



UNITED NATIONS
TRANSFORMING
EDUCATION
SUMMIT 2022



Transforming Education Summit Leaders Day: Spotlight Session 3

Transforming education to transform the world: Learning to live together sustainably

Location: Trusteeship Chamber, UN Headquarters, New York

Monday, 19 September 2022, 13:15 – 14:45 EST

Co-hosted by: UNESCO, Japan (TBC)

CONCEPT NOTE

OBJECTIVES

Education in today's world is expected to instil knowledge, skills, values, and attitudes in learners to thrive in increasingly diverse and rapidly changing societies, and so they can contribute to individual and collective well-being. In light of challenges, such as climate change, violent and hateful ideologies, a growing backlash against gender equality, conflicts, and/or the risk of global pandemics, as well as their disproportionate and gendered impact, education must support learners to become change agents to transform society to care for people and the planet as responsible global citizens.

The Transforming Education Summit underscores that education must be transformed to fully contribute to solutions to global challenges enshrined in the Target 4.7 of the 2030 Agenda for Sustainable Development, including the climate and environmental crisis. The Summit also highlighted the critical role of education in supporting development models that are socially just, grounded in solidarity, respect for diversity, equality and human rights. The Summit stresses that education must equip individuals with a critical mindset when engaging with information and digital technologies to build their resilience to disinformation, climate change denial, hate speech, violent extremism, and gender-based stigma and discrimination, in particular through media and information literacy. Emphasis should be placed on removing barriers to learning for disadvantaged and vulnerable populations that are disproportionately affected by climate change, natural disasters, conflict and other planetary crises. In particular, a gender-transformative approach to education is able to unlock the potential of learners in all their diversity, end harmful gender norms, attitudes and practices, and transform institutions to leave no one behind.

During the TES process, young people called upon governments to rethink and transform education systems to build a more just, peaceful, healthy, equal and sustainable future. This thematic session offers a space for a high-level dialogue among heads of state, leaders and influencers, to exchange perspectives and commit to the transformation of education that the world needs.

The session concretely aims to mobilize strong political commitment and partnership for action at the highest level to transform education to harness its full potential for transforming society towards a just,



peaceful, healthy and sustainable world, in particular by strengthening a focus on two interlinked areas: 1) tackling climate and environmental crisis, and 2) fostering ethical and socially responsible global citizens.

- 1) Calling upon every country to fully commit to the vision of Education for Sustainable Development and to the objectives of the Greening Education Partnership to get every learner climate-ready by taking action on the 4 key areas:
 - “Greening schools” starting from early childhood through to adult education and working to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.
 - “Greening learning” that takes a life-long learning approach to integrate climate education in school curricula, technical and vocational education and training, work-place skills development, teaching materials, pedagogy and assessment.
 - “Greening capacity and readiness” to support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.
 - “Greening communities” engaging the entire community through the integration of climate education in lifelong learning, in particular through community learning centres and learning cities.

- 2) Inviting every country to build education systems that foster ethical and socially responsible global citizens in the online and offline worlds who actively contribute to the Sustainable Development Goals, by taking action notably in the following areas:
 - Ensuring that education programmes and policies are grounded in a commitment to international solidarity and mutual understanding, and in the principles and norms underpinning education systems in support of justice, freedoms, human rights, peace, health and social cohesion, in order to develop learners’ ability to critically understand essential elements of equality, fairness and respect for cultural diversity, gender equality and a culture of democracy.
 - Addressing all forms of intolerance and discrimination in and through education, and implementing interventions aimed at tackling manifestations and root causes of hatred and hate speech at all levels of education, while raising awareness of the increasing global interdependence of individuals, societies and countries and cultivating global citizenship.
 - Developing digital citizenship skills such as critical thinking, empathy and collaboration and supporting media and information literacy to prepare learners to act ethically and participate creatively in an increasingly digital, information-rich and fast-changing world to tackle the climate and environmental crisis and other challenges.

The two areas of action are closely interlinked and mutually reinforcing. Empowered, equal global citizens, contribute to global efforts to promote social justice, to tackle climate change, gender inequality and other sustainability challenges; at the same time, greening education would include learning and engagement on



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issues such as climate justice, human rights to healthy environments, gendered-impact of climate change, climate denial and misinformation, climate-induced conflict which are closely intertwined with global citizenship education. Given the urgency of global sustainability challenges, this high-level dialogue will create a critical momentum to transform the quality and relevance of education in today's world.

EXPECTED OUTCOME

Large number of countries supporting the Call to Action on the Greening Education Partnership and the advancement of global citizenship education.



DRAFT PROGRAMME

Monday 19 September 2022	
Moderator: <ul style="list-style-type: none">• H.R.H. Princess Abze Djigma, Chair of the H.R.H. Princess Abze Djigma Foundation, Initiator and Leader of the MAMA-LIGHT Initiative, Burkina Faso	
13:15 – 13:35	Opening remarks <ul style="list-style-type: none">• Ms Audrey Azoulay, Director-General, UNESCO• H.E. Alassane Ouattara, President, Republic of Cote d'Ivoire• H.E. Rodrigo Chaves Robles, President, Republic of Costa Rica• H.E. Evelyn Wever-Croes, Prime Minister of Aruba
13:35-13:45	Keynote <ul style="list-style-type: none">• Ms Randi Weingarden, President, the American Federation of Teachers
13:45 – 14:10	Panel discussion 1: Learning to Live Together Video message: Mr Ban Ki-Moon , 8th Secretary-General, the United Nations <ul style="list-style-type: none">• H.E. Salim M Almalik, Director-General, Islamic World Educational, Scientific and Cultural Organization (ICESCO)• H.H. Muhammad Sanusi II, Khalifa of the Tijjaniya group, the 14th Emir of Kano, Nigeria
14:10 – 14:35	Panel discussion 2: Learning to Live Sustainably Video message: Ms Jane Goodall , Primatologist, UN Messenger of Peace <ul style="list-style-type: none">• Ms Doris Mwikali, Climate change and gender activist, Member of SDG4Youth Steering Committee, Kenya Red Cross Youth, Kenya• H.E. Yifat Shasha-Biton, Minister of Education, Israel• Mr Simon Stiell, Executive Secretary, UNFCCC
14:35 – 14:45	Time to act is now <ul style="list-style-type: none">• Mr Jeffrey Sachs, President, UN Sustainable Development Solutions Network• H.E. Ian Lipavský, Minister of Foreign Affairs, Czech republic (on behalf of the Group of Friends for Education and Lifelong Learning)