship and grant support** in collaboration with UNESCO and several GEC partners – the International Association of Universities, EIDOS Global, Teach for All and AIME Mentoring – supporting with visibility and dissemination, mentor outreach, youth engagement, and project evaluation.

Impact targets



Last year, **12 finalists** from 2024/25 cohort completed **5 months of online training and mentorship** to develop their project



Meanwhile, the 2025/26 Challenge launched, attracting **3,200,200 young people** aged 15-26 from **151 countries** and generating **over 700 final project submissions**.



From this cohort, **60 shortlisted finalists** will join an online training and mentoring track, which will end with **12 Youth Design Challenge Ambassadors** being selected to receive grants and further support.

PARTNERS



The projects and initiatives outlined above were facilitated and coordinated through the GEC. The following case studies highlight independently coordinated GEC Member partnerships that support the delivery of high-quality content:

Multi-country: Accelerating AI innovation and entrepreneurship for girls



In 2025, Technovation and UNICEF's The AI Forward Alliance accelerated its mission to empower 25 million girls, reaching over 53,000 participants, mentors and alumnae globally.

With the launch of the AI in Action curriculum, students developed 1,200 AI-powered solutions to address urgent community challenges, ranging from crop disease to healthcare access. Meanwhile, the AI Ventures Accelerator was launched in collaboration with UNICEF's Generation Unlimited, supporting young women in India, Mexico and Nigeria to found AI-powered fundable businesses.

TAIFA is working to bridge the gap between education, innovation and leadership. As part of this work, in 2025 it released a comprehensive future-skills framework, which aims to guide educators in an AI-first world.

Italy, Spain and France: Leveraging digital tools for student engagement and well-being



Outside In is a project that uses virtual and augmented reality (VR/AR), outdoor education and immersive digital activities to help students recognize and explore emotions. Following a pilot with 50 teachers and 320 students across two secondary schools in Spain and Italy, the project was rolled out to the first school in France for the current academic year, running until June 2026.

Schools are provided with AI-enabled pedagogy teacher training to strengthen their capacity for emotionally aware learning and 5G connectivity. The outdoor learning and emotional mapping activities aim to encourage students and teachers to view school surroundings as shared spaces, strengthen relationships within the school community and promote conversations about mental health and supportive learning environments.

Multi country: Improving STEM teaching and access to digital content



LabXchange's Teacher Ambassador Program, with support from the Amgen Foundation, delivers hybrid training to empower STEM educators. The initiative operates in 33 countries, primarily in Africa, alongside select countries in Latin America, North America, South Asia and Eastern Europe.

Trainings, led by local master teachers and LabXchange team members, build educator capacity and expand access to high-quality digital STEM content, thereby strengthening science teaching. Master teachers are identified in collaboration with regional or national education authorities, universities and/or NGOs based on STEM expertise, leadership potential and commitment to peer training. Teacher Ambassadors, selected from the training cohorts, then cascade their learning by recruiting and training colleagues and supporting local professional learning communities, engaging school leaders, district officials and community partners where possible. To date, 409 Teacher Ambassadors have been onboarded and supported the training of 32,000 teachers in designing pedagogically aligned lessons. Through this train-the-trainer model, the programme strengthens local leadership by positioning educators as change agents who coordinate regional networks, mentor peers and sustain ongoing innovation in STEM teaching.

LabXchange leads on programme design, digital content and training delivery, while the Amgen Foundation provides funding and strategic guidance to expand global reach. Through new partnerships, regional leadership networks and scalable hybrid training models, the programme continues to expand. In India, for example, a collaboration with the Indian Institute of Science (IISc) is underway to train more than 8,000 educators.

Rwanda, Zimbabwe and Nigeria: Bringing digital education to refugee and host communities.

ProFuturo

A PROGRAMME OF:

Telefónica
FOUNDATION

Te Gatsiwe
FOUNDATION

UNHCR
The UN Refugee Agency

ProFuturo and UNHCR continue to work together to enhance inclusive, equitable digital education for refugees and host community children by providing technological equipment, teacher training, and high-quality content alongside complementary activities to address the main barriers that refugees face in accessing education. These activities include school feeding programmes, community awareness campaigns promoting education, teacher–parent meetings, the provision of hygiene kits for girls and the distribution of educational materials.

Active in 26 schools across Rwanda, Zimbabwe and Nigeria, the project reached 600 teachers and 25,000 students in 2025. Participating schools can access localized curriculum for primary education, which is now available offline on Moodle.

ProFuturo delivers online training to coaches who cascade the training to teachers. Each year, participating teachers receive approximately 40 hours of comprehensive group training, usually delivered during the summer holiday period. Additionally, coaches provide one-to-one ad hoc support in schools throughout the academic year, accompanied by small group sessions and refresher training on previously covered items to support a strong community of practice at the school level.

Ghana, United Republic of Tanzania and Uganda: Enhancing science teaching through teacher training

istf International Science
Teaching Foundation


SeedScience

A collaboration between the International Science Teaching Foundation (ISTF) and SeedScience, an African-focused non-profit organisation, is improving STEM teaching across schools in Sub-Saharan Africa through strengthened teacher capacity in the use of digital materials. In Ghana, the United Republic of Tanzania and Uganda, five teachers from five separate institutions were trained during the pilot phase in the use of SeedScience's award-winning digital curriculum and in adapting digital materials. Already, 600 students have benefited from their strengthened expertise and classroom techniques. In 2026, the partnership aims to train 24 additional teachers who will then reach 6,000 students.

The ISTF leads the training and mentoring of teachers in the use of the curriculum, while SeedScience supports the design and delivery of these activities and contributes its educational network and contextual expertise across countries. Local SeedScience partners in the target countries also help ensure ongoing engagement with teachers and school administrations through regular school visits. Going forward, participating teachers will be equipped to serve as local trainers, ensuring the growth of this STEM educator ecosystem by 2027 and beyond.

Argentina and Uruguay: Strengthening digital and AI literacy for re-entry to the workforce



EscenIA is a collaborative project to build digital and AI literacy in adults in underserved communities in Argentina and Uruguay. Since March 2025, 632 instructors have completed the online training programme, while 1,350 more participated in workshops. Additionally, 2,931 adults over the age of 50—silver learners—completed the programme and 12,300 learners benefitted indirectly.

