



United Nations  
Educational, Scientific and  
Cultural Organization



# World Education Forum 2015

## FINAL REPORT



# **World Education Forum 2015**

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Published in 2015 by the United Nations Educational, Scientific and Cultural Organization,  
7, place de Fontenoy, 75352 Paris 07 SP, France

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Designed by UNESCO

Printed by UNESCO

*Printed in France*

ED-2015/ws/34

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# Foreword

The World Education Forum that took place in Incheon, Republic of Korea, in May 2015 will remain a historic milestone on more than one count.

Held four months before the adoption of the 2030 Agenda for Sustainable Development at the United Nations, the Forum, co-organized by UNESCO, UNICEF, World Bank, UNFPA, UNDP and UN Women, affirmed that education is the most transformative force for building a better future for all children, young people and adults across the world.

This conviction brought together some 1,600 participants from 160 countries, including 120 Ministers of Education, the United Nations Secretary-General, the President of the Republic of Korea, heads of UN agencies, global education leaders and influential advocates from civil society, non-governmental organizations, donor agencies and the private sector.

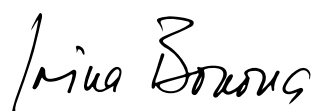
Together, this dynamic and diverse international community rallied around a single and shared vision of inclusive and equitable quality education and lifelong learning for all.

Building on the legacy of Jomtien (Thailand) and Dakar (Senegal) and reasserting that education is a fundamental human right and a public good, the Forum charted a new course that is tailored to our times of rapid change and that commits to ensuring all children, young people and adults are empowered with the knowledge and skills they need to live in dignity and contribute to their societies as responsible global citizens.

This report reflects the spirit of Incheon – one of rich debate, experience-sharing, innovation and partnership, expressed through a wide range of sessions, encompassing key themes that must be addressed to drive progress. By adopting the Incheon Declaration, ‘Education 2030: Towards Inclusive and equitable quality education and lifelong learning for all’, Member States and the global community demonstrated their commitment to a single, renewed education agenda that is holistic, ambitious and inspirational, leaving no one behind. The goal is to realise everyone’s right to education as a fundamental dimension of human, social and economic development.

Evidence shows there is no stronger, no more lasting, investment a country can make than educating its citizens. Education is the path to sustainability – to poverty alleviation, better health, environmental protection and gender equality. Every effort must be made to guarantee that the goal and targets are reached. The Education 2030 Framework for Action shows the way to implement, coordinate, finance and monitor the goal, in order to ensure inclusive and equitable quality education and lifelong learning opportunities for all.

We must all act upon it now, and together.



Irina Bokova  
Director-General of UNESCO

# Acknowledgements

I would like to thank all our Member States whose strong participation, with some 120 ministers among 1,600 participants attending to share views and ideas during three days, made the World Education Forum 2015 a milestone moment for global education in the last fifteen years. The level of support that the World Education Forum received clearly demonstrated the governments' resolve in taking forward the new education agenda.

I would like to extend my deepest thanks to the Government of the Republic of Korea in particular, for its generous support in hosting the event.

The scope and influence of the World Education Forum 2015 has been all-encompassing thanks to the co-convenors' joint efforts in organizing the event and committing to support the implementation of the Education 2030 agenda. UNESCO, UNICEF, UNFPA, UNDP, UN Women, UNHCR and the World Bank all came together to provide strategic and technical contributions over the past two years and during the Forum itself.

UNESCO's Education Sector, including colleagues from Headquarters, Regional Bureaux, Institutes and Field Offices, was fully mobilized for this remarkable event. Their deep commitment and hard work contributed to making the World Education Forum 2015 a success.

Finally, I would like to thank civil society, numerous intergovernmental organisations, the private sector, academia and all other World Education Forum 2015 participants whose active involvement was instrumental in making it a decisive, historic and far-reaching event.

A handwritten signature in black ink, appearing to read 'Qian Tang', with a stylized flourish at the end.

Qian Tang, Ph.D.  
Assistant Director-General for Education

# Introduction

This summary report is based on the proceedings of the World Education Forum organized at Incheon, Republic of Korea, from 19 to 22 May 2015.

## Conveners and participants

Convened by UNESCO, jointly with UNICEF, UN Women, UNDP, UNFPA, UNHCR and the World Bank and hosted by the Government of Korea, the World Education Forum (WEF) 2015 brought together some 1,600 participants including 120 Ministers of Education from 160 countries, UN agencies, international donor agencies, and Non-Governmental Organizations (see List of participants in Appendix 1).

## Format

The forum was a unique and historic opportunity to debate, share experiences, as well as showcase new ideas and innovative strategies on a range of themes and issues. This was done through a combination of four plenary sessions, six thematic debates, twenty parallel group sessions and some eighteen lunchtime side events (see Programme in Appendix 2).

## Opening session

The World Education Forum was opened by a series of prestigious speakers including Ms Park Geun-hye, President of the Republic of Korea, Mr Ban Ki-moon, Secretary-General of the United Nations, Ms Irina Bokova, Director-General of UNESCO, Mr Jim Yong Kim, President of the World Bank, Mr Anthony Lake, Executive Director of UNICEF, Ms Phumzile Mlambo-Ngcuka, Executive Director of UN Women, HH Sheikha Moza Bint Nasser, UNESCO Special Envoy for Basic and Higher Education, and Mr Kailash Satyarthi, Laureate of the 2014 Nobel Peace Prize.

## 2015 NGO Forum

The Forum itself was preceded by the 2015 NGO Forum (18-19 May 2015) which provided space for NGOs to meet among themselves and to agree on a collective civil society vision for education post-2015 as well as to reflect on strategies for civil society engagement in the processes needed to finalize and implement the post-2015 education agenda<sup>1</sup>. Participants at the NGO Forum included 238 accredited representatives of 149 national, regional and international non-governmental organizations and civil society organizations from all regions of the world, most of whom are members of UNESCO's Collective Consultation of NGOs on EFA (CCNGO/EFA), as well as 45 observers. Special efforts were made to ensure representation of youth perspectives from across the spectrum of the Education for All (EFA) agenda.

## Organization of the report

The first section of this report briefly sets the stage for the Forum at which the international education community adopted the Incheon Declaration 'Education 2030: Towards inclusive and equitable quality education and lifelong learning for all'. The following section provides an overview of some of the educational trends that constitute the backdrop to the WEF 2015 deliberations and the shaping of Education 2030. The third section provides a summary of thematic issues and recommendations arising from the multiple debates and discussions at the Forum. The last section outlines some of the main challenges relative to the implementation of the new ambitious universal education agenda for 2030. Highlights from the various debates, sessions and side events are included in boxes to further illustrate the analysis presented in the report.

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<sup>1</sup> See 2015 NGO Forum for the list of objectives, expected outcomes and Final Declaration.

# 1 Reframing the global education agenda for 2030

## Background

The World Education Forum (WEF) 2015 was a historic opportunity to reframe the global education agenda as the international community defined the Sustainable Development Goals (SDGs) for 2030. The global education agenda 2000-2015 was developed in reference to both the Millennium Development Goals and Education for All (EFA) frameworks. In April 2000, the participants at the World Education Forum in Dakar, Senegal, adopted the Dakar Framework for Action 'Education for All: Meeting our collective commitment'. The Dakar Framework reaffirmed the vision of the World Declaration on Education for All adopted ten years earlier in 1990 at Jomtien, Thailand. It committed to meeting the basic learning needs of all children, youth and adults by 2015 through six goals ranging from improving early childhood care and education and universalizing primary education, to reducing adult illiteracy, ensuring gender equality in education and improving the quality of education. In September 2000, world leaders came together at the United Nations in New York to adopt the UN Millennium Declaration, committing to reducing poverty and setting out a series of targets that became known as the Millennium Development Goals (MDGs). Inspired by the EFA goals, the MDGs included two targets related to universal primary education and to gender equality in education. Building on this heritage, WEF 2015 was a unique occasion to reshape the global education agenda within the comprehensive framework of the SDGs being defined for 2030.

## Sustainable development starts with education

Education is central to sustainable development and constitutes the pathway to a life of dignity for all. This was clearly reaffirmed during the WEF 2015 plenary session that examined the contribution of education to sustainable development.<sup>2</sup> Sustainable development, it was argued, cannot be achieved

by technological solutions, political regulation or financial instruments alone. Achieving sustainable development is only truly possible through cross-sectoral efforts that begin with education – not any type of education, but one that addresses the interdependence of environment, economy and society, and helps bring about the fundamental change of mindsets needed to trigger action for sustainable development. Recognizing the important role of education, the proposed SDGs reflect education both as a stand-alone goal *and* as education-related targets under other SDGs. It was argued that since education has the potential to accelerate progress towards the achievement of *all* of the SDGs, it should be part of the strategies to achieve *each* of them. This is particularly true with regard to poverty reduction, health, and climate change. Indeed, education equips people with the competencies to increase their income and escape poverty (SDG 1). Educated people are better informed and able to access, understand and apply information about health, which helps to reduce diseases and contributes to better health outcomes (SDG 3). Education increases environmental awareness and concern, and equips people with the skills and values to change behaviour and find solutions to environmental challenges (SDGs 12-15). Participants at WEF 2015 called upon the international community to make the most of the full potential of education as a catalyst for sustainable development.

## The Incheon Declaration

Building on an assessment of the experience in realizing the goals and targets set out in the EFA and MDG frameworks adopted in 2000, the WEF confirmed the contours of the proposed future education agenda. This new agenda is outlined in the Incheon Declaration 'Education 2030: Towards inclusive and equitable quality education and lifelong learning for all' adopted at the conference (see text of the Incheon Declaration in Appendix 3). It reaffirms and supports SDG 4 on education to: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. The proposed education-related SDG and its constituent

<sup>2</sup> Plenary Session III: How does education contribute to sustainable development post-2015



targets are further detailed in the draft Education 2030 Framework for Action. This framework also addresses gaps in the proposed SDG targets on education. Moreover, it proposes indicative strategy options for each target to support implementation. It further suggests coordinating, financing and monitoring processes and mechanisms. The Incheon Declaration is a progressive agenda for a universally-relevant global education for 2030 which builds on gains made and proposes more ambitious targets while recognizing persistent challenges in equitable access to quality basic education.

Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 *'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'* and its corresponding targets. It is transformative and universal, attends to the 'unfinished business' of the EFA agenda and the education-related MDGs, and addresses global and national education challenges.

#### Incheon Declaration, Article 5

The Declaration represents a collective commitment of the education community to implement the Education 2030 agenda. It inspires bold and innovative action. The Declaration also entrusts UNESCO to continue its mandated role to lead and coordinate the 2030 education agenda.

## Foundational Principles

The 2015 Incheon Declaration and the proposed Sustainable Development Goal 4 on Education for 2030 are grounded in long-established foundational principles. First and foremost among these is **education as a fundamental human right** enabling the realization of all other economic, social and cultural rights. The Incheon Declaration reaffirms 'the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights.'<sup>3</sup> This is particularly true for basic education which must be seen as the

building block for further learning, professional and vocational skills development and work, as well as for social, civic and political participation in a lifelong perspective.

The vision of Education 2030 also reaffirms that **education is a public good**. This implies that the state is the main duty bearer in protecting and fulfilling the right to education. It also stresses the collective dimension of education as a shared societal endeavour, implying an inclusive and participatory process of public policy formulation and implementation, with shared responsibility and commitment to solidarity at the local and global levels. Reaffirming this principle in the context of the multiplication and diversification of non-state actor involvement at all levels of education, it is essential to strengthen the role of the state in the regulation of educational processes and the protection of the fundamental right to education for all.

In short, the Education 2030 agenda:

...is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development.

#### Incheon Declaration, Article 5

3 Incheon Declaration, Article 2.

# 2 Trends shaping Education 2030

Confirming the proposed contours of the Education 2030 agenda, the debates at WEF were informed by a review of progress made and lessons learned from monitoring international educational development over the past fifteen years at both global and national levels. The deliberations were also situated against the backdrop of persistent and emerging trends in education.

## Spectacular expansion of formal education at all levels

Across the world, there has been a remarkable and unprecedented expansion in access to education at all levels. Many Ministers shared the progress made in their countries during Plenary Session I and gave inspiring examples of national action. Globally, enrolment in pre-primary education has increased by nearly two-thirds since the turn of the century. The global net enrolment in primary school has risen to over 90 per cent, with spectacular progress in some countries. Improvements in net primary enrolments have reduced the number of out-of-school children and adolescents by almost half since 2000. Access to secondary education has also expanded over the past decade, with enrolment rising to almost 45 per cent in low-income countries, and to close to 75 per cent in middle-income countries. Globally, illiteracy rates fell by close to 25 per cent, and progress has been particularly notable among the age cohort that benefited from increased access to schooling. Global enrolment in higher education has doubled since 2000 with some 200 million students worldwide today, half of whom are women. Finally, there has been significant progress in narrowing the gender gap in education in the world since 2000, with a larger share of girls and women accessing different levels of formal education.

Experience since 2000 shows what can be done and there is much to celebrate. Significant progress has been made in ensuring the right to basic education, driven in part by the EFA and MDG frameworks. This progress has inspired the more ambitious targets proposed for the 2030 Education agenda that now aim to ensure pre-primary, primary

and secondary education for all and are reflected in the Incheon Declaration, which states that:

Motivated by our significant achievements in expanding access to education over the last 15 years, we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education.

**Incheon Declaration, Article 6**

## Addressing the unfinished EFA agenda and the persistent global 'learning crisis'

However, despite this formidable expansion of access to formal education, the assessment of progress and achievements since 2000 provided by National EFA Reviews and the Global EFA Monitoring Report 2015 clearly indicate the large extent to which we have collectively failed to reach EFA goals or even the much narrower goal of universalizing primary education. Indeed, some 58 million children and 70 million adolescents worldwide are out of school, and an estimated 100 million children, or one in six children in low- and middle-income countries, drop out before completing primary education.

Moreover, education of poor quality all too often leads to insufficient levels of basic skills acquisition, even for those in school. Millions of children still leave school without basic skills. It is estimated that 130 million children are still not able to read, write or count adequately, even after at least four years in school. Finally, some 757 million adults, nearly two-thirds of whom are women, lack the literacy skills that would allow them to participate fully in twenty-first century society. The progressive acknowledgement of the alarming scale of the quality deficit in the global 'learning crisis' has

shifted the global conversation from a traditional focus on access to greater concern for the learning actually taking place.

Furthermore, inequality in education has also increased, with the poorest and most disadvantaged least likely to attend school and, when they do, to complete the primary cycle and acquire basic literacy and numeracy skills. Persistent and widening inequalities in access to basic education and learning outcomes remain both across and within countries – indeed, national averages in many countries mask striking inequalities in levels of educational attainment and outcomes. Traditional factors of marginalization in education, such as gender and urban/rural residence, continue to combine with income, socio-economic background, language, ethnicity, HIV and AIDS, age – particularly in the case of adolescent girls – and disability, to create ‘mutually reinforcing disadvantages’, particularly in low-income and conflict-affected countries.

As summed up by the comprehensive assessment of country progress towards the six EFA goals provided by the 2015 Global Monitoring Report (GMR) *Education for All 2000–2015: Achievements and Challenges*:

Overall, not even the target of universal primary education was reached, let alone the more ambitious EFA goals, and the most disadvantaged continued to be the last to benefit. But there have been achievements that should not be underestimated. The world will have advanced by 2015 beyond where it would have been if the trends of the 1990s had continued.

Bearing in mind these persistent patterns of inequality and exclusion, the most marginalized, disadvantaged and hardest to reach groups must be the priority focus of the Education 2030 agenda. This must necessarily include special attention for conflict-affected zones where a very high and growing proportion of out-of-school children and youth are living. But it also entails a concern for working children, learners with disabilities and other marginalized groups. Realizing our collective commitment to ‘meet the basic learning needs of all children, youth and adults’ is a necessary precondition for sustainable human and social development in the twenty-first century.

This concern with inclusion and equity is clearly reflected in the Incheon Declaration which states:

Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and

we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.

Incheon Declaration, Article 7

### Addressing the unfinished EFA agenda

- ➡ Great progress has been made since 2000, but we did not reach the Education for All goal. Only a third of countries have achieved all of the measurable EFA goals. Only just over half of countries reached universal primary enrolment.
- ➡ Both primary and lower secondary levels should be compulsory, with one pre-primary year. Realistic and sustainable financing mechanisms need to be developed to help meet costs.
- ➡ Policy-makers should identify skill levels to be acquired at each stage of education.
- ➡ Governments should ensure sufficient and language appropriate learning materials. A move should be made towards a learner-centred pedagogy and improved multi-lingual language policies.
- ➡ The quality, rigor and use of appropriate learning assessments should be enhanced.
- ➡ Measures to fill the trained teacher gap should be adopted.

Source: Highlights from ‘Setting the stage’ High-level panel debate, Tuesday 19 May 2015

### Growing concern for competencies for work, life and citizenship

A central function of education is to foster the skills and competencies that will enable learners to support themselves and their families, and contribute to the sustainable economic development of the communities in which they live. Decent work and entrepreneurship can be ensured through properly-designed and organized education, including technical and vocational education and training that prepares learners for the labour markets of tomorrow.

We recognize education as key to achieving full employment and poverty eradication.

**Incheon Declaration, Article 5**

In a time of rapid technological development, demographic shifts and high unemployment, a narrow focus on job-specific skills reduces graduates' abilities to adapt to the fast-changing demands of employers. Greater emphasis must therefore be placed on developing – and recognizing through validation and accreditation mechanisms – transferable and soft skills that can be used across a range of occupational fields and promote learners' capacities to regularly update them through lifelong learning. The Education 2030 agenda also underlines the need to create more effective partnerships between education and training providers, employers and labour unions, in order to ensure that learning in formal, non-formal and informal settings is not isolated from the realities of the workplace.

In addition to ensuring effective acquisition of foundational and vocational skills, there is growing attention being paid to the relevance of learning when faced with the contemporary challenges of sustainable human and social development. Education must be both adaptive and transformative. For this to be the case there must be heightened attention paid to the relevance of curriculum content and methods. Learning must foster the critical competencies required for responsible and active citizenship. Enabling individuals and communities to adequately address contemporary challenges and establish the conditions for a better future for all must be an essential aim of education. This renewed attention to the purpose and relevance of learning for sustainable human and social development is one of the defining features of the 2030 Education agenda. It is reflected in the proposed target that aims to ensure that all learners acquire the competencies needed to promote sustainable human and social development through an understanding of and a sensitization to such issues as sustainable lifestyles, human rights and social justice, as well as identity in a plural and interconnected world.

Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead

healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). In this regard, we strongly support the implementation of the Global Action Programme on ESD launched at the UNESCO World Conference on ESD in Aichi-Nagoya in 2014. We also stress the importance of human rights education and training in order to achieve the post-2015 sustainable development agenda.

**Incheon Declaration, Article 9**

**Competencies for work, life and citizenship**

- Skills for work have to be job-oriented, therefore a tripartite involvement of government, employers and employees organisations needs to be considered.<sup>1</sup>
- Work-based learning is considered to be an important driver for improving skill-relevance to the labour market, attracting learners and reducing costs. Areas of policy action should include certification and recognition of work-based learning, career guidance and counselling or strengthening the school-to-work transition.<sup>1</sup>
- Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) are a crucial new transformative element in the global education agenda. They go beyond issues related to access to education and make education relevant today in light of global challenges.<sup>2</sup>

Sources:

- 1 Highlights from 'Skills for work and entrepreneurship' parallel session, Wednesday 20 May 2015
- 2 Highlights from 'Educating and learning for peaceful and sustainable societies' parallel session, Wednesday 20 May 2015

**Growing recognition of the need for flexible lifelong learning systems**

Technological development, the spectacular growth in internet connectivity and mobile penetration, and the expansion of the cyber world is radically transforming the methods, content and spaces of learning. The internet has transformed how people access information and knowledge, how they interact, and how they engage in social, civic and economic activities. The increased availability of, and access to, diverse sources of knowledge

are expanding opportunities for learning, which may be less structured and more innovative. This transformation of the educational landscape has led to a growing recognition of the importance and relevance of learning taking place outside formal institutions. What we need is a more fluid approach to learning as a continuum. The diversity of learning settings and the blurring of boundaries between formal and non-formal education favour the idea of a network of learning spaces. Non-formal and informal learning spaces must better interact with and complement formal education and training institutions from early childhood throughout life. In order to operationalize open and flexible lifelong learning systems, we need effective systems for the recognition, validation and assessment of competencies acquired, regardless of the formal, non-formal or informal pathways through which they were acquired.

It is in this spirit that the proposed education goal 2030 is framed in terms of *lifelong learning for all*. Furthermore, the Incheon Declaration highlights the importance of lifelong learning opportunities:

We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation.

Incheon Declaration, Article 10

### Flexible lifelong learning systems

- Key elements for developing sustainable policies include high quality initial and lifelong learning; making learning everybody's business; effective links between learning and work; enabling workers to adapt learning to their lives; improving transparency; guiding and helping employers to make better use of workers' skills.

Source: Highlights from 'Expanding the vision: youth and adult literacy within a lifelong learning perspective' parallel session, Wednesday 20 May 2015

### Increasing pressures on public financing

The expansion of access to basic schooling over the past decade has led to a growing demand for secondary and tertiary education as well as for technical and vocational education and training. This growing demand has placed increasing pressure on public financing available for education. There is a consequent need to ensure more efficient use of limited resources and to promote greater accountability in the investment of public resources for education. Moreover, it is necessary to seek ways in which to supplement public education budgets through greater fiscal capacity, new partnerships with non-state actors, as well as through advocacy for increased official development assistance. The global Education 2030 agenda being proposed – with its ambition to expand access to quality education and training at all levels – will require higher levels of more secure and better-targeted funding. This will be a major challenge as many governments, particularly in low- and lower middle-income countries, are unlikely to be able to increase their public education budgets to the required levels. If we want to bridge this resource gap, things will have to be done differently. Developing effective systems of governance, performance monitoring and accountability involving multiple stakeholders at different levels can support a more transparent and rational allocation of resources and relieve the pressure on public education funding.

### The diversification of non-state engagement in education

While the state plays a central role in the provision of education, the scale of engagement of non-state actors at all levels of education is growing and becoming more diversified. This is partly the result of growing demand for voice, participation and accountability in public affairs. But it is also in response to the need to relieve pressure on

public financing given the spectacular expansion of access to all levels of formal education witnessed worldwide over the past two decades. In addition, the dynamics of international cooperation have significantly changed in the past decade with a multiplication and diversification of development partners and a proliferation of non-governmental organizations, foundations, philanthropists and multilateral aid agencies and funds, as well as emerging donors introducing new patterns of South-South and triangular cooperation. The diversification of stakeholders in education at both national and global levels presents new challenges for the state in the coordination of partnerships within and across sectors, in the monitoring of education as a shared responsibility and in the regulation of education as a public good.

### **Diversification of non-state engagement in education**

- ➡ There have been significant changes in partnership in the education sector not only in terms of financing but also in relation to producing education outcomes.<sup>1</sup>
- ➡ Brazil is an example of South-South cooperation with Portuguese-speaking countries. Among others, Brazil provides technical cooperation to Cape Verde in the field of teacher education for students with visual and hearing disability.<sup>1</sup>
- ➡ More policy attention should be given to diversifying sources of funding, improving its efficiency and increasing accountability. Involving the private sector in funding, governance and management of training funds constitutes a first step. TVET institutions should be enabled to generate revenues and diversify services to meet the needs of different target groups, enterprises and communities.<sup>2</sup>
- ➡ Civil society organizations have the proven capacity to help broaden public awareness, initiate and undertake critical policy dialogue and evidence-based advocacy interventions, promote more transparent decision-making processes and undertake innovative education approaches, especially to reach the most marginalized groups.<sup>3</sup>

#### *Sources:*

- 1 Highlights from 'Beyond aid: Transforming education systems through partnership' parallel session, Thursday 21 May 2015
- 2 Highlights from 'Skills for work and entrepreneurship' parallel session, Wednesday 20 May 2015
- 3 Highlights from 'The role of civil society in education' parallel session, Wednesday 20 May

# 3 Thematic issues and recommendations

The World Education Forum 2015 provided a unique opportunity for global debate, sharing of knowledge, and showcased new ideas and innovative strategies on a range of themes and issues. This was achieved through a combination of four plenary sessions, six thematic debates, twenty parallel group sessions and some eighteen lunchtime side events (see Programme in Appendix 2). This section outlines the key ideas and recommendations from these various sessions.

## Improving the quality of education

Quality in education is a multi-dimensional and evolving concept that must be customized to local expectations and need. As such, there is no point in time when quality can be described as having been 'achieved'. Evolving definitions of quality must be both respectful of local and national circumstances, contexts and languages, and forward-looking in preparing for the world of tomorrow. Quality education must contribute to the personal fulfilment and happiness of learners as well as to individual and societal well-being. Quality education must be understood from the perspectives of multiple stakeholders – citizens, learners, teachers, parents and community. It is critical to engage in, and sustain, dialogue among the multiple stakeholders on the essential knowledge, skills, attitudes, and competencies required for success in life and society. Most importantly, the voices of learners and teachers must be heard and must inform policy dialogue on the quality of education.

In order to have a systemic vision of quality, it was argued we need a comprehensive understanding of assessment in education. Quality education should not be narrowly defined by those learning outcomes that are most easily measured. The complexity of the notion of quality in education systems cannot be captured through any single assessment tool. It is nevertheless true that learning assessments can play an important role in supporting the quest for improved quality of education, on condition that they are well designed to meet the expected outcomes of education at specific levels of the system and taking into account the context for learners. Emphasis should

be placed on continuous and formative assessments. Teachers must be clear about the purpose of such assessments so as to analyse and interpret the results in order to support learners' progress.

### Education quality

- Overcoming the 'learning crisis' and rising to the scale of the challenge of ensuring equitable quality primary and secondary education for all by 2030 requires mobilization of both knowledge and financial resources.<sup>1</sup>
- We need a system-wide approach – there is no 'silver bullet'. We need to assess the system performance in order to inform policy interventions in areas such as teacher preparation, curriculum, examinations, etc. Measuring learning outcomes is an essential component for the management and strengthening of education systems. This requires clearly defined minimum learning standards in order to monitor the results of educational processes.<sup>1</sup>
- Quality is a global movement, a state of being and a socially determined concept that should be facilitated by inter-cultural sharing and dialogue. The concept of quality is progressive, temporal and continuously evolving with time and environment.<sup>2</sup>
- Education must be 'fit for purpose' and customized to the national/local contexts. A systemic and holistic approach to educational reforms should be based on a series of core pillars: inclusion, equity and resources efficiency.<sup>2</sup>

#### Sources:

1 Highlights from 'Quality primary and secondary education – An increased focus on learning' parallel session, Wednesday 20 May 2015

2 Highlights from 'Placing quality education at the centre of lifelong learning' parallel session, Wednesday 20 May 2015

## The centrality of curriculum for improved quality and enhanced relevance of education

Curriculum should play a crucial role in the 2030 Education Agenda as a transformative force which steers learning processes and as an operational mechanism giving effect to national development aspirations and efforts. The curriculum must be part of the conversation about forging a systemic vision of quality education and the education system. The core functions of education and relevant curriculum issues are not necessarily captured by international standard exams. Curriculum-related issues should be central in national education and development policy dialogue. No curriculum change is possible without teacher engagement and professional development. There must also be a more productive interaction between curriculum development and assessment. Bearing in mind that the curriculum is a contested space involving a diversity of stakeholders, bringing in and responding to learners' perspectives and voices is of the highest priority. The curriculum should serve as the conduit to an equitable and truly inclusive society that celebrates diversity. It should facilitate equity and ensure personalized learning opportunities and experiences and be flexible to facilitate life-long learning.

## Teachers for the future we want

The proposed education 2030 target on teachers is framed as a means of implementation with a focus on increasing the supply of qualified teachers. While recognizing the magnitude of the global teacher shortage, such a target will not suffice to meet the quality challenge. It is imperative that governments ensure the development and implementation of inclusive and equitable policies and strategies accompanied with adequate resources, in consultation with other stakeholders, especially teachers and teacher organizations. Moreover, teacher organizations should continuously engage in policy dialogue with governments, with a view to improving the working conditions, welfare and professional status of teachers. Social dialogue must be institutionalized and guaranteed through legislation. In addition, teachers at all levels and in all types of education should be empowered through continuous professional development, including the appropriate use of technology, peer learning/evaluation and clear career paths that bring financial and intellectual incentives, social recognition and professional autonomy. Teachers in conflict and emergency situations should be given particular attention and support with regards to their personal, psychosocial and professional needs. Finally, the

international community should provide technical and financial support as well as knowledge sharing opportunities to teacher stakeholders, including policy-makers, practitioners, teacher organizations and teachers, to ensure quality learning for all.

## Transforming learning and teaching through technology

Around the world, digital technologies are demonstrating their ability to empower educators in their mission of developing the next generation of lifelong learners, innovators, and responsible citizens in a globalized world. With an effective technology foundation and the right support, teachers can gain powerful tools to deepen, accelerate, and enhance student learning. Students can research, create, communicate, and collaborate in ways that better prepare them for the world, the workforce, or higher education. School systems can base critical planning decisions on a deep, evidence-based understanding of how to improve learning and teaching. Achieving the promise of technology, however, requires more than simply deploying devices. If initiatives focus too much on technology and not enough on usages that truly improve learning and teaching, the results will be disappointing. It is important to emphasize the need for a holistic model that starts from a vision of student success and addresses the broad range of elements needed to produce transformative change.

### Transforming learning and teaching through technology

- In the forthcoming years, technology will remain one of the most valuable sources of inspiration for innovation in education, but to fully exploit current and emerging opportunities, governments will need to empower teachers with sound pedagogical capacities and make sure that devices, contents and connectivity follow their needs.
- A pedagogy driven approach should be prioritized. Technology-supported innovations can only become relevant, meaningful and sustainable if they provide efficient and convenient solutions to real education needs.

Source: Highlights from 'Innovating through technology: Shaping the future of education' parallel session, Wednesday 20 May 2015



## Professional and vocational skills development

There is a need to overcome policy fragmentation and ensure that skills development policies are fully integrated within social, economic and environmental sustainability policies. A whole government approach to skills development policies is required which involves social partners. Skills for work have to be labour-oriented and consider tripartite involvement of government, employers and employees organizations. It is also essential to improve the image and attractiveness of technical and vocational education and training. Indeed, in many countries we observe a perception of Technical and Vocational Education and Training (TVET) as the least attractive education and training route. Education and training policies should reaffirm the pivotal role of TVET and act to raise its profile, its attractiveness and improve social perception. Qualifications Frameworks, articulations with tertiary education and better linkages with the world of work are important measures to improve attractiveness. Moreover, there is a need to increase and diversify funding of TVET. More policy attention should be given to diversifying sources of funding, improving efficiency of use of funding and increasing accountability. The first step towards this is to involve the private sector in funding, governance and management of training funds and other funding schemes. Beyond this, TVET institutions should be enabled to generate revenues and diversify services to different target groups, enterprises and communities. Finally, it is important to encourage work-based learning which is considered an important driver of improving relevance to the labour market, to attract learners and reduce costs. Areas for policy action include certifying and recognizing work-based learning, career guidance and counselling, and strengthening the school-to-work transition.

## Early childhood care and education as a critical foundation for lifelong learning

Learning begins at birth. Early Childhood Care and Education (ECCE) is the first and the most critical stage of lifelong learning and development because it is a period of rapid brain development and functioning. The cost of inaction during early childhood is high: fixing problems later is more expensive and less efficient. As such, ECCE should be the first of the ten targets of the global education and lifelong learning goal for 2030. In addition to investing early, countries must prioritize and target ECCE interventions towards the most marginalized and disadvantaged children, in order to turn the vicious cycle of disadvantage into a virtuous cycle of opportunities. ECCE is the great equalizer

affording every child a fair start to life. Moreover, experience has demonstrated that strong government commitment and investment can successfully implement integrated ECCE programmes at scale. In doing so, it is essential to invest in, and monitor, both access to such services and children's learning and development outcomes at individual and system levels. The concept of 'school readiness' associated with ECCE programmes has two sets of implications. First of all, it implies that children are ready for school in terms of physical, socio-emotional, cognitive and linguistic development. Beyond preparing children to participate and succeed in school, 'school readiness' also implies that families, schools and communities are prepared and supported to meet the diverse development and learning needs of young children.

### Early Childhood Care and Education

- ➡ **Integrated ECCE programmes are successfully implemented in growing economies through strong government commitment and investment. Examples from South Africa and China demonstrated feasibility of ECCE programmes at scale.**
- ➡ **Invest for results: It is essential to invest in, and monitor, not only access to ECCE services but also children's learning and development outcomes at individual and system levels.**

Source: Highlights from 'Early Childhood Care and Education: A critical investment for lifelong learning and development' parallel session, Wednesday 20 May 2015

## Youth and adult literacy

Literacy is about political, economic and social empowerment, the effective exercise of human rights and laying foundations for sustainable, inclusive and fair development. Despite these rationales, literacy has long been neglected in the international educational agenda and has been a weak link in the EFA movement, reflecting insufficient global, national and local political commitment. This neglect within the broader international education and development agenda also has to do with factors such as the lack of effective coordination mechanisms at local level, insufficient attention to mother-tongue literacy in programme design, and weak adaptation of programmes to changing life conditions. Literacy must now be seen as an enabler and facilitator of the 17 SDGs. In order to make the case for literacy, reliable data and evidence on impact are key to justifying greater political commitment and higher levels of investment. The development and measurement of

information processing and problem-solving skills that may support and strengthen labour productivity should be a central feature of effective mobilization strategies. Finally, participants noted that while the growing generational gap in average literacy skill levels reflects progress in access to basic education, it also leaves older generations in a more vulnerable situation that requires focused attention.

### Literacy within a lifelong learning perspective

- Learning can be promoted and become effective through diverse environments, pathways and settings, therefore the recognition of diverse ways of learning and their mainstreaming in the education system are crucial to strengthen literacy programmes, policies and strategies.

Source: Highlights from 'Expanding the vision: youth and adult literacy within a lifelong learning perspective' parallel session, Wednesday 20 May 2015

## Higher Education

Participants at WEF argued that access to quality higher education for all is a crucial component of a transformative global education and development agenda. They further argued that there can be no international division of labour in education and that quality higher education must be accessible to all and in all countries. A strong higher education community is important not only for its role in the preparation of a skilled workforce and the creation of knowledge, but also for its key role in strengthening quality education through teacher education. At the same time, participants acknowledged that current societal transformation calls for the structure and role of the university in society to be reinvented. While online and distance education is crucial to expanding access and enhancing equity in higher education, the retention of students and employability of graduates will need to be revisited. It was suggested that the development of a global convention for the recognition of qualifications in higher education may be necessary in the climate of increased human mobility, and would help to strengthen access to higher education for refugees and displaced people.

## New trends in Higher Education

- The internationalization of learning and research, and in particular student and academic mobility, requires particular attention to be paid to quality assurance and the cross-border recognition of qualifications.
- A global trend to note in the Higher Education sector is the diversification, in terms of providers, delivery modalities and funding sources.
- Greater attention is being paid to the employability of Higher Education graduates, and in particular youth. In addition to facilitating smooth transition from Higher Education to employment, the challenge is to foster skills that will enable graduates to participate actively in the labour market throughout their working lives.

Source: Highlights from 'Higher education – Preparing youth and adults for work and lifelong learning' parallel session, Wednesday 20 May 2015

## Ensuring equity and gender equality

Gender equality in education has often been reduced to gender parity in participation. The concept needs to be understood in a much broader sense and embedded in wider social, cultural and political realities. Education can be an equalizer and the sole mechanism that can contribute to halting the cycle of discrimination and inequality in wider society. There exists sufficient evidence on how best to address inequity in education. However, as education systems reflect wider societal power relations, education can only be an equalizer if there is political will and a deliberate attempt to address inequality. Doing so requires an integrated approach since inequities are not isolated phenomenon, but rather, intricately interrelated. Gender discrimination, in particular, intersects with poverty, ethnic and linguistic differences, disability and traditional attitudes. These combined factors of discrimination undermine the ability to exercise the right to education. The multiple aspects of inequity/discrimination therefore need to be addressed together. This integrated approach is necessary from local situation analysis to policy development, implementation and monitoring. Otherwise, it is the symptoms only that are being addressed. Addressing inequity and marginalized groups through education has to be institutionalized – it cannot be a matter of specific initiatives or projects. Teachers are a key to the solution.

## Ensuring equity and gender equality in education

- ➡ Access is not enough – An increase in girls' enrolment is not equality in education.
- ➡ Need for an integrated approach – Like communities, teachers have to be involved in the development and implementation of education policies, curriculum, etc.

Source: Highlights from 'Ensuring equity and gender equality in education and training: perspectives from vulnerable populations' parallel session, Wednesday 20 May 2015

## Education for peace and sustainable societies

There is an urgent need to build peaceful and sustainable societies and to effect fundamental changes in how we coexist with each other and our planet. Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) are crucial to this effort and represent a new transformative element in the global education agenda. They reflect a paradigm shift which goes beyond issues of access to ensure that learning content and methods are relevant in view of addressing global challenges. Such education must necessarily promote critical thinking that can challenge the status quo through action and engagement with the real world. While formal education holds great potential to reach all learners, education for the promotion of peace and sustainable societies cannot be confined to school environments alone. Learning in schools, in families and in the community has to be connected. In all learning settings, ICTs have great potential to strengthen education for peace and sustainable development, not only because they are conducive to the learner-centred pedagogies they promote, but also because they can open up classrooms to the world and facilitate global dialogue.

## Education for peace and sustainable societies

- ➡ ESD and GCED are about real-life action and engagement with the real world. They cannot be limited to the sole school environment since this type of learning takes place in schools, families and in the community. For this reason, multi-stakeholder cooperation plays a crucial role in the implementation of ESD and GCED.

Sources: Highlights from 'Educating and learning for peaceful and sustainable societies' parallel session, Wednesday 20 May 2015

## Education and health

There is a growing understanding of the interactions between education and health, as healthy learners learn better and better educated learners have the skills to be healthy. Education is one of the most powerful ways of improving people's health, a fact which was strongly affirmed during WEF 2015. It saves the lives of millions of people, especially mothers and children, helps prevent and contain disease, and is an essential element of efforts to reduce malnutrition. Educated people are better informed about diseases, take preventative measures, recognize signs of illness early and tend to use health care services more often.<sup>4</sup> One of the main aims of education is to enable individuals to reach their full potential, and health is an essential pre-requisite of this. However, WEF delegates were reminded that an estimated 200 to 500 million school days<sup>5</sup> are lost to ill-health every year in low income countries. A number of preventable health conditions impact on education, for example malaria and worm infections can reduce enrolment and increase absenteeism, and hunger and anaemia can affect cognition and learning.<sup>6</sup> In addition to the physical impact of health conditions, a number of conditions are accompanied by psychosocial pressures (e.g. those experienced during puberty) which can lead to increases in anxiety and depression, in turn affecting education and leading to disengagement of learners. One of the targets of the proposed SDG 3 calls to 'ensure universal access to sexual and reproductive health care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes'.

## Comprehensive sexuality education

A safe transition to adulthood requires knowledge and skills about sexuality, health and rights. All young people have the right to education about their health: this should be relevant to their lives, help them prepare for puberty and protect them from HIV and unintended pregnancy. In some regions of the world, only 40 per cent of young people have adequate knowledge about HIV, and one in five young women have started

4 UNESCO (2014): EFA Global Monitoring Report. Teaching and Learning: Achieving quality for all. Paris, UNESCO.

5 Bundy, D. (2011): Rethinking school health: a key component of education for all. Washington D.C., The World Bank.

6 SABER Working Paper Series. Number 3 (2012): What Matters most for School Health and School Feeding: A Framework Paper. DC, The World Bank.

having children by the age of 17.<sup>7</sup> Effective life-skills based sexuality education that includes cognitive skills, such as critical thinking and risk assessment; social skills, such as communication; and emotional skills, such as empathy, can help prevent HIV and other sexually transmitted infections, unintended pregnancy, and contribute towards gender equality, economic opportunities and sustainable development. Country presentations shared during VEF sessions underscored the fact that the ability to make healthy choices is not only dependent on knowledge, but is also influenced by the environment in which one lives and other factors such as gender, culture and socio-economic status. Education can provide a safe environment to learn the skills and knowledge which young people need to prepare themselves for adulthood, parenthood, global citizenship and the world of work and life in the twenty-first century.

### Gender-based violence in and around schools

School-related gender-based violence has recently emerged as a global concern harming an estimated 245 million children every year, and limiting the prospect of achieving gender equality in schools. It is both a violation of human rights and a major barrier to education, in particular for girls. It encompasses acts of sexual, physical and psychological violence occurring on the journey to, from and in school, and is perpetrated as a result of discriminatory gender norms and practices and unequal power dynamics, and underpinned by gender inequalities in wider society. While school-related gender-based violence may be expressed in different forms and committed by different actors, it is a global phenomenon requiring urgent action from all stakeholders and duty bearers, including multiple government departments, educators and education administrators, communities and children and young people themselves. Children's vulnerability to school-related gender-based violence can increase due to poorly enforced legislation, inadequate child protection policies and weak or non-existent reporting mechanisms. VEF participants recommended that countries should develop integrated, multi-sectoral national action plans to address school-related gender-based violence, and that education sector policies and plans should be gender responsive. They further noted that teachers and teacher unions must be engaged as part of the solution. Education systems must adopt

a comprehensive approach: develop codes of conduct, apply sanctions when necessary, support teachers with appropriate training and professional status, ensure learning spaces are safe and gender-sensitive, and create models of education for peace. Global partners should build awareness and collaboration, and leverage commitment to action, including investing in rigorous research to better understand the nature and scale of the problem.

### Inclusive quality education for children with disabilities

Although substantial progress has been made in expanding access to primary and secondary education over the past 15 years, in most low- and middle-income countries, children with disabilities are still less likely to go to school, more likely to drop out early, and less likely to learn key skills such as reading, writing and mathematics than those without disabilities. The lack of an overall system and teacher capacity to operationalize inclusive education, inaccessible schools and absence of learning materials, negative attitudes towards disability, lack of data and insufficient investment are critical bottlenecks which prevent children with disabilities from accessing inclusive education. The failure to provide inclusive education for learners with disabilities is striking, not only from the right to education perspective, but also from a human capital investment logic. Evidence indicates that the returns on investment in the education of persons with disabilities are two to three times higher than that of persons without disabilities. Though there are several obstacles to operationalize inclusive education in developing countries, there was a general agreement among participants that it was one of the main approaches which would enable the achievement of Goal 4 of the SDGs. Systematic investment in building teacher capacity, enhancing accessibility of schools (both physical and learning environment) and generating data and evidence on children with disabilities in inclusive education were pointed out as key to building an effective inclusive education system. Intersectoral collaboration (across various departments like health, education, transport, social services, social protection), implementation of the provisions of the Convention on the rights of persons with disabilities by governments, as well as participation of persons with disabilities and the community were also key to ensuring that children with disabilities access quality inclusive education.

<sup>7</sup> 'Young People Today: Time to Act Now. *Why Adolescents and young people need comprehensive sexuality education and sexual and reproductive health services in Eastern and Southern Africa*'. UNESCO. 2013

### Inclusive quality education

- ➡ Equity is at the centre of education and must be considered so for the SDGs.
- ➡ Efforts should be made not only on the supply side, but also on the demand side when it comes to ensuring that all learners get education.
- ➡ Better data and tracking of those missing out on education is essential to help focus efforts and to ensure that no one is left behind.
- ➡ Social media is a key tool for reaching those out of school.

Source: Highlights from 'Equity and inclusion – Leaving no one behind' parallel session, Wednesday 20 May 2015

### Protecting education, schools and universities from attacks and military use

The side-event discussed the grave long-term consequences that increasing conflict and attacks on education can have on individuals, families and communities. Girls are often directly targeted, and due to the risk this poses, parents are more hesitant to send their daughters to school, leaving them deprived of education. More frequently, armed forces turn classrooms into military bases during war. As a result of such attacks, lives are being lost, schools are closing down, teachers and students are too traumatized to attend school, and the quality of education is suffering. The panel recommended that states and the international community should embrace the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, and work together around preventive and responsive mechanisms. The Oslo Conference on 28-29 May 2015 was highlighted as an important opportunity to get states to sign up to the Safe Schools Declaration, endorse the Guidelines and commit to taking practical action to prevent and respond to attacks. Participants further noted that intergovernmental efforts are needed to deal with the increase of radicalism and terrorism that threatens education, teachers and learners. Action to address these issues must focus on the root causes, and go hand in hand with strengthening democracy. Schools must be promoted as places of safety and non-violence, with environments conducive to learning. There is a need for a broader creation of a culture of peace, tolerance and respect, and for bringing this into schools and curriculum. The post-2015 framework must recognize the need to

address attacks on education and promote safe schools.

### Strengthening educational responses in times of crisis

Crises of ever increasing complexity and scale are severely impacting access to quality education for millions of children, adolescents and young people world-wide. Since education is fundamentally protective, it should not just be considered as a sector to be included in humanitarian response but rather as *the* response to displacement, conflict and disease. Faced with the devastating effects of crises, education must also be seen as a vehicle of transformation, capable both of mitigating the effects of crisis and ensuring rehabilitation in its wake. Participants at WEF argued that crisis-sensitive planning for education is urgently required if the 2030 targets are to be met. It was felt that a re-think was needed of the approach to education service delivery with system-wide preparation and response mechanisms for emergencies and crisis situations. Existing gaps in funding, data and coordination need to be overcome if educational programming in emergency and crisis situations are to be overcome. The lack of agreement on key principles for implementing and prioritising education among the diversity of local and international humanitarian and development actors involved, is a challenge. While technical standards for implementation do exist in the form of the INEE Minimum Standards, these do not always guide the coordination of overall response and flows of both human and financial resources. It is therefore necessary to create a 'common' or 'bridging' platform for education and crisis, which would identify, and act to address, blockages in aid architecture that cut across both global and country levels. Such a platform would require agreeing and operating under a common set of principles and setting out a common approach to data collection, assessment and education planning. It would also require the establishment of a global fund or finance facility for education in crisis.

### Education and crisis

- ➡ A 'common' or 'bridging' platform for education and crisis should be put in place to identify and address blockages in aid architecture that cut across both global and country levels.

Source: Highlights from 'Education and crisis: Toward strengthened response' side event, Wednesday 20 May 2015

## **Evidence-based education policy and practice**

One of the clear messages emerging from the deliberations at WEF concerned the importance of research evidence for effective education policy and practice. It was argued that evidence was first and foremost essential for improving access, retention and quality of education. It was also argued that evidence can be used to provide more cost-effective provision of quality education. Given rising demands for education and increasing pressures on limited financial resources, evidence allows for smart and effective investment. Moreover, sound evidence can serve to advocate for greater political commitment and resource mobilization at both domestic and international levels. Evidence on the impact of education programmes in emergency contexts, for instance, can help strengthen rationales for life saving/protection benefits of education in emergencies and to advocate for a greater share of humanitarian assistance to be allocated to education. Finally, in terms of governance, evidence is essential as a tool for accountability, primarily for national education authorities vis-a-vis their domestic constituencies.

# 4 Beyond Incheon: rising up to the challenges of implementation

One of the key lessons emerging over the past fifteen years is that, while technical solutions are important, political influence and traction are more so. Political commitment is essential for realizing the scale of reform and action required to achieve basic education for all at the national level. The Incheon Declaration reflects a strong international commitment to education and its centrality in the Sustainable Development agenda for 2030. Translating this ambitious political commitment into effective implementation of the Education 2030 agenda comprises three main sets of challenges that have to do with financing, governance and accountability, as well as with monitoring and coordination. These challenges are synthesized below based on the deliberations of WEF participants in the plenary debates and the range of parallel sessions.

## (i) The challenge of strengthening the financing of education

The broad and ambitious nature of the education SDG proposed for 2030 represents, first and foremost, an important challenge for financing. Ensuring greater equity and improving the quality of education will require far higher levels and more *effective* financing for education. WEF participants strongly argued that it will be necessary to unlock all potential resources for education, both international and national, both public and private.

Having said this, it was reaffirmed that education financing depends first and foremost on **domestic public resources**. Many governments have increased spending, but few have prioritized education in national budgets, and most fall short of allocating the recommended international benchmark of 20 percent of public expenditure needed to bridge funding gaps. Domestic public financing of education must be increased and improved. In addition to increasing the share of public resources allocated to education, public resources available for education can be increased by expanding the domestic tax base and opposing tax evasion. Over the next 15 years, development finance will depend first and foremost on domestic resource mobilization, but Official Development

Assistance (ODA) will continue to play an important role, particularly in those countries with substantial financing gaps and furthest from reaching the targets.

### Financing education

- On average, between 2000 and 2012, countries increased their spending on education, but this was mainly the result of more revenue, not of prioritization given to education.<sup>1</sup>
- Aid to education fell by US\$1.3 billion between 2010 and 2012.<sup>1</sup>
- For every child in low- and lower-middle income countries to benefit from an expanded basic education of good quality, the average annual cost will have to increase from \$100 to \$239 billion between 2015 and 2030.<sup>1</sup>
- Even if governments spend close to 20 per cent of budget on education, there remains an annual financing gap of \$22 billion to be filled mostly by external sources, which requires aid to increase, four times.<sup>1</sup>
- Currently, no finance target exists for education within the SDGs.<sup>1</sup>
- There is an increasing need to find different approaches because some traditional vertical (donor-recipient) partnerships have not worked well. Other ways and types of financing need to be explored.<sup>2</sup>
- Starting from the experience of the health sector in 2009, there is growing evidence that results-based financing works and is now applied in 32 countries with support from donors. The World Bank will double results-based financing to US\$5 billion in the next five years.<sup>3</sup>

#### Sources:

- 1 Highlights from 'Setting the stage' high-level panel debate, Tuesday 19 May 2015
- 2 Highlights from 'Beyond aid: Transforming education systems through partnership', parallel session Thursday 21 May 2015
- 3 Highlights from 'Can financing for results help us achieve learning for all?' parallel session, Wednesday 20 May 2015

In addition to the central role of domestic public resources, expanding access to education of better quality will increasingly require the mobilization of external financing from various sources. While the bulk of costs will be borne by governments, the international community must step up, to sustain and increase **aid to education** – especially in lower- and lower-middle income countries where needs are greatest. This has not always been the case. Indeed, following an initial boost in aid budgets after 2000, many donors have reduced aid to education since 2010 and have not sufficiently prioritized those countries most in need. This is particularly true for conflict-affected countries that account for some 34 million of out-of-school children and adolescents. The cost of providing education for these children and adolescents has recently been estimated at some 2.3 billion US dollars or ten times the current level of humanitarian aid to education.<sup>8</sup> Repeated calls were heard at WEF for the creation of a global fund on education building on the experience of the Global Partnership for Education. However, it was also noted that historical and cultural ties continue to play a role in determining where countries decide to share lessons and provide mutual support. South-South cooperation is essential and needs to be encouraged.

Rising to the ambition of the broad Education 2030 agenda will also require seeking **innovative modalities of financing**, including unlocking the potential of private investment to supplement public funding. Countries have diverse financing models that may be considered to be innovative, in particular economic, social and political, and institutional contexts. Financing for results is considered to be one of these innovative modalities. This includes such modalities as performance-based contracts, school-based management and disbursement linked to indicators. It is argued that the production and use of data inherent to the approach enhances transparency and accountability by increasing pressure to deliver on what was promised, all of which leads to better alignment of donors behind programmes. The fact that financing for results can help demonstrate results is deemed to be particularly important for the education sector when competing for resources with other sectors, in particular that of health where it is often much easier to show investment results. It is true that while the health sector has achieved success in mobilizing private finance, a large funding gap remains in the education

sector. Incentivizing financing for education can be challenging as education outcomes are generational and can be hard to measure.

## (ii) The challenge of effective governance and accountability for shared responsibility

While the primary responsibility of providing education lies with governments, **partnerships** with diverse stakeholders are needed. Non-state partners such as civil society organizations, foundations, academia, and business are all key actors which have a stake in education outcomes. It is increasingly accepted by many that business can contribute core assets – including but not limited to funding – to support governments and other partners to provide learning opportunities for all. By combining resources and expertise, the impact of education investments can be maximized.

Yet, WEF participants also underlined that some education partners feel uneasy and fearful about the motives behind business investment in education. The rapidly developing trend of privatization and marketization of education is seen by many as a threat to the universal right to education. The expansion of profit-making and ‘business’ activities and initiatives in education, and for teaching and learning more specifically, may adversely affect equity in education and social justice more broadly. It is argued that evidence does not necessarily support the view that public-private partnerships and low-fee private schools are effective means of addressing education system challenges. On the contrary, opponents of business engagement in education claim that existing evidence demonstrates that privatisation undermines the principle of education as a fundamental human right.

Better communication between diverse education stakeholders, including private business, can improve the climate of trust, enhancing the potential for more effective and sustainable interventions. Multi-stakeholder forums such as the WEF – which bring together government, civil society, academia, donors and business – provide valuable platforms for such dialogue at the global level. Private sector contributions can be strengthened by increasing the share of education in Corporate Social Responsibility (CSR) initiatives, which currently stands only at 13 per cent. There is an increasing need to do things differently, working in new and different ways as partners, targeting the underlying causes of poverty and moving towards wider-reaching progressive economic, social and political change.

8 EFA GMR Policy Paper No 21 (June 2015). ‘Humanitarian Aid for Education: Why it matters and why more is needed.’ See also EFA GMR Policy Paper No 18 Updated July 2015). ‘Pricing the Right to Education: The costs of reaching the new targets by 2030.’



Good and **effective governance**, it was agreed, will thus be the key to successful engagement of these diverse stakeholders in the delivery of education beyond 2015. Effective governance must be ensured through the participation of all stakeholders at multiple levels through transparent consultative processes. This may require establishing regulatory and collaborative governance frameworks to ensure that the diverse actors, especially non-public/private sector providers of education and international organizations, contribute towards the national vision for education, are aligned with public policies and complement government efforts to efficiently use limited resources. The private/non-public sector should not replace governments' responsibilities to ensure free quality education for all.

Trust, inclusivity and mutual accountability at all levels are central to effective partnership. It is also critical to ensure effective, systematic and transparent access to information concerning education by all stakeholders, especially teachers, parents and students, for their meaningful participation in the process of effective governance. Effective governance involving multiple stakeholders at multiple levels requires the establishment of clear accountability mechanisms according to the stakeholder concerned. Such mechanisms should include the two aspects of accountability in education, consequential accountability and professional accountability, to develop a quality and equitable education systems. It also requires a strengthening of the role of the state in regulating and monitoring education.

### **(iii) The challenge of monitoring and coordinating the future agenda for global education**

The expansion of the global education agenda requires a broader monitoring framework than has been the case during the EFA period, including data collection, analysis and dissemination, both for effective system management and for stakeholder accountability. The draft Framework for Action included the proposal of the Technical Advisory Group on post-2015 education indicators and outlined the steps for finalizing this proposal by November 2015. The main components of this proposal and the principles behind its recommendations were presented in a parallel session on indicators that opened the floor for a discussion on priorities and challenges.

The session also provided an opportunity to present big ideas that will help unify the approach to some of the key monitoring challenges. These included steps towards: (i) a common learning metric, which will

help provide comparable cross-country evidence not only on how many children and youth complete school, but also on how many achieve expected learning standards; (ii) an inter-agency group to disaggregate survey-based education indicators and provide comparable measures of education inequality; and (iii) an approach to national education accounts that will give a comprehensive picture of expenditure by governments, donors and households.

Agreeing on a monitoring framework is only the first step towards implementing it and acting on its findings. The parallel session on global and regional coordination and monitoring mechanisms provided several insights on the challenges faced in implementing an agenda which is both different in modality as well as in content.

At the global level, monitoring progress in the education sector will be part of the global architecture under the SDGs. This will involve both cross-sector apex institutions, such as the High Level Political Forum and its associated follow-up and review mechanisms, but also established thematic mechanisms, such as the Global Education Monitoring Report.

These mechanisms should address complex challenges of monitoring a broader set of targets in education, including the monitoring of a greater number of educational levels with diverse modalities of provision, as well as broad notions linked to the relevance of learning content. Collaboration within and across sectors will therefore be key, particularly so as the central role of education is emphasized for achieving results in all other Sustainable Development Goals. While internationally comparable data are key to global monitoring, one of the main challenges for countries lies in the need to strengthen the capacity of national and local systems to collect, analyze, and use both quantitative and qualitative data. Support is needed to build capacity in low-income countries.

In addition to capacity-building, the United Nations has a special collective responsibility for coordination of the post-2015 agenda at the global level under the close supervision and guidance of its Member States. The convening agencies are committed to collectively supporting countries in implementing Education 2030. The challenge to build a strong global coordination mechanism to effectively support the implementation of a very ambitious agenda was entrusted to UNESCO.

The issue of balance between global, regional and national/local aspirations remains a question

and has implications for both monitoring and coordination. It is important, in this respect, to re-emphasize the importance of using existing mechanisms for coordination and monitoring at different levels – global, regional and national. There is a need to give voice to, and learn from, regional monitoring mechanisms. In doing so, it is essential to ensure greater coherence through more systemic and simplified approaches that avoid additional layers of reporting. There is a consequent need for the harmonization of frameworks at different levels, in particular at regional and national levels – ensuring that integrated inter-sectoral frameworks are in place. There is also a need for engagement with the non-state sector through public/private partnerships, as well as with other public sectors beyond education such as finance, social affairs etc. The process should allow for sector dialogue involving different stakeholders and ensure linkages between coordination, monitoring and policy development.

While evidence is increasingly used in education programming and policy, it is still used insufficiently. Recent years have seen improvements in the breadth and quality of education data, and evidence is helping to better understand where, why, and how students are learning, as well as the relevance of what they learn. An increasing number of countries are undertaking national large-scale assessments or taking part in regional and international assessments and using the results to inform their education policy discussions and decisions. Arguably, however, more evidence is required about education systems and the complexities surrounding their effectiveness. It is therefore important to improve the understanding of education systems through diagnostic exercises and research grounded in country realities.

Implementation of the global Education 2030 agenda must entail a stronger focus on the country level – on country-driven processes and mechanisms for review and follow up. There should, consequently, be room for adjustment of targets at the country level. The Framework for Action for Education 2030 should be seen as a methodology rather than a prescriptive set of implementation strategies. The objective of the Education 2030 agenda, together with its proposed Framework for Action, is to enable countries to have a contextualized strategy, based on their national priorities, opportunities for resource mobilization and local challenges, and to attain the global benchmarks in an incremental manner. The Education 2030 agenda is universal in that it provides benchmarks for all countries, whether in the global North or the global South, while recognizing the diversity of local development contexts.

## Global and regional coordination and monitoring mechanisms

- Experience of regional coordination and monitoring mechanisms were shared and discussed during the session, including examples from the African Union's education, science and technology coordination and monitoring structure, the EFA coordination structure in Latin America and the Caribbean (PRELAC), the EFA coordination structure in Asia and the Pacific based on policy reviews, as well as the European Union open mechanism for coordination as applied in education and its two main strategies, the strategy for jobs and growth 2020 and the strategy for education and training 2020.
- The main example of a global thematic monitoring mechanism serving the international education community has been the EFA Global Monitoring Report, which will continue as the Global Education Monitoring Report with a renewed mandate.
- At the global level, the High Level Political Forum, the main UN platform on sustainable development, is where cross-sectoral issues will be clustered for review every four years under the auspices of the General Assembly, and every year under the auspices of the Economic and Social Council.

*Source:* Highlights from 'Global and regional coordination and monitoring mechanisms' parallel session, Thursday 21 May 2015

# World Education Forum 2015

Incheon, Republic of Korea

19-21 May 2015

## List of Participants / Liste des Participants

### MEMBER STATES / ÉTATS MEMBRES

---

#### Afghanistan

H.E. Mr HANIF BALKHI Assadullah  
*Minister of Education*

H.E. Mr SAYEB Mohammad Saleem  
*Ambassador, Embassy of Afghanistan to the Republic of Korea*

Mr ARIAN Abdul Wassay  
*Director General, Planning and Evaluation Department, Ministry of Education*

Mr HABIBYAR Mohammad Shakir  
*M&R Senior Specialist and Assistant to the Minister*

---

#### Algeria / Algérie

S.Exc. M. EL AMINE DERRAGUI Mohamed  
*Ambassadeur d'Algérie en République de Corée*

M. HEDOUAS Abdelmadjid  
*Chef de Cabinet*

M. MESSEGUEM Nedjadi  
*Inspecteur général du MEN*

Mme NADJEM Adlane  
*Chargée du Protocole*

M. SAHTOUT Ahcene  
*Attaché des Affaires étrangères, Ambassade d'Algérie en République de Corée*

---

#### Angola

S.Exc. Mme MARTINS Maria Augusta da Silva  
*Secrétaire d'État chargée de l'Enseignement supérieur et de l'Innovation*

S.Exc. M. MALUNGO Albino  
*Ambassadeur de l'Angola en République de Corée*

S.Exc. M. DIEKUMPUNA SITA NSADISI José  
*Ambassadeur, Délégué permanent de l'Angola auprès de l'UNESCO*

---

M. FULA Afonso Dala Coxi  
*Directeur général de l'Institut national de l'évaluation, accréditation et reconnaissance des études du ministère de l'Enseignement supérieur*

M. CAFUQUENA João Cristovão Diogo  
*Directeur national de l'Enseignement général au ministère de l'Éducation*

Mme FIGUEIREDO Irène Cristina Neto de  
*Directrice du Bureau d'Études Planifications et Statistiques au ministère de l'Éducation*

M. DOMINGOS Francisco  
*Consultant et point focal de l'EPT au ministère de l'Éducation*

M. MBEMBA Valeriano Valodia  
*Conseiller à la Délégation permanente de l'Angola auprès de l'UNESCO*

M. DA CONCEICAO Adolfo  
*Premier secrétaire à l'Ambassade de l'Angola en République de Corée*

M. MANUEL José Carlos  
*Attaché de presse à l'Ambassade de l'Angola en République de Corée*

M. HAN Hun Joo  
*Interprète officiel de l'Ambassade de l'Angola en République de Corée*

Mr MANUEL Antonio Canoa  
*Officiel*

---

#### Antigua and Barbuda / Antigua-et-Barbuda

Hon. BROWNE Michael S.  
*Minister of Education*

Ms BROWNE Clare  
*Ag. Director of Education*

Ms GREENAWAY Rosa  
*Ag. Permanent Secretary*

Dr. GEORGE-BENFIELD Patricia  
*Education Officer Research*

---

#### Argentina / Argentine

Mr PERCZYK Jaime  
*Secretario de Educación*

H.E. Mr ROBALLO Jorge Alberto  
*Embajador*

---

Mr URQUIZA Pablo  
*Jefe de Gabinete del ministro*

Ms BURTON Juliana  
*Secretaria Adjunta de la CONAPLU*

Mr LACUNZA Juan Ignacio  
*Segundo Secretario*

---

#### Armenia / Arménie

Mr STEPANYAN Robert  
*Head of Development Programs and Monitoring Department Ministry of Education and Science*

---

#### Australia / Australie

Mr TINNING Chris  
*Minister Counsellor*

Ms ELLERTON Louise  
*Senior Policy Officer*

Mr FOGARTY Richard  
*Counsellor*

Ms GRAVES Sue  
*Director*

---

#### Austria / Autriche

Ms KATZENSTEINER Irene  
*Head of Unit for UNESCO Affairs*

Mr WINTERSTEINER Werner  
*Professor / Head of 'Centre of Peace Research and Peace Education'*

---

#### Azerbaijan / Azerbaïdjan

H.E. Mr JABBAROV Mikayil  
*Minister of Education*

H.E. Mr TEYMUROV Ramzi  
*Ambassador of the Republic of Azerbaijan to the Republic of Korea*

Mr ISMAYILOV Seymur  
*Advisor to the Minister*

Mr RZAYEV Fariz  
*Director of International Cooperation Department*

Mr AMRULLAYEV Emin  
*Deputy Director of Education Development Programs Department*

Mr JUMAYEV Farrukh  
*First Secretary*

---

---

**Bahamas**

The Hon. FITZGERALD Jerome Kennedy  
*Minister of Education, Science and Technology*

Mr TAYLOR Marcellus C.  
*Deputy Director of Education (Planning)*

---

**Bahrain / Bahreïn**

H.E. Dr. AL NOAIMI Majeed Bin Ali  
*Minister of Education*

Ms AL-KHATER Nawal Ebrahim  
*Assistant Under Secretary for Planning and Information*

Ms ALDOSERI Dhawaa Naser  
*First Media Specialist*

Mr MATTAR Fahad  
*Teacher*

Mr ABDULRAHIM Talal  
*Senior Planning Management Specialist*

Ms SHEHAB Fatema  
*Head of Educational Planning*

---

**Bangladesh**

H.E. Mr NAHID Nurul Islam  
*Minister of Education*

Mr KHAN Nazrul Islam  
*Secretary*

Mr KHAN Nazrul Islam  
*Joint-Secretary at Ministry of Primary and Mass Education*

Mr HOSSAIN Monjur  
*Secretary at BCNU*

Ms CHOWDURY Rasheda Khatoun  
*Executive Director at Campaign for Popular Education*

Mr AHMED Manzoor  
*Professor Emeritus and Senior Adviser*

Dr KAMAL Abuhena Mostafa  
*Additional Director General*

Mr ALAM Khandaker Masudul  
*Chargé d'affaires Embassy of Bangladesh, Republic of Korea*

---

**Barbados / Barbade**

Mr RUDDER Roderick  
*Senior Education Officer*

---

**Belgium / Belgique**

S.Exc. M. BONTEMPS François  
*Ambassadeur*

M. BARTHÉLÉMY Dominique  
*Directeur général  
Ministère de la Fédération Wallonie-Bruxelles*

M. GILLIARD Étienne  
*Directeur, Relations extérieures  
Ministère de la Fédération Wallonie-Bruxelles*

M. PREUD'HOMME Laurent  
*Attaché d'Ambassade*

---

**Benin / Bénin**

M. ADJEVI Coleman Christophe  
*Secrétaire général du Ministère*

S.Exc. M. CHABI OROU Bio Jean  
*Ambassadeur, Délégué permanent du Bénin auprès de l'UNESCO*

M. OYAH N'dah Marcel  
*Secrétaire général Commission nationale du Bénin pour l'UNESCO*

M. MIGAN Gilbert G.  
*Conseiller technique du Ministre*

---

**Bhutan / Boutan**

H.E. Mr DUKPA Mingbo  
*Minister of Education*

Mr YESHEY Karma  
*Director General, Dept. of School Education*

---

**Bolivia / Bolivie**

Excmo. Sr. D. AGUILAR GOMEZ Roberto Ivan  
*Ministro de Educación*

Ms POSTIGO DE SPADA Susana Mabel  
*Directora de Relaciones Internacionales*

Ms MAMANI ESPEJO Pamela Inés  
*Segundo Secretario*

---

**Botswana**

Mr GOYA Moiserale Master  
*Assistant Minister of Education and Skills Development*

Ms MODIMAKWANE Dineo Bosa  
*Programme Officer*

Ms MOILWA Kholeka

Ms SOMOLEKAE Gloria  
*Candidate for Executive Board*

---

**Brazil / Brésil**

H.E. Mr JANINE RIBEIRO Renato  
*Minister of Education*

Mr PALACIOS DA CUNHA E MELO Manuel Fernandes  
*Secretary of Basic Education*

Mr DODWORTH MAGNAVITA DE CARVALHO Alexey  
*Advisor to the Minister*

Mr SOARES José Francisco  
*President of INEP*

Ms DAMASCENO FERREIRA SCHLEICHER Aline  
*Head of International Affairs Office*

Ms RODRIGUES REPULHO Cleuza  
*Chairwoman, Municipal Education Managers Union-Undime*

Ms SOARES DA SILVA Rossieli  
*Secretary of Education for Amazonas State, representative for the Consed*

Mr CARA Daniel  
*Coordinator, National Campaign People's Right to Education- CNDE*

Ms E SILVA BETTEGA FILIZOLA Paula Rezende  
*Press Advisor, Ministry of Education*

H.E. Ms ZUGAIB Eliana  
*Ambassador, Permanent Delegate to UNESCO*

Mr MENDES MARZANO Fabio  
*Minister-Counsellor to UNESCO*

Ms CARVALHO Almerinda Augusta de Freitas  
*Head of the Division for Education Affairs of the Ministry of External Relations*

Mr VIEIRA Ronaldo Lima  
*First-Secretary to UNESCO*

---

**Brunei Darussalam / Brunéi Darussalam**

Mr RAHMAN Junaidi  
*Permanent Secretary*

Mr MAHMOOD Abdul Kalid  
*Head of International Affairs Unit*

Ms CHEK Marina  
*Senior special duties officer*

---

**Bulgaria / Bulgarie**

H.E. Mr ANDONOV Petar  
*Ambassador of Bulgaria to the Republic of Korea*

Mr PANOV Panko  
*Deputy head of Mission*

---

**Burkina Faso**

S.Exc. M. COULIBALY Samadou  
*Ministre de l'Éducation nationale et de l'Alphabétisation*

M. OUATTARA Francis Paul  
*Directeur général des études statistiques*

M. DEMBELE Samuel  
*Président du conseil d'administration de la Coalition nationale pour l'éducation pour tous*

M. HIEN Lucien  
*Directeur du développement de l'éducation préscolaire*

M. BOUDO Athanase  
*Directeur des Études et des Statistiques sectorielles*

M. KABORE Ibrahim  
*Secrétaire permanent du Programme de développement stratégique*

---

**Cabo Verde**

S.Exc. Mme PINTO Fernanda Maria de Brito Leitao  
*Ministre de l'Éducation et des Sports*

Mme SILVA SANTOS Margarida Maria  
*Directrice nationale*

M. MORENO BRITO Pedro  
*Directeur général*

---

**Cambodia / Cambodge**

H.E. Dr HANG Chuon Naron  
*Minister of Education, Youth and Sport*

H.E. Dr NATH Bunroeun  
*Secretary of State*

Mr LIM Sothea  
*Director of Department of Planning*

Mr TEP Phyorith  
*Deputy Director of Department of Finance*

Mr LAY Vutha  
*Non-Formal Educational Coordinator,  
NGO Education Partnership (NEP)*

Ms LEMAISTRE Anne  
*UNESCO Representative and Chair of  
the Education Sector Working Group*

---

#### Cameroon / Cameroun

S. Exc. Mme YOUSOUF Hadidja Alim  
*Ministre de l'Éducation de base*

M. SALLY Maraiga  
*Point focal COMEDA/ADEA*

M. MVOGO Michel  
*Coordonnateur national EPT*

M. FOUA Simon Pierre  
*Correspondant national CONFEMEN*

---

#### Canada

H.E. Mr WALSH Eric  
*Ambassador of Canada to the Republic  
of Korea*

H.E. Mr JACKMAN Clyde  
*Minister of Advanced Education and  
Skills, Newfoundland and Labrador*

H.E. Ms DOOLING Geneviève  
*Deputy Minister, Department of  
Advanced Education and Skills,  
Newfoundland and Labrador*

Ms MANCA-MANGOFF Antonella  
*Coordinator, Council of Ministers of  
Education, CMEC*

Ms SHOULDICE Julie  
*Director, Education, Child Protection and  
Gender Equality Division (MGS), Foreign  
Affairs, Trade and Development*

Mr LEVASSEUR Dominique  
*Senior Programme Officer  
Permanent Delegation of Canada to  
UNESCO*

---

#### Central African Republic / République centrafricaine

S. Exc. M. AGUIMATE Elois  
*Ministre de l'Éducation nationale et de  
l'Enseignement technique*

Mme KOYT-DEBALLE Georgette Florence  
*Secrétaire générale  
Commission nationale centrafricaine  
pour l'UNESCO*

M. NGOAKA Clément  
*Directeur général des Enseignements*

M. GUEZEWANE PIKI Jonas  
*Coordonnateur du Secrétariat Technique  
Permanent EPT*

Mme BEHOROU Amélie Jeannine  
*Directrice des Affaires financières*

M. RAMADAN Noël  
*Secrétaire général du Syndicat des  
enseignants*

Mme SERVICE Marie Annick  
*Vice-présidente de l'Organisation des  
femmes de Centrafrique*

---

#### Chad / Tchad

M. KOKO Abderamane  
*Conseiller technique à l'éducation*

M. BAHAR Abdelkerim Adoum  
*Secrétaire général*

M. DABOULAYE Djimoudjebaye  
*Secrétaire général*

M. NGAKOUTOU Timothée  
*Premier Conseiller  
Délégation permanente du Tchad auprès  
de l'UNESCO*

---

#### Chile / Chili

Mr MUNOZ Gonzalo  
*Jefe de la División de Educación General  
de MINEDUC*

Ms TELLEZ Claudia  
*Secretaria Ejecutiva Adjunta Comisión  
Nacional UNESCO*

Ms ARADENA Paulina  
*Asesora MINEDUC*

Ms ARRATIA Alejandra  
*Asesora MINEDUC*

---

#### China / Chine

H.E. Mr HAO Ping  
*Vice-Minister of Education, President of  
the UNESCO General Conference*

Mr DU Yue  
*Secretary-General, Chinese National  
Commission for UNESCO*

Mr WANG Dinghua  
*Director General, Department of Basic  
Education I, Ministry of Education*

Mr ZHAN Tao  
*Director General, Education  
Management Information Centre,  
Ministry of Education*

Mr HAN Min  
*Deputy Director-General of the National  
Centre for Education Development  
Research, Ministry of Education*

Ms YU Xiaoping  
*Director of Education Division, Chinese  
National Commission for UNESCO*

Mr SHEN Yubiao  
*Deputy Director of Division, General  
Office of the Ministry of Education*

Mr LI Kejian  
*Associate Professor, Zhejiang Normal  
University*

Ms CHEN Xuefeng  
*Expert*

Ms ZONG Huawei  
*Programme Officer, Chinese National  
Commission for UNESCO*

---

#### Colombia / Colombie

H.E. Mr PINILLA Tito  
*Ambassador of Colombia to the Republic  
of Korea*

Ms MUNOZ Paola  
*Chief of International Affairs Office,  
Ministry of Education*

Ms FIGUEROA Maria  
*Adviser*

---

#### Congo

M. MIALOUNDAMA Fidele  
*Conseiller à l'Alphabétisation et  
à la Réforme*

M. MALONGA Albert  
*Conseiller administratif et juridique*

M. NGOULOU Boniface  
*Conseiller aux Finances, chargé de  
la coordination des budgets et projets*

---

#### Cook Islands / Îles Cook

Hon. BROWN Mark  
*Minister of Finance and Economic  
Management*

Ms TOWNSEND Gail  
*Executive Director  
Education Commissioner, National  
Commission for UNESCO*

---

#### Costa Rica

Excma. Sra. Da. MORA ESCALANTE  
Sonia Marta  
*Ministra de Educación Pública*

---

#### Côte d'Ivoire

S. Exc. Mme CAMARA Kandia  
*Ministre de l'Éducation nationale*

S. Exc. M. BILE Sylvestre Kouassi  
*Ambassadeur de Côte d'Ivoire en  
République de Corée*

Mme OUATARRA Maman  
*Directeur de l'Alphabétisation et de l'ENF*

---

#### Cuba

Excma. Sra. Da. PINERO ALONSO  
Cira  
*Viceministra Primera de Educación*

Ms DE ARMAS GARCIA Mercedes  
*Ministra Consejera*

---

#### Cyprus / Chypre

Dr KASOULLIDES Andreas  
*Head of Cyprus Minister of Education  
and Culture Office*

Dr ZACHARIOU Aravella  
*General Coordinator of Environmental  
Education and Education for Sustainable  
Development Unit*

---

#### Czech Republic / République tchèque

S. Exc. M. HUSAK Tomas  
*Ambassadeur de la République tchèque  
en République de Corée*

Mme CHALOUPKOVA Jana  
*Conseillère*

---

#### Denmark / Danemark

H.E. Ms FEINBERG Nathalia  
*Ambassador, Head of Department*

Mr GRAFF Bent  
*Senior Adviser, Minister Counsellor*

Mr DALSGAARD Jens  
*Chief Advisor Secretary-General of the Danish National Commission for UNESCO*

---

**Democratic Republic of the Congo / République démocratique du Congo**

S.Exc. M. MWANGU FAMBA Maker  
*Ministre de l'Enseignement primaire et secondaire*

M. MUKADI TSANGALA Jovin  
*Conseiller du Ministre*

M. MANDA Kizabi  
*Délégué permanent adjoint, Délégation permanente de la République démocratique du Congo auprès de l'UNESCO*

M. MBUYAMBA Jean-Paul  
*Chargé de Mission*

M. KITA Masandi  
*Conseiller technique du Premier ministre*

---

**Djibouti**

M. ADEN Aroum Omar  
*Secrétaire général*

M. MAHYOUB Mohamed Abdallah  
*Conseiller technique du ministre*

---

**Dominica / Dominique**

Hon. SAINT-JEAN Peter  
*Minister of Education*

---

**Dominican Republic / République dominicaine**

Excma. Sra. Da. MELO DE CARDONA Ligia Amada  
*Ministra de Educación*

Excmo. Sr. MATOS DE LA ROSA Luis Enrique  
*Viceministro*

Excmo. Sr. GONZALEZ Rafael Antonio  
*Viceministro*

Mr CARDONA MELO Jose Amado  
*Traductor acompañante*

Mr LOZADA Juan Luis  
*Assistant du Ministre de l'Éducation supérieure*

S.Exc. Ms PICHARDO POLANCO Grezia Fiordaliza  
*Ambassadeur de la République dominicaine en République de Corée*

---

**Ecuador / Équateur**

Excmo. Sr. Don ESPINOSA ANDRADE Augusto Xavier  
*Ministro de Educación*

Ms HASSAN Alia  
*Directora de Cooperación Internacional*

Ms MOREIRA Maria Elena  
*Deputy Permanent Delegate of Ecuador to UNESCO*

Mr RODRIGUEZ Ivan Dario  
*Asesor de despacho - MINEDUC*

Mr ICAZA Jorge  
*Deputy Chief of Mission, Consul General*

Mr QUINONES Isis  
*Knowledge Transfer and Technology Analyst*

Mr LOACHAMIN Felipe  
*Intern*

---

**Egypt / Égypte**

H.E. Dr AMR Mohamed Sameh  
*Ambassador and Permanent Representative of Egypt to UNESCO President of UNESCO's Executive Board*

Dr. ABD EL WAHAB GHONEIM Salah El Din  
*Professor of Educational Planning*

Prof. RAGHEB Mohammed Abdul-Salam Mohammed  
*Senior International Education Reform Expert*

---

**El Salvador**

Excmo. Sr. CASTANEDA MONTERROSA Francisco Humberto  
*Viceministro de Educación*

Ms RODRIGUEZ ORTIZ Nelly Guadalupe  
*Gerente de cooperación externa*

---

**Equatorial Guinea / Guinée équatoriale**

Excmo. Sr. Don NDONG Jesus Engonga  
*Ministro Delegado de Educación y Ciencia*

Excmo. Sr. Don EBANG ANGUESOMO Mariano Ebang  
*Delegado Permanente*

Mr BIVINI MANGUE Santiago  
*Secretario General Comisión Nacional para la UNESCO*

Mr OBAMA ABEM Robustiano-Nculu  
*Coordinador Adjunto E.P.T.*

---

**Eritrea / Érythrée**

Mr NAIB Musa Hussein  
*Director General of General Education*

Mr MARE Alem Habte  
*Director of Information and Communications Technology*

Mr FOTO Hailu Asfaha  
*Director of Research and Statistics*

---

**Estonia / Estonie**

Mr LAIDMETS Mart  
*Deputy Secretary General for General and Vocational Education*

Ms KAARLOP-NANI Hanna-Liis  
*Coodinator of Education Programmes*

---

**Ethiopia / Éthiopie**

H.E. Mr OMER Fuad Ibrahim  
*State Minister of Education*

Mr GIZAW Afework Kassu  
*Professor*

---

**Fiji / Fidji**

Hon. Dr REDDY Mahendra  
*Minister of Education*

Mr FUA Seu'ula  
*Director of Institute of Education*

---

**Finland / Finlande**

Ms PALOJARVI Jaana  
*Director for International Relations*

Mr KARAKOSKI Jussi  
*Senior Education Adviser*

Mr KALENIUS Aleksi  
*Counsellor, Permanent Delegation of Finland to the OECD and UNESCO*

Ms VOLMARI Kristiina  
*Senior Adviser National Board of Education*

Mr LAPPALAINEN Rilli  
*Secretary General-Kehys – The Finnish NGDO Platform to the EU*

H.E. Mr HEIMONEN Matti  
*Ambassador of Finland*

Ms SAILA Melissa  
*Deputy Head of Mission-Embassy of Finland*

Ms KORHONEN Heini  
*Second Secretary -Embassy of Finland to the Republic of Korea*

---

**France**

S. Exc. Mme GIRARDIN Annick  
*Secrétaire d'État au Développement et à la Francophonie*

M. PARENT Martin  
*Conseiller de la Secrétaire d'État*

Mme GAZAGNE Fanny  
*Chargée de mission Education et Développement*

Mme PROST Nadine  
*Chargée de mission pour la Francophonie et l'UNESCO (DREIC)*

Mme TEHIO Valérie  
*Responsable adjointe de la division Éducation-Formation-Emploi*

Mme ROBINE Florence  
*Directrice générale de l'Enseignement Scolaire (DGESCO)*

Mme SUSINI Anna-Livia  
*Chef du département des Affaires Européennes et internationales (DGESCO)*

Mme COUPEZ Carole  
*Déléguée aux actions d'éducation à la solidarité – Solidarité laïque*

M. ASSOULINE Daniel  
*Directeur du Centre International d'Études Pédagogiques (CIEP)*

S.Exc. M. PASQUIER Jérôme  
*Ambassadeur de France en République de Corée*

M. OLLIVIER Daniel  
*Directeur de l'Institut français, Conseiller de coopération et d'action culturelle*

M. BELOT Luc  
*Député, Membre du Parlement*

M. SANSON Eric  
*Conseiller Politique, Ambassade de France en République de Corée*

M. PANNIER Arnaud  
*Attaché de coopération pour le français*

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#### Gabon

S.Exc. M. NSIE EDANG Calixte Isidore  
*Ministre délégué chargé de l'Enseignement technique et professionnel*

M. TINDY-POATY Juste Joris  
*Secrétaire général de la Commission nationale du Gabon pour l'UNESCO*

M. NGABA Luc  
*Conseiller*

M. MOMBO Sylvestre  
*Directeur de l'Enseignement professionnel*

M. MBIGUINAULT MENDANE Rops  
*Aide de camp*

---

#### Gambia / Gambie

H.E. Ms FAYE Fatou Lamine  
*Minister of Basic and Secondary Education*

Mr SANNEH Momodou  
*Secretary General, National Commission of Gambia for UNESCO*

Mr SISAWO Ebrima  
*Deputy Permanent Secretary, National Commission of Gambia for UNESCO*

Mr SENGHOR Ousmane  
*Principal Programme Officer for Education*

Mr GAYE Siyat  
*Ag. National Coordinator EFAnet*

Mr TOURAY Momodu Katim  
*Deputy Permanent Secretary*

Mr TOURAY Yusupha  
*Director of Planning, Budgeting and Policies*

Mr SONKO JILENG Maja F.  
*Executive Chairman for Sonko Jileng*

---

#### Germany / Allemagne

H.E. Mr MAFEL Rolf  
*Ambassador to the Republic Korea*

Prof. Dr. WULF Christoph  
*Vice-President, German National Commission for UNESCO*

Mr LINDENTHAL Roland  
*Chief of Division, Education and the digital world, German Federal Ministry for Economic Cooperation and Development*

Dr HOLLANDER Michael  
*Project Leader Sector Programme Education GIZ*

Dr RYBERG Birgitta  
*Head of Division IVB – European and Multilateral Co-operation, Standing Conference of the Ministers of Education and Cultural Affairs of the Länder*

Mr AHRENS Michael  
*Counsellor, German Embassy*

Ms JESAITIS Maren  
*Global Campaign for Education Germany*

Mr DIEBEL Erfan  
*German Federal Ministry for Economic Cooperation and Development*

Ms KOSTLER Alice  
*German Federal Ministry for Economic Cooperation and Development*

---

#### Ghana

H.E. Ms OPOKU-AGYEMAN Naana Jane  
*Minister of Education*

Mr COBBINAH Enoch  
*Chief Director*

Mr WELLINGTON Riche-Mike  
*AG. Secretary-General*

Mr ANKOMAH Yaw  
*Director of the Institute of Educational Planning*

Mr MAABOBR KOR Jacob  
*Director General Education Service*

H.E. Ms Elizabeth NICOL  
*Ambassador of Ghana to the Republic of Korea*

Mr. AMPRATWUM Peprah  
*Minister Councillor*

Mr EWUSU MENSAH Ato Kumanu  
*First Secretary/Consular*

---

#### Greece / Grèce

H.E. Mr SOURVANOS Dionisios  
*Ambassador of the Hellenic Republic to the Republic of Korea*

Mr PENTARVANI Stavroula  
*Deputy Head of Mission, Greek Embassy to the Republic of Korea*

---

#### Guinea / Guinée

M. DIAKITÉ Abdoulaye  
*Secrétaire général*

M. BÉRÉTÉ Harouna  
*Conseiller à l'éducation*

M. YOULA Famo  
*Directeur des TIC*

M. DIALLO Mamadou Saliou  
*Directeur général Institut supérieur de formation à distance*

M BAYO Mohamed Lamine  
*Directeur général Institut supérieur des sciences de l'éducation*

---

#### Guinea-Bissau / Guinée-Bissau

M. DJASSI Mamadu Saliu  
*Directeur général de planification et évaluation de l'éducation*

M. INDEQUE Geraldo  
*Directeur général de l'Enseignement*

Mme DA SILVA BARBOSA Maria de Fatima  
*Directrice générale de l'Institut national du développement de l'éducation*

M. GUERRERO Horas  
*Consultant ADPP*

---

#### Haiti / Haïti

S.Exc. M. MANIGAT Nesmy  
*Ministre de l'Éducation nationale*

Mme. LHÉRISSON LAMOTHE Farah-Martine  
*Conseillère du Ministre*

M. LEVELT Joseph-Charles  
*Conseiller du Ministre*

M. MERISIER Georges  
*Consultant*

Mme GEORGES Magalie  
*Secrétaire Général a.i*

M. DUVAL Frantz  
*Journaliste*

---

#### Honduras

Ms MUNOZ TABORA Hilda Mercedes  
*Secretaria Permanente de la Comisión Hondureña por UNESCO*

Ms MENJIVAR VIDES Gloria Udelfa  
*Directoria General de Servicios Estudiantiles*

---

#### Hungary / Hongrie

Dr. MARUZSA Zoltan  
*Deputy Minister of State for Higher Education*

---

#### India / Inde

H.E. Ms ZUBIN IRANI Smriti  
*Minister of Human Resource Development*

Ms SARUP Vrinda  
*Secretary, Department of School Education and Literacy*

H.E. Ms KAMBOJ Ruchira  
*Ambassador, Permanent Delegate to UNESCO*

Ms S.PACHOURI Suparna  
*Director, Department of School, Education and Literacy*

Mr RANJAN Rakesh  
*Joint Secretary (ICC), Ministry of Human Resource Development*

---

#### Indonesia / Indonésie

H.E. Mr BASWEDAN Anies  
*Minister of Education and Culture*

Ms YULAELOWATI Ella  
*Deputy Director General of Early Childhood, Non Formal and Informal Education, Ministry of Education and Culture*

Ms RACHMAN Arief  
*Executive Chairman, Indonesian National Commission for UNESCO*

H.E. Mr SOELAIMAN Fauzi  
*Ambassador/ Alternate Permanent Delegate*

Ms GASIM Hasnah  
*National Coordinator of ASPnet of Indonesia*

Ms ROMPIS Veronica  
*Second Secretary*

Mr SETA Ananto Kusuma  
*Bureau of Planning and International Cooperation,  
Ministry of Education and Culture*

Mr NIZAM Nizam  
*Director Center for Educational Assessment,  
Ministry of Education and Culture*

Ms PANTJASTUTI Sri Renani  
*Director*

Mr PRAPTONO Praptono  
*Head of Sub-directorate*

Mr ADITYA Kreshna  
*Special Staff Office of the Minister of Education and Culture*

Mr AMIN Mustaghfirin  
*Director*

Mr AKBAR Winner Jihad  
*Head of TVE Programme Division, DTVE, MONE*

Mr SIMANGUNSONG junus  
*Head of Curriculum Division, DTVE, MONE*

Mr WARTANTO Wartanto  
*Director*

Mr SURYANA Cecep  
*Secretary*

Mr AFRIZAL Afrizal  
*Assistant of the Minister*

Mr AMIYANTO Nurhadi  
*Head of the Educational Office*

---

**Iran (Islamic Republic of) / Iran (République islamique d')**

H.E. Dr. FANI Aliasghar  
*Minister of Education*

H.E. Mr BABALOO Khalilollah  
*Vice Minister of Education for International Affairs*

H.E. Mr DEYMEHVAR Mohammad  
*Deputy Minister of Education for Primary Education*

H.E. Mr TAHERIAN Hassan  
*Iranian Ambassador to the Republic of Korea*

Mr FAYAZI Abdolvahid  
*Member of Parliament*

Ms SHIMOHAMMADI Zahra  
*School Principal and the Minister's Spouse*

Mr HAJILARI Ali  
*Senior Expert, Ministry of Foreign Affairs*

Mr HOSSEINI Seyed Javad  
*D.G, Provincial Department of Education of Khorasan Razavi*

Mr JAFAR Amir Hossein  
*Expert, Minister's Office*

Mr SOLTANAHMADI Kazem  
*Cultural attaché, Iranian Embassy to the Republic of Korea*

---

**Iraq**

H.E. Mr ABDULLA Pshtiwan  
*Minister of Education*

Mr BAKZADA Amanj  
*Minister's office manager*

Ms AL-LAMI Jameelah  
*Director*

---

**Ireland / Irlande**

H.E. Ms O'DONOGHUE Aingeal  
*Ambassador of Ireland to the Republic of Korea*

Mr TICHELMANN Thomas  
*Assistant Principal Officer  
Department of Foreign Affairs and Trade*

---

**Japan / Japon**

H.E. Mr MAEKAWA Kihei  
*Deputy Minister of Education, Culture, Sports, Science and Technology*

Mr TAMURA Masami  
*Director, Global Issues Cooperation Division, Ministry of Foreign Affairs*

Mr SATO Yoshiaki  
*Director for Overseas Cooperation, International Affairs Division, Ministry of Education, Culture, Sports, Science and Technology*

Mr MOTOMURA Hiroaki Deputy  
*Director, International Affairs Division, Ministry of Education, Culture, Sports, Science and Technology*

Mr NODA Akihiko  
*Assistant Director-General for International Affairs, Ministry of Education, Culture, Sports, Science and Technology*

Ms YOSHIHASHI Asuka  
*Economic Development Researcher, Global Issues Cooperation Division, Ministry of Foreign Affairs*

Mr YOSHIDA Kazuhiro  
*Professor at Hiroshima University*

Mr ISHIHARA Shinichi  
*Deputy Director General, Human Development Department, Japan International Cooperation Agency*

Mr TANAKA Shinichiro  
*Senior Advisor (Education), Japan International Cooperation Agency*

Mr SHINODA Satoshi  
*First Secretary, Embassy of Japan to the Republic of Korea*

---

**Jordan / Jordanie**

H.E. Mr AL NAHAR Omar  
*Ambassador of Jordan to the Republic of Korea*

Mr MASALMEH Emad  
*Deputy at Embassy of Jordan to the Republic of Korea*

Dr AL-SHARA'H Nayel  
*Dean of the Faculty of Educational Sciences*

---

**Kenya**

H.E. Prof. KAIMENYI Jacob  
*Minister of Education, Science and Technology*

H.E. Mr GELLO Mohamed  
*Ambassador of Kenya to the Republic of Korea*

H.E. Mr GODIA George  
*Ambassador and Permanent Delegate, Permanent Delegation of Kenya to UNESCO*

Mr KIPSANG Belio  
*Principal Secretary*

Mr KIMINZA Onesmus  
*Ag. Director Policy*

Ms EKIRAPA Martha  
*EFA Desk Officer*

Ms NJOKA Evangeline  
*Secretary General National Commission of Kenya for UNESCO*

Mr SOO Victor  
*Senior Research Assistant, Permanent Delegation of Kenya to UNESCO*

Mr ARAIGUA Francis  
*Personal Assistant to Cabinet Secretary*

Hon. Ms CHEGE Sabina Wanjiru  
*Member of Parliament (MP), Chair of Education Committee of National Assembly*

Hon. Mr. MAKENGA Richard Katemi  
*Member of Parliament (MP), Chair of Education Committee of National Assembly*

Hon. Dr. CHEBET Susan  
*Member of Parliament (MP), Chair of Education Committee of National Assembly*

Mr MOHAMED Jimale  
*Secretariat, Education Committee of National Assembly*

Dr MWIRIA Kilemi  
*Education Adviser to the Presidency*

Ms AYISI Guadencia  
*Embassy of Kenya to the Republic of Korea*

---

**Kiribati**

Hon Ms TEKANENE Maere  
*Minister of Education*

Mr TOKATAAM Timoa  
*Deputy Secretary*



Mr TAAWETIAT Ebatoki  
*Senior Education Officer*

Ms TIOTI Eustelle  
*Executive Assistant*

---

#### **Kuwait / Koweït**

H.E. Dr AL ESSA Bader  
*Minister of Education & Higher Education*

Dr AL ZAABI Ali  
*Chairman of Sociology and Social Work  
Department*

Dr AL SEDERAWI Mana'a  
*Research Scientist KISR*

Dr AL THAFEERI Wadha  
*Senior Statistical Specialist/Head of  
Educational Development Unit*

Ms AL QALLAF Athari  
*Administrative Coordinator*

Mr Al AWADHI Anwar  
*Director of Education and Administrative  
Office of the Minister*

---

#### **Kyrgyzstan / Kirghizistan**

H.E. Ms OTUNBAYEVA Roza  
*Former President of the Kyrgyz Republic  
Bishkek*

H.E. Mr CHOTONOV Duishonkul  
*Ambassador of Kyrgyzstan to the  
Republic of Korea*

Mr MAMADALIEV Melis  
*Counsellor, Kyrgyzstan Republic Embassy  
to the Republic of Korea*

---

#### **Lao People's Democratic Republic / République démocratique populaire lao**

H.E. Ms LACHANTHABOUNE  
Sengdeuane  
*Deputy Minister of Education and Sports*

Mr MASOUVAHN Somboun  
*Secretary General*

Mr DIDARAVONG Somkhanh  
*Deputy Director-General*

---

#### **Latvia / Lettonie**

H.E. Ms PAPULE Evija  
*State Secretary for Education and Science*

Ms MOLNIKA Baiba  
*Secretary General,  
National Commission for UNESCO*

---

#### **Lebanon / Liban**

M. YARAK Fadi  
*General Director*

M. EL JAMAL Mohammad  
*Head of Beirut Regional Office*

Mme KHOURY Sonia  
*Director of Orientation and Counselling*

---

#### **Lesotho**

Hon. Dr PHAMOTSE Mahali  
*Honourable Minister of Education  
and Training*

Mr MAJARA Ratsiu  
*Chief Education Officer*

Ms MONTSI Palesa Lilly  
*Secretary General*

---

#### **Liberia / Libéria**

H.E. Mr NIMELY Anthony  
*Deputy Minister of Planning, Research  
and Development*

Mr COLEMAN Albert  
*Policy Advisor*

---

#### **Lithuania / Lituanie**

Ms STRUMSKIENE Jurga  
*Director of International Cooperation and  
European Integration Department*

Mr NUMGAUDIS Dainius  
*Chancellor of the Ministry of Education  
and Science*

---

#### **Macao, China / Macao, Chine**

Mr WONG Kin Mou  
*Head of Department Education and  
Youth Affairs Bureau of Macao (DSEJ)*

Mr VONG Iat Hang  
*Head of Division Education and Youth  
Affairs Bureau of Macao (DSEJ)*

Mr TANG Wai Keong  
*Functional Chief Education and Youth  
Affairs Bureau of Macao (DSEJ)*

Mr WONG Kin Leung  
*Senior Officer Education and Youth  
Affairs Bureau of Macao (DSEJ)*

---

#### **Madagascar**

S.Exc. M. ANDRIANIAINA Paul Rabary  
*Ministre de l'Éducation nationale*

S.Exc. Mme RASOZANANERA  
Monique  
*Ministre de l'Enseignement supérieur*

Mme RABOANARY Ranarison Hanta  
*Secrétaire Générale de la Commission  
nationale de Madagascar pour  
l'UNESCO*

Mme RATSIMISSETRA Felamboahangy  
*Directrice du Patrimoine foncier et  
des Infrastructures  
Ministère de l'Éducation nationale*

Mme RANDRIANARISON Hamintsoa  
Prisca  
*Directeur de l'Encadrement et  
de l'Inspection pédagogique de  
l'Enseignement secondaire*

M. RAVELONJANAHARY Arthur  
Mananjaona  
*Directeur de l'Éducation préscolaire et de  
l'Alphabétisation*

M. RAHERIVOLOLONA Yves Dafy  
*Directeur des Affaires administratives  
et financières*

---

#### **Malawi**

Mr CHIMUZU BANDA Thokozile  
*Principal Secretary for Basic and  
Secondary Education*

Mr MUGHANDIRA Wathando  
*Principal Economist*

Mr MULERA David  
*Assistant Executive Secretary*

---

#### **Malaysia / Malaisie**

Rt. Hon. MOHD YASSIN Muhyiddin  
*Deputy Prime Minister, Minister of  
Education*

Mr ABDUL RASHID Raslan Haniff  
*Special Officer to the Minister of  
Education*

Dr MOHAMAD YUSOF Khair  
*Director General of Education*

Dr MD. NOOR Amir  
*Director General, Department of College*

Mr SULAIMAN Nazri  
*Director, Educational Planning and  
Research Division (Higher Education)*

Dr TENGKU ABDULLAH Azian  
*Director, Educational Planning and  
Research Division (School Section)*

---

#### **Maldives**

H.E. Mr NAZEER Abdulla  
*Minister of State for Education*

Ms NAMZA Aminath  
*Head of foreign Relations*

---

#### **Mali**

S.Exc. M. TALL Mountaga  
*Ministre de l'Enseignement supérieur et  
de la recherche scientifique*

M. DOUMBIA Baba Diabe  
*Conseiller Technique*

Mme TOURE Sangare Coumba  
*Secrétaire Générale de la Commission  
nationale pour l'UNESCO*

---

#### **Marshall Islands / Îles Marshall**

Hon. Dr HEINE Hilda C.  
*Minister of Education*

Ms HOSIA Kanchi  
*Acting Commissioner RMI Public Schools  
System*

Ms KONOU Evelyn  
*High School Principal RMI Public Schools  
System*

---

#### **Mauritania / Mauritanie**

Mme BA Fatimata  
*Directrice de Cabinet du Ministre de  
l'Éducation Nationale*

M. DIALLO Harouna  
*Chargé de mission*

Mme CHEIKH Oumou Seleme  
*Directrice des S.P.C*

M. SIDINE Abderrahmane  
*Directeur des Ressources pédagogiques  
et Didactiques*

---

#### **Mauritius / Maurice**

Hon. Dr DOOKUN-LUCHOOMUN  
Leela Devi  
*Minister of Education and Human  
Resources, Tertiary Education and  
Scientific Research*

Mr RAMLUGUN Ram Prakash  
*Supervising Officer*

Dr TAHER Amodé Khan  
*Chief Technical Officer*

---

### Mexico / Mexique

H.E. Mr TUIRAN GUTIERREZ Rodolfo  
*Viceministro de Educación Media Superior*

Ms FRANCO REZA Susana  
*Consejera, Encargada del Sector Cultura y del Sector Educación*

H.E. Mr MUÑOZ LEDO Porfirio  
Thierry  
*Embajador, Representante Permanente*

H.E. Mr BERNAL RODRIGUEZ José  
Luis  
*Embajador de México en la República de Corea*

Mr HERNANDEZ FRANCO Daniel  
*Coordinador Sectorial de Monitoreo y Desarrollo*

Mr DIAZ DE LA TORRE Juan  
*President of Labor Teacher Union*

Mr FRANCO HERNANDEZ Luz  
Mireya  
*Sindicato Nacional de Trabajadores de la Educación*

Ms GOMEZ BANDA María Olivia  
*Asesora del Consejo General Sindical*

---

### Micronesia (Federated States of) / Micronésie (États fédérés de)

Mr VILLAZON Joseph  
*Director Pohnpei Department of Education*

Dr WAGUK Tulensru  
*Director Kosrae Department of Education*

Mr PARREN Vincent  
*Acting Director Yap Department of Education*

Mr ENLET Graceful  
*Acting Director Chuuk Department of Education*

Mr WEITAL Weison  
*Data Management Specialist*

---

### Mongolia / Mongolie

H.E. Mr YADMAA Tumurbaatar  
*Vice-Minister of Education*

Mr YADAV Chitralekha  
*Director of Strategic Policy*

Mr KHUJUJU Tamir  
*Director of Academic Affairs*

Mr GANBOLD Azzaya  
*Director Education Evaluation Center*

Mr ENKHTAIVAN Enkhpurev  
*Director of Institute of Education*

Mr BAATARTSOL Enkhbayar  
*Officer, External Cooperation Division*

Ms CHULTEMJAMTS Enkhbayar

H.E. Mr BAASANJAV Ganbold  
*Ambassador of Mongolia to the Republic of Korea*

---

### Morocco / Maroc

S.Exc. M. CHRAIBI Mohammed  
*Ambassador of Morocco to the Republic of Korea*

M. RHAZOUÏ Lhoucine  
*Deputy Head of Mission of the Moroccan Embassy to the Republic of Korea*

M. LAMA AKEL Rachid  
*Chef de Division de Suivi des Plans de scolarisation*

---

### Mozambique

H.E. Mr FERRAO Luis  
*Minister of Education and Human Development*

H.E. Mr HUGO Leda  
*Vice-Minister of Science and Technology and Higher Education*

Mr REGO Manuel  
*Director of Planning and Cooperation*

Ms BILA Elia  
*Secretary General*

Mr MAGANLAL Kauxique  
*Minister Advisor*

---

### Myanmar

H.E. Dr Ms YEE Khine San  
*Minister of Education*

Dr Mr MYE Khin  
*Director-General of Myanmar Education Research Bureau*

Ms SOE Lwin Lwin  
*Secretary General*

Dr Mr AUNG Min  
*Pro-Rector of Applied Geology Department*

---

### Namibia / Namibie

H.E. Ms HANSE-HIMARWA Katrina  
*Minister of Education, Arts and Culture*

H.E. Ms HITETE Frieda Nangula  
*Ambassador*

Mr VAN KENT Alfred  
*Deputy Permanent Secretary*

Mr SHIVUTE Mocks  
*Executive Director*

Ms AMUKANA Hileni Mushisheni  
*Chief Inspector of Education*

Mr NGATJIZEKO Beans  
*Director, Adult Education Life Long Learning*

Mr APRIL Roderick  
*Director, Adult Education Life Long Learning*

Mr AMPORO Samuel Felix  
*First Secretary*

---

### Nauru

The Hon. SCOTTY Chairmaine  
*Minister for Education/Home Affairs/Land Management*

Mr TAUMEA Rozalio  
*Principal of Nauru College*

---

### Nepal / Népal

H.E. Ms YADAV Chitralekha  
*Minister of Education*

Mr SHARMA Deepak  
*Under Secretary, Ministry of Education*

Dr YADAV Srikrishna  
*Member, Nepal National Commission*

Mr RAJA RAM Bartaula  
*Counselor, Embassy of Nepal to the Republic of Korea*

Mr RIMAL Dilli Ram  
*Director general*

Dr. SINHA Kamleshwar Kumar  
*Deputy Secretary General, Nepal National Commission for UNESCO*

---

### Netherlands / Pays-Bas

Mr SIEBES Ronald  
*Head Education and Research Division*

---

### New Zealand / Nouvelle-Zélande

H.E. Mrs FEARNLEY Clare  
*Ambassador of New Zealand to the Republic of Korea*

Ms LEE Onnuri  
*Education Counsellor*

---

### Nicaragua

Mr DE CASTILLA Miguel  
*Ministro Asesor del Presidente en Educación y Cultura*

H.E. ARNESTO José Ramon  
*Ambassador of Nicaragua to the Republic of Korea*

---

### Niger

S.Exc. Mme ELHADJ IBRAHIM Ali  
Mariam  
*Ministre de l'Enseignement Primaire*

M. IDI Manou  
*Secrétaire général des Enseignements Professionnel et Technique*

M. YACOUBA Ahmed  
*Directeur de l'Enseignement Supérieur Public*

M. NAMATA Issa  
*Secrétaire exécutif de la Commission nationale pour l'UNESCO*

M. GALY Abdoukader  
*Directeur général, Institut de formation en alphabétisation et éducation*

M. MALAM MOUSSA Laouali  
*Conseiller technique*

M. ILLIASS Alhousseini  
*President Coalition ASO-EPT-Niger*

---

### Nigeria

H.E. Ms KATAGUM Mariam Yalwaji  
*Ambassador/Permanent Delegate Permanent Delegation of Nigeria to UNESCO*

Ms OMOTOWA Elizabeth E.  
*Director, Department of Planning,  
Research and Development*

Dr. DIKKO Suleiman  
*Executive Secretary Universal Basic  
Education Commission, Nigeria*

Mr KEHINDE Ayotunde Adewale  
*Senior Counselor*

*Permanent Delegation of Nigeria to  
UNESCO*

Prof. ADERINOYE Rashid  
*Executive Secretary, National Mass  
Education Commission, Nigeria*

Mr MAIYAKI Christopher J.  
*Director, Special Duties, National  
Universities Commission, Nigeria*

Mr EBIPADOR John-Anthony  
*Embassy of Nigeria to the Republic of  
Korea*

#### **Niue / Nioué**

Ms JACOBSEN O'Love  
*High Commissioner to New Zealand*

Ms MORRIS-TAFATU Cherie  
*Assistant Director at Ministry of Social  
Services*

#### **Norway / Norvège**

H.E. Mr HAUGSTAD Bjorn  
*State Secretary for Education and  
Research,  
Ministry of Education and Research*

H.E. Mr BRAUTASET Tarald O.  
*Special Representative for Education,  
Ministry of Foreign Affairs*

Mr HEDER Eivind  
*Director General  
Ministry of Foreign Affairs*

Mr VEDELER Dankert  
*Deputy Director General  
Ministry of Foreign Affairs*

Mr BALL Thomas Lid  
*Senior Advisor  
Ministry of Foreign Affairs*

Ms ULVERUD Gry Hoeg  
*Deputy Permanent Delegate to UNESCO*

Ms DAMHAUG Marianne  
*Embassy of Norway to the Republic of  
Korea*

Mr SEIM Olav  
*Director  
Ministry of Foreign Affairs*

Ms FOSEN Gerd Hanne  
*Senior Adviser  
NORAD*

#### **Oman**

H.E. Ms Al MOOSA Samira  
*Permanent Delegate of Oman,  
Permanent Delegation of Oman to  
UNESCO*

H.E. Mr AL HARTY Mohamed  
*Ambassador of Oman to the Republic of  
Korea*

Mr AL YAQOUBI Mohamed  
*Secretary General, Omani National  
Commission for Education, Culture and  
Science*

Mr AL HARTY Bader  
*Director, Department of Education –  
Omani National Commission*

#### **Palestine**

H.E. Ms SHAKHSHEER Khawla  
*Minister of Education and Higher  
Education*

Ms FAHROUD Nidaa'  
*Advisor of Minister of Higher Education*

#### **Pakistan**

H.E. Mr BALIGH-UR-REHMAN  
Muhammad  
*Minister of State for Education*

Dr. BAKHSH MALIK Allah  
*Additional Secretary*

Mr AHMAD Ashfaq  
*Director to Minister for Education*

Mr FARID Adnan  
*Member of the Provincial Assembly*

#### **Panama**

Excmo. Sr. STAFF Carlos  
*Viceministro de Educación*

Ms PINZON Liza  
*Director of International Cooperation  
and National Commission of Panama for  
UNESCO*

Mr ESBRI Miguel Angel  
*Executive Secretary for Economic Affairs  
and Competitiveness*

Ms BUSTAMANTE DE AVILES  
Migdalia  
*Dean, Education Department, University  
of Panama*

Mr LAU CORTES Enrique  
*Director, University Planning and  
Evaluation, University of Panama*

Ms ATHANASADIS Athenas  
*Congresswoman*

Mr RIOS Juan Miguel  
*Asamblea de Diputados de Panama  
(Congressman)*

Mr DE LA CRUZ Octavio  
*Secretario de Competitividad y Logistica*

Mrs GARCES Gina  
*Professor, Director of Evaluation*

#### **Paraguay**

Excma. Sra. Da. LAFUENTE Marta  
*Ministra de Educación y Cultura*

Ms WEISS DE BOGARIN Andrea  
*Directora General de Relaciones  
Internacionales y Enlaces  
Interinstitucionales*

H.E. Ms GARCIA Perla  
*Embajador de Paraguay en la Republica  
de Corea*

#### **Peru / Pérou**

Excmo. Sr. SAAVEDRA CHANDUVI  
Jaime  
*Minister of Education*

H.E. Mr RODRIGUEZ CUADROS Jose  
Manuel  
*Ambassador, Permanent Delegation of  
Peru to UNESCO*

H.E. Mr POMAREDA MONTENEGRO  
Jaime Antonio  
*Ambassador of Peru to the Republic of  
Korea*

Mr VALENCIA-DONGO QUINTANILLA  
Felipe  
*Advisor*

Mr CASTAÑEDA GARAYCOCHEA  
Eduardo Fernando  
*Conseiller auprès de l'Ambassade du  
Pérou en Corée*

#### **Philippines**

Mr MATEO Jesus L.  
*Assistant Secretary*

Mr UY Elvin Ivan  
*Assistant Secretary, Department of  
Education*

Mr MARQUEZ Jerome Arnold Janssen  
*Executive Director at Catholic Mission  
Foundation, Inc.*

Mr WALPOLE Pedro  
*Executive Director Apu Palamguwan  
Cultural Education Center*

Ms BINUYA Pilar Melizza Presina T.  
*Desk Officer  
Office of United Nations and  
International Organizations*

Ms MIRALAO Virginia A.  
*Secretary General, National Commission  
for UNESCO*

Mr UBAC Rex Jr  
*Programme Officer for Education*

Rev. Mr BEN BELTRAN Benigno  
*Program Coordinator International  
Theatre Institute*

Ms BARRIENTOS Lindsay A.  
*Deputy Executive Director*

Ms JETOMO Ruby Chandra J.  
*Executive Assistant*

#### **Poland / Pologne**

H.E. Mr MAJKA Krzysztof  
*Ambassador of Poland to the Republic  
of Korea*

Ms WASIEWSKA Joanna  
*Second Secretary*

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H.E. Dr. AL-HAMMADI Mohamed  
*Minister of Education and Higher  
Education*

**Dr. AL-SULAITI Hamda**  
*Secretary General of Qatari National Committee for Education, Culture and Science*

**Ms AL-MOHANNADI Maryam**  
*Policies Analysis Specialist*

**Mr AL-DEHAIMI Mohamed Abdulla**  
*Embassy of State of Qatar to the Republic of Korea*

**Mr AL-MOFTAH Jassim Mofthah**  
*2nd Secretary at Embassy of State of Qatar to the Republic of Korea*

**Ms AL-OB Aidan Aina**  
*Administrative Consultant*

**Mr MARAFI Ali**  
*Assistant Director of International Education Affairs*

**Mr AL-MAZROEI khalil**  
*1st Public Relations Officer*

**Mr ALBUHADDOD Ali**  
*Assistant Director of the Office of the Minister for Public Relations*

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**Republic of Moldova / République de Moldova**

**H.E. Mr GROSU Igor**  
*Deputy Minister of Education*

---

**Republic of Korea / République de Corée**

**H.E. Ms PARK Geun-hye**  
*President of the Republic of Korea*

**H.E. Mr HWANG Woo-Yea**  
*Deputy Prime Minister of the Republic of Korea and Minister of Education*

**H.E. Mr YUN Byung-se**  
*Minister of Foreign Affairs*

**H.E. Ms KIM Heejung**  
*Minister of Gender Equality and Family*

**Mr PARK Namchun**  
*Parliamentarian*

**Mr PARK Changsik**  
*Parliamentarian*

**Mr SEO Yong Gyo**  
*Parliamentarian*

**Mr SHIN Hakyong**  
*Parliamentarian*

**Mr YOUN Kwansuk**  
*Parliamentarian*

**Mr YUN Jae Ok**  
*Parliamentarian*

**H.E. Mr GIM Chaechun**  
*Vice Minister, Ministry of Education*

**Mr YOO Jeong-bok**  
*Mayor, Incheon Metropolitan city*

**Mr NO Kyung Soo**  
*Chair, Incheon Metropolitan City Council*

**Mr CHO Heeyeon**  
*Superintendent, Seoul Metropolitan Office of Education*

**Mr WOO Tongki**  
*Superintendent, Daegu Metropolitan Office of Education*

**Mr LEE Cheongyeon**  
*Superintendent, Incheon Metropolitan city office of Education*

**Mr JANG Hui-Guk**  
*Superintendent, Gwangju Metropolitan Office of Education*

**Mr KIM Bok-Man**  
*Superintendent, Ulsan Metropolitan Office of Education*

**Mr CHANG Manchai**  
*Superintendent, Jeonllanamdo Office of Education*

**Mr LEE Young-Woo**  
*Superintendent, Gyeongsangbuk-do Office of Education*

**Mr JO Myung-woo**  
*Vice Mayor for Administrative Affairs, Incheon Metropolitan city*

**Mr KIM Kwanbok**  
*Deputy Minister, Office of Planning and Coordination, Ministry of Education*

**Mr KIM Dongwon**  
*Deputy Minister, School Policy Office*

**Mr HAN Suksu**  
*Deputy Minister, University Policy Office*

**Mr PARK Baeg Bum**  
*Vice Superintendent, Seoul Metropolitan Office of Education*

**Mr PARK Yoong Soo**  
*Vice Superintendent, Incheon Metropolitan Office of Education*

**H.E. Mr LEE Byung-hyun**  
*Ambassador and Permanent Delegate, of the Republic of Korea to UNESCO*

**Mr KIM Yonghi**  
*Secretary General, National Election Commission*

**Mr KEE Younghwa**  
*President, National Institute for Lifelong Education*

**Mr WOO Namhee**  
*President, Korea Institute of Child Care and Education*

**Mr BAEK Sun Geun**  
*President, Korean Educational Development Institute*

**Mr LEE Yong-Soon**  
*President, Korea Research Institute for Vocational Education & Training*

**Mr LIM Sungbin**  
*President, Korea Education and Research Information Service*

**Mr KIM Yongsoo**  
*President, Korea Institute for Curriculum and Evaluation*

**Mr KIM Young-mok**  
*President, Korea International Cooperation Agency (KOICA)*

**Mr CHOI Yongdeok**  
*President, Incheon Metropolitan City Council*

**Mr KWAK Byong-Sun**  
*Chairman, Korea Student Aid Foundation*

**Mr KIM Seung-hwan**  
*President, Korea Foundation for the Advancement of Science & Creativity*

**Mr JI Yongteak**  
*Saeul Foundation of Culture*

**Mr Ki Oh Jeong**  
*Professor, Korea National University of Education*

**Mr HONG Eun-Pyo**  
*Professor, Sangmyung University*

**Mr JIN Dongseop**  
*President, Korean Educational Research Association*

**Mr IHM Chonsun**  
*President, Korea Higher Education Association*

**Mr MIN Dongseok**  
*Secretary-General, National Commission of Korea for UNESCO*

**Mr KIM Young-gil**  
*Chairman, The United Nations Academic Impact Korea*

**Mr KIM Steve J (Sung Jin KIM)**  
*CEO, i-KAIST*

**Mr CHOI Yu Kang**  
*CEO, Dream Touch for All*

**Mr KIM Si-Ho**  
*General Manager, Korea Electric Power Corporation*

**Mr SUN Seung Gi**  
*General Manager, NongHyup Financial Group*

**Ms Minkyong KIM**  
*Head Teacher, Incheon Cheongryang Elementary School*

**Mr KWAK Byoungnam**  
*Teacher, Yeongdong Elementary School*

**Mr HWANG Hyokyung**  
*Teacher, Haksan Girl's Middle School*

**Ms KIM Hyekyoung**  
*Teacher, Incheon International High School*

**Ms SHIN Young Ok**  
*Teacher, Seoul Shinyongsan Elementary School*

**Mr BU Gu-Wuck**  
*Chairman, Korean Council for University Education*

**Mr LEE Seung Woo**  
*Chairman, Korea Council for University College Education*

**Mr CHOI Hyunkyoo**  
*Chairman, Korea Association of Private School Foundation*

**Ms LEE Gil Ya**  
*President, Gachon University*

Mr Lee Jaihee  
President, Gyeongin National University  
of Education

Mr CHOI Sung-eul  
President, Incheon National University

Mr LEE Gi Woo  
President, Incheon JEL University

Ms CHOE Soonja  
President, Inha University

Mr KIM In Chul  
President, Hankuk University of Foreign  
Studies

Mr YEOM Jaeho  
President, Korea University

Mr KIM Young Do  
President, Dong-Eui Institute of  
Technology

Mr KIM Kiseok  
Professor, Seoul National University

Mr KIM Youngok  
Professor, Chonnam National University

Mr KIM Daehyun  
Professor, Pusan National University

Mr KANG Sungbo  
Professor, Korea University

Mr KIM Boo Yuel  
Professor, KDI School

Mr CHUNG Bong Gun  
Professor, Seoul National University

Mr KWAK Jae-sung  
Professor, Kyung Hee University

---

#### Romania / Roumanie

H.E. Mr CÎMPEANU Sorin Mihai  
Minister of Education and Scientific  
Research

H.E. Mr PARASCHIV Gigel  
Secretary of State for Higher Education

H.E. Ms PREOTEASA Liliana  
Undersecretary of State for School  
Education

Ms DOBRE Paraschiva  
Director for International Relations and  
European Affairs

Ms ȚIU Veronica  
Personal adviser to the Minister

---

#### Russian Federation / Fédération de Russie

H.E. Ms TRETYAK Natalia  
First Deputy Minister of Education and  
Science

Mr BILALITDINOV Amir  
Deputy Secretary-General  
National Commission of the Russian  
Federation for UNESCO, Ministry of  
Foreign Affairs

Mr ZHELEZOV Boris  
Deputy Director of the International  
Department of the Ministry of Education  
and Science

Ms GAVERDOVSKAYA Ksenia  
Expert in Education, National  
Commission of the Russian Federation for  
UNESCO, Ministry of Foreign Affairs

Mr FILIPPOV Vladimir  
Rector  
Peoples' Friendship University of Russia

---

#### Rwanda

H.E. Prof. LWAKABAMBA Silas  
Minister of Education

H.E. Ms ISUMBIGABO Emma-  
Francoise  
Ambassador of Rwanda to the Republic  
of Korea

Ms MUKARIYANGA Solange  
Director General of Education Planning

Mr MUVUNYI Emmanuel  
Deputy Director General in Charge of  
Examination and Accreditation

Dr. BAGUMA Abdallah  
Ag. Director of Academic Quality

Mr GASANA Janvier Ismael  
Director General of Rwanda Education  
Board

Mr UWIZEYE Michael  
First Secretary

Ms CHUN Hae Keyung  
Executive Assistant to the Ambassador

---

#### Saint Kitts and Nevis / Saint-Kitts-et- Nevis

The Hon RICHARDS Shawn K.  
Deputy Prime Minister and Minister of  
Education, Youth, Sports and Culture

H.E. Mr DOYLE David  
Permanent Delegate to UNESCO

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#### Saint-Lucia / Sainte-Lucie

The Hon Mr LEWIS Robert  
Minister of Education, HRD and Labour

Ms BRATHWAITE Esther  
Permanent Secretary

Mr EDWARD Marcus  
Chief Education Officer

---

#### Samoa

H.E. Ms MAGELE Magele Mauiliu  
Minister of Education, Sports & Culture

Mr AIAFI Tanielu  
Chief Executive Officer

---

#### Sao Tome and Principe / Sao Tomé-et- Principe

S.Exc. Mr DA SILVA E SOUSA DAIO  
Olinto  
Ministre de l'Éducation, Culture et  
Science

Mme VERA CRUZ Ana Maria  
Coordinatrice de l'Éducation pour Tous

M. FREITAS SOARES DOS RAMOS  
Fernando  
Cooperation

Mme BARROS DOS SANTOS VARELA  
Ana Maria  
Directrice de l'Éducation de base

---

#### Saudi Arabia / Arabie saoudite

H.E. Mr ALBARRAK Abdul Alrahman  
Deputy Minister for Education

H.E. Dr ALDREES Ziad  
Ambassador, Permanent Delegate to  
UNESCO

Mr ALGHAMEