



Celebrating five years of impact and driving action for SDG 4

The Global Education Coalition

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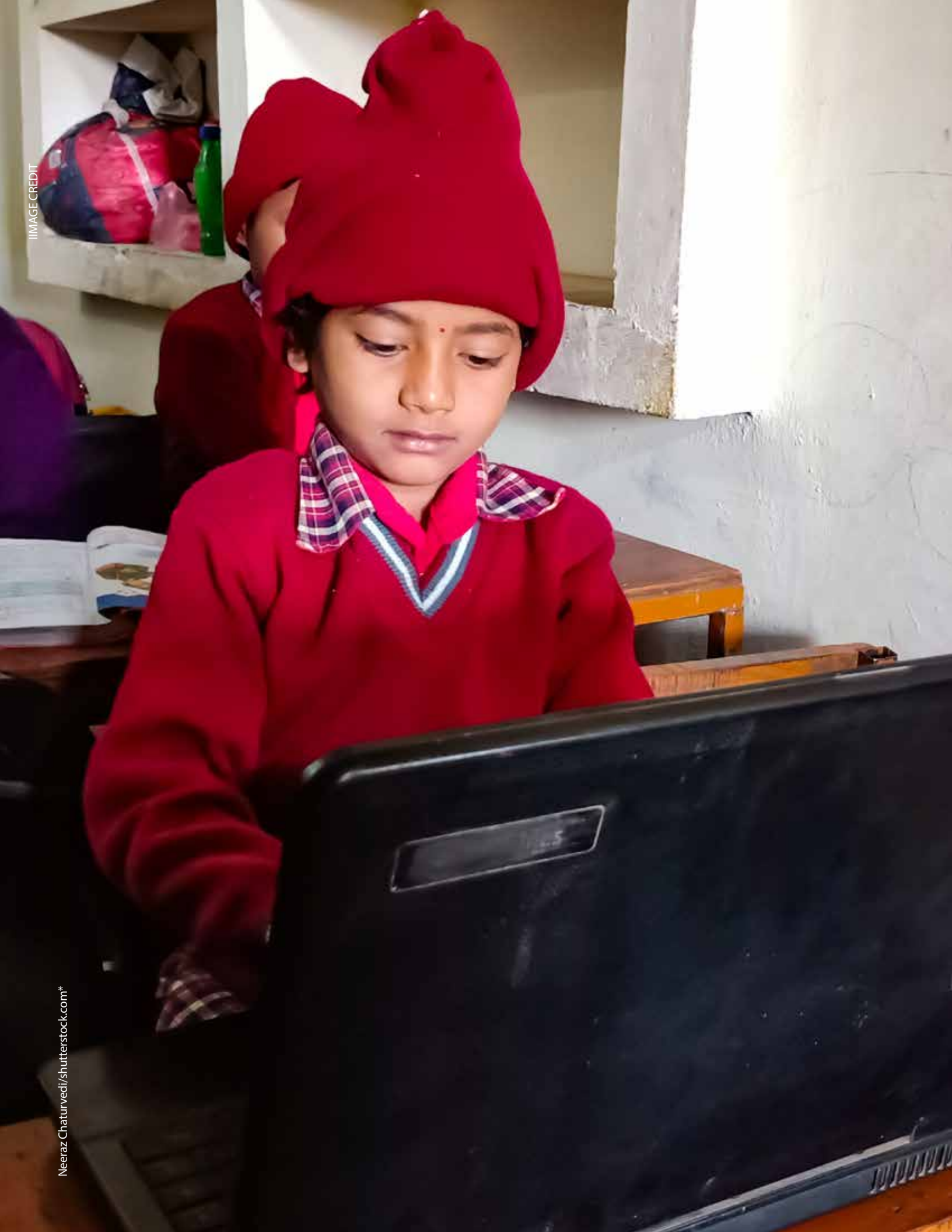
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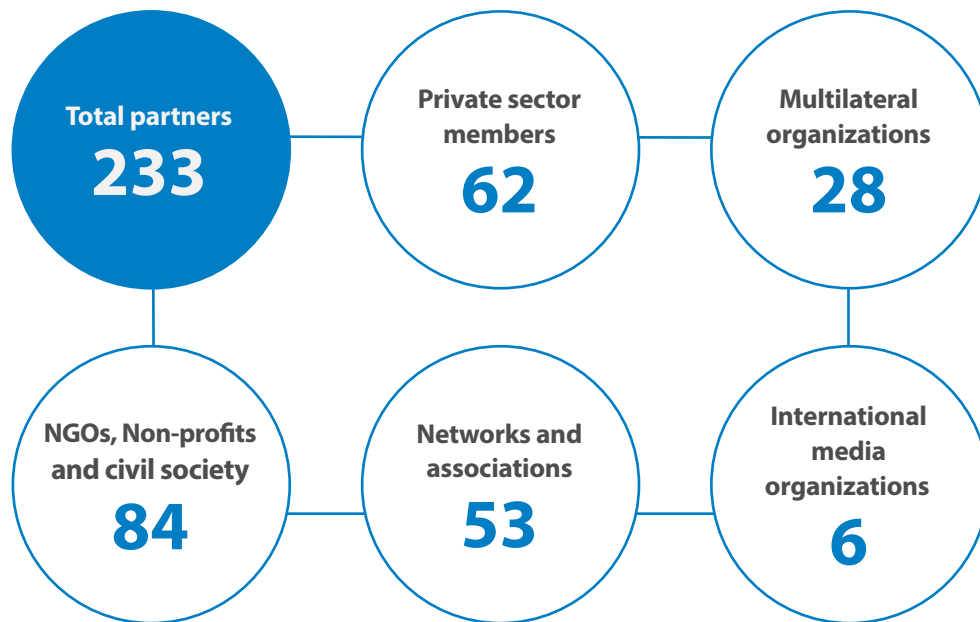
"Partnership is the only way forward. This Coalition is a call for coordinated and innovative action to unlock solutions that will not only support learners and teachers now, but through the recovery process, with a principal focus on inclusion and equity."

Audrey Azoulay

UNESCO Director-General

The Global Education Coalition in numbers

5 years of coordinated multistakeholder action for SDG 4



The Global Education Coalition (GEC) is active in **112 countries** and among its proudest achievements, the Global Education Coalition has, since its creation:



Helped **1,000,000+ youth** develop employability skills.



Trained **1,000,000+ teachers**.



Offered learning resources to **over 1,000,000 learners** studying foundational subjects, including science, technology, engineering and mathematics.



Reached **7,528,453 learners affected by gendered barriers to education**.

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

Looking forward, the Global Education Coalition seeks to boost:

- ➔ Digital transformation of education: By 2030, the Digital Transformation Collaborative will support 50 countries in designing national digital transformation of education strategies.
- ➔ Youth employability: the Global Skills Academy will help 10,000,000 youth develop employability skills by 2030.
- ➔ Teacher education, including AI skills: By 2030, the Global Teachers Campus will support 25 countries to integrate digital and AI competency frameworks in teacher education and professional development.
- ➔ Science of learning and policymaking: By 2030, the Global Learning House will set up the largest network of science of learning experts and decision-makers to inform the application of science of learning in decision-making.





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Introduction: A renewed Coalition for SDG 4

As the Global Education Coalition (GEC) marks its fifth anniversary, we stand as the largest multistakeholder platform addressing unprecedented educational challenges in achieving SDG 4, while leveraging digital transformation and partner cooperation to unlock new opportunities for change. With just five years left until 2030, **251 million** children and youth are still out of school worldwide. This disparity is particularly evident in low-income countries, where 33% of school-aged children lack access to education, compared to merely 3% in high-income nations.

The complexity of the current educational crisis manifests in multiple dimensions, affecting equity, quality and relevance. For example, learning poverty – the inability to read and understand simple text by age 10 – affects nearly **six out of ten children globally**. Some regions feel these dimensions more than others, with more than half the out-of-school children and adolescents **concentrated in sub-Saharan Africa**.

From a lifelong learning perspective, global youth unemployment stands at 65 million, with a **fifth of young people** not in education, employment or training (NEET) in 2023. Not only are these numbers startling but the current challenge extends beyond access to education, with a growing mismatch between acquired qualifications and labour market demands becoming increasingly apparent.

The education crisis does not simply fall at the feet of learners, with teachers also feeling the full force of global education's complex and multifaceted crises. Many regions face **critical teacher shortages**, high student-teacher ratios and inadequate training opportunities. This is a global phenomenon

with regional variations. For example, sub-Saharan Africa alone requires **15 million new teachers**, while higher-income countries struggle with retention as teachers leave the profession at increasing rates. Also, with new digital teaching and training tools and the promise offered through the use of AI to support the work of teachers, and with **only 40% of primary schools worldwide** having internet access, it is more important than ever to address the digital divide affecting teachers everywhere.

Formed as a response to the COVID-19 pandemic – when an unprecedented learning crisis prevented almost **1.6 billion children and youth** from attending school worldwide – innovating to respond to crises and build resilience is a part of the GEC’s DNA. As stated, the GEC is a multistakeholder platform for SDG 4 to help countries develop resilience by accelerating inclusive, equitable and sustainable digital transformation while facilitating the rapid mobilization of international solidarity to offer crisis response support to Member States to ensure learning continuity and the right to education.

Through our action-oriented missions, we have supported over 1 million learners to gain **employability skills**; empowered over 1 million **teachers** to develop digital skills and access professional development opportunities; and helped over 1 million learners access resources to develop **foundational skills** and gain support for subjects they find challenging at school. The **Gender Equality Mission** remains a key mission of the Coalition, too, as we work to ensure equal access to education for all.

Together, we see how digital transformation can drive the innovation needed to transform education to meet the crises outlined above while also helping countries develop the resilience needed to face the unknown crises that may lie ahead. However, true transformation cannot occur through ad-hoc or piecemeal implementations. Sustainable transformation will only be possible through holistic, whole-of-government and whole-system responses. While digital transformation offers new opportunities to meet these challenges, bridging the digital divide must remain central to all digital transformation strategies.

Here, the **Digital Transformation Collaborative (DTC)** represents a unified voice on digital transformation of education, advocating globally for a just, sustainable, human-centred, equitable and inclusive digital transformation and support for country-led actions and local ownership. Through its jointly developed **Six pillars for the digital transformation of education**, the DTC has co-created a holistic model to support applications of systems thinking on technology and education, organized around six dimensions, coordination and leadership, connectivity and infrastructure, cost and sustainability, capacity and culture, content and solutions, and data and evidence. This framework and its aligned assessment tools were co-designed by DTC members including UNESCO, UNICEF, GPE and Microsoft to support governments to ensure that technology is integrated into education systems in comprehensive, sustainable, ethical and human-centred

ways through holistic strategies and aligned action plans that mobilize cross-sectoral and multistakeholder partnerships.

In this way, our Coalition and the missions and initiatives within it are already meeting the call put out by the [Global Digital Compact](#) at the Summit of the Future in September 2024. The Compact marks a pivotal moment and represents the first comprehensive global framework for digital cooperation and AI governance, establishing concrete commitments to connect all people, schools and hospitals to the internet. It specifically addresses educational transformation through several key mechanisms, with multistakeholder cooperation – as exemplified by our Coalition – serving now as a key lever in global efforts to meet the crises we face.

The [2024 Fortaleza Declaration](#) adopted by over 650 participants, including more than 50 ministers at the Global Education Meeting on 1 November 2024, adds to this political momentum and marks out clear challenges by emphasizing innovative educational strategies that prioritize equity and inclusion. The Declaration particularly addresses the financial crisis in education, including the stark disparity between low- and high-income nations. Increasingly, financing education needs to be prominent in our conversations moving forward. Yet, these conversations should also now cover the price of inaction, considering that the cost of educational gaps and out-of-school children to the global economy will add up to [more than \\$10 trillion annually](#) by 2030. That is equal to the combined economy of both France and Japan.

Taken together, all these educational challenges mean that as we come together on our fifth anniversary, we find ourselves at a critical juncture with just five years remaining to achieve SDG 4. A complex web of crises represents the challenge before us, but globally, we can meet them if we band together. This moment offers us a chance to renew our collective efforts, in line with the tenets of the Global Digital Compact and the call put out in the Fortaleza Declaration, to transform education, but also to reflect on all we have achieved together since we first coalesced around the need for immediate responsive action to the learning crisis brought about by the COVID-19 pandemic.

Now, standing together as an effective and experienced global coalition for education with a proven track record, we can refresh and refocus our shared commitment to SDG 4. As the clock counts down to 2030, there is no time to lose. Therefore, as we enter our sixth year together, we must remain open to global education's evolving challenges and continue developing our collaborative working practices and relationships to secure every learner's right to education.





A global platform for the transformation of education

The GEC, as a broad network of of **233 Member organizations**, has three primary functions:

- ➔ **Mobilizer and coordinator:** The GEC is a committed mobilizer and coordinator of agile response, assistance and support. In times of crisis and emergency, the Coalition draws upon the collective strength and commitments of its broad membership base to rapidly mobilize resources and support to meet the needs of national governments.
- ➔ **Accelerator for SDG 4:** Rooted in its commitment to SDG 4, the GEC serves as an accelerator for educational transformation. Leveraging the diverse levels of engagement, expertise and resources represented by its membership, the Coalition actively drives equitable transformations at the local, national, regional and global levels.
- ➔ **A model for multistakeholder collaboration:** Embodying the spirit of collaboration, the GEC is a dynamic platform for multistakeholder engagement. Uniting multilateral organizations, the private sector, civil society, non-profits, networks and associations, and media partners with governments and other collaborative initiatives, the GEC stands as a testament to the power of collective action.

Who we are

With an extensive membership base, the GEC draws strength from a multifaceted network of partners. Private sector involvement is pivotal, boasting 62 members who actively contribute to the Coalition's impact and support of SDG 4. The Coalition also encompasses 84 civil society and non-profit members along with an impressive representation from 28 multilateral international organizations as well as 53 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 heightened visibility serves as a catalyst to garner 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. Simultaneously, donors, including multilateral and bilateral organizations, governments and philanthropies, can benefit from the cooperative and well-coordinated resource mechanisms afforded by the Coalition.

Azerbaijani support

Azerbaijan's \$1 million USD contribution to the Coalition stands as a strong example of the impact Member States can have by aiding multistakeholder cooperation in support of SDG 4 through the Coalition. This core support helped strengthen the foundation of three of the Coalition's key missions, transforming offerings and augmenting their impact.

Global Skills Academy advancement

The funding enabled comprehensive digital training material development, strengthened local coordination mechanisms, facilitated educator training programmes and fostered crucial partnerships with local institutions.

Global Teacher Campus enhancement

The support catalyzed the development and scaling of digital pedagogical tools, empowering teachers with essential skills in hybrid teaching methodologies, curriculum adaptation, broadcast-based instruction and integrated technology solutions for both remote and classroom-based education.

Global Learning House reach

Through targeted support, the initiative significantly expanded educational access in underserved communities, providing vital digital resources and literacy programmes where they are needed most.



GEC Members

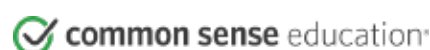
Multilateral partners



Network and associations



Civil society and non-profit organizations



Private sector



Tencent 腾讯

acer

ASTRID



coursera

Uber



CreateView

WeSchool



zoom

IDEO

Acadiate



IBM SkillsBuild

FACEBOOK



McKinsey & Company



turn



Media partners



New Member showcase

The Global Education Coalition continues to strengthen its mission through the incorporation of new Members.

- **HP** brings its extensive technology expertise and commitment to teachers and digital learning solutions to the Coalition.
- **Digital Promise** contributes with its innovative approach to closing the digital learning gap through research and advocacy.
- **Faria Education Group** contributes through its comprehensive educational technology solutions and online learning platforms.
- The **International Centre for EdTech Impact** adds valuable insights on measuring and evaluating educational technology effectiveness.
- The **Research Schools International** brings academic research expertise.
- The **UCL Institute of Education** brings further academic excellence and extensive research capabilities into the GEC.
- **Beekee** contributes solutions for offline digital learning in areas without internet or power access.
- **Adelbar** adds experience in sustainable impact investment and educational development.
- **Axim Collaborative** brings extensive knowledge of online learning platforms and experiences.
- **Cambridge University Press & Assessment** brings comprehensive educational resources and assessment capabilities serving learners worldwide.
- **Raspberry Pi** provides expertise in accessible computing technology and educational hardware development.
- **Fundação Tellescom** brings experience in developing projects for primary education educators with the goal of promoting youth employability, focusing on the creative industry and technology.

These new members significantly enhance the Coalition's capacity to address global educational challenges and promote inclusive, quality education for all.

How we work

- The GEC is an open platform with agile coordination methods. UNESCO's role is to broker and facilitate cooperation, build synergies and help match country needs with the resources and services of Coalition Members. Member profiles and their commitments can be found on the GEC website.
- The Coalition Secretariat is an agile team based in UNESCO Headquarters and is responsible for resource and expertise coordination, communications, reporting and organizing both the in-person and online meetings of Members. The GEC benefits greatly from the secondments of staff from GEC Members to its Secretariat. In 2024, the Secretariat benefited from three of these secondments from KPMG.
- GEC Members are invited to openly collaborate with each other to achieve the common goals of the Coalition, with UNESCO serving as a convening, coordinating and connecting founding member. A digital channel allows Members and the Secretariat to share updates and questions with one another.

Traditionally, GEC Members contribute three types of support:



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



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



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

Within the GEC, the Digital Transformation Collaborative (DTC) works as a tech-focused subgroup of the GEC's membership that aims to mobilize resources at national scale in collaboration with governments to advance their visions to leverage sustainable digital transformation in education to achieve SDG 4.

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





A new operating model for the GEC: Defining our future together

To secure and enhance the benefits the GEC provides to both the Member States it serves and the member organizations that form its constituency, there is a pressing need to evolve our governance and operational model as we move through and beyond 2025. In this regard, initial consultations with UNESCO representatives – as the Coalition's founding and coordinating member – and several active GEC Members took place through 2024.

The consultation process involved:

- ➔ **Interviews:** Conducting 22 interviews with key stakeholders, including UNESCO colleagues, field offices, GEC Members, private sector representatives, foundations and multilateral organizations.
- ➔ **Workshops:** Organizing four workshops focused on GEC processes, tools, organization and governance.
- ➔ **Analysis:** Reviewing global partnership programmes and feedback from UNESCO central services and active GEC Members.

The primary objective of this process was to establish a shared vision of a sustainable governance and operating model for the GEC that would address existing weaknesses while capitalizing on the Coalition's strengths as identified by partners throughout the interviews. The output of the process is a two-year transitional roadmap, which will move the Coalition towards a new and sustainable operating model. However, we must take these next steps together.

The proposed governance and finance models outlined below have also informed early drafts of new Terms of Reference for the GEC. These drafts are now open for Member review. As we aim to build a more sustainable and effective platform for educational transformation that can better serve its diverse stakeholders and accelerate progress toward SDG 4, we invite all active Members to work together to refine and define these Terms of Reference.

A co-created governance model

The recommended governance structure is designed to balance agility, inclusivity and accountability, all key aspects of the GEC's DNA as highlighted throughout the consultation process. It is based on a two-year planning and strategy cycle, and emphasizes preserving the collective spirit of the Coalition while maintaining operational flexibility.

The proposed model includes three key components:

1. Leadership:

- ➔ Co-chairs will include:
 - A permanent seat for UNESCO as founding and coordinating member.
 - A rotational seat held by the Foundations and Private Sector representatives of the High-Level Steering Committee (HLSC) for SDG 4.
- ➔ Leadership will set the strategic direction for each operational period and ratify work plans.
- ➔ This structure ensures an organic link between the GEC and the HLSC while maintaining strategic alignment with broader education goals.

2. GEC Steering Group:

- ➔ A constituency comprised of a seat for UNESCO, representatives of mission and key initiatives, and seats for Donor Members:
 - A permanent seat for UNESCO as founding and coordinating member.
 - 2 representatives elected internally by each mission and key initiative.
- ➔ Responsible for compiling data from Member surveys, developing work plans and disseminating surveys to GEC Members to seek input for work plans.

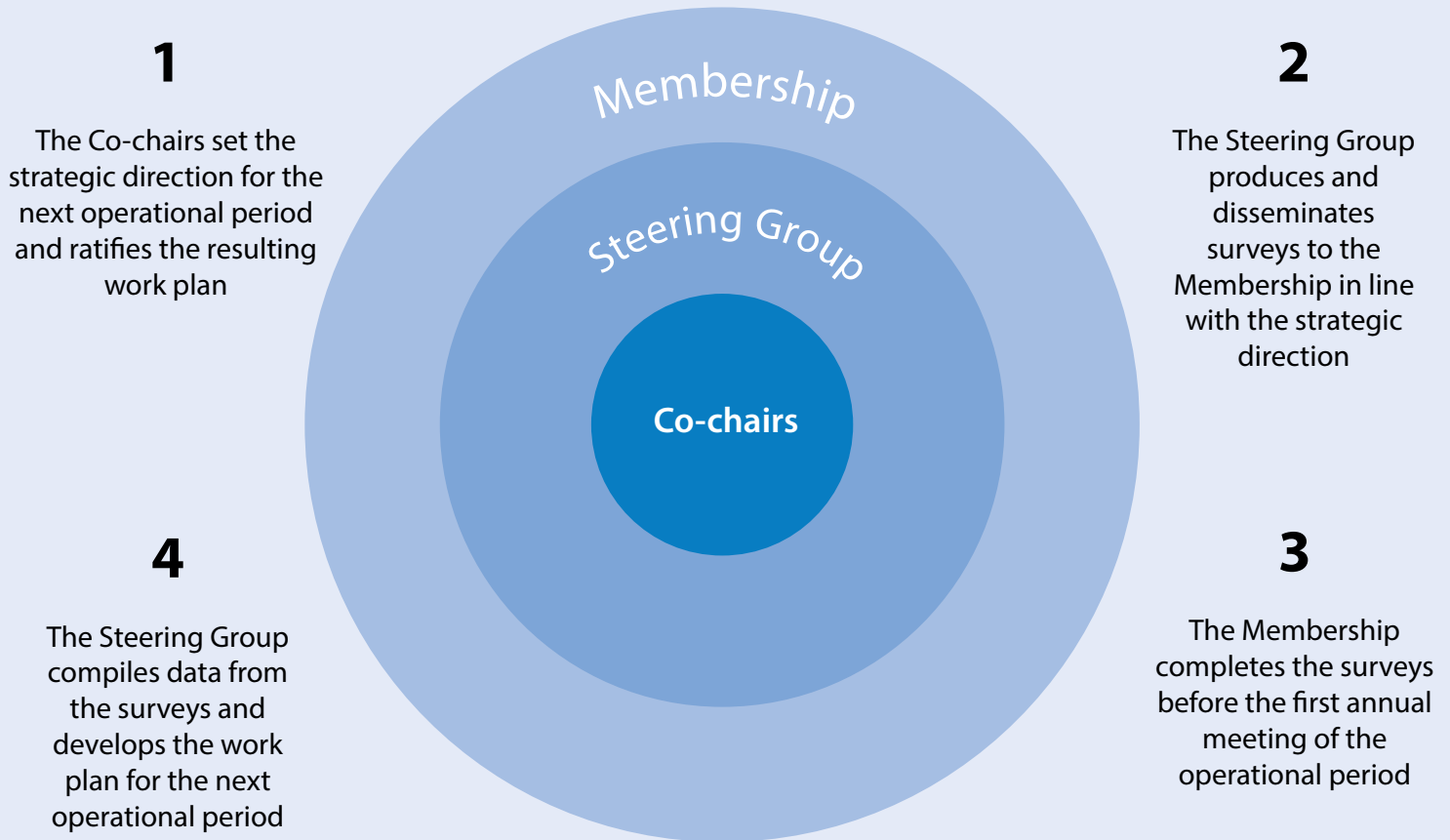
3. GEC Members:

- ➔ Members will provide input via surveys before annual meetings at the end of each operational period.
- ➔ This participatory approach enhances inclusivity and offers tangible benefits to Members.

The governance process follows a clear sequence:

1. Leadership sets the strategic direction for each operational period.
2. The Steering Group compiles Member input via surveys to develop a work plan.
3. The work plan is presented to leadership for ratification.

Collaborative GEC governance model



GEC Steering Group

Constituency to be elected through the missions and key initiatives:

- Permanent seat for UNESCO
- Missions and initiatives nominate 2 Members for seats on the Steering Group

Leadership

Co-chairs will sit on the leadership of the GEC:

1. A permanent seat for UNESCO
2. A rotational seat to be held by the current Foundation and Private Sector representative to the HLSC

A sustainable financing model for a stable and viable Coalition

As clearly identified by participants throughout the consultation process, a sustainable financial model is essential to ensure the Coalition's long-term viability. This financial model will support a core team that includes a programme coordinator, programme assistant, partnerships administrator, communication manager, community coordinator and fundraiser. The GEC core team will be responsible for maximizing the Coalition's strengths and opportunities as identified throughout the consultation process.

This will itself involve the implementation of alternative and ad-hoc funding strategies, such as partnerships with philanthropies for purpose-driven initiatives, sponsorship opportunities and regular fundraising activities. However, the most sustainable source of funding for a cooperative multistakeholder initiative will be financial contributions from the membership. Therefore, voluntary financial contributions are proposed, based on three core principles. Key features include:

Voluntary contributions:

- ➔ Members can contribute voluntarily towards annual coordination costs.
- ➔ Members are encouraged to collaborate where necessary to meet fundraising goals.

Transparency:

- ➔ All contributions will be publicly shared on the GEC website.
- ➔ The GEC Secretariat will be responsible for producing transparent annual fundraising targets, budget proposals, and records.

Tangible benefits:

- ➔ Members will receive clear benefits as identified throughout the consultation process, such as:
 - Access to a diverse network
 - Collaboration opportunities
 - UNESCO's coordination and assistance
 - Fundraising support
 - An agile operational framework.

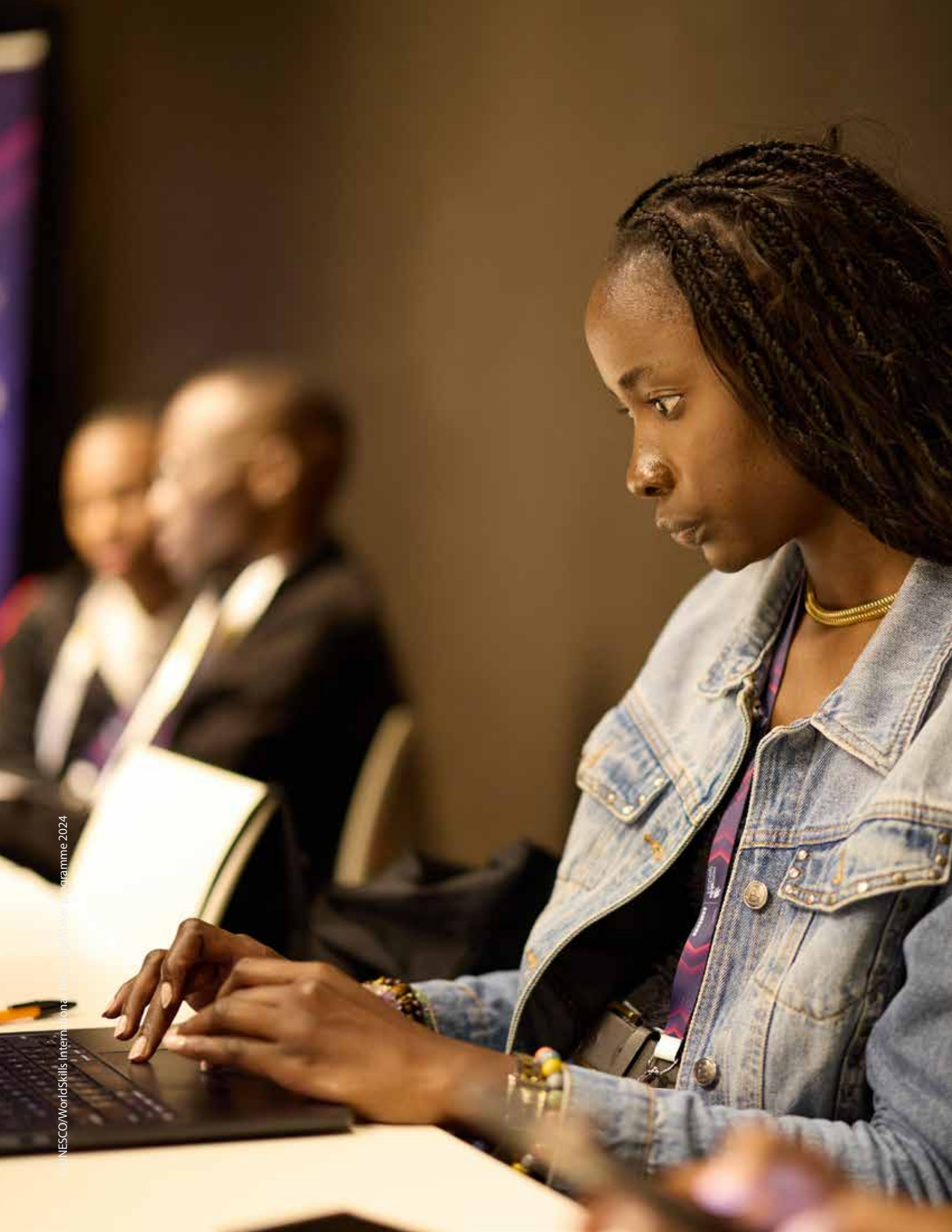
Next steps

As discussed above, the proposed governance and finance models have informed the drafting of new Terms of Reference and a new Charter for the GEC. These documents, once finalized, will codify the new operating model for the Coalition and lay the foundations for a long-term future that is self-supporting and self-sustaining:

The Global Education Coalition is a multistakeholder platform for SDG 4 to help countries develop their education systems by accelerating inclusive, equitable, and sustainable digital transformation and facilitating the rapid mobilization of international solidarity to offer crisis response support to Member States and build resilience to ensure the continuity and the right to education.

However, as a multistakeholder platform, it is important for these documents to be representative of the membership. Therefore, to build on the consultation process, the draft Terms of Reference and Charter documents are now available for public review by all active GEC Members. Following this further round of consultations, the finalized documents will be presented to the membership for ratification in preparation for the first two-year planning and strategy implementation period of the new operating model.





A renewed Coalition able to meet new challenges and leverage opportunities

Strategically scheduled back-to-back with the G20 Education Ministers' Meeting under the Brazilian G20 Presidency and aiming to align global educational priorities with broader international development goals, the 2024 Global Education Meeting (GEM) was held in Fortaleza, Brazil, on October 31 and November 1. Bringing together over 650 participants, including more than 50 ministers, the meeting was convened as UNESCO data revealed a continuing global education crisis, with 251 million children and youth still out of school worldwide – representing just a 1% reduction since 2015.

Beyond persistent challenges, however, [The Fortaleza Declaration](#) that came out of the meeting also identifies multiple interconnected crises facing global education, including climate change, environmental degradation, worsening poverty, income inequalities, armed conflicts, humanitarian crises and democratic backsliding.

Since 2022, climate disruptions have severely impacted education, with [400 million students](#) globally experiencing school closures due to extreme weather events. Again, the situation is worse in low- and middle-income countries, where education systems are already vulnerable to climate shocks, and [only 23% of teachers](#) feel equipped to address climate education effectively.

The learning poverty crisis continues, with an [estimated 70% of children in low- and middle-income countries](#) now unable to read and understand a simple story by age 10. This represents a significant deterioration from pre-pandemic levels when the rate was 57%. The situation is most severe in

South Asia and Latin America, where extended school closures have erased nearly two decades of progress in reducing learning poverty.

Adding to these challenges is a [critical global teacher shortage](#), with analysis indicating that over 44 million additional teachers are needed worldwide to achieve universal basic education by 2030. The crisis is exacerbated by high attrition rates, particularly among male teachers (9.2% at the primary level) compared to female teachers (4.2%) and early career educators who often leave the profession due to challenging working conditions.

To address these challenges, the Declaration outlines several critical actions, including integrating sustainability and crisis resilience into education systems, accelerating action towards equity and inclusion, and addressing the global teacher shortage. It also calls for innovative financing mechanisms, including debt swaps and increased domestic resource mobilization, emphasizing that education spending should be viewed as a strategic long-term investment rather than a cost to be minimized.

As an established multistakeholder platform for SDG 4, the GEC is perfectly positioned to support work in these critical areas and is already moving to address some of them. As noted, helping countries develop resilience and sustainability is a part of our DNA. Thus, initiatives, such as the Global Teacher Campus and the Digital Transformation Collaborative (DTC), are already working to help support the world's teachers while the GEC also develops the tools necessary to help governments access and activate new innovative finance mechanisms. Furthermore, through our innovative practices to harness and shape digital transformation and the use of new technologies, such as artificial intelligence (AI), the GEC represents a common architecture capable of rising to meet new challenges as they arrive.



The Global Education Coalition in action

The GEC is a demand-driven coalition that supports countries and national governments in their education journeys and works as an engine to accelerate SDG 4. Our objectives remain aligned with our core DNA: to be a proactive, responsive leader in demand-driven action, fostering international multistakeholder collaboration and developing resilience through digital transformation.

Over the past five years, our Coalition has evolved from an emergency response mechanism into a dynamic platform for educational transformation. However, during critical moments, our Coalition has demonstrated its ability to mobilize rapid, effective support, such as through the ongoing aid that GEC partners offer in Ukraine.

Our agile structure and commitment to evidence and knowledge-based innovation and the science of learning allow us to remain at the forefront of educational innovation. As the platform for 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.



As we chart our course for the next five years, our Coalition remains dedicated to supporting countries in their education transformation journeys to ensure that innovation serves the needs of all learners while maintaining our commitment to equity, quality and sustainable development in education.

The Digital Transformation Collaborative (DTC)



The DTC is a subgroup of the GEC, which came together after the Transforming Education Summit in September 2022 to help move the sector beyond the culture of small-scale pilot projects and towards a culture of large-scale change and transformation. The DTC made significant progress across several fronts this year. Following the DTC's first in-country engagement in Egypt last year, which included an analysis workshop with representatives from 20 DTC Partners and over 200 stakeholders from the local education ecosystem, more countries are expressing interest in working with the DTC.

A contributing factor to these increased levels of engagement stems from the successful launch of the DTC's *Six pillars for the digital transformation of education: a common framework* during last year's UN General Assembly. The framework, which is already guiding governments as they develop their digital transformation in education strategies, breaks down the essential components of digital transformation in education from a systems perspective and was jointly launched by DTC Partners, including UNESCO, ITU, UNICEF and GPE. However, just like the GEC, the DTC is made up of a broader network of partners, including multilateral organizations, civil society, NGOs, the private sector and global networks and associations that supported the development of the framework through their expertise and experience.



The DTC Contributing Partners

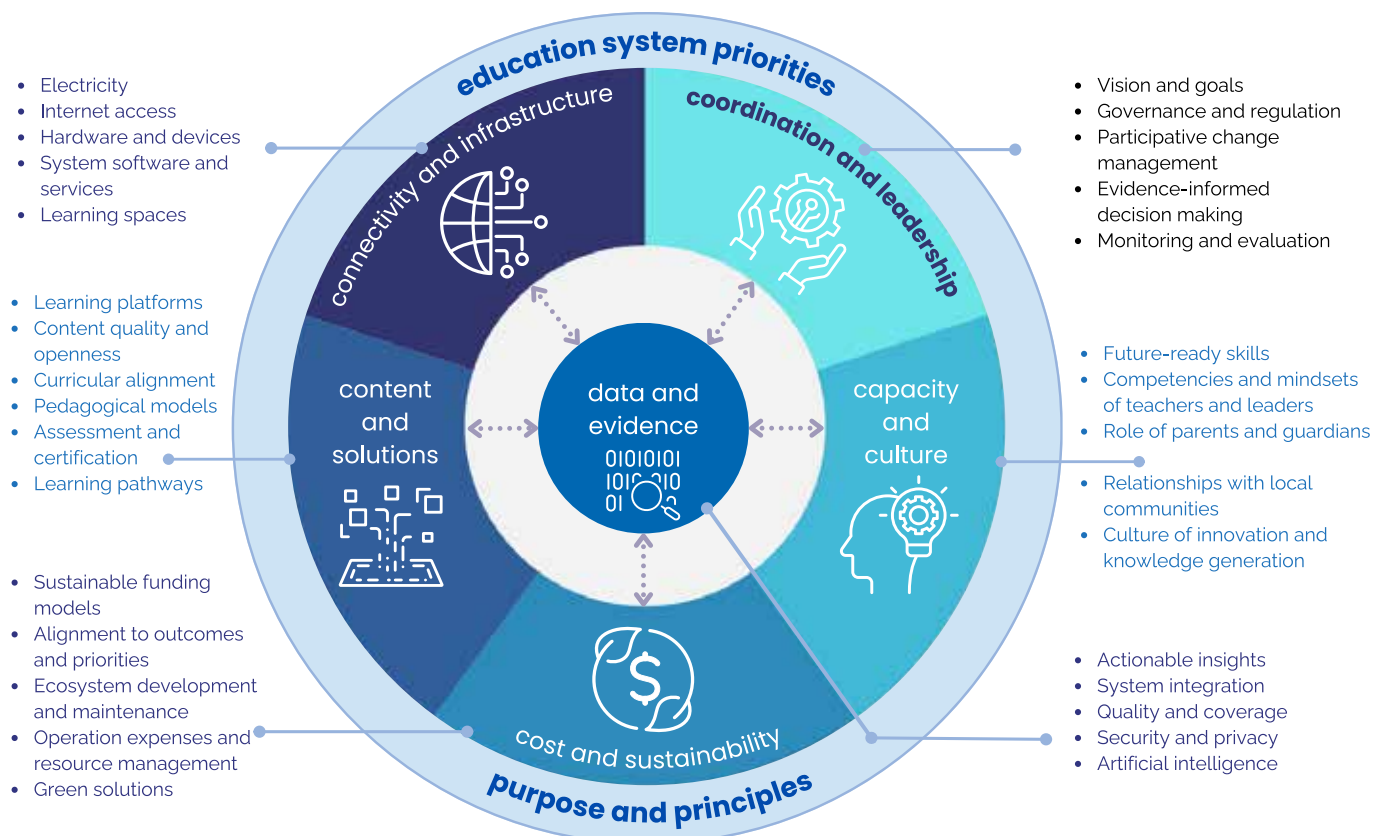


The global language of digital transformation in education

In the spirit of the [Global Digital Compact](#), DTC Partners worked together to develop and launch the *Six pillars for the digital transformation of education: a common framework*.

The development of a common framework for digital transformation in education was important due to the complex, multistakeholder nature of educational change in the digital age. The framework serves as a unifying blueprint that enables diverse actors – from government bodies and education professionals to private sector partners and civil society – to align their efforts and understand their roles in the transformation process. Without such a framework, digital initiatives often devolve into piecemeal approaches that fail to prioritize national education system objectives, improve learning experiences and outcomes, and ensure that education remains a public good..

Beyond creating a common taxonomy of digital transformation, the framework adds value by providing a holistic, systems-oriented perspective that helps stakeholders navigate the rapidly evolving digital landscape while maintaining a focus on human-centred educational goals. It facilitates better governance, ensures accountability in public-private partnerships and helps orient transformation towards country-led education priorities. Most importantly, the framework's technology-agnostic design allows it to remain relevant as both educational needs and technological capabilities evolve while empowering decision-makers to select appropriate tools and processes that best suit their specific learning environments.



The DTC Facility and Capacity Development Course: Supporting governments to implement the six pillars framework

While the six pillars framework offers a common language for unpacking the essential elements of the digital transformation of education, there is a need for structured learning, learning materials, networks for education leaders to support their understanding of each pillar, its sub-components, its associated best practices, and how to apply it in their own contexts. The DTC is developing a capacity development course to respond to this need that will provide education leaders with structured training on how to assess digital education gaps and integrate the six pillars framework into national policy decisions, facilitating real-time problem-solving exercises where policy-makers apply the framework to specific country challenges.

Launching at the Global Education Coalition meeting in Paris, the initiative ensures that education leaders are not just learning about digital transformation but are building the capacity to apply it independently. Through a range of modalities, from in-person workshops to self-paced digital resources, the course will explore the concepts behind the six pillars framework, including foundational and technical knowledge of digital transformation topics from a systems perspective, and to apply this knowledge to education sector-wide policy development and planning cycles.

Leveraging the global DTC experts and tools, the course will create structured spaces for education leaders to co-create and iteratively design financially and environmentally sustainable strategies for using digital technologies to improve learning outcomes and ensure equity in education, particularly for marginalized communities. Overall, the course will support national DTC ambassadors to build action plans using a common language and vision amongst stakeholders, enabling effective collaboration between governments, multilateral organizations, private sector partners, civil society and global networks.

Bringing innovative financing into digital transformation of education

DTC partners have also discussed and identified common pain points they have experienced when attempting to fund and finance digital transformation in education initiatives and projects. This broad discussion, encompassing many different types of organizations from across the education and ICT sectors, highlighted a complex, fractured and evolving landscape. Beyond traditional sources of funding and financing models, there are also many innovative finance models that offer pathways toward sustainably financing new and ongoing initiatives.

This led to the development of the DTC Innovative Financing Toolkit, which maps this complex funding landscape against the common language of the DTC six pillars framework. The toolkit presents two databases: the first contains factsheets introducing 26 unique financial models and the second contains over 120 case studies focused on education initiatives and the financial models used to support them.

The toolkit is available as a PDF catalog and as a dynamic digital tool with both databases cross-categorized, allowing users to travel between them in an intuitive manner. Additionally, database contents are also categorized by the relevant pillars of the DTC common framework, location, level of education and other useful categories.

EdTech Strategy Lab at UNESCO: Empowering the ecosystem for trustworthy EdTech

On 3 and 4 December 2024, the DTC partnered with the European EdTech Alliance (EEA) to host 130 education and technology leaders from across 34 countries at the EdTech Strategy Lab held at UNESCO Headquarters in Paris. Bringing these leaders together to discuss trust, evidence and partnerships in educational technology, the event fostered dialogue around how the digital transformation of education requires alignment among stakeholders to effectively bridge research, policy and practice, ensuring evidence informs decision-making.

Key takeaways, as conveyed in the [post-event report](#), included insights on the complexity of establishing trust in EdTech, with research revealing over 140 different evaluation frameworks globally. The discussions also highlighted challenges in standardizing evidence requirements due to the importance of context-specific evidence in EdTech evaluation and the need for better collaboration between stakeholders.

The collaboration between the DTC and the EdTech Strategy Lab demonstrates a commitment to fostering meaningful connections and dialogue about the future of education technologies while emphasizing the importance of evidence-informed decision making in the sector. The dialogue will continue during the March 2025 Annual Meeting, where UNESCO and the EEA will facilitate a discussion on the essential building blocks for creating meaningful ecosystems for knowledge exchange and collaboration across stakeholder groups to ensure technology in education has a positive impact. Participants will leave with concrete steps for building multistakeholder alliances in their own contexts.

How the DTC works

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

➔ **Engagement phase (two to four months)**

The engagement phase involves a country-led self-assessment of digital maturity in the education sector, followed by an identification of priority areas of need. These preliminary findings enable DTC partners to determine their potential level of involvement in the country partnership in preparation for the analysis phase.

➔ **Analysis phase (three to months)**

The analysis phase begins with in-country workshops, meetings and events, and results in a detailed country needs assessments, the formal matching of DTC partners to support the achievement of these objectives and the identification of suitable funding and financing models as well as early DTC engagement with suitable funding organizations.

➔ **Planning phase (six to nine months)**

The planning phase builds on the detailed needs assessment and analysis carried out in the analysis phase to develop an in-depth implementation plan designed to meet the strategic objectives previously identified. Development of a sustainable resourcing plan concludes this phase.

➔ **Realization phase (two to five years)**

The realization phase sees all planned initiatives carried out as well as suitable monitoring and evaluation processes to ensure that initiatives achieve their strategic objectives. Along the way, lessons can be garnered to possibly inform future initiatives.

The DTC moves to act when countries request support, with countries determining their vision for DTC engagement. The DTC offers three tracks of involvement:

➔ **Tier 1:** DTC partners directly with countries to support national actions.

The DTC employs a process model containing an engagement, analysis, planning and realization phase. DTC tools support the country's self-assessment of digital maturity in the education sector, followed by an identification of priority areas of need. DTC experts support governments to plan in-country workshops that mobilize global and local stakeholders to engage in design sprints and strategy development discussions to address identified areas of technical support. Following this, the DTC can support the country's implementation of the strategy and aligned action plan through concrete co-design of initiatives, as desired by the government.

- ➔ **Tier 2:** DTC plugs into existing work DTC partners are doing to support the country's priority areas and accelerate the achievement of national strategic objectives.
- ➔ **Tier 3:** DTC influences through alternative route, including featuring DTC tools and frameworks in national and international dialogues and reports, strengthening the system perspective on digital transformation in education and the need for sustained multistakeholder cooperation to operationalize the framework.

Further to the contributions of DTC resources made available to countries, DTC partners contribute to DTC actions and initiatives with their resources, time, expertise and knowledge of the global education sector. Furthermore, the collaborative actions and resources made available by some DTC partners may qualify to be leveraged and multiplied by others. In this way, DTC partnering governments have a broad range of means of support available to them when seeking to implement transformational and sustainable education strategies and initiatives.

The DTC in action

2024 was a significant year for the DTC. Following the two-year development and launch of the *Six pillars for the digital transformation of education: A common framework* in September 2024, the framework was quickly adopted as a conceptual tool to understand the essential components of digitally transforming an education system. The five countries of the Maghreb region – Algeria, Libya, Mauritania, Morocco and Tunisia – launched the first ever [regional report on education](#) with a spotlight on the topic of digital transformation. The report leveraged the six pillars as a conceptual framework for cross-country analysis and comparative insights, and DTC workshops in Morocco and Tunisia brought together multistakeholder dialogues on digital transformation in education to discuss challenges and opportunities in national contexts.

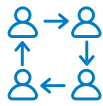
The nature of these engagements highlights the multifaceted shape DTC support can take – from the high-level guidance offered through its jointly developed resources, such as the six pillars framework, to hands-on and tangible work done in coordination with government stakeholders in Morocco and Tunisia.

At the end of April, DTC Partners will travel to Brasilia, Brazil, for a technical visit planned in close collaboration with the Ministry of Education and the Ministry of Communications. The DTC will partner with additional countries in 2025 to plan similar engagements, tailoring the focus and modalities of these activities to the needs of the national context.



Country work

The GEC remains committed to working in-country on projects and initiatives to support SDG 4. The following section covers case studies from the last twelve months. The GEC structures its activities around the fundamental pillars of digital transformation, recognizing the value of and promoting a holistic and whole-of-system approach. Accordingly, case studies covering working groups, initiatives, projects and partnerships will be organized into the following components:



COORDINATION AND LEADERSHIP

Supporting countries and educational leaders and stakeholders to develop and implement cohesive strategies and policies while fostering multistakeholder collaboration.



CONNECTIVITY AND INFRASTRUCTURE

Focusing on expanding access to devices and connectivity while ensuring sustainable implementation.



COST AND SUSTAINABILITY

Addressing the critical aspects of funding and long-term maintenance of digital education initiatives.



CAPACITY AND CULTURE

Working to build capacity among educators and learners while fostering an inclusive culture.

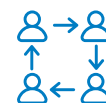


CONTENT AND SOLUTIONS

Developing and adapting digital solutions and content that meet local needs and contexts.

Through this structured approach, the GEC's work naturally developed a comprehensive model for digital transformation in education – as now presented in the DTC's six pillars common framework.

Coordination and leadership



Strong leadership and coordinated efforts are essential. Without them, initiatives can become fragmented, wasteful and fail to enhance student learning outcomes. A well-structured foundation of support and guidance ensures that improvements align with the core objectives of the initiative as well as the broader ecosystem.

The evolving landscape of education continues to present new opportunities for comprehensive learning and development. Through effective leadership, education institutions can implement innovative approaches to address current challenges and build resilient systems capable of adapting to future changes.

In this context, digital technologies are powerful tools. When thoughtfully integrated into existing educational frameworks, digital solutions can amplify learning opportunities, streamline administrative processes and create more inclusive educational environments. However, their success ultimately depends on the same fundamental principles of strong leadership and coordinated implementation.

Ukraine: Staff secondments to support local and national programme implementation



In February 2022, when war broke out in Ukraine, displacing teachers and learners and hindering access to education for many, the Coalition effectively mobilized its network to address the crisis. Twenty-five members of the GEC responded to the call to action of the Ministry of Education and Science of Ukraine (MESU). KPMG, an important partner in this mobilization, deployed two full-time staff secondments to UNESCO to support its activities.

The secondees assisted a programme to provide Ukrainian teachers with the skills and tools they need to teach remotely, which included managing the import and distribution of the 50,000 Chromebook laptops donated by Google to teachers across the country. They also supported efforts to safeguard the mental health of teachers and students and ensure that psychosocial support was made available to them. Furthermore, the engagement of KPMG secondments in UNESCO's work in Ukraine was crucial in fostering cooperation and coordination at the national and local levels, including supporting the development of education recovery strategies.

The partnership yielded benefits through knowledge exchange, skills development, and effective programme implementation. The initiative also demonstrates how multistakeholder collaboration can create sustainable, quality interventions that support government policies. The combination of private sector innovation with public sector contextual knowledge created a robust framework for educational support that could adapt to emerging challenges while maintaining focus on sustainable outcomes.

The following case studies highlight **independently coordinated GEC Member partnerships** supporting the delivery of high-quality content.

Global: **New guidance to improve education in emergencies**



In October 2024, the Global Education Cluster launched its Practical steps towards bridging the Humanitarian Development Nexus guidance as a tool for education clusters and working groups to take context-specific steps toward achieving the Humanitarian Development Nexus. In some cases, these steps will align the Education in Emergencies response with National Education Sector Plans (NESPs) and foster stronger collaboration with ministries of education (MoEs), local education groups (LEGs), development partners (DPs) and refugee working groups (RWGs). Where no recognized MoE exists, these steps can strengthen engagement with LEGs, DPs and other partners in developing transitional education plans (TEPs) and interim response plans.

The Global Education Cluster is led by two Cluster Lead Agencies – UNICEF and Save the Children – with contributions from UNESCO, UNHCR the Inter-agency Network for Education in Emergencies (under the ISEEC initiative), Education Cannot Wait and the Global Partnership for Education in developing this guidance to improve coordination.

Ghana and Tajikistan: **Supporting countries to develop national EdTech strategies**



The Tech4Ed Initiative launched by the Global Partnership for Education (GPE) supports countries in leveraging technology for education system transformation, ensuring digital solutions align with national priorities, and strengthen access to educational opportunities and learning outcomes for all. Implemented by UNICEF and the EdTech Hub, the initiative follows a bottom-up approach, providing technical assistance driven by country ownership to develop contextually relevant and sustainable reforms.

At the country level, Tech4Ed supports policy and institutional reforms, strengthening governance, financing, use of data and monitoring mechanisms to enhance the effectiveness of technology investments in education. By working closely with governments and partners, the initiative helps countries develop sustainable, equity-driven digital education strategies in line with their national priorities. In Ghana and Tajikistan, it enhances the ability of the respective ministries of education to develop strong national EdTech strategies in coordination with Ministries of ICT, with a focus on refining a digital education roadmap in Tajikistan and leveraging technology for foundational learning in Ghana.

Connectivity and infrastructure



Reliable infrastructure and equitable access to resources are fundamental to creating effective learning environments. When students and educators have consistent access to the necessary tools and support systems, they can focus on their core mission of teaching and learning. However, recognizing existing disparities in resource distribution, educational systems must develop flexible approaches that work for all communities, including those with limited access to standard resources.

The quality of educational infrastructure varies significantly across institutions and regions. Key considerations include the basic facilities available, maintenance of essential resources and support systems for both students and teachers. Particular attention must be given to disadvantaged areas to ensure that all learners have access to the tools and environments they need to succeed. This includes maintaining adequate facilities, providing necessary learning materials and ensuring proper support systems are in place.

In the digital age, infrastructure extends to include technological resources and connectivity. Modern environments increasingly rely on digital tools and internet access to enhance learning opportunities. However, the implementation of technology must be thoughtful and equitable, considering various contexts and capabilities – from fully connected environments to areas where offline alternatives are necessary. Success depends on carefully balancing technological advancement with accessibility and practical implementation.

Ukraine: Equipping teachers with digital tools and skills



In 2023, UNESCO, with support from Google and facilitation through the Global Partnership for Education's Multiplier innovative finance instrument, distributed over 50,000 devices to teachers across Ukraine and more than 8,500 devices to Ukrainian children unable to attend in-person education due to the ongoing war. This initiative was part of UNESCO's comprehensive approach to ensuring access to quality online education in Ukraine, which also included efforts to enhance teachers' capacity to deliver digital education.

To assess the impact of these efforts, UNESCO launched a comprehensive study involving all relevant stakeholders and utilizing both quantitative and qualitative research methods. The study will engage over 600 teachers from various regions of Ukraine, including Kyiv, and more than 600 children from seven regions through telephone surveys. Focus group discussions will be held with teachers, children and parents, while additional interviews will be conducted with representatives from education departments, school administrations and the Ministry of Education and Science. The data collection will occur in multiple stages guided by a "Leave No One Behind" approach to ensure the inclusion of internally displaced persons and individuals with disabilities and special needs.

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

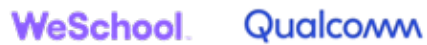
Haiti: Transforming education through offline-first learning technologies



Digital promise, Learning Equality and partners in Haiti are utilizing Kolibri – an open-source, offline-first learning platform – to provide equitable access to localized digital content focused on science, social science, literacy and social-emotional learning. The platform works on low-cost devices without constant connectivity, allowing teachers to track progress through built-in functionality and data reports. Ongoing professional development and classroom coaching enhance educators’ abilities to implement blended learning effectively. This collaboration ensures sustainable, high-quality education despite challenges in resources and connectivity.

The programme aims to improve Haitian teachers' abilities to deliver tech-enabled learning, expand access to Haitian-Creole digital content and enhance broadband and electricity access in schools. Now in its third year, the programme has reached 1,600 students and 110 teachers in 12 primary schools. In the 2024–2025 school year, the focus is on sustainability, transitioning to a locally led model, building local capacity in technology maintenance and testing Kolibri’s offline capabilities in more schools with partners Blue Butterfly and Lakou Kajou.

Italy and Spain: Delivering digital technology and skills opportunities to rural schools



WeSchool and Qualcomm are collaborating to enhance education in underserved and rural schools in Italy and Spain using 5G technology, Generative AI and digital and virtual reality tools. To date, the project has impacted over 2,550 students and 140 teachers across 11 institutions.

The 2023-2024 edition, 5G Smart School – Coding for sustainability, focused on high schools in Sicily, where students and teachers learned design skills using software such as CoSpaces and Minecraft, while practicing coding. The 2024-2025 edition, Outside in, expanded to include schools in Spain and focuses on outdoor learning as a tool to improve mental health. Students participate in outdoor education activities, supported by 5G connectivity through Qualcomm technology, such as creating, editing and then disseminating nature-exploring videos with their peers in other schools. This promotes creativity among other skills and cross-country collaboration, aligning with the EU Youth Strategy. Schools also benefit from the free provision of technology and teacher training on the use of these digital tools, fostering lifelong learning opportunities.

In 2025, the project will expand into France, bringing this immersive experience to three additional schools. WeSchool will also facilitate the creation of a community of international teachers from previous editions to foster ongoing professional development.



Cost and sustainability

Long-term financial sustainability through careful planning and budgeting is essential for maintaining and improving education systems. Success requires stable funding sources, equitable resource distribution and comprehensive evaluation strategies. Education institutions and broader ecosystem stakeholders must consider both immediate needs and future development while ensuring that resources are allocated efficiently and fairly across all areas.

Decision-makers must take a holistic approach to resource management, considering all aspects of operational costs and maintenance. This includes direct expenses, basic supplies and facilities maintenance, as well as indirect costs, such as training, support services and building resilience. A thorough understanding of total ownership costs helps institutions avoid unexpected expenses and make informed decisions about resource allocation.

The true cost of educational advancement extends far beyond initial investments and in the context of digital transformation, these financial considerations become even more complex. Technology investments require careful planning – not just in the procurement stage but to secure ongoing maintenance, updates, security measures and eventual replacement. Educational institutions must balance the potential benefits of digital tools against their total lifecycle costs while ensuring that these investments align with broader educational goals and sustainability objectives.

Global: Helping governments utilize innovative finance models



Under the leadership of the IFC, UNESCO and Ericsson, and with support from partners across the Collaborative, the DTC has developed an Innovative Financing Toolkit to address the complex challenges of funding digital education initiatives. This comprehensive resource maps the funding landscape using the DTC six pillars framework, providing valuable guidance for organizations navigating financial pathways.

Available in both online and offline formats, the toolkit allows users to explore information on finance and implementation use cases through multiple categorizations, including relevant DTC pillars, geographic location, education level and other practical filters. This resource represents a collaborative effort to demystify the fractured financing landscape and highlight innovative models that can support sustainable digital transformation in education.

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

Global: AI-powered guidance on scholarships and application processes



Studyportals is dedicated to equipping students with the tools and information they need to pursue education abroad, partnering with universities globally, including GEC Member IU International University of Applied Sciences on other initiatives.

Through its Global Access initiative, Studyportals ensures that students don't miss out on educational opportunities due to a lack of information by improving access to scholarships, funding and unbiased higher education resources. In 2024, Studyportals introduced 'Sophia,' an AI-powered student advisor with in-depth, verified knowledge of over 4,000 universities in 118 countries and 240,000 study programmes as well as millions of student journeys. Sophia offers personalized counselling to anyone with internet access, providing guidance on scholarships, funding and application processes. Last year, 55 million students from 81,000 cities used Studyportals to discover higher education opportunities worldwide.



Capacity and culture

Skills and capabilities are fundamental to educational success in any context. This encompasses not just core academic abilities but also the broader competencies needed for lifelong learning and development. Teachers require clear professional development pathways, while students need comprehensive skill-building opportunities. Additionally, parents and guardians play crucial roles in supporting learning, making their engagement and understanding essential to educational success.

Competence and literacy in any field refer to the ability to navigate and succeed independently within that domain. This includes practical abilities, critical thinking skills and the capacity to understand broader impacts on society. The educational environment, therefore, must foster a culture of growth mindsets and innovation while building technical capabilities across all stakeholders, from administrators to educators, students and community members.

Educational systems must assess and develop capabilities at multiple levels, from individual to institutional. This includes integrating core competencies into curricula, providing professional development opportunities and creating mechanisms for knowledge sharing and continuous learning. Success depends on establishing clear frameworks for skill development, maintaining long-term training programmes, and fostering a culture of creativity and collaboration.

In today's increasingly digital world, these fundamental principles extend to technological literacy and digital skills. While technical abilities are important, the focus should remain on building comprehensive capabilities that enable all stakeholders to effectively participate in and contribute to modern learning environments, whether digital or traditional. This includes understanding how to safely and effectively use new tools while maintaining critical awareness of their broader impacts on education and society.

Ukraine: Supporting teachers to deliver quality distance and hybrid learning



UNESCO's Digital Teacher training course, with funding from Google.org, is supporting teachers in Ukraine to develop digital skills and deliver quality distance and hybrid education. This self-paced training and suite of resources are designed to strengthen teachers' skills and ability to leverage digital tools, while a Community of Practice and mentoring network offers additional support to teachers in developing these competencies. The modules were developed by UNESCO – including UNESCO Research Institute the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) – and a group of Ukrainian experts and were co-created with teachers, which has ensured their relevance.

To date, nearly 77,400 teachers have enrolled in the course, representing over 1 in 4 teachers in Ukraine, with a certification rate of 42%. Participants praise the course for its high quality, clarity, engaging content and relevance. The inclusion of tangible incentives, such as 1 European Credit Transfer and Accumulation System (ECTS) credit and 30 Continuing Professional Development (CPD) hours, further enhances engagement and participation.

The project's Community of Practice, which has 29,500 subscribers, enables teachers to engage with peers, gain access to professional psychologists and participate in live events. An external evaluation found that the mental health and psychosocial support/social-emotional learning (MHPSS/SEL) training significantly impacted both educators and students. Teachers reported using trauma-informed skills, such as active listening and stress reduction techniques, to support students effectively, while 94% of participants noted improvements in their own mental health and resilience as well as that of their students. Meanwhile, positive student outcomes included reduced anxiety, increased confidence and greater engagement in learning.

Francophone Africa: Reimagining education using digital resources



The Imaginecole Resilient Initiative focuses on integrating digital resources into in-person teaching and strengthening stakeholder capacity to enhance learning experiences. It builds on the success of the Imaginecole initiative launched by UNESCO and Confemen during the COVID-19 pandemic to support educational continuity in 11 countries: Benin, Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Guinea, Mali, Niger, Senegal, Togo and Mauritania.

In 2024, Réseau Canopé and France Education International organized three workshops in Benin and Senegal with a total of 110 teachers participating and learning how to use digital comics, podcasting and Imaginecole's digital resources in the classroom. The Tactiléo platform was upgraded with interactive exercises and new dynamic geometry tools, while the Imagebank was expanded by adding 150 images to Images d'Afrique to enrich educational content. In collaboration with the Agence Universitaire de la Francophonie (AUF), Imaginecole also facilitated Pix-platform certification for 1,100 teachers through the Centres d'Employabilité Francophone (CEF).

Additionally, Imaginecole hosted webinars on digital literacy, digital comics creation, generative AI, and integrating audio and images in the classroom, engaging 800 teachers. These initiatives advanced digital transformation in education across French-speaking Africa, supporting teachers and strengthening educational resources. Targeted social media campaigns and a mailing list boosted site traffic, resulting in almost 4,000 page visits in just three months.



Morocco: Improving literacy educators' digital competencies



UNESCO and Huawei are collaborating to train 10,000 literacy educators in Morocco – one of the 31 member countries of the Global Alliance for Literacy (GAL) within the framework of Lifelong Learning. The project is implemented by the UNESCO Institute for Lifelong Learning (UIL) in collaboration with the Moroccan National Agency for the Fight against Illiteracy (Agence Nationale de Lutte Contre l'Analphabétisme (ANLCA)), with financial support by Huawei – one of the 16 associate members of this Alliance. It aims to improve the training of literacy teachers, supervisors and trainers through the Institute for Training in Literacy Professions (Institut de Formation aux Métiers de l'Alphabétisation (IFMA)).

UIL developed a training package with two components: an instructor-led course and a self-learning version, both translated into Arabic and tailored to the Moroccan context. The instructor-led course includes three modules and 17 sessions, covering basic technology use, the integration of technology into literacy instruction and using technology for professional development. The self-learning course is a condensed version consisting of nine units to promote independent learning among literacy educators. In April 2024, UIL, UNESCO's Maghreb Regional Office and ANLCA launched the project with a national consultation workshop in Rabat, Morocco, to begin adapting the training content. Over 40 participants, including key partners and experts, attended. In 2025, activities will include a validation workshop and instructional design for self-learning content.

Global: Skills development for the green and digital transitions



Festo, through its Digital Learning Programs, leverages its expertise in automation technology, AI and Technical Education to equip youth, learners and educational stakeholders worldwide with the essential skills needed for the twin transitions: Digital and Green. In partnership with UNESCO's Global Skills Academy (GSA), Festo's no-cost digital learning modules on water technology, which cover the full water cycle, provide students, teachers and educators with valuable knowledge and skills in water management.

Global: Empowering young women around the world through mentorship and education



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 their mentors – 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 a global conference.

The Women@Dior & UNESCO Global Conference took place in March 2024 at UNESCO headquarters in Paris, with leaders from Christian Dior Couture joined on stage by inspiring personalities and figures working for women's rights and freedom in various fields. During the event, five mentees from diverse backgrounds presented their Dream for Change projects aimed at empowering young girls in their communities. These projects ranged from enhancing women's health and body literacy in the Republic of Korea and in Côte d'Ivoire, equipping women artisans in India with business development skills and supporting women artists in France and Japan, to empowering young women in France through self-defence classes and a safety network. Towards the end of the year, Dior launched their 2025-2026 programme, welcoming new applicants from all over the world.

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

Multi-country: AI education and leadership opportunities for girls



The AI Forward Alliance (TAIFA), launched by Technovation, Google and UNICEF, aims to empower 25 million girls worldwide by 2037, equipping them with AI, leadership and entrepreneurship skills to drive economic growth and pioneer future innovations. In its first year, the Alliance engaged 39,000 girls across 123 countries, connecting them with 8,000 mentors. With this support, the girls developed more than 3,000 tech solutions to address community challenges – among these, 745 were AI-driven solutions.

In 2024, TAIFA also welcomed new partners and hosted side events at the UN Commission on the Status of Women and UN General Assembly in collaboration with UNESCO and Ernst and Young (EY), where it highlighted the role of tech education in advancing gender equality and breaking barriers in AI leadership. Additionally, the Alliance released a report on the gender gap in AI. Going forward, TAIFA aims to scale AI and entrepreneurship programmes, focusing on developing a world-class AI curriculum that combines real-world problem-solving with essential tech skills.

Cambodia, Chile, Colombia, Kenya and Zimbabwe: Training teachers in digital skills and innovative education methodologies



ProFuturo Foundation and Teach For All collaborated to train thousands of teachers across Cambodia, Chile, Colombia, Kenya and Zimbabwe in digital skills and innovative education methodologies. The Digital Skills and Community Leadership for Teachers and Students project aimed to enhance teacher capacity in digital literacy and classroom technology while fostering leadership development through Teach For All's 'Teaching as Collective Leadership' methodology. Over 200 facilitators were trained in digital tools, such as audio, video, digital assessment, blogging and project-based learning, targeting websites, radio and film. These facilitators trained additional teachers in low-income or rural regions at risk of falling behind, totaling more than 8,500 facilitators and teachers trained by August 2024.

Co-designed with local partners, the training was tailored to each country's context to ensure relevance and applicability. The pedagogical approach emphasized community involvement in students' learning, while the activities and reflection cycle helped teachers develop strategies focused on five key outcomes: students' well-being, connectedness, awareness, agency and mastery. Teachers also gained access to ProFuturo's comprehensive online training catalog, developed with digital literacy experts.

Multi-country: Resources for decision-makers and teachers on AI in education



The TeachAI initiative seeks to help governments and educational leaders align education with the needs of an AI-driven world. It creates and shares resources while fostering a global community to connect teaching with AI and teaching about AI. TeachAI's recommendations and resources are reviewed and implemented by over 70 organizations, global thought leaders, and 60 education and government agencies. In 2024, TeachAI launched two key resources: Foundational Policy Ideas for AI in Education and Guidance on the Future of Computer Science Education in an Age of AI, created with the Computer Science Teachers Association, to emphasize the ongoing importance of learning to code. Developed with input from global education and tech experts, both resources are accessible to a wide audience.

Additionally, AI 101 for Teachers is a free, foundational online learning series for educators that aims to demystify AI, explore its responsible implementation, address bias and demonstrate how AI-powered learning can improve student outcomes. The series has garnered more than 80,000 views worldwide. Last year, a new AI 101 Self-Paced Professional Learning for Educators course was introduced, complementing the video series with practical exercises to help educators apply the lessons in real-life situations. This course has already been taken by over 1,500 educators globally.

South Africa: Bringing entrepreneurial education to schools



TeacherConnect is a digital programme launched by E-Cubed, the Entrepreneurship and Employability Programme of the South African Department of Education, to institutionalize entrepreneurial education in schools. It equips teachers with the tools, training and resources to create dynamic learning environments and foster critical skills in students. To date, more than 51,000 teachers and assistants have received training, reaching more than 360,000 learners. Some 18,000 schools and institutions are actively participating in the programme, forming part of a wider user base of over one million that also includes education sector officials, parents and civil society organizations.