Partnerships with NGOs, community organisations and educational institutions play a key role in identifying participants and ensuring the training is relevant to local needs, while community uptake is also supported through public workshops and targeted communication campaigns, among other activities.

Eidos Global leads on overall programme design, pedagogical framework and implementation, while Google.org supports the initiative through funding and strategic backing, enabling the programme's scale, regional reach and sustainability. The project aims to directly train 1,000 instructors and directly reach 3,900 learners aged 50 and above to strengthen their AI and digital literacy, helping them re-enter the workforce, upskill within current roles or support entrepreneurial initiatives. The trainer programme is being adapted to a fully asynchronous format to support regional scaling, complemented by the integration of AI tools and strengthened partnerships.

Latin America: Preparing young women for technology careers



She's Digital is a regional programme created by Junior Achievement Americas with the support of IDB Lab aimed at improving the employability of young women aged 18 to 29 in the technology sector. Throughout 2025, with the support of GEC partners as well as additional investor and regional partners, the programme continued to strengthen implementation across Latin America, delivering technical training, international certifications, and structured transition-to-employment support to women seeking opportunities in the IT sector.

Since its launch in 2023, over 5,200 women have graduated and more than 2,500 have earned certifications in Cybersecurity (Cisco Certified Support Technician – CCST) and Web Development. The programme is delivered through a fully virtual, blended learning model, combining self-paced online content with live, instructor-led sessions and ongoing guided accompaniment.

In 2025, the programme awarded scholarships to 948 women across Brazil, Mexico and Costa Rica. Currently, it is prioritising its transition-to-employment phase which runs until March 2026, providing targeted work-readiness support and employer engagement to facilitate labour market entry. To date, over 1,600 women have secured employment, including more than 1,100 in technology-related roles.

Through four key pillars — introductory technical training in in-demand IT fields, industry-recognised certifications, development of socio-emotional and professional skills, and structured labour market transition support — She's Digital continues to advance women's participation in the technology sector across Latin America.

Italy: Equipping teachers to use generative AI in lessons



AI Lab, implemented by WeSchool in partnership with Google for Education, trained teachers across Italy in the use of generative AI tools to redesign lessons, with 2,888 educators obtaining the final certificate.

Through online self-paced learning, teachers developed competencies in prompt writing, objective-oriented use of generative AI, and critical evaluation of AI-generated outputs. These fundamental skills apply to the use of various tech tools, strengthening teachers' confidence in innovative teaching practices and experimentation while supporting their professional development. Of the teachers who participated, 5.2% taught in early childhood education, 25.7% in primary schools, and 38.7% across lower secondary and upper secondary schools. Between September and December 2025, the four-hour training course was available for teachers to attend live, which included small breakout groups with WeSchool tutors, or through an asynchronous version, which they could complete independently. In both cases, certification required passing a final skills assessment.

The training is expected to expand to additional schools, alongside teacher mentorship, scalable digital resources and strengthened partnerships to foster sustainable and nationwide adoption of effective AI-enhanced teaching practices.



Cost and sustainability

Addressing the critical aspects of funding and the long-term maintenance of digital education programmes is a growing challenge in the face of mounting debt, staggering debt interest payments and the contraction of traditional finance flows into education.

To address this, Coalition Members and DTC Partners have worked closely together to develop the [DTC Innovative Financing Toolkit](#). This toolkit helps demystify the many innovative ways governments can seek to unlock non-traditional finance flows for education. Building on this foundation, In January, several GEC Members held roundtables at a Bett-hosted Ministerial Symposium in London, United Kingdom, seeking to inspire a reimagination of education finance to meet the mounting global learning crisis.

London, United Kingdom: Ministerial symposium on reimagining education finance



Four roundtable sessions at the Bett Ministerial Symposium in January brought together global education leaders to address critical challenges in digital transformation. UNICEF led a session sponsored by Apple, the OECD facilitated discussions with Microsoft's support, European Schoolnet hosted a Lenovo-sponsored roundtable and UNESCO led a critical session on innovative financing for digital transformation in education, sponsored by Cambridge.

The UNESCO-Cambridge session addressed the stark challenges facing education systems, the potential to address them through digital transformation of education ecosystems, and how that potential is largely going unrealized due to ongoing digital divides created by the education financing crisis.

After a framing presentation on the financial landscape, participants used the DTC's [Innovative Financing Toolkit](#) in hands-on co-design activities exploring innovative financing models. The session strengthened understanding of sustainable investment pathways, bridged concepts with practical implementation through real-world case studies and catalysed cross-sector dialogue, allowing ministers and stakeholders to identify feasible approaches to transition from pilots to scale.

Content and solutions



Meaningful learning gains depend not only on access to technology, but on content that is aligned with curricula and pedagogical aims and designed to support diverse learners. Coalition Members and partnerships are working to ensure digital solutions and content meet local needs and contexts.

The Digital School Project in Zambia, for example, offers flexible digital learning pathways through no-cost content on shared tablets, mock exams and community support. The project has reconnected 3,370 excluded adolescents to education via 32 Open Learning Centres. Another example is the partnership between the University of the People and the United Nations High Commissioner for Refugees (UNHCR), which is providing 5,000 refugees worldwide with no-cost IBM professional certificates in data analytics and cybersecurity that stack toward degree programmes.

The following case studies highlight independently coordinated GEC Member partnerships that support the delivery of high-quality content:

Malawi: Scaling offline tablet learning nationwide



Imagine Worldwide, VSO, onebillion and the Global Partnership for Education (GPE) are supporting the Malawi government as it scales up the nationwide Building Education Foundations through Innovation and Technology (BEFIT) programme. The government-led initiative uses adaptive software on offline, solar-powered tablets to strengthen literacy and numeracy across schools. The programme has reached 643,600 primary students across 1,089 schools since scale-up efforts began. It has also trained 18,000 educators and engaged over 100,000 community members to ensure local capacity for a sustainable, nationwide learning system.

At full scale, BEFIT will serve nearly 4 million primary students each year across the country's 6,000 primary schools. While it is a government-led and nationally owned programme, the design and rollout of BEFIT is a collaborative effort among several partners, with the goal of full government management and funding once at scale for long-term sustainability. Imagine Worldwide mobilizes time-bound philanthropic funds to build the initial infrastructure, government capacity and evidence base. It then works with local implementation partners to support schools in launching the programme and transitions schools to government management on a rolling basis over time. There are currently eight local implementation partners, including VSO, which was part of the initial pilot programme using the onebillion software. This adaptive software provides a full literacy and numeracy curriculum for the programme. The Global Partnership for Education provided funding for some years of the programme and is engaged for further funding possibilities.

Zambia: Reaching out-of-school adolescents through digital learning



The Digital School Project offers a flexible digital learning pathway to reconnect out-of-school adolescents aged 13–18 through an accelerated shared tablet devices education programme called Digital Open Learning, which helps prepare learners for grade 7 national exams. Content and support are delivered by school facilitators through 32 Open Learning Centres, which are attached to government schools and form part of the Ministry of Education's Youth and Adult Learning Strategy, with support from its Directorate of Open and Distance Education. The project pilot has reached 3,370 out-of-school adolescents and has trained 128 facilitators and school leaders through multi-day in-person workshops. Discussions are under way to extend and scale the project beyond December 2026. To support this, Zambia's Ministry of Education has engaged in a review of VVOB's Education Scalability Checklist, which examines key aspects of project implementation, including funding possibilities, Ministry of Education involvement, capacity to sustain the intervention, levels of innovation compared to current interventions and linkages with country strategy.

Global: Providing digital skills certifications to refugee-learners



In December 2025, University of the People (UoPeople), the world's first tuition-free, accredited online university, and UNHCR established a partnership to provide 5,000 refugees and displaced persons worldwide with no-cost access to online learning and professional certificate programmes.

Open to refugee learners aged sixteen and above, UNHCR's in-country staff promote the opportunity among relevant populations. The coursework, offered in English, is accessible on any internet-enabled device, allowing learners to study at their own pace. The curriculum, via IBM's SkillsBuild platform, covers in-demand digital skills such as data analytics and cybersecurity. Learners can earn globally recognised credentials and, upon completion, can apply course credits towards degree programmes at UoPeople, opening education and job pathways.

Global: Increasing access to early literacy digital tools



Global Digital
Library

Curious Learning is collaborating with Global Digital Library to expand the reach of early literacy materials through its Curious Reader app. The app provides content and interactive storybooks in more than 60 languages across 227 countries and territories, supporting children in learning the fundamentals of reading.

The partnership aims to increase access to educational reading materials in children's mother tongues worldwide. To support this, social media campaigns encourage parents to download the app, and preloaded devices are distributed to support learning at home.

The Curious Reader app integrates the legacy app, Feed the Monster, with interactive storybooks, enabling children to start with foundational activities and progress to more advanced literacy content as their skills develop. In 2025, over 25,000 learners advanced from Feed the Monster to the interactive storybooks, contributing to a total app reach of one million learners worldwide during the same year.

Latin America: Tailored AI learning



Eidos Global, in collaboration with Microsoft, launched Generation AI, a multi-format initiative to expand AI literacy among diverse audiences in Argentina, the Plurinational State of Bolivia, Chile, Colombia, Paraguay, Peru, Mexico, and Uruguay.

The initiative includes a hybrid train-the-trainers model that equips educators and facilitators with AI knowledge and pedagogical tools, enabling them to replicate the training within their communities; a self-paced online course for the general public focused on practical and relevant applications of generative AI; and a self-paced course for public sector professionals, emphasising responsible adoption and the potential of generative AI to improve public services, decision-making, and institutional productivity. To date, the two self-paced courses have engaged 41,131 active participants, with 16,546 completions. The train-the-trainers track has reached 707 participants, with 324 completions. Learner attainment is supported through a user-friendly, self-paced design, practical activities, clear learning pathways, and, where applicable, reinforcement messages delivered via the platform.

Eidos Global leads instructional design, pedagogical strategy, and implementation through its regional delivery network, with enrolment driven primarily through its institutional partners. Microsoft provides technical expertise and strategic guidance on generative AI capabilities. The initiative aims to reduce digital and AI skills gaps, improve job readiness, and expand access to emerging technology knowledge, particularly for populations facing barriers to formal training. In 2026, MentorIA, a customised AI tutor, will continue its integration across formats and learning experiences to enhance personalisation, learner support, and engagement.

Connectivity and infrastructure



By focusing on expanding access to devices and connectivity, Coalition Members are working to close access gaps to enable all learners and teachers to meaningfully participate in technology-enabled education. A good example of this, discussed below, is the Instant Network Schools programme, which aims by December 2026 to reach 300,000 learners and train 8,000 teachers across its 165 sites, with 50 additional sites launching later in 2026.

Africa: Bringing digital education to refugee communities



The Instant Network Schools (INS) programme, a partnership between UNHCR, the UN Refugee Agency, and Vodafone Foundation, transforms classrooms in refugee-hosting schools into digital learning hubs. In collaboration with Learning Equality, the programme enables access to open-source digital learning platforms that support the use of contextualized and locally relevant educational content. INS aims to reach 500,000 learners and train 8,000 teachers in the use and integration of digital tools in teaching by December 2026. Across Kenya, the United Republic of Tanzania, the Democratic Republic of the Congo, South Sudan, Egypt and Mozambique, 164 Instant Network Schools sites are now equipped with internet, power and devices, allowing access to online content. In 2026, 38 new INS sites will launch in Egypt and 10 more in Mozambique.

UNHCR works in partnership with Ministries of Education and local education authorities to identify schools and classrooms to benefit from INS. The programme is designed to align with national priorities and school-level needs. At the school and community level, implementation engages head teachers, teachers, and school management committees. In several contexts, parents and wider community members are involved through sensitisation meetings and school-based engagement, particularly where schools are positioned as shared digital learning hubs that can support broader community learning and protection objectives. Each INS is supported by a local coach who provides in-service training and support for learners and teachers.

Learning Equality provides a curated, offline-capable digital learning platform (Kolibri) with content aligned to national curricula. Content for learners covers life and digital skills, safety and language learning to support inclusion, progression and future pathways, while teacher resources include digital lesson resources, pedagogical guidance and context-relevant professional development materials. This is accompanied by teacher professional development, which uses a blended model of in-person workshops, virtual training, school-based coaching and a train-the-trainer approach. It focuses on the practical classroom integration of technology, digital pedagogy, learner-centred teaching, safeguarding, and the use of online and offline content for lesson planning, assessment and differentiated instruction.



Advocacy, data and knowledge-sharing

Global advocacy continues to be a major focus area for the GEC, alongside the promotion of the importance of reliable data and knowledge-sharing among key stakeholders.

The GEC Annual Meeting creates important knowledge-sharing opportunities among GEC Members and government representatives from UNESCO Member States. The 2025 meeting was held at UNESCO Headquarters in Paris on 23 and 24 March and welcomed 244 delegates representing 120 organizations from across 40 countries. The event included 2 full days of events, convening 17 sessions, workshops and panels, and included capacity-building workshops for representatives of 54 governments.

Other opportunities for advocacy and knowledge-sharing have been created through UNESCO's Global Alliance on the Science of Learning for Education, which advances digital innovation and evidence development on the practical implementation of science-of-learning principles. In 2025, EdCortex, the International Centre for EdTech Impact and the Global Science of Learning Education Network collaborated to survey how EdTech providers integrate science-of-learning principles to strengthen evidence-based design and enhance coordination between researchers, developers and policymakers. Meanwhile, in Viet Nam, the We Are ABLE project strengthened policy frameworks for gender equality while empowering educators and communities through innovative advocacy approaches.

Global: Advancing the science of learning for education



Under the GLH mission and following the success of the inaugural Meeting in 2024, UNESCO hosted the 2nd Annual Meeting of the Global Alliance on the Science of Learning for Education in December 2025. The event, themed 'From Research to Results: The Science of Learning in Practice', continued the conversations initiated with GEC Members in 2024, with a strengthened focus on operationalizing the science of learning through knowledge-brokering and digital innovation.

The gathering also saw two thematic tracks introduced that reflect emerging priorities in the field. The first is knowledge-brokering for the science of learning in education, which involves exploring systems, capacity and infrastructure to translate research into meaningful change. The second is the science of learning and digital technologies, which involves unveiling new survey findings and insights on how the science of learning can inform the design of digital solutions and evidence-based product evaluation.

VIET NAM: Strengthening inclusive education policies and activities

The **We Are ABLE - Achieving Better Living and Education Phase II** (2023-2025) project, implemented in collaboration with Viet Nam's Ministry of Education and Training (MOET), empowered educators, schools and communities to create more inclusive and gender transformative learning environments.

It also strengthened MOET's policy framework for gender equality and amplified youth leadership and visibility at national and sub-national levels.



Across **15 targets schools** in Cao Bang, Ninh Thuan, and Vinh Long, **more than 8,000 students**—most of them from ethnic minority backgrounds—and their parents directly

benefited from the second phase of the We Are Able interventions. These initiatives

included training students as 'change agents' establishing or strengthening student-centered counselling mechanisms, and facilitating interactive sessions for parents.

In addition, hundreds of teachers and key administration staff enhanced their professional practice through trainings in gender-responsive counselling, experiential learning and communication activities aligned with the competency-based national curriculum. Schools also benefitted from improved access to learning materials and digital equipment.

How it works

Student change agents translated classroom learning into action by creating advocacy artworks, leading peer discussions on gender equality, and developing the confidence to speak in public and school-level forums. Through multi-sectoral collaborations, innovative advocacy approaches – from documentaries and exhibitions to music festivals – amplified awareness and national commitment to girls' empowerment through education.

Building on this foundation, UNESCO and CJ are currently consulting on next phase of the We Are ABLE project, which aims to advance girls' education through STE(A)M education in Viet Nam, which a planned launch in March 2026.

PARTNERS



Voices of impact recipients

'The's a facilitator who shared that in just two months, she saw more growth in some learners' reading skills than she used to witness in an entire school term under traditional methods.'

Mwanza Mambo, Monitoring, Evaluation, Accountability and Learning Advisor

Digital School Project, VVOB in Zambia



'One of the main strengths of this project is that it is not a parallel system. It is woven into Zambia's existing education infrastructure and aligns directly with national priorities.

From the outset, we collaborated with the Curriculum Development Centre to ensure that all content on the Digital Open Learning platform meets Grade 7 learning standards.'

Morgan Mwila, Project Coordinator

Digital School Project, VVOB, Zambia

'When you look at our area around here, you find that the majority of the learners who drop out of school are girls. We are seeing others who dropped out of school because of teenage pregnancies...coming back to enrol.'

Kantu Koma, Coordinator

Mtendere Primary School, Lusaka, Zambia

'[It's] always very difficult to explain without visual aids, not easy to find in my country. The video was truly helpful and students began to find science fun and easy to understand because they could relate each topic to their daily lives and surroundings.'

Hannington Senono, Teacher

*Aroma Memorial High School, Uganda
ISTF and SeedScience partnership to improve science
teaching skills*

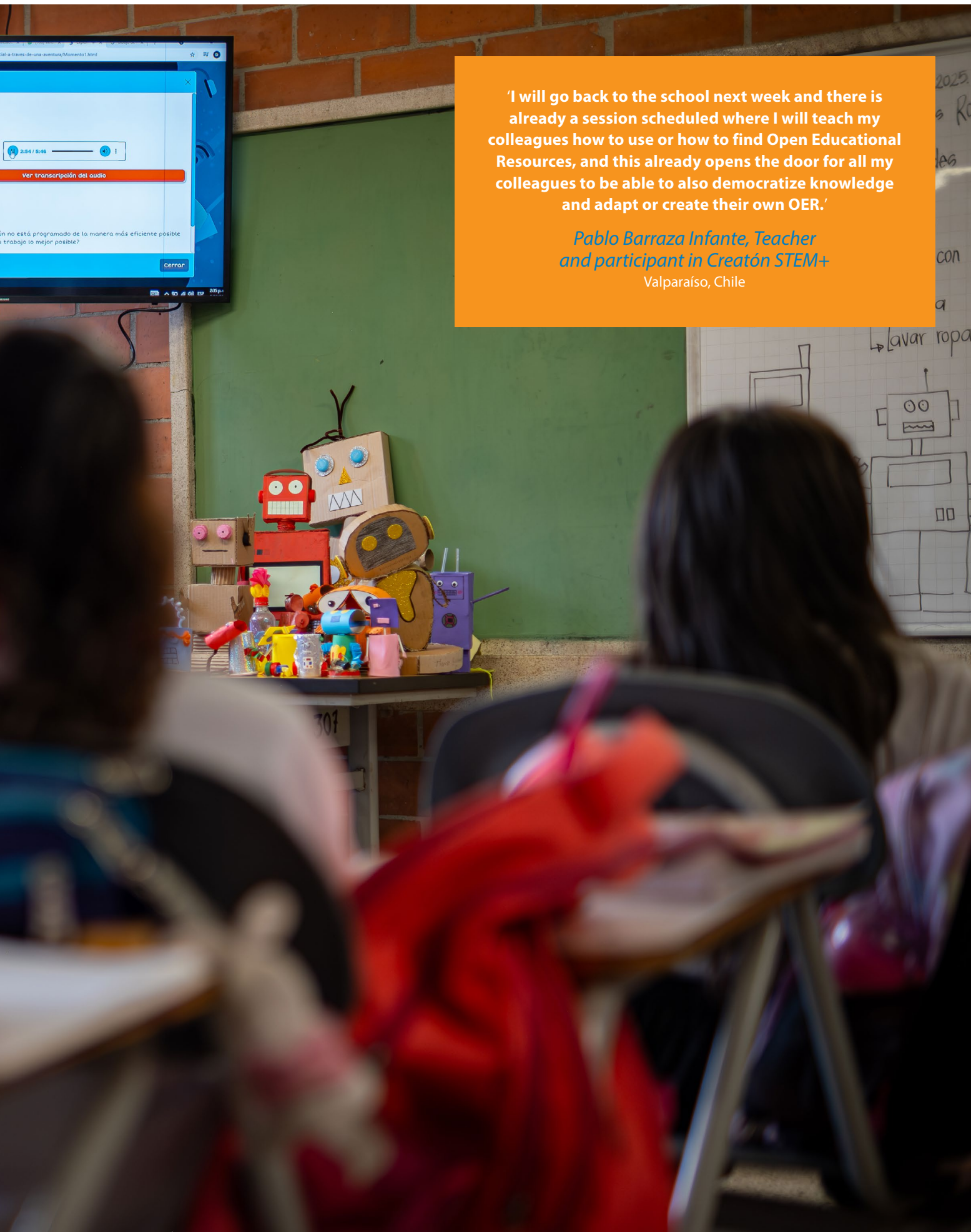
'It is not only about taking part in the training, creating an Open Educational Resource, working with technology to support education, but also about generating something that contributes to our professional growth. We can later compete in selection processes and present our merit portfolio with an international publication of our OER. If I am able to create, I can also share it freely, openly, and I think that is good in terms of the democratization of knowledge as well.'

*Gustavo Sosa Martinez, Teacher trainer and
participant in Creación STEM+
Uruguay*

'The Youth Design Challenge instilled in me the confidence needed to continue to enact change in my community and beyond.'

**Azucena Sandoval, 17, Grounded Futures,
Learning Planet Institute Youth Design
Challenge Finalist**

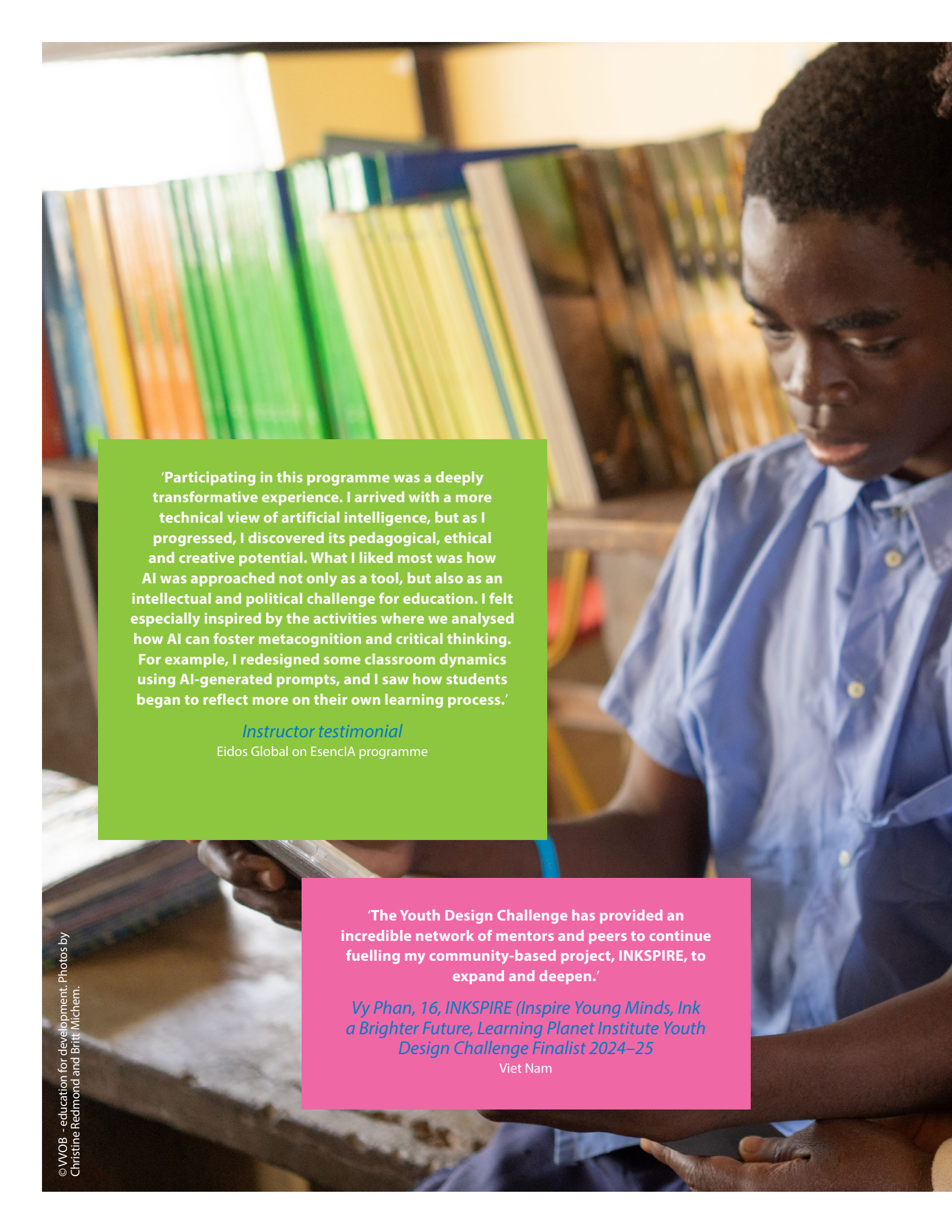
United States of America



'I will go back to the school next week and there is already a session scheduled where I will teach my colleagues how to use or how to find Open Educational Resources, and this already opens the door for all my colleagues to be able to also democratize knowledge and adapt or create their own OER.'

*Pablo Barraza Infante, Teacher
and participant in Creatón STEM+*

Valparaíso, Chile

A young man with dark skin and short black hair, wearing a light blue button-down shirt, is looking down at a small electronic device he is holding in his hands. He is in a library or study area, with a bookshelf filled with books of various colors (green, yellow, orange) visible in the background. The lighting is warm and focused on him.

'Participating in this programme was a deeply transformative experience. I arrived with a more technical view of artificial intelligence, but as I progressed, I discovered its pedagogical, ethical and creative potential. What I liked most was how AI was approached not only as a tool, but also as an intellectual and political challenge for education. I felt especially inspired by the activities where we analysed how AI can foster metacognition and critical thinking. For example, I redesigned some classroom dynamics using AI-generated prompts, and I saw how students began to reflect more on their own learning process.'

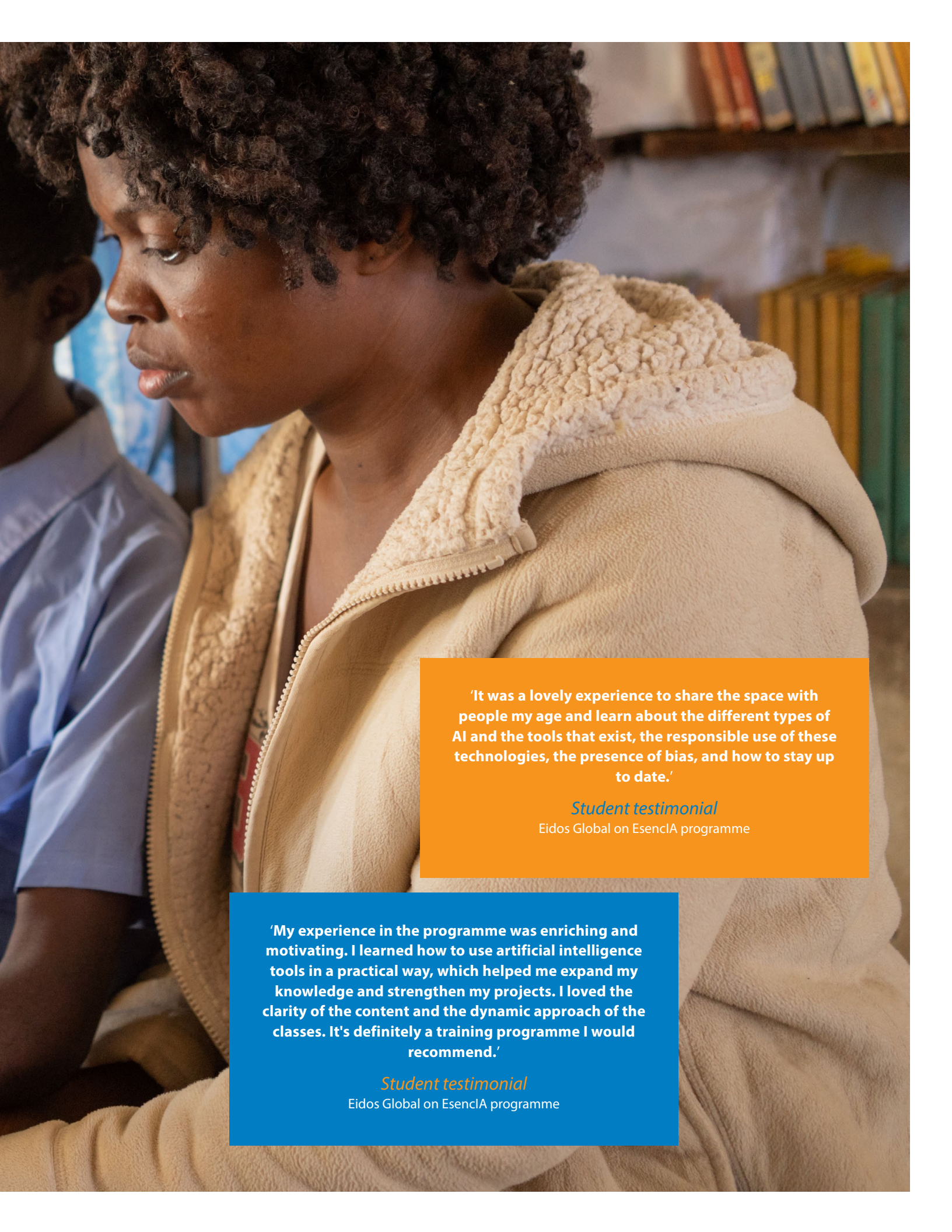
Instructor testimonial

Eidos Global on Esencia programme

'The Youth Design Challenge has provided an incredible network of mentors and peers to continue fuelling my community-based project, INKSPIRE, to expand and deepen.'

Vy Phan, 16, INKSPIRE (Inspire Young Minds, Ink a Brighter Future, Learning Planet Institute Youth Design Challenge Finalist 2024–25)

Viet Nam



'It was a lovely experience to share the space with people my age and learn about the different types of AI and the tools that exist, the responsible use of these technologies, the presence of bias, and how to stay up to date.'

Student testimonial

Eidos Global on Esencia programme

'My experience in the programme was enriching and motivating. I learned how to use artificial intelligence tools in a practical way, which helped me expand my knowledge and strengthen my projects. I loved the clarity of the content and the dynamic approach of the classes. It's definitely a training programme I would recommend.'

Student testimonial

Eidos Global on Esencia programme

Lessons learned and looking forward: The path to 2030

Lessons learned in 2025



National ownership combined with multistakeholder cooperation can lead to sustainable scale

- ➔ Government-led partnerships between governments, private sector and multilateral organizations can achieve transformational impact and reach hundreds of thousands – or even millions – of learners.
- ➔ Digital transformation succeeds when private sector and multilateral partners provide technical expertise, content and capacity-building that support and strengthen national systems rather than circumvent them
- ➔ Programmes need pathways to scale before they launch, rather than having these pathways designed after pilots end. Programmes are more likely to succeed in the long term when they map these pathways from the outset, including securing government commitment, private sector buy-in and philanthropic support.



Knowledge transfer and locally adapted content are essential for successful capacity-building

- ➔ The GEC is able to create collaboration and peer learning opportunities that go beyond traditional technical assistance models. Whether through regional workshops, network-based initiatives or other methodologies, the Coalition can facilitate knowledge exchange not just between Members, but also among countries and governments facing similar challenges.
- ➔ Train-the-trainer models build local leadership and embed knowledge transfer within communities, rather than creating dependencies on external expertise.
- ➔ Content that is available in multiple languages, able to adapt to local contexts and to integrate with national curricula, achieves higher engagement and more lasting adoption than one-size-fits-all approaches.



Connectivity, systems thinking and local engagement are key to inclusive and holistic digital transformation

- ➔ Inclusive digital transformation is impossible without effective offline and low-connectivity solutions. Adaptive software on solar-powered tablets, offline digital learning platforms in refugee contexts and hybrid models enable pragmatic digital transformation in a world without universal connectivity.
- ➔ Digital transformation is most effective when it follows whole-of-system thinking. Programmes that simultaneously train teachers, engage parents and communities, strengthen policy frameworks, provide infrastructure and deliver quality content can lay the foundations for sustained transformation.
- ➔ Programmes that trust the agency of young people to develop education projects and AI-powered solutions to the challenges facing their communities generate locally relevant innovation at scale.



Strategic coordination and evidence-based innovation are needed to further digital transformation in education

- ➔ The GEC's focused missions and initiatives continue to demonstrate the willingness of disparate organizations to mobilize around shared missions and methodologies.
- ➔ Responsible AI adoption in education must go deeper than technical training alone; it requires policy frameworks, protection of teacher agency, the empowerment of youth as creators, and public sector capacity-building.
- ➔ Informing EdTech design with the collection of student feedback and monitoring of progress across institutions and countries, and collaborative surveys on EdTech development and guiding it through the science of learning should will elevate standards and should guide investment.

GEC milestones for 2026

GEC milestones for 2026

Digital Transformation Collaborative (DTC)

- Expand DTC workshops and in-country support to additional countries.
- Formalize DTC Capacity-Building Programme and develop per-pillar outlines.

Flagship missions



Global Skills Academy (GSA)

- Strengthen partnerships with private sector organizations to expand training opportunities.



Global Teacher Campus (GTC)

- Identify key UNESCO Member State Partners
- Establish a technical support team from key partner organizations
- Develop a country-led framework for action



Global Learning House (GLH)

- Survey partners and convene a half-day policy dialogue at GEC Annual Meeting
- Establish regional branches of the Global Alliance on the Science of Learning for Education to co-design more impactful and context-relevant mission objectives



Gender Equality Pillar

- Coordinate with all mission and initiative leads and partners on the incorporation of a gender equality lens across all activities.

GEC milestones to 2030

Digital Transformation Collaborative (DTC)

- Run DTC Facility capacity-building programmes with 50 governments and policymakers.
- Develop case studies from early adopters of the Six Pillars Framework to share best practices globally.
- Establish the DTC as a global benchmark for multistakeholder collaboration in digital education transformation.
- Support country-led digital transformation in education initiatives at scale.

Flagship missions



Global Skills Academy (GSA)

- Reach the goal of equipping 10 million youth with employability skills by 2030, with a focus on future-ready capabilities, including AI literacy and green skills.



Global Teacher Campus (GTC)

- Implement the refreshed framework for action
- Develop scalable models for teacher professional development and AI capacity-building that can be adopted globally.



Global Learning House (GLH)

- Build the largest global network for science of learning, EdTech developers, practitioners and decision-makers to inform evidence-based educational policies
- Deepen research collaborations through the Global Alliance on the Science of Learning for Education.



Gender Equality Mission

- Ensure gender-transformative framing and key performance indicators are present in all activities and reporting for GEC missions and initiatives.

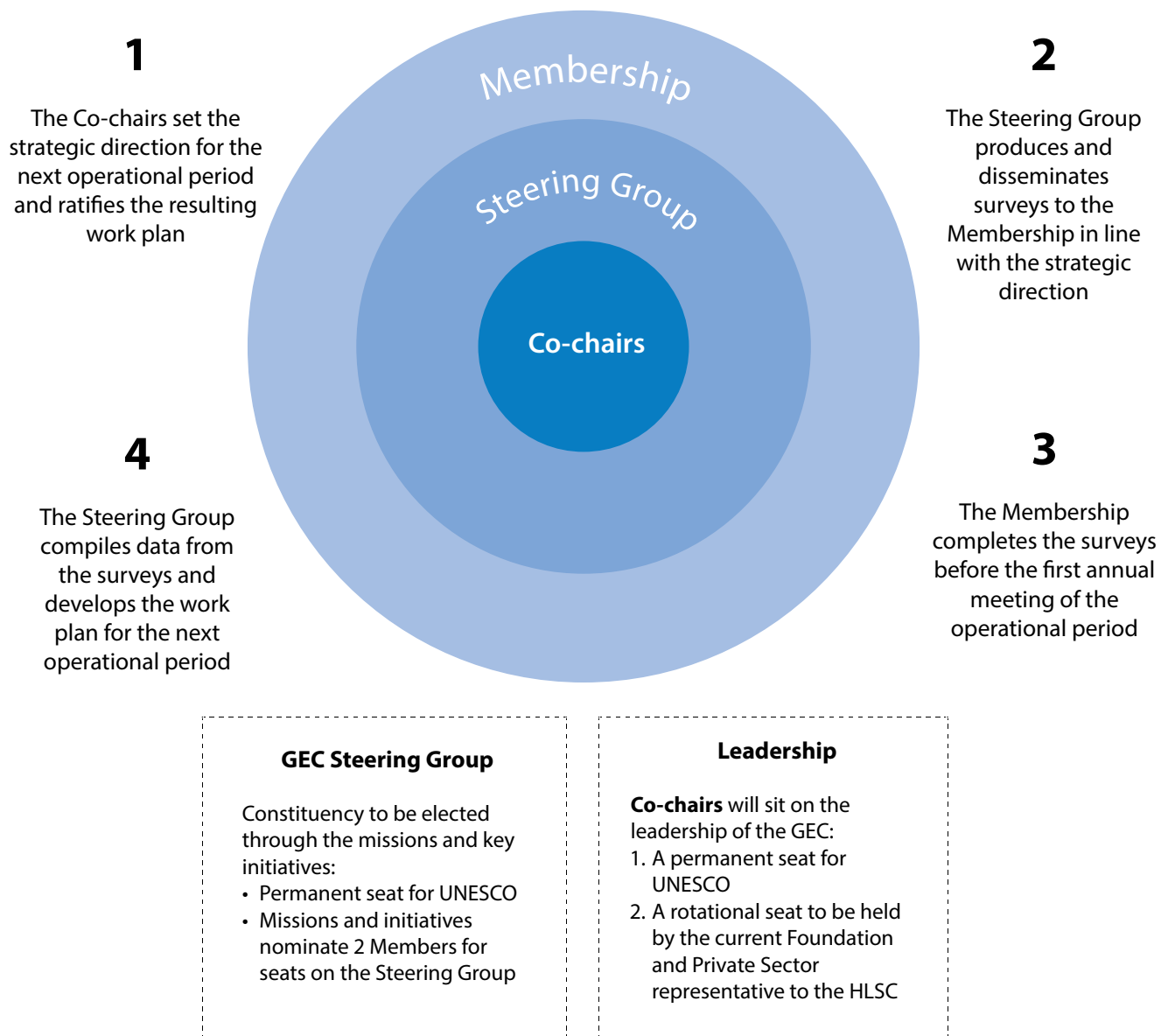
Proposing a Governance Mechanism for the Coalition

As a multistakeholder coalition, the GEC's governance structure should support the co-design of the Coalition's workplan through a clear process that consists of a two-year planning and strategy cycle. To facilitate this, the GEC Secretariat has carried out consultations with a representative sample of the Membership with the objective of laying out a representative governance structure, which is detailed below.

The co-chairs, comprising a permanent UNESCO seat and a rotational seat held by the current foundations and private sector representatives of the HLSC for SDG 4, sets the overall strategic direction for each operational period. The GEC Steering Group, made up of one permanent UNESCO seat as well as representatives elected internally by each mission and key initiative, then gathers input from the Membership through distributed surveys and inputs, before synthesizing insights into a coherent draft workplan.

All GEC Members then help to shape the workplan. They provide input mainly through Steering Group surveys, which go out before annual meetings at the end of each two-year period. This ensures all Members have the chance to identify priorities, surface emerging challenges and propose new areas of collaboration.

The governance process will work in a loop. The leadership articulates strategic direction, the Steering Group compiles and analyses Member input to develop a draft workplan, and the draft workplan then comes back to the leadership for ratification. This structure means the workplan reflects global education priorities and the broader sustainable development agenda and represents the perspectives of the Coalition's Membership, while also maintaining the operational flexibility needed to respond swiftly to changing educational contexts.



Conclusion

The Global Education Coalition was formed six years ago as an emergency response to the COVID-19 pandemic and the unprecedented learning crisis it unleashed. Its success to date stands as proof that coordinated multistakeholder action can transform digital education from a potential agent of inequality into a tool of socioeconomic opportunity.

It is now clearer than ever that achieving SDG 4 by 2030 demands transformative action across multiple fronts. The international community must scale up domestic and international education financing; recruit, train and support tens of millions of additional teachers; develop and implement new evidence-based pedagogies rooted in the science of learning; close geographic and socioeconomic equity gaps; advance gender-transformative approaches that benefit all students and can push broader gender equality throughout society; maximize the opportunities offered by digital technologies, while also bridging digital divides; strengthen data systems for evidence-based decision-making; and elevate education in high-level political dialogues and financing decisions. There is a lot to do, but together we can compound our collective impact and unlock new and innovative solutions to the problems and challenges we face.

As this annual report has shown, clear convergences have emerged around global issues such as the increasing intersection between AI and education. Another core convergence revolves around the education finance crisis, which intersects with and exacerbates the ongoing learning crisis that the GEC was formed to fight. And the challenges of education financing are made even more severe by the high capital and operating expenditure associated with whole-of-system digital transformation of education ecosystems. So, to achieve the GEC's strategic priorities, greater access to funding is needed – including through closer alignment with philanthropic funds.

To date, philanthropies represent just 5 per cent of the Coalition's 242 Member cohort. This gap represents an opportunity for further engagement around shared missions that can unlock the innovative potential the Coalition continues to demonstrate. In the past 12 months, successes such as the successful hosting and incubation of the Global EdTech Alliance of Alliances have provided clear examples of where GEC engagements can lead. In light of these successes, as well as the macro headwinds we face, strategic and mutually beneficial engagements with aligned philanthropies may represent an opportunity to which we should look forward.

Either way, there is no time to waste. We are past the halfway mark; there are less than five years to go until 2030. The moment demands that we accelerate our combined efforts, deepen collaborative partnerships and stay focused on our commitment to secure every learner's right to quality education.

The Global Education Coalition

Advancing SDG 4 through multistakeholder collaboration

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

This progress report of the Coalition builds on documents published in September 2020, March 2021, March 2023, March 2024 and March 2025. It covers activity between then and March 2026.

Stay in touch

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