

Transforming education for the future







Our vision

Education is everyone's right throughout life

Education is a basic human right and a global public good with the power to transform individual lives, communities and the planet for the better over generations. UNESCO's Education Sector provides global and regional leadership to ensure every child, youth and adult has access to quality education throughout life while keeping two priorities, Africa and gender, in focus.

Since its founding in 1945, in the aftermath of World War II, UNESCO's education programme has evolved to match new global challenges including the existential threat of global warming, conflict, protracted crises and the accelerated digital revolution.

Our mission

Rallying the world around the future of education

UNESCO has the power to catalyze transformation in education by bringing together stakeholders around the ambitious Education 2030 Sustainable Development Agenda, and in particular, the targets set by Sustainable Development Goal 4 (SDG 4).

The Organization works to implement, coordinate, finance and review this education agenda - globally, regionally and nationally - to guarantee everyone has the same educational opportunity. It uses its convening power to launch events such as the Transforming Education Pre-Summit (TES) in June 2022, which brought 154 ministers and around

2,000 participants together at UNESCO Headquarters to forge new approaches to education after the COVID-19 crisis, address the toughest bottlenecks to achieving SDG 4 and inspire young people to lead a global movement for education.

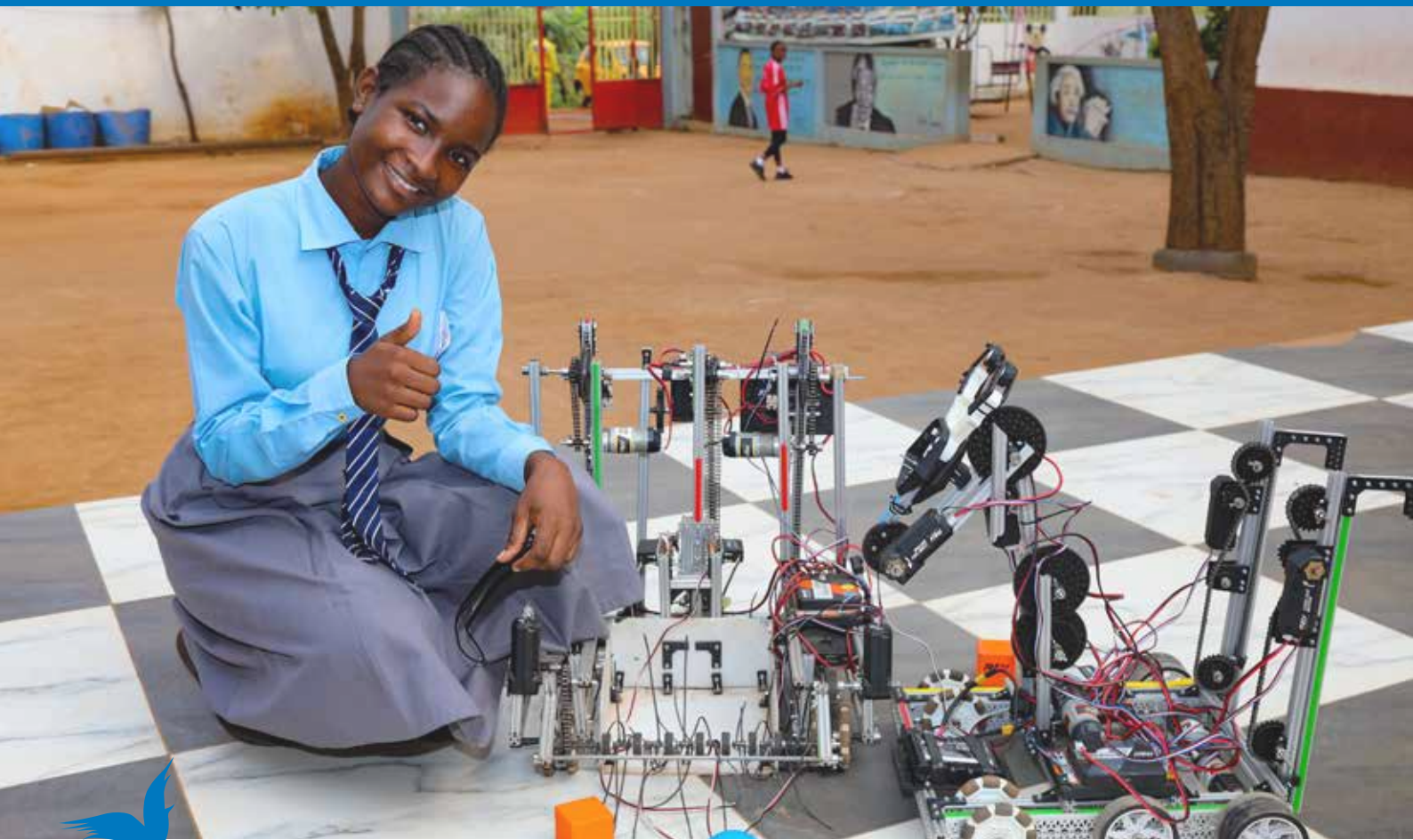
The pandemic, the worst disruption to education in history, which affected the learning of 1.6 billion children and youth and deepened existing learning inequalities, has served as warning and wake-up call for urgent change and innovation, the impetus for the UN's Transforming Education Summit in September 2022.



“Education is a public good, it is delicate, it is fragile, but it is the best possible investment we can make.”

Audrey Azoulay, Director-General of UNESCO





Our work

Reimagining, reshaping, rebuilding

→ Reimagining education

UNESCO anticipates and responds to emerging trends and needs in education, as seen in its ground-breaking *Futures of Education* report, a global initiative to rethink how learning can shape the future of humanity and the planet.

→ Designing policies

UNESCO works with countries to design, implement and share successful education policies, plans and best practices based on data collection, monitoring and dialogue with national authorities.

→ Standard-setting

UNESCO develops and monitors legal frameworks and normative instruments to ensure the right to education. These include the Convention against discrimination in education, the recent landmark Global Convention on the recognition of qualifications in higher education and an online monitor, Her Atlas, measuring the status of national legal frameworks related to girls' and women's education.

→ Catalyzing for international cooperation

UNESCO uses its convening power for international cooperation by promoting dialogue, exchange and partnership among the global education community, including civil society and youth. This includes global conferences exploring areas such as early childhood care and education (2022), higher education (2022), adult learning (2022) and education for sustainable development (2021) that set the agenda for the decade ahead.

→ Capacity-building

UNESCO provides technical advice and support to develop the institutional and human capacity of countries to achieve their education goals. This includes training of education practitioners and officers in multiple fields, including educational planning, curriculum design, data collection and distance learning.

The global challenges

Education systems are not geared to address today's interconnected challenges from global warming and loss of biodiversity to the accelerated digital revolution, deepening inequalities and democratic

backsliding, conflict and crisis. That's why UNESCO has set out a new social contract for education designed to reimagine and shape more peaceful, just, and sustainable societies.

THE BIGGER PICTURE IN FIGURES

771M

young people and adults lack basic literacy skills, two thirds of them women

69M

teachers must be recruited to achieve universal primary and secondary education by 2030

70%

of countries worldwide allocate less than 4% of their GDP to education

244M

children and youth are out of school globally

222M

school-aged children and youth are affected by crises globally

Less than 40%

of girls in sub-Saharan Africa complete lower secondary school.

50 %

of curriculum documents analyzed in 100 countries don't mention climate change

US\$200 billion

in additional funding is needed annually to get the world on track to achieve SDG 4 by 2030



Spotlight on **key initiatives**

The Global Education Coalition

The Global Education Coalition was launched by UNESCO in response to school closures worldwide due to the COVID-19 pandemic. It is a platform for collaboration and exchange to protect the right to education during such times of unprecedented disruption and beyond. It brings together 175 members from the UN family, civil society, academia and the private sector, working under three broad themes: Connectivity, Teachers and Gender Equality. Its three missions are to:

- equip one million youth with employability skills through the online Global Skills Academy
- help one million learners benefit from remedial learning through the Global Learning House
- provide one million teachers with remote learning skills through the Global Teacher Campus

The Global Cooperation Mechanism

To scale up action on SDG 4 by 2030 and galvanize political commitment at the highest political level, UNESCO is bringing countries and international partners together around shared goals in more agile, efficient and aligned ways, with a focus on policy, data and financing.

The Futures of Education report

The report calls for reimagining our futures together through a forging a new social contract for education that provides the knowledge and innovation needed to shape a better world anchored in social, economic, and environmental justice.

The Global Education Monitoring report

Established in 2002, the GEM Report is an editorially independent annual report hosted and published by UNESCO which produces analysis and data on a different education theme each year. With 17 editions between 2002 and 2021 in numerous languages, the GEM Report is an indispensable part of the global education architecture.

Rebuilding hope brick by brick

Access to learning opportunities during crises is life-saving and life-sustaining. UNESCO works for inclusive and equitable quality education for migrants, refugees, internally displaced people, returnees and host communities.

→ Building resilience in Iraq

As part of its Revive the Spirit of Mosul initiative in Iraq, UNESCO has rebuilt schools, promoted gender equality in access to education and launched a technical and vocational skills programme, linking culture, heritage and education.

→ Reopening schools in Beirut

To counter the devastating impact of the 2020 port explosion in Beirut, UNESCO launched the Li Beirut initiative that led to the rehabilitation of 228 schools, 32 universities and 20 training centres through the mobilization of funding.