The initiative integrates entrepreneurial education into all learning, through problem-solving and project-based approaches while fostering social-emotional learning through teamwork and resilience. TeacherConnect aims to reach three million users by 2026 by expanding digital resources, strengthening partnerships with provincial departments and incorporating entrepreneurial education into national teacher training. The initiative will also enhance data-driven insights, support policy alignment and build a collaborative ecosystem to sustain entrepreneurial education in South African schools.

Global: Fostering life and work skills through dialogue-based learning



Generation Global's Equipping Learners with Dialogue and Global Citizenship Skills programme helps young people develop important life skills, such as critical thinking, active listening, questioning and global citizenship, through dialogue-based learning. The initiative connects learners with global peers to enhance spoken English and communication skills while addressing global issues, including climate change, human rights and gender equality. Educators are trained in dialogue pedagogy and global citizenship, receiving materials and activities to enrich their lesson plans.

In 2024, the initiative reached over 47,000 learners across 98 countries. Of those, 83% reported improved dialogue skills. UNESCO ASPNet supports onboarding in Armenia, where 770 learners and 17 teachers engaged in dialogue with peers from 66 countries, promoting cross-cultural understanding and communication skills. The next phase of the programme will focus on training more educators, developing locally tailored curriculum materials and expanding participation through information sessions for UNESCO ASPNet schools in Armenia to broaden the initiative's impact.

Latin America: Addressing the digital skills gap



Eidos Global's Reskilling Latam programme, with support from Microsoft, aims to lessen the digital skills gap across Latin American. It provides upskilling and reskilling opportunities to underserved populations, tailored to meet labour market demands. In 2024, the programme reached 16 countries with content focused on AI literacy, critical thinking, productivity using AI tools and digital marketing, equipping participants with the skills needed to thrive in an AI-driven economy. Over 98,000 learners were reached and more than 650 educators across 75 institutions received training. Data collection systems are in place to track impact, including Net Promoter Scores (NPS) and skill progression.

Through its high-quality content and training, the programme in turn enhances the quality and learning outcomes of digital platforms, while also improving access by developing pedagogies and content for low-connectivity and offline environments. The programme is expanding partnerships to include governments and private sector stakeholders to extend its reach across Latin America and optimize content delivery. Additionally, Eidos is piloting an AI mentor programme across all training initiatives, developed in collaboration with Microsoft AI4G Lab. The AI mentor programme strives to serve as the ideal learning companion and offers personalized guidance to enhance the learning experience, ensuring high-quality support for every participant.

Ghana, United Republic of Tanzania, Uganda: Inspiring science teachers with a digital science curriculum



The International Science Teaching Foundation (ISTF) is partnering with SeedScience, an African-focused non-profit organization, to support science teachers in marginalized schools with enhanced resources and methodologies. In August 2024, a pilot was launched to provide the award-winning digital curriculum, [Science Bits](#), to teachers in Ghana, the United Republic of Tanzania and Uganda. The programme offers training, mentoring, evidence-based materials and proven teaching strategies to help teachers integrate the curriculum to create engaging lessons and classroom activities. The platform uses innovative digital tools to deepen students' understanding and engagement with science concepts. Given the limited infrastructure in these countries, it also focuses on providing adaptable digital tools and materials.

To date, 600 pupils have benefited from the programme, with teachers reporting notable improvements in student engagement and motivation. Moving forward, teachers will receive additional tools, such as projectors and tablets along with further training to enhance their use of the platform with groups of students. Throughout 2025, the priority will be to develop the capabilities of the initial cohort of teachers to independently mentor and train other local educators, ensuring the programme's sustainability and scalability.



Global: Training opportunities for youth to design solutions for the future



BeChangeMaker is an annual social entrepreneurship programme empowering youth, especially those with TVET backgrounds, to create solutions for global challenges and the advancement of the SDGs. Launched in 2017 by WorldSkills and the HP Foundation, UNESCO-UNEVOC joined in 2024 to support the programme and lead the development of an alumni network.

The programme provides high-quality learning through HP LIFE and startup acceleration tools. It focuses on challenges, such as improving education access for remote communities, promoting health and mental well-being through digital solutions, and supporting sustainable consumption. Selected teams receive three months of intensive training, coaching and mentorship, then pitch their ideas to a global audience made up of policymakers, educators and representatives from the private sector at the WorldSkills Conference. The top five teams receive post-programme coaching and the top three teams receive additional cash awards to further their impact. The 2024 edition attracted over 700 applications from 83 countries, with 30 teams selected. In 2025, BeChangeMaker will co-develop an alumni network to foster collaboration among past participants and partners while working with global organizations to engage more youth and expand its offering of learning resources.

Multi-country: Making STEM education more accessible



LabXchange's Teacher Ambassador Program, supported by the Amgen Foundation, aims to empower STEM educators and revolutionize science education in schools. Through intensive hybrid training sessions led by local master teachers and LabXchange team members, Teacher Ambassadors learn to design pedagogically aligned lessons in biology, chemistry, physics and other STEM fields, incorporating engaging virtual learning experiences from the LabXchange library. They also contribute to curricular alignment and translation projects and help introduce LabXchange to their schools, communities and professional networks.

Since 2023, over 300 educators from 32 countries have participated in the programme. Their feedback enhances LabXchange's offerings, ensuring that the platform aligns with local educational standards and meets the needs of both educators and learners.

Latin America: Enhancing STEM learning through OERs

SIEMENS | Stiftung



Centro de Recursos Educativos Abiertos (CREA) is an online portal by Siemens Stiftung, a non-profit foundation and internationally operative foundation, offering 1,900 accessible materials to teachers to support STEM education in Latin America. The materials – available both online and offline – support teacher development across subjects, such as sustainability, health, AI and climate change. To ensure relevance to local curricula and contexts, teachers, academic experts and local community members, including members of the Red STEM Latinoamérica network, collaborate on the design, evaluation, upload and distribution of these open educational resources (OERs). The Office for Climate Education also contributes materials to the platform.

To date, the resources on the platform have been viewed or downloaded over two million times by educators. In cooperation with the UNESCO Chair for the Open Educational Movement in Latin America, Siemens Stiftung (non-profit foundation) analysed CREA to identify improvement measures to enhance the OER concept, particularly regarding collaboration between users and the inclusiveness aspects of the portal. Starting in 2025, based on this analysis, the portal will integrate more collaboration and creation tools alongside a training programme on open educational practices to foster cooperation and co-creation among educators.

Rwanda, Nigeria and Zimbabwe: Delivering digital education to refugee and host community students

ProFuturo

A FOUNDATION OF
Nigeria
FOUNDATION

UNHCR
FOUNDATION



Through their project on connected learning for refugee populations, UNHCR and the ProFuturo Foundation are working together to enhance access to quality digital education for refugee and host community students. Launched in Rwanda and later expanded to Nigeria and Zimbabwe, in four years the initiative has benefited over 33,000 primary school students, including children from both refugee and host communities. The programme currently operates in 26 schools: 15 in Rwanda, 4 in Zimbabwe and 7 in Nigeria, following its recent expansion. Across these countries, more than 900 teachers have been trained in digital tools and pedagogical methods for teaching.

The project integrates educational content for primary school students – accessible via a digital learning platform – with teacher training, educational support, technical assistance, and a monitoring and evaluation system to track its impact. Additionally, participating schools are provided with technological equipment. This initiative aims to build capacity for the digital transformation of education, which depends on the active engagement of stakeholders and the digital competence of schools, teachers and education system managers. Two additional schools in Nigeria will join the programme in 2025, further expanding access to digital learning platforms and comprehensive educational support to reach more students.



Content and solutions

Quality educational content and effective delivery platforms are fundamental to successful learning outcomes. Learning materials must be reliable, accessible and aligned with established curricula while providing clear pathways for student progression. The content should enable meaningful assessment and certification and be built on proven pedagogical approaches that support effective learning.

Learning platforms and materials must meet high standards of quality, inclusivity and security. This includes ensuring content is user-friendly, regularly updated and accessible to all learners. The systems should be designed to protect users while facilitating engagement with the material. Additionally, these resources must align with educational standards and enable robust assessment processes.

The development and implementation of learning content should actively engage local stakeholders, including educators and students. This collaborative approach helps ensure that materials are relevant, engaging and culturally appropriate. When stakeholders participate in content creation and sharing, they develop a stronger connection to the learning process.

In today's digital environment, these principles extend to electronic platforms and resources. Digital tools can enhance the personalization of learning pathways, adapting to individual student needs while maintaining alignment with educational standards. However, the focus should remain on pedagogical effectiveness rather than technological sophistication, ensuring that digital solutions serve as enablers of quality education rather than ends in themselves.

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

Global: Delivering early literacy content on smartphones



By utilizing open-source digital learning tools in the form of smartphone apps, Curious Learning provides children in more than 220 countries and territories with the opportunity to learn to read in their native language. The Curious Reader app serves as a content library, now featuring an interactive learning tool that teaches children the fundamentals of reading, interactive storybooks and a built-in letter-sound assessment to track learning progress.

The app is available in over 50 languages, which has significantly contributed to its adoption, reaching over a million learners in 2024 alone. Targeted social media campaigns focusing on hard-to-reach populations boosts awareness and engagement with these educational tools. A large-scale randomized control trial conducted previously by the World Bank found that these digital tools are the most effective intervention for early literacy learning and can be scaled quickly and efficiently.

Malawi: Scaling edtech solutions nationwide



Imagine Worldwide, VSO and onebillion are part of the consortium assisting the Malawi government with the nationwide implementation of the Building Education Foundations through Innovations and Technology (BEFIT) programme. The programme utilizes solar-powered tablets with adaptive software from onebillion, enabling personalized learning without the need for internet connectivity. In its first year (2023-2024 academic year), BEFIT reached 500 schools, each of which was equipped with solar panels, with over 270,000 students benefiting and approximately 7,000 teachers completing training.

In its second year, the programme will expand to nearly 1,000 schools, reaching an additional 325,000 students. This innovative tablet-based edtech intervention strengthens foundational literacy and numeracy skills in Malawi's local language through adaptive learning software and is integrated into the national school timetable. Malawi will be one of the first low-income countries to scale an edtech solution nationwide, with the programme expected to serve 4 million primary school students annually across 6,000 schools at full scale. Partners are supporting government capacity to fully sustain and operate the initiative in the future, while also helping develop local repair networks to maintain the existing solar power infrastructure and support tablet repairs.

Sierra Leone: Aligning and enhancing the online maths curriculum



In Sierra Leone, the Khan Academy, Tony Blair Institute, Learning Equality and other partners rolled out a pilot programme aimed at aligning Khan Academy's online content with the country's new senior secondary school Maths for STEAM curriculum. The three-month pilot explored the feasibility of using the platform to support teaching and learning for the new School & Student Services (SSS) curriculum, beginning with Mathematics for Science, Technology, Engineering, Mining, and Mathematics (STEAMM) in SSS1, Term 2. Over 400 students at 16 schools across 7 districts participated, with teachers also receiving training to ensure effective use of the platform.

Early findings from the pilot suggest that the Khan Academy platform positively impacts mathematics learning outcomes by offering differentiated instruction, fostering a more positive attitude toward maths, and boosting students' confidence. Based on a feasibility study, the platform will continue to be used in schools in Sierra Leone with medium-to-high levels of engagement. Meanwhile, the offline version developed by Learning Equality will be tested using a local server.

Global: Expanding higher education opportunities to underserved populations



In 2024, the University of the People (UoPeople) in partnership with the Yidan Prize Foundation launched Making Higher Education Available to All: A New Model. This initiative builds on the university's 15-year track record of providing tuition-free, top-quality higher education to those in need. The new programme will expand UoPeople's reach by offering courses in Spanish to connect Venezuelan refugees and Spanish speakers across Latin America to higher education as well as provide virtual internships to offer students valuable work experience, regardless of their location.

Today, UoPeople serves 153,000 learners worldwide, including more than 18,800 refugees, over 1,400 learners in Ukraine and over 4,300 women in Afghanistan. In response to political changes and takeover by the de facto authorities, UoPeople awarded scholarships to Afghan women enrolled in the university to enable them to pursue their studies online without fees.

Global: Engaging young people in designing learning programmes



The Learning Planet Youth Design Challenge, launched alongside the UN General Assembly by UNESCO and the Learning Planet Institute, is supported by the International Association of Universities, EIDOS Global and AIME Mentoring. This annual initiative empowers youth aged 15-26 to propose innovative learning programmes for their ideal university, focusing on themes such as peacebuilding, social justice, well-being and planetary health.

The programme amasses a global database of youth-led ideas to reimagine universities and provides mentorship for finalists to develop their programmes. Through monthly training and expert guidance, finalists gain the skills needed to design impactful learning solutions and foster cross-regional collaboration. In the 2024-2025 edition, over 1,000 youth from 105 countries and representing 615 schools and universities signed up. Nearly 300 final submissions were evaluated by a global jury of leaders and 12 finalists were selected for ongoing mentorship.

Global: Equipping educators with digital tools and skills



iBox online training offers both online and in-person courses, equipping participants with digital tools for remote and blended education. The programme focuses on fostering lifelong learning in digital skills, helping educators and trainers across various education settings adapt to rapidly evolving technology and enhance the education ecosystem. Its e-learning platform provides self-paced courses and open educational resources (OERs), which will remain accessible after the two-year project concludes, offering educators inclusive digital tools and the skills to understand how technology can either include or exclude individuals in educational activities.

Built on resources developed by UNICEF's Innocenti Global Office for Research and Foresight in collaboration with the Learning for Well-being Foundation and others, the programme adopts an interdisciplinary, bottom-up approach, engaging education and training providers in the creation of innovative materials. To date, it has reached over 5,000 learners and more than 250 teachers across 80 institutions.

Multi-country: Strengthening STEM teaching and leadership



Teach For All and LabXchange have teamed up to enhance STEM teachers' ability to deliver high-quality, inquiry-based learning by integrating Teach For All's Teaching As Collective Leadership framework with LabXchange's extensive STEM resources. The STEAM Education Leadership online series helps educators implement this customizable framework that encourages students to take charge of their STEM education and careers by developing problem-solving and leadership skills.

The series brought together 51 highly motivated educators from the Teach For All and LabXchange networks, representing 15 countries across Africa, Asia, Europe, Latin America, the Middle East and North America. Insights from the pilot shaped the revised STEAM Education Leadership course, launched in October 2024. In 2025, Teach For All's Global Institute will include this learning experience as part of its core offerings.



Global missions



This year, we can celebrate the success of the GEC's action-oriented missions, with each having successfully reached the ambitious targets set at their inception. As well as driving engagement and collaboration among partners to address the learning crisis, over the last five years, the Global Skills Academy (GSA), Global Teacher Campus (GTC), Global Learning House (GLH) and the Gender Equality Mission have proven their value in driving progress towards SDG 4 (quality education), SDG 5 (gender equality), SDG 8 (decent work and economic growth) and SDG 17 (partnerships for the goals).

Each of the missions has a responsive Coalition team coordinating the cooperative work of partners as they focus on different educational challenges:



Skills development

The Global Skills Academy (GSA) seeks to create pathways for learners and youth to acquire essential employment-ready skills, empowering them to thrive in an evolving global economy.



Teacher empowerment

The Global Teacher Campus (GTC) works to enhance educators' capabilities through comprehensive professional development, with particular emphasis on digital literacy and advanced pedagogical methods.



Universal access

The Global Learning House (GLH) supports the widespread availability of high-quality, zero-cost educational resources and instruction to help develop foundational skills and offer support for subjects learners find challenging at school.



Gender equality

The Gender Equality Mission works to address the complex gender-related barriers to education faced by many learners, through fostering system-wide transformation.

The GEC embraces a comprehensive lifelong learning approach that spans from early childhood care and education through to adult skills development. Our missions help us address learning needs across different life stages and contexts – from supporting foundational skills development through the GLH, to equipping youth and adults with employability skills via the GSA, which aims to reach 10 million learners by 2029.

Now, looking forward after completing five years of successful engagement together, it is time for each mission to assess, reflect, refresh and renew ambitious targets to drive them through the next five years in support of the 2030 Agenda for Sustainable Development.



Mission objectives and achievements

Mission	Overall objective for 2025	Achieved
Global Skills Academy	1 Million	1 Million+
Global Teacher Campus	1 Million	1 Million+
Global Learning House	1 Million	1 Million+
Gender Equality Mission	5 Million	7,528,453

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

Proven Track Record: The Azerbaijan supported GEC Programme

In December 2021, UNESCO and the Government of Azerbaijan signed an agreement to support the GEC.

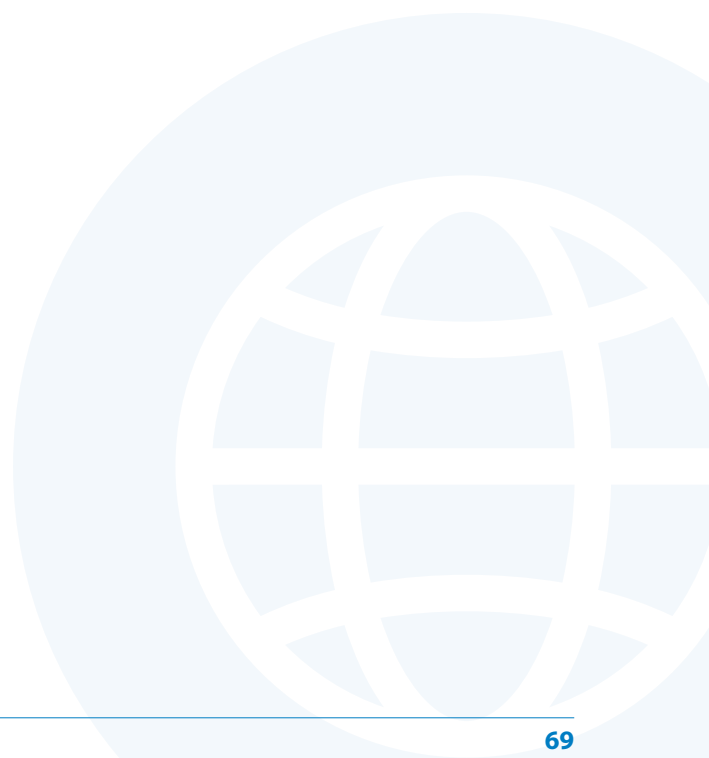
This project operated within UNESCO's GEC framework primarily targeted educational development in Africa and Small Island Developing States. It had a budget of \$1 million USD and sought to sustain and scale up the GEC missions.

Project scope

Teacher capacity building through the Global Teacher Campus: Train up to 100,000 teachers in digital pedagogical skills, enabling them to teach in remote and blended learning environments effectively.

Youth skill development through the Global Skills Academy: Equip up to 100,000 youth with digital and entrepreneurial skills, improving their employability in a rapidly changing global economy.

Support for learners through the Global Learning House: Provide educational resources to 100,000 learners, with a particular focus on girls and disadvantaged groups, to bridge gaps in STEM education and overcome learning loss caused by school closures.



Global Skills Academy

The Global Skills Academy (GSA) continues its mission to support global skills development, with a particular focus on technical and vocational training for youth from vulnerable and marginalized communities. Through strategic partnerships with over 170 TVET institutions across 63 countries, the GSA comprises a robust network, spanning Africa, Asia and the Pacific, Latin America and the Caribbean, Europe and the Arab States.

Through constant evolution in service of its mandate, the GSA developed a comprehensive model that extends beyond learner support to encompass various education stakeholders, including teachers and trainers. This expansive approach presents opportunities for 2025 and beyond for multiple GEC missions to develop synergies and deliver more collaborative and complete educational solutions together.

The GSA's demand-driven approach yields impressive results, with more than 20 partners actively contributing to its mission. To date, these partnerships have been instrumental in supporting over 1 million learners globally. Core GSA partners continue demonstrating their unwavering commitment to the mission, fully endorsing its demand-driven focus and imperative to scale up its offering.

The mission's momentum was evident in its successful and engaging session at last year's GEC Annual Meeting, which fostered meaningful debate among partners and helped align stakeholders around the **mission's ambitious 2029 goals of equipping 10 million youth with employability skills by 2023**. This energy continued through an impressive World Youth Skills Day session, which marked the mission's anniversary and addressed the integration of AI skills into employability training, demonstrating the GSA's ability to respond swiftly to emerging phenomena in education.

The Azerbaijan support stands as another notable moment – exemplary not only for its accomplishments but also for how the core donor enabled crucial reflection on improvement strategies and resource allocation. Accordingly, this year has marked an evolution in the mission's approach to resource mobilization as a means of achieving its goals. For example, the GSA is committed to mainstreaming gender equality practices to reach learners and trainers living beyond the current reach of digital infrastructure but can now acknowledge and understand that these ambitious objectives will be easier to achieve if the mission can successfully mobilize additional resources.

The mission also maintained a strong presence at key global events, delivering impressive showings at GSMA's Mobile World Capital (MWC) in Barcelona, Spain; World Youth Skills Day (WYSD) in Bonn, Germany; World Skills International Conference in Lyon, France; and African Union's Africa Skills Week (ASW) in Accra, Ghana. Additionally, a survey conducted with key partner UNEVOC highlighted the need for demand-driven solutions, with the GSA now actively seeking new members to support Member States' expressed needs.

As the GSA, in partnership with KPMG, develops the Skills Commitment initiative for 2025; catalyzing private-sector commitments to address the global skills gap, it continues to establish itself as an impressive partner in global education and workforce development. Its success is evidenced not only by the impressive number of learners reached but also by the quality and sustainability of its programmes. The GSA has successfully created a model that combines international expertise with local implementation, all while continuously pushing to ensure that the skills development opportunities it offers will reach those who need them most.

A snapshot of GSA initiatives in 2024			
Initiatives	Locations	Partners	Impact/Expected
Strengthening digital skills among students and teachers	Côte d'Ivoire	IBM, Pix, Aleph, Microsoft, Table Academy	Reached over 500 mostly female participants and 800 teachers
Virtual training on using AI to boost employment prospects	Brazil, Mexico, Colombia, Argentina	KPMG, Junior Achievement	Equip 1,000 youth with knowledge of generative AI
Driving digital transformation in TVET	Paraguay	Cisco, UNESCO	Train over 100,000 students and at least 15,000 TVET teachers and trainers

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



25 partners
from the Global
Education
Coalition



170+ TVET
institutions
mobilized across
the world



63
countries



1,200,000+
learners

Key GSA partners include:



Regional implementation partners include:



Côte d'Ivoire: Strengthening digital skills among students and teachers



The GSA, in partnership with Côte d'Ivoire's Ministry of Technical Education, Vocational Training and Apprenticeship (METFPA) and working alongside several mission members, implemented two initiatives in Côte d'Ivoire.

With support from Aleph and Pix, the first project aimed to reinforce the digital and entrepreneurial skills of learners to access fashion and beauty employment. For eight months, 35 teachers participated in the Train the Trainers course, which in turn allowed them to guide over 120 students in completing Aleph's Digital Ad Certificate course. This course equipped them with knowledge of digital advertising tools and digital platforms as well as valuable accreditations. An online survey of learners highlighted the clarity and structure of the course, the acquisition of new knowledge – particularly in social media and digital concepts – usefulness of interactive activities and a strong desire for continued training to be integrated into school curricula to further develop digital skills.

In a parallel effort to boost the digitalization of education systems and digital delivery of training in the country, more than 300 teachers were assessed with over 70 teachers from technical and vocational schools (TVET) trained on digital skills and pedagogies supported by Microsoft and their training partner, Tablet Academy. The training – facilitated through platforms, such as Microsoft Learn, and with financial support from the Government of Azerbaijan – focused on equipping educators with the skills to integrate digital tools into their teaching practices.

Ghana: Digital skills development for TVET staff



Staff at Ghana's Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED) are undergoing digital skills training, following the university's selection as the focal institution to lead Ghana's Digitalisation Skills Development Agency under the Better Education for Africa's Rise Phrase Three (BEAR III) Project. This UNESCO project, funded by the Republic of Korea, aims to strengthen TVET systems in select African countries.

GSA partners, including Microsoft and HP, are providing free, certifiable digital skills training to AAMUSTED staff, focusing on technological advancements and the integration of AI in teaching, learning and administration. After an assessment of digital skill competencies among staff, training began in October 2024 with an orientation session on the project. UNESCO and Microsoft then deployed two experts to conduct training for 20 master teachers, followed by the official launch of the digital skills training for all staff in November 2024.

Gabon: Trainings to boost digital and ICT skills



In collaboration with UNESCO Libreville and the Ministry of Digital Affairs for Gabon, GSA, launched Digital for a New Gabon, a multi-partner initiative supporting the Gabonese transitional government's youth training objectives.

Through the dedicated website, GSA's curated training programmes are available across the country, offering high-quality learning content with a focus on digital skills at foundational, intermediate and advanced levels as well as occupation specific ICT skills. Co-designed by GSA and the local UNESCO office, the initiative gained over 2 million impressions in less than a month across multiple social media platforms, indicating high levels of interest in digital skills in Gabon.

Brazil, Mexico, Columbia, Argentina: Virtual training to boost employment prospects



Junior Achievement Americas and KPMG, facilitated by GSA, have joined forces to offer training opportunities for young people aged 18-29 in Latin America to prepare them with the relevant skills in the work realm. The Generative AI Pathway training programme will serve youth in Brazil, Mexico, Colombia and Argentina, providing them with an understanding of generative AI, its impact on the job market and how mastering AI skills can improve both employment prospects and overall life opportunities.

Launched in September 2024, the no-cost, virtual and asynchronous learning programme is available through the Pluralsight platform, with 1,000 platform licenses available for 12 months until September 2025. Working alongside local organizations to facilitate the recruitment of learners, priority will be given to vulnerable youth, particularly those aged 18 and older who have not pursued higher education or are not currently enrolled. The programme is also committed to ensuring that 50% of participants are women.

Global: Developing ICT talent



The Huawei ICT Academy programme aims to develop ICT talent globally by providing high-quality ICT education to students and teachers. Through the Academy's Talent Online Platform, users can access technology-focused courses at no cost and work towards ICT certifications. Learners have access to 227 academy-customized courses, 84 of which are available in minority languages. In 2024 alone, the platform engaged 300,000 students while more than 2,100 certificates were awarded to teachers upon completion of training. Additionally, at MWC Barcelona 2024, Huawei introduced digital badges, distributing more than 13,500 to students and 1,700 to teachers.

Huawei's flagship ICT Competition, attracting students from more than 80 countries, showcased innovative projects, such as DysTherapy, an AI-powered app designed by a Turkish team to help children with dyslexia and other cognitive learning differences learn at their own pace.

Huawei also launched the UNESCO Global Skills Academy – Huawei ICT Academy Digital Skills Learning platform – an open online learning platform for teachers and students of UNEVOC as well as lifelong learners. The platform supports learning content in five languages – English, Spanish, French, Portuguese and Arabic – with over 250 courses available at no cost. The catalogue offers courses for students and professionals, covering topics such as AI, algorithm and programme design, data management, cloud and computing, and app development.

South Africa and Italy: Providing mentorship to young people



A collaboration between GSA and KPMG is connecting industry-experienced professionals with young people to support their transition into the workforce. Following the pilot of KPMG's Empower Futures Mentoring Programme in India in 2023, the initiative was launched in 2024 at the Durban University of Technology (DUT) Co-operative Education Unit, a UNEVOC network member in South Africa with over 100 student cohorts.

Mentees are paired with KPMG mentors and engage in regular sessions focused on enhancing critical interpersonal and workplace skills, including interview techniques, building confidence and crafting CVs and cover letters. In late 2024, the first cohort of the mentoring programme took place in Italy, supporting migrant participants for enhanced employment, while discussions are underway to expand the 8-10-week programme to additional countries – namely, Kenya, Nigeria and Ghana – with more opportunities in discussion.

Multi-country: Driving digital transformation in TVET



Cisco's Networking Academy and the GSA are working to launch the Digital Skills for TVET (DS4TVET) initiative across Latin American countries in 2025. The DS4TVET initiative aims to assist countries in driving the digital transformation of technical and vocational education and training (TVET) to meet the growing demand for new skills in an increasingly digital society and workforce. This will be achieved through capacity-building initiatives, curriculum updates and the integration of remote teaching and learning tools to enhance the learning experience.

Through a demand-driven approach, the initiative will strengthen the digital capabilities of various stakeholders, including TVET students – particularly those in ICT, digital and STEM fields – TVET teachers and lecturers and TVET institutions. A Working Group established in Paraguay will drive the Paraguay Chapter of the initiative, consisting of representatives from the country's Ministry of Education and Science, UNESCO and GSA leaders, Cisco's Networking Academy and various TVET department directors. In Paraguay, the initiative aims to train over 100,000 students and at least 15,000 TVET teachers and trainers across multiple stages.

Multi-country: Closing the AI skills gap



To help close the global artificial intelligence (AI) skills gap, IBM is committed to training two million learners in AI by the end of 2026. To achieve this goal at a global scale, IBM is expanding education collaborations with universities globally, collaborating with organizations such as UNESCO to deliver training to adult learners and launching new generative AI coursework through IBM SkillsBuild.

IBM SkillsBuild offers coursework in AI fundamentals, chatbots and crucial topics, such as AI ethics. These courses are all free and available to learners around the world. At course completion, participants will be able to earn IBM-branded digital credentials that are recognized by potential employers.

Global Teacher Campus

The Global Teacher Campus (GTC) stands as an example of what the GEC can and has achieved – with a proven track record of successfully supporting over 1,000,000 teachers globally and a future goal to implement new and innovative programmes.

Through platforms, such as Imaginecole and Imagine Learning, the GTC established itself across Francophone and Anglophone Africa. These regional platforms enable countries to access and customize content according to their local educational needs and context. The initiative's reach now spans over 33 countries, with data collected from more than 40 projects, positioning it to engage more deeply with governments to create sustainable educational processes.

Integrating GTC training programmes into local continuous professional development frameworks ensures long-term sustainability and strengthens national education systems. The GTC's engagement in Ghana offers an example of this work with a target to train 20,000 teachers through the government's own platform that was built from the open-source GTC platform, which is an iteration of Imagine Learning. The focus on hybrid formats was crucial in reaching teachers in areas with low-connectivity.

A significant milestone in GTC's impact was its collaboration since 2022 with Google, particularly in supporting learning continuity in Ukraine. Following the delivery of 50,000 Chromebooks to Ukrainian teachers in 2022 and 2023, the Digital Tools for Education programme successfully trained 209,404 Ukrainian educators in digital skills while also providing schools with Chrome Education Upgrade capabilities for remote device management.

The Azerbaijan support expanded the GTC's reach. Beyond helping the mission support its core mandate of training teachers, the programme also facilitated the development of innovative courses, including a TV and Radio course in collaboration with UNESCO Yaoundé and a curriculum condensation course for curriculum management in crisis contexts with the UNESCO International Bureau of Education (IBE).

The curriculum condensation course is a comprehensive approach to hybrid teaching and learning, featuring six modules available in French and English, with Spanish versions in development. This course underwent iterative updates and piloting since 2021, incorporating direct teacher educator feedback to ensure sustainable and quality results. Meanwhile, the TV and Radio course, set to launch in 2025, aims to ensure broader accessibility by training educators and broadcasters in eight countries, diversifying teaching modalities to accommodate varying levels of digital access.

As an innovative hub for educators worldwide, the GTC continues to evolve beyond its initial goal of reaching one million teachers, working to close educational gaps in pursuit of SDG 4 through free and accessible professional development opportunities.

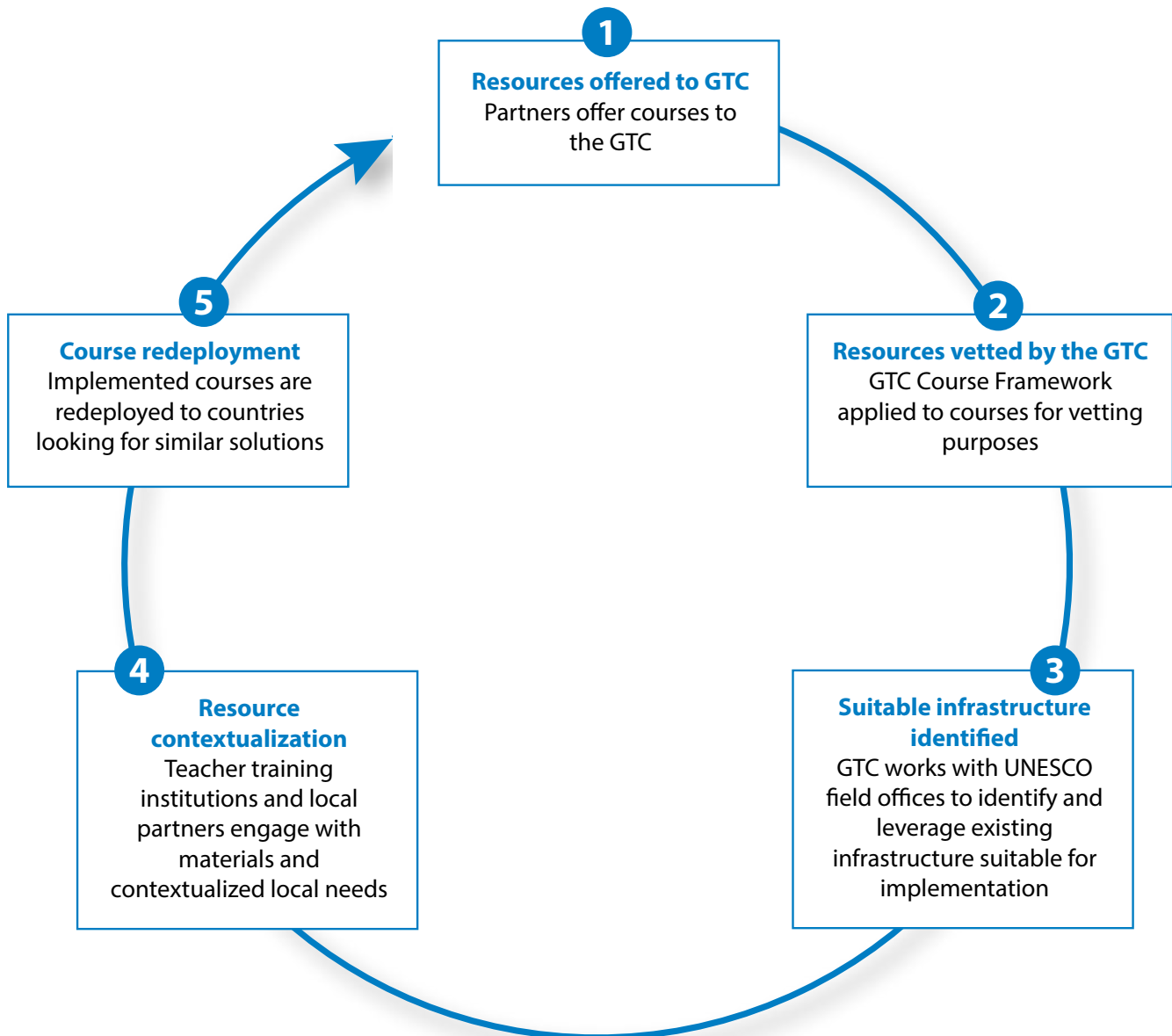
A snapshot of GTC initiatives in 2024			
Initiatives	Locations	Partners	Impact Recipients
GTC Platform	Ghana	UNESCO, GPE, Ghana's Ministry of Education	3,000
Digital Teacher	Ukraine	UNESCO, Google.org, Google, GPE	65,000

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

The 10 GTC partners are:



How the GTC works



Ghana: Inaugural implementation of the GTC Platform



In 2024, Ghana became the first country to host the Global Teacher Campus (GTC) Platform locally, offering customized courses and training modules for teachers nationwide through a national site. The GTC Platform builds on the [imaginelearning.africa](#) platform, initially launched by GEC to provide educational resources to teachers and learners across five countries in Anglophone West Africa. These self-paced learning materials are now globally accessible.

In Ghana, the platform was integrated into a broader digital transformation initiative led by the Ministry of Education and local partner the Centre for National Distance Learning and Open Schooling (CENDLOS). By September 2024, over 3,000 teachers completed training and received certificates, advancing the country's goal of integrating ICT into classrooms. The trainings are tailored to Ghanaian educational standards, thanks to localization efforts in partnership with the country's National Teaching Council.

GTC Platform methodology

The [GTC Platform](#) methodology provides a systematic approach for nations to establish and maintain sovereign control over their digital learning ecosystem. The process begins with countries cloning the open-source codebase, which consists of four primary components working in harmony: the Richie Content Management System, Open EdX Learning Management System, Custom Open EdX Plugin for validation workflows and the Aspects Analytics Solution.

The implementation methodology emphasizes data sovereignty and governance as foundational principles. Countries maintain complete control over their educational data through clear policies and organizational structures that support local data management. This includes establishing transparent oversight mechanisms and ensuring compliance with national data protection regulations.

Integration capabilities form a crucial part of the methodology. The platform supports single sign-on authentication using SAML or OAuth 2.0 protocols, Learning Tools Interoperability (LTI 1.3) for external learning activities and comprehensive analytics aggregation. Course content interoperability is achieved through the Open Learning XML (OLX) format, allowing seamless content exchange between different instances of the platform.

The platform's analytics capabilities are provided through the Aspects Analytics Solution, powered by ClickHouse and Apache Superset. This component is optional, giving Member States the flexibility to choose whether to include this analytics solution in their configuration, incorporate it at a later stage or omit it entirely to align with their specific analytical needs.

The cloning process follows specific guidelines to ensure successful implementation:

- Clone the repository from the official source using the latest version
- Understand the platform architecture and components through the provided [documentation](#)
- Follow coding and documentation best practices
- Maintain backward compatibility
- Adhere to licensing agreements
- Implement recommended security practices.

The GTC open-source framework ensures stability and longevity through the support of a best-in-class developer community. Member States can establish their own learning environments while maintaining complete data ownership and governance, which promotes transparency, security and compliance with national regulations. The platform empowers Member States to govern their educational data, implement their own security measures, establish clear oversight frameworks and leverage digital technologies according to their local needs.

Global Learning House

The Global Learning House (GLH) represents another key and successful GEC mission. Through a robust network of 20 private sector partners and dedicated volunteer educators, GLH successfully reached over 1 million learners.

The initiative's flagship platform, GLH Connect, is now a powerful educational hub offering 439 open educational resources (OERs) across seven languages, including English, French, Spanish, Ukrainian, Russian, Thai and Korean. This multilingual approach ensures that the platform's supplemental learning materials are accessible to diverse communities globally.

GLH now operates through three core pillars that define its strategic approach to education and learning transformation:

The first pillar centers on **content development and distribution** through the GLH Connect web, a repository of multilingual OERs, where the mission continues to support learners by providing access to quality educational resources to advance their learning journey.

The second pillar leverages the mission's extensive network of 20 partners to form **mission-driven partnerships at the country level**. This involves strategic matchmaking between partners and beneficiaries, facilitating collaborative initiatives to create a stimulating learning experience for learners and an effective support system for learning. In Africa in particular, by collaborating with partners such as LabXchange and Spacecom, the mission helped boost STEM education and provide underserved areas with access to digital learning, preparing students for future technological challenges. For instance, virtual science labs offered through LabXchange allowed students to experience hands-on learning in science subjects – even in the absence of physical lab facilities. In countries such as Gambia and Côte d'Ivoire, the partnership with Spacecom enabled the provision of educational resources to regions with poor internet connectivity through satellite-powered classrooms that extended educational access to rural communities.

The third pillar focuses on **promoting science-based, evidence-driven solutions to transform learning**, particularly through sharing and experimenting with ideas and solutions that translate knowledge from the science of learning into education policies and practices. Through the Global Alliance on the Science of Learning for Education, GLH not only provides the needed support to policymakers and practitioners but also actively supports the work of the High-Level Steering Committee for SDG 4, contributing to the global education agenda.

The achievement of reaching 1 million learners marks a significant milestone in GLH's mission. The initiative's ability to mobilize resources, coordinate partners, adapt to local needs and create sustainable impact is a testament to the power of collaborative action in addressing the world's education and learning challenges. Through its robust, science-based and evidence-driven approach, combining content delivery, partnership facilitation and policy innovation, GLH continues to make steady progress in advancing global education accessibility and quality.



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A snapshot of initiatives involving GLH Members			
Initiatives	Locations	Partners	Overall Impact/Future initiatives
LabXchange	Globally, 86% of visitors come from low- and lower-middle-income countries.	LabXchange	With resources in 19 languages and over 53 million unique global visitors (including 14 million from Africa), the initiative has widened access to science education
GLH x IU Master classes	Global including: Egypt, Bangladesh, Denmark, Finland, France, Germany, India, Kenya, Malawi, Namibia, Nigeria, Austria, Pakistan, Switzerland, South Africa, Türkiye, United Arab Emirates, United States of America, United Kingdom of Great Britain and Northern Ireland.	IU International University of Applied Sciences	Two live master classes on Data Science and Women in STEM reached more than 200 people from all over the world. Additionally, a series of master classes on AI is scheduled for 2025.

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

International Congress on Brain Sciences, Early Childhood Care and Education (ECCE) at UNESCO

On 26 September 2024, UNESCO and GLH member Babilou Family Foundation hosted the International Congress on Brain Sciences, Early Childhood Care and Education at UNESCO Headquarters in Paris, France. Aligning with the Tashkent Declaration from UNESCO's World Conference on Early Childhood Care and Education, the congress brought together over 1,400 attendees, including experts, researchers, policymakers and practitioners passionate about advancing quality early childhood education through the science of learning.

The congress concluded with a call to action emphasizing the importance of prioritizing early childhood development. UNESCO's Assistant Director-General for Education, Stefania Giannini, and other leaders underscored that advancements in cognitive and brain science provide essential knowledge for informed decision-making in early childhood care and education policy.

The GLH partners are:



Global: Online learning in STEM fields



As a member of the Global Learning House (GLH), IU International University of Applied Sciences provides online learning opportunities in STEM fields. Through UNESCO's channels, these courses have reached 250 students from 30 countries worldwide. Emergency aid full-course scholarships have also been offered to students in need, ensuring their educational continuity during crises. This collaboration enhances learning by delivering accessible STEM education through no-cost online Bachelor-level courses, certificates equivalent to 5 European Credit Transfer and Accumulation System (ECTS) credits and an expert-led masterclass series. Users can also benefit from access to IU's teaching resources and training programmes.

In 2025, IU International University of Applied Sciences will launch a new STEM-focused masterclass series, which will be delivered through GLH Connect and emphasize AI's transformative potential in education. Additionally, IU is collaborating with the GLH team to enhance student advisory and counselling services, ensuring broader accessibility and greater impact for its educational programmes.

Gender Equality Mission

Gender equality goes beyond ensuring equal access to education. It addresses the underlying causes of gender inequalities by actively challenging harmful gender norms and power dynamics through the promotion of gender equality at all levels and in all aspects of the education system. The ultimate goal of our mission is to create an educational environment and system with equal opportunities while actively dismantling systemic gender barriers, leading to lasting social change and improved learning outcomes. This comprehensive approach recognizes that true educational transformation requires addressing both the visible and invisible barriers that perpetuate gender inequalities in education.

Accordingly, the GEC's Gender Equality Mission works with partners to dismantle deeply rooted social constructs and stereotypes that limit educational opportunities to instead promote diverse role models and ensure that all learners can acquire the knowledge and skills they need to thrive. The mission develops and implements targeted interventions, policies and programmes that can effectively address gender-based barriers to learning. It operates simultaneously at multiple levels, from transforming teaching practices and learning materials in the classroom to reforming school and institutional policies and administrative procedures. It also extends to engaging families and local leaders to challenge gender norms in the community and advocating for systemic changes in educational frameworks and policies. A crucial component of this involves building capacity among teachers and educational staff through specialized training to recognize and address gender biases, create inclusive learning environments and implement gender-responsive teaching methods.

This year, several successful initiatives and partnerships have continued, while others have already attained their objectives and are seeking to renew their ambitions for the future. For example, the Closing the Digital Divide: Ensuring Digital Skills Education for Women and Girls initiative has made significant strides in expanding access to technology-enabled learning, while the Government of Japan's sustained commitment has strengthened educational opportunities in Chad, Mauritania and Pakistan. Dior's engagement with the mission exemplifies the power of private sector partnerships, with the Women@Dior and UNESCO programme empowering young women through education and mentorships across more than 60 countries.

A snapshot of Gender Equality Mission initiatives			
Initiatives	Locations	Partners	Impact recipients overall
Girls Back to School: Mitigating the impact of the COVID-19 pandemic on the education of the most marginalized	Chad, Mauritania and Pakistan	Government of Japan and UNESCO	Total: 4,920,453 Female: 2,236,413 Male: 2,684,040
Keeping Girls in the Picture	Senegal	Wallonie-Bruxelles International and UNESCO	2.6 million
We Are ABLE - Achieving Better Living and Education project	Viet Nam	CJ Group and UNESCO	Project: 8,000 students (49% female and 47% ethnic minorities) KCON: over 125,000 audiences and 5.9 million views

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

Call to Action: Time to build on successful projects

Building on the remarkable success of projects led by partners, including Intel, the Government of Japan and Wallonie-Bruxelles, we're now seeking new collaborators to take our mission further. The impressive results have generated strong interest from Member States, creating exciting opportunities for future partnerships. We invite innovative organizations to join us in expanding upon these achievements and shaping the next phase of our journey.

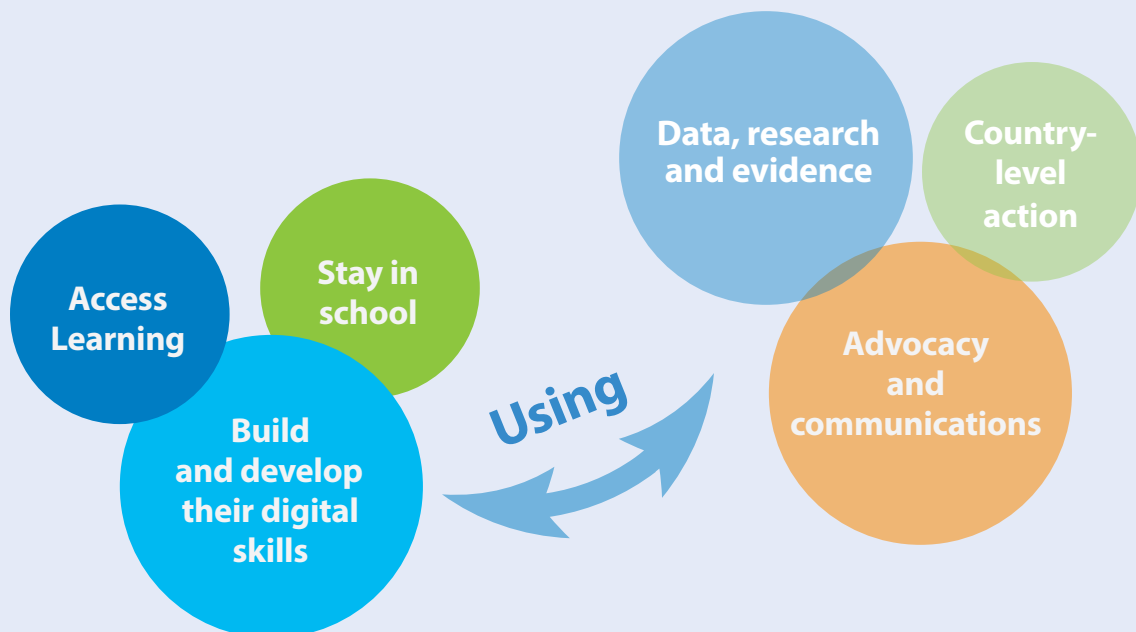
To express an interest in partnering with the Gender Equality Mission, please contact: gender.ed@unesco.org

Gender Equality in Education

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



The Gender Equality Mission is a global mission, mobilizing international partners to support **5 million people** in promoting gender equality in and through education in the countries with the greatest gender disparities in education, helping them to:



Did you know ...

- ➔ Despite efforts by countries, the **number of out-of-school children** remains significant, with 128 million boys and 122 million girls excluded from schooling.
- ➔ Afghanistan is the only country in the world to prohibit access to education for girls over the age of 12 and women. There are now almost **2.5 million girls** in the country deprived of their right to education, representing 80% of Afghan school-aged girls.
- ➔ Girls are more at risk of early and unintended pregnancy, early and forced marriage, and violence **when they don't go to school**. Universal secondary education could virtually **end child marriage and reduce early childbearing**.
- ➔ 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, only **28% of engineering and 40% of computer science graduates** were women. In some sub-Saharan African countries, as few as 10% of students in physics, mathematics and engineering programmes are women. In sub-Saharan Africa, only 85 girls complete lower secondary education for every 100 boys who do so.
- ➔ **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.
- ➔ Worldwide, **22% of young people** are not in employment, education or training (NEET). This figure is higher for young women (24%) than for young men (19%).
- ➔ 57% of the world's children have not gained basic skill levels with the estimated global annual costs of skills deficits representing **\$10 trillion USD**.
- ➔ Gender-balanced education **strengthens economies**, reduces inequality and creates more opportunities for everyone to succeed.

Chad, Mauritania, Pakistan: Strengthening gender mainstreaming in schools



In 2024, the Government of Japan and UNESCO's Girls Back to School project concluded in Chad, Mauritania and Pakistan. Launched in 2020, it aimed to address the educational impacts of the COVID-19 pandemic on marginalized groups and enhance system resilience.

In **Chad and Mauritania**, ministry officials and education decision-makers participated in a 9-week online training to integrate gender considerations into education planning. A Community of Practice in Gender and Education (CPGE) was established to sustain the skills developed. In **Chad**, in collaboration with the Gender at the Centre Initiative (GCI), participatory learning on gender mainstreaming based on the [Building Back Equal: Girls Back to School guide](#) was provided, benefiting some 88 education administrators. A teacher training manual was also developed in collaboration with relevant ministries, and will be rolled out at the decentralized level in 2025. In addition, workshops trained 88 education administrators on gender mainstreaming. In **Mauritania**, IIEP-UNESCO conducted a gender mainstreaming assessment and a participatory workshop to develop the first gender strategy for the Ministry of National Education and Education System Reform (MENRSE); this strategy is expected to be finalized and adopted formally in 2025.

In **Pakistan**, the focus was on Balochistan, where UNESCO worked with local stakeholders to develop a work plan and contextualized training materials. Over 245 officials were trained to analyze policies, curricula, textbooks and pedagogy through a gender lens. Recommendations included integrating gender indicators into textbook guidelines and expanding sessions on gender-responsive pedagogy to address biases in teaching materials.

Senegal: Promoting continuity of learning for girls



Building on the success of Phase One, UNESCO and Wallonie-Bruxelles International launched the second phase of their Keeping Girls in the Picture campaign in Senegal, expanding its reach to three additional regions – Diourbel, Louga and Kaffrine – with a focus on the most vulnerable and remote communities. Key outputs throughout the year included 23 radio broadcasts, 279 radio spots and 12 television spots, 10 digital quiz competitions, 6 awareness caravans and 200 student discussions as well as 755 intergenerational community dialogues, community panels, films, 'digital quiz' competitions and photos. Additionally, 2,100 school kits were distributed to students in need.

The campaign sensitized over 296,000 girls, 250,000 women, 240,000 students, 227,000 youth in associations, 8,000 heads of households, 2,000 community leaders and 540 Bajenu gox (health guardians) about the risks of school dropout linked to gender-based violence, early pregnancies and forced marriages. In total, more than 2.6 million people were reached.

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



unesco



BỘ GIÁO DỤC VÀ ĐÀO TẠO
MINISTRY OF EDUCATION AND TRAINING



The We Are ABLE - Achieving Better Living and Education project, launched in 2019 and now in its second phase (2023-2025), is a partnership between UNESCO and the CJ Group aimed at raising awareness of girls' right to education in Viet Nam. The project seeks to change social norms, promote gender equality and empower girls, particularly ethnic minority students, to challenge stereotypes. Operating in 15 schools across the Ninh Thuan, Cao Bang and Vinh Long provinces, it reaches over 8,000 students and their parents. Of the students, 49% are female and 47% are from ethnic minorities.

In 2024, almost 100 teachers, administrators, health staff and counsellors participated in gender-responsive counselling training, with teachers also improving their skills through online mentoring. Meanwhile, over 300 students trained as 'change agents' to promote gender equality through youth-led activities. Almost 9,000 books on reading, gender equality and sexuality education were distributed throughout the schools, along with equipment to enhance students' communication and digital skills, and 7 computers contributed by UN Women.

UNESCO Hanoi and the Ministry of Education and Training organized a National Consultation Workshop on Gender Equality and Comprehensive Sexuality Education (GE/CSE) for teacher training institutions and education centers. A national situation analysis gathered over 46,000 responses from policymakers, educators, students and parents, leading to the development of a GE/CSE roadmap for Viet Nam. Advocacy activities included an event alongside UN Women, featuring youth led dialogues with female role models, the release of two documentaries, extensive press coverage, social media messages featuring student and teacher voices and the promotion of girls' education at music festivals, which reached millions both online and in person.



Advocacy, data and knowledge sharing

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

The year 2024 represented an important year for the Coalition in this regard, with the DTC's Six pillars for the digital transformation of education framework marking a key collaborative effort built upon the sharing of knowledge and experiences among some of the key stakeholders in the sector. Furthermore, the framework's subsequent use by multiple governments planning their own digital transformation in education strategies shows the power this level of collaboration can have when attempting to turn abstract concepts such as digital transformation into a tech-agnostic common taxonomy that is accessible to all education stakeholders in all contexts.

Another example of work in this area comes from a joint report by IFC and UNESCO, which reveals persistent gender disparities in employment outcomes among higher education graduates in developing nations despite improvements in educational enrollment parity. Based on data from 54 educational institutions across 22 countries, the study, conducted through IFC's Vitae programme, identifies significant gender gaps in earnings and employment rates across various career fields.

As detailed earlier in this report, UNESCO is also collaborating with KPMG in Ukraine to support teachers as they work to deliver high-quality distance and hybrid learning experiences. This work formed the foundation of a shared report looking at the impact the private sector can have in emergency and crisis situations. The report presents key takeaways from projects, which can support the development of other similar programmes to be launched when and where they are required.

Multi-country: Research on gender disparities in employment outcomes



A new report by the International Finance Corporation (IFC), in partnership with UNESCO, highlights the prevalence of gender disparities in employment outcomes among recent graduates of tertiary institutions. The report, *Closing the Gender Gap in Education and Employment*, presents a comprehensive assessment of the problem, its implications for sustainable growth and clearly articulated measures to address it.

The report is the outcome of a survey conducted in partnership with 54 educational institutions across 22 developing countries as part of Vitae, a dedicated programme by the IFC designed to support higher education institutions improve their graduates' employability and facilitate their transition to the workforce. Despite the impressive progress made in narrowing the gender imbalances in higher education enrollment, the report presents evidence of gender inequities in earnings and employment rates across a wide range of career disciplines. It also sheds light on the systemic barriers that contribute to widening gender gaps and defines the role of employers, higher education institutions and governments in addressing these disparities.

Lessons learned



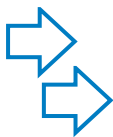
The Coalition offers an innovative framework for intervention. It demonstrates a way to be responsive in leveraging resources that are not normally available. The **in-kind nature of contributions** allows for arrangements and implementation that existing frameworks have not supported.



The Coalition is a reliable platform for multistakeholder collaboration and an engine for digital transformation in education. Not only are Coalition Members engaging in global initiatives such as the GSA, working to transform education and directing the course of action at regional and national levels such as the GPE-funded Consortium of UNESCO-World Bank-UNICEF, the Coalition also has multiple interconnections with other key global education initiatives such as Gateways to Public Digital Learning and Giga.



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



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



The combination of knowledge development and dissemination, advocacy, national interventions, networking and cooperation ensures that the **Coalition benefits from data and research to build effective and large-scale interventions.**



The Coalition's core areas of focus offer concrete examples of **how knowledge can be translated into interventions to target large numbers of beneficiaries in a transformational capacity.**



The Coalition now has an **independently evaluated track record of success** both in providing ongoing support to ministries of education during times of crisis and proactively seeking to transform education across a variety of key areas.



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



The Coalition is adept at **reacting to emerging phenomena**, such as the increasing use of artificial intelligence in education.



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

Voices of impact recipients



"This training is very important for our learners and their future professional lives. It will be an added benefit for them and will enable a quicker professional integration. The courses on Digital Marketing and Entrepreneurship are also beneficial for us as teachers."

Kobo Assi, Teacher, LPMMS Agboville

GSA digital skills projects, Côte d'Ivoire



"My boy loved it so much! After using this app for 4 months, my son is very happy, and so am I. The app provides rich educational content. Children can easily learn letters with it. It [also] helps to distract children from stressful situations. At first my child was very scared hearing the air siren, so I gave him the app to play, and it helped a lot."

Mother of a child using the Feed the Monster app

Curious Learning, Ukraine

"The project's main contribution to learning lies in its ability to personalize teaching and extend the learning time available. It also encourages interaction and collaboration between learners. The use of digital technology enables the teacher to play a coaching role, offering a less restrictive learning approach that can extend beyond the classroom."

Walter Seraphin, Teacher, Model School Network

Digital Promise, Haiti

“The Learning Compendium has enhanced collaboration among students. They are eager to collaborate, especially on topics of interest, which encourages peer teaching and makes learning more engaging. It also helps students better understand the content they need to learn. The most useful element of the session was the core skills of dialogue and how to integrate it into teaching and learning.”

Equipping learners with dialogue and global citizenship skills training participant

Generation Global, Ghana

“The Learning Planet Youth Design Challenge Programme has sharpened my vision for my learning programme, making it more viable, holistic and grounded in reality. What made the experience valuable was the small, close-knit community. The active engagement, thoughtful feedback and personalized mentoring created an atmosphere where I felt supported at every step. Through this programme, I’ve gained both the skills and confidence to move forward, and I now feel equipped to implement this programme in my community and drive meaningful changes.”

Gia Khan, Youth Design Challenge Participant

Learning Planet, Viet Nam





"The BEFIT programme has been a game-changer for our school. It's not just about tablets; it's about igniting a passion for learning that transcends the classroom."

Mrs. Constance Mphaya, Head Teacher at Namadidi Primary School

Imagine Worldwide, Mulanje district of southern Malawi

"This project contributes to the physical, intellectual and social development of the students. It develops children's safety, self-confidence and autonomy, enabling them to solve everyday problems. I would like to see this project extended to other levels of our schools in the future."

Renel Ylisse, Pedagogical Coach, Model School Network

Digital Promise, Haiti



"I really liked the programme; the interaction, despite being virtual, was very engaging. I will use the knowledge for my university assignments and my own work. I feel that I will be able to pass on what I have learned to other people in my community so that they also have the opportunity to learn."

Esteban, certified trainer. Training of trainers course "Generation AI", a Reskilling Latam initiative

Eidos Global, Latin America

"Before BEFIT, (my daughter) struggled with mathematics, but now she's making rapid progress in adding and subtracting numbers."

Mother of an eight-year-old girl at St. Joseph Primary School

Imagine Worldwide, Malawi



"Learning how to teach concepts and digital tools in an era where our students need to develop technology skills from a very young age is a challenge that, as educators, we accept with passion. Thank you for the entire experience!"

Sandra, certified trainer. Training of trainers course "Generation AI", a Reskilling Latam initiative

Eidos Global, Latin America

"The E³ Projects based Learning has helped very much because [students] enjoy coming to school. During the project, we had very little absenteeism compared to other times."

Ms. Hendricks, HoD and Teacher Grade 4 and Grade 7, Tamboerskloof Primary

Ecubed, Western Cape, South Africa



Looking forward: 2025-2030

The world faces complex challenges that no single actor can solve alone, highlighting the critical importance of revitalized multilateral cooperation and partnerships. The path forward demands a renewed commitment to multilateral collaboration built on mutual respect, shared responsibility and collective action. Ultimately, success hinges on bringing together diverse expertise, fostering knowledge exchange and enabling meaningful contributions from all stakeholders.

In this regard, as the Global Education Coalition (GEC) enters its sixth year, it presents an opportunity to accelerate progress toward SDG 4 while embracing new opportunities for transformative change in education. The Coalition's evolution from a crisis response mechanism to a catalyst for systemic transformation positions it uniquely to address emerging challenges in an increasingly crisis-prone world and help countries build resilience through digital transformation to 2030 and beyond. Digital technologies and artificial intelligence (AI) represent powerful tools for advancing sustainable development, but their potential can only be fully realized through inclusive partnerships.

The Digital Transformation Collaborative (DTC) exemplifies the Coalition's commitment to multistakeholder cooperation and systemic change. Through its six pillars framework, the DTC established itself as a model for digital transformation in education that aligns with the Global Digital Compact. This framework will continue guiding national strategies while expanding to new countries, with several nations across the Maghreb region already developing comprehensive digital transformation plans influenced and guided by the framework and full DTC analysis workshops are planned for Brazil and Chile this year. Furthermore, as the DTC seeks to support more countries in advancing their digital transformation journeys beyond 2025, it will continue to develop its collaborative practices to position itself as a framework for multistakeholder collaboration in the digital age.

The GEC recognizes that to secure and enhance the benefits it provides to both Member States and constituent organizations, it must evolve its governance and operational model. This evolution began in consultation with several member organizations and will continue through 2025 and 2026 under the guidance of all active members. This process will refine and define the Coalition's mission statement and establish new terms of reference and a charter for the GEC. Following this, we will launch a new operational framework, which will encompass revised governance structures, processes and organizational elements. We will also establish a sustainable funding model to support the GEC to attain the goals set for 2030 and beyond.

Building on the success of the last five years, the Coalition's four flagship missions are setting further ambitious targets for 2030. The Global Skills Academy (GSA) will expand its reach to support 10 million youth with employability skills by 2029, emphasizing digital competencies and future-ready capabilities. The Global Teacher Campus (GTC) will support at least 25 countries to integrate technologies in teacher education and professional development by 2029, while maintaining its commitment to crisis-affected regions.

The Global Learning House (GLH) continues to evolve its three-pillar approach, strengthening its OER repository, expanding country-level partnerships and deepening its evidence-based approach through the Global Alliance on the Science of Learning for Education. Meanwhile, the Gender Equality Mission sharpens its focus on STEM education for girls and women, addressing persistent gender gaps in technical fields.

Looking toward the Second World Summit for Social Development in Doha, Qatar this November, the Coalition will seek to strengthen its role in fostering multistakeholder cooperation in support of sustainable development. This summit presents a crucial opportunity to showcase education's central role in social development and secure new partnerships for sustainable education transformation. The Coalition's commitment to the Global Digital Compact principles will drive innovative approaches to educational challenges through 2030, ensuring that digital transformation serves as a catalyst for equitable access to quality education.

Through these strategic directions and renewed commitments, the Coalition positions itself as a driving force for educational transformation, fostering innovative approaches to educational challenges while ensuring no learner is left behind in the digital age. The path forward emphasizes sustainable, scalable solutions that can address both immediate needs and long-term systemic change, ultimately accelerating progress toward SDG 4 through collaborative action and shared commitment to educational excellence.



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Key GEC dates and milestones

GEC milestones for 2025

Digital Transformation Collaborative (DTC)

- Expand DTC workshops and in-country support to additional countries, including planned sessions in Brazil and Chile.
- Launch the DTC Facility and develop a capacity-building programme to cover all six pillars of the DTC system transformation framework.

Governance and operational model

- Finalize the Coalition's revised mission statement, terms of reference and charter.
- Conduct consultations with active members to ensure alignment and support for the new framework.

Flagship missions



Global Skills Academy (GSA)

Craft a 5-year strategic cycle that prioritizes scalability, anchors decision-making in data-driven insights, strengthens partnerships, and mobilizes resources to expand impact.



Global Teacher Campus (GTC)

Establish implementation framework for refreshed mission focused on supporting teachers through AI capacity building.



Global Learning House (GLH)

Strengthen country-level partnerships to implement evidence-based learning strategies.



Gender Equality Mission

Launch targeted STEM education initiatives focusing on reducing gender gaps in technical fields.

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.

Governance and sustainability

- Launch the new operational framework, including: (a) updated governance structures and decision-making processes; (b) a sustainable funding model to support operations through 2030.
- Fully implement the revised governance structures, ensuring they are adaptable to evolving challenges.
- Maintain a robust, diversified funding model to sustain operations beyond 2030.

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



Global Learning House (GLH)
(a) Build the largest global network for science of learning experts and decision-makers to inform evidence-based educational policies; (b) Deepen research collaborations through the Global Alliance on the Science of Learning for Education.



Gender Equality Mission
Achieve measurable reductions in gender gaps in STEM education participation and outcomes across supported countries.

Conclusion

The Global Education Coalition (GEC) has epitomized the transformative potential of coordinated action and technological innovation. Our shared success in equipping over 1 million learners with employability skills and empowering an equal number of teachers with digital capabilities proves that meaningful progress is possible through collaborative effort. Likewise, our comprehensive approach ensures that learning opportunities remain accessible and relevant throughout life stages, supporting both immediate educational needs and long-term skills development for an inclusive, sustainable future. The Digital Transformation Collaborative's comprehensive framework also provides a structured pathway to implement sustainable digital solutions, showing how technology can be leveraged to address educational inequities.

As we approach the 2030 deadline to achieve SDG 4, our Coalition's proven track record in fostering digital transformation, empowering teachers and supporting learners provides a solid foundation to face the challenges ahead. Furthermore, our track record of working together to build resilience in education through digital transformation enables us to seize key opportunities as we take on the key challenges of our age in an increasingly crisis-prone world. However, the scale of what remains to be accomplished demands even greater commitment, resources and innovative approaches.

Only through sustained collaboration, increased investment and adaptive strategies can we hope to achieve the ambitious goals of SDG 4. As we move forward together, then, the synergistic bonds we've built together must remain steadfast if we are to honour our shared commitment to transform global education.

Inside icons: <https://thenounproject.com/>

Page 22: Tools: Hand Tools Collection/Thenounproject.com; Palm with dollar sign: Gem Designs/Thenounproject.com, Cooperation by [Vectors Market/Noun Project](#); Digital transformation: [yieshazea2/Thenounproject.com](#), Flag: Flag Collection/Thenounproject.com, Globe: Alice Design/Thenounproject.com, Knowledge: [Andre Buand/Noun Project](#).

Page 40, 41 43, 46, and 47: Connectivity: Larea/Thenounproject.com, [Capacity by Lia Rahdiah from Noun Project](#), Content [by tezar tantular from Noun Project](#), Coordination [by Eko Purnomo from Noun Project](#).

Page 65: Multitasking: [Massupa Kaewgahya/Thenounproject.com](#), Teacher: [Gregor Cresnar/Thenounproject.com](#), Global Learning: [Iconpai/Thenounproject.com](#), Gender: [Kawalan Icon/Thenounproject.com](#).

Page 96 and 97: money grow up: [koson rattanaphan/nounproject.com](#); collaboration: [omah icon/nounproject.com](#); emergency: [faridah/nounproject.com](#); data: [adrien coquet/nounproject.com](#); coordination: [ardhian rama/nounproject.com](#); track record of success: [kiwir art/nounproject.com](#); world: [arthur shlain/nounproject.com](#); artificial intelligence: [nuengrutai/nounproject.com](#); opportunities beyond crisis: [arkami/nounproject.com](#).

Celebrating five years of impact and driving action for SDG 4

The Global Education Coalition

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, and March 2024 and covers activity between then and March 2025.

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