→ Protecting education in Ukraine

UNESCO is working to ensure war doesn't stop learning in Ukraine where millions of children have been displaced and educational institutions destroyed. It is providing computer equipment to support online teaching and learning, upgrading a higher education assessment system and strengthening psychosocial support for crisis-affected populations.

→ Sustaining education gains in Afghanistan

To ensure gains already made in Afghanistan over the last twenty years are not lost following the Taliban takeover in 2021, UNESCO and partners are working to ensure, protect and prioritize the right of education for all Afghan people, especially girls and women.



Renovation of the Achrafieh
3rd Public School in Beirut,
Lebanon.



Five ways to transform education



Inclusive, equitable, safe and healthy schools

Creating the right space to learn

UNESCO promotes inclusive transformative education that offers all learners access to education in settings where they are safe and healthy, free from violence and discrimination, and supported with comprehensive

care services. The Organization works with countries to significantly increase investment in quality education, ensure strong political commitment, sound planning, and a robust evidence base.



Learning and skills for life, work and sustainable development

Keeping pace with a changing world

UNESCO empowers learners with the knowledge, skills and values needed for well-being, the rapidly changing world of work and a sustainable planet. It works to ensure everyone acquires the indispensable foundational skills of literacy and numeracy and supports countries to ensure access to affordable, relevant and quality skills to match labour market demands. Its global programme

on education for sustainable development aims to green policies, curricula, schools and teacher training. Through its global citizenship education programme, UNESCO encourages learners to be active promoters of peace, human rights and dignity. This includes education about the Holocaust and genocide to counter antisemitism, racism and other forms of intolerance and discrimination.



Teachers, teaching and the teaching profession

There is no substitute for a teacher

Well-trained, supported and valued teachers are essential to ensuring quality education for all and meeting the education targets of the 2030 Agenda. Yet worldwide there is a deficit of 69 million teachers and many lack basic qualifications and training to keep pace with

changes in education. UNESCO works with countries to improve policies relating to teachers and supports quality training with focuses on Africa, inclusion, gender sensitivity and digital technologies.



Digital learning and transformation

Making technology work for education

Technology can improve access to education and promote quality learning for all but is often off-limits for vulnerable groups and populations most in need as acutely demonstrated during the COVID-19 pandemic. UNESCO builds the capacities of education actors, especially teachers, by helping them to master distance and hybrid learning techniques, and gathers evidence to

inform decision-making about education technology. It supports countries to establish high-quality public digital platforms for education as well as to develop policies for the use of artificial intelligence to expand access to education and improve the quality and effectiveness of learning.



Financing of education

Closing the gap with strong policy and data

Despite significant increases in education spending over the last 15 years, reaching the SDG 4 targets will require significantly increased financial resources. It is estimated that as much as US\$200 billion in additional education finance (pre-COVID) is required annually to get the world

on track for SDG 4 achievement by 2030. UNESCO works with countries to support education policy and planning that focuses on mobilizing more resources, increasing the efficiency and equity of expenditure and improving education data.

Education changes lives

How learning impacts life



“Girls must believe in themselves and stop thinking that science is only for boys”

Angel, United Republic of Tanzania

Angel, 17, is a student at Ngweli secondary school in Sengerema, Tanzania has made dramatic improvement in physics thanks to her teachers being trained in gender sensitivity as part of the UNESCO, UNFPA, UN Women Joint Programme. Tanzania has one of the lowest rates of secondary education enrolment in Africa at 32 per cent.



“I grew up in a modest family and married at the age of 15, so I could not finish school. But I was able to continue my studies at a UNESCO learning centre”

Isabel Aracely, Adult learner in Guatemala

Isabel Aracely Tzoy Tzoc from Guatemala gave up schooling when she married at 15 and suffered domestic abuse. At the UNESCO Malala Centre she was able to reintegrate in secondary level studies and through personal development workshops achieve a life free of violence. She hopes to become a doctor.

Brilliant work rewarded

UNESCO's education prizes reward brilliant and innovative projects which work to achieve quality education for all while shining a light on critical themes.

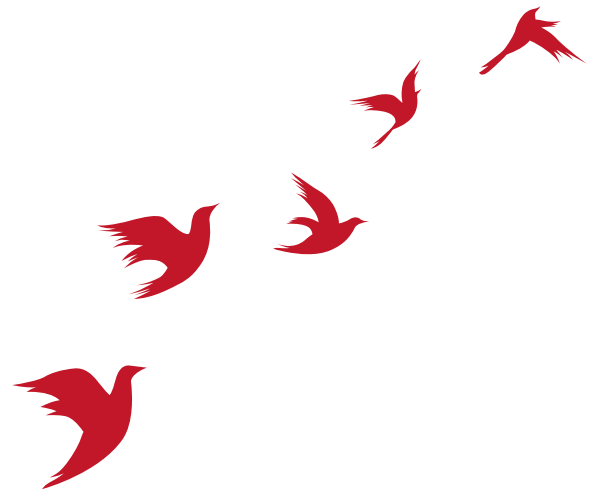
- UNESCO Prize for Girls' and Women's Education
- UNESCO-Japan Prize on Education for Sustainable Development



“After receiving the civil engineering diploma, I became interested in business management. I applied for a UNESCO scholarship and was accepted. Today, I have my own café”

Saif Al-Sharaa, Syrian refugee in Jordan

Syrian refugee Saif Al-Sharaa was able to pick up his studies again in Jordan thanks to UNESCO's technical and vocational education and training programme for vulnerable young Jordanians and Syrian refugees. After a scholarship and business management course he now owns the café where he worked as a student.



“I have all of my text books and I can read many other books that I like from the tablet”

Chit Ko, Myanmar migrant in Thailand

Chit Ko migrated with his family from Myanmar to Thailand at an early age. His parents wanted him to work and contribute to the household. But thanks to a UNESCO project, Chit Ko joined a learning centre using mobile devices and has shown a passion for learning and reading books.

- UNESCO-Hamdan Prize for Teacher Development
- UNESCO King Hamad Bin Isa Al-Khalifa Prize for the use of ICTs in Education
- UNESCO Literacy Prizes: the UNESCO King Sejong Literacy Prize and the UNESCO Confucius Prize for Literacy

Who we are

As the [leading UN agency for education](#), UNESCO has a staff of nearly 1,000 working at its Paris-based headquarters and across a global network of field offices, specialized institutes, centres and networks.

Key: ● Field offices ● Specialized institutes and centres



The Education Sector

is composed of the Executive Office and five teams:

- Policies and Lifelong Learning Systems
- Peace and Sustainable Development
- Education 2030 Support
- Future of Learning and Innovation
- Global Education Monitoring Report.

Field offices

UNESCO supports its education programme across the world through its [53 field offices](#) in Africa, the Arab States, Asia and Pacific, Europe and North America and Latin America and the Caribbean, where specialized staff build strong working relationships with governments, development partners and civil society.

Education institutes

Category 1 institutes are an integral part of UNESCO's Education Sector and help countries in their work on a wide range of education challenges from policy to adult literacy.

The [International Bureau of Education](#) (Geneva, Switzerland) works to enhance curriculum development and reform.

The [International Institute for Education Planning](#) (Paris, France, Buenos Aires, Argentina and Dakar, Senegal) helps countries design, plan and manage their education systems.

The [UNESCO Institute for Lifelong Learning](#) (Hamburg, Germany) promotes lifelong learning policy and practice, with a focus on adult education, literacy and non-formal education.

The [Institute for Information Technologies in Education](#) (Moscow, Russian Federation) assists countries in the use of information and communication technologies in education.

The [International Institute for Higher Education in Latin America and the Caribbean](#) (Caracas, Venezuela) promotes the development of higher education in the region.

The [International Institute for Capacity Building in Africa](#) (Addis Ababa, Ethiopia) focuses on teachers to help strengthen Africa's educational institutions.

The [Mahatma Gandhi Institute of Education for Peace and Sustainable Development](#) (New Delhi, India) specializes in research, knowledge-sharing and policy formulation for peace, sustainability and global citizenship.

The [UNESCO Institute for Statistics](#) (Montreal, Canada) is the official source of internationally comparable data on education by working with ministries, national statistical offices and partner organizations.

In addition, 15 UNESCO Category 2 centres on education contribute as independent partners of UNESCO to the implementation of its education programme in their different areas of excellence.

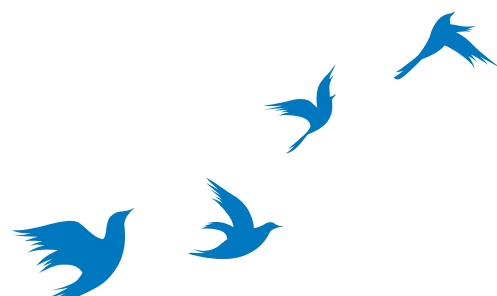
Global networks

UNESCO also works through its extensive global education networks including:

[UNESCO Associated Schools Network – ASPnet](#) - A network of over 12,000 schools in 182 countries

[UNITWIN/UNESCO Chairs](#) - A network of over 850 higher education and research institutions in 110 countries

[The UNEVOC Network](#), hosted by the UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)





Transform education now.

The future of people and the planet

depends on it.

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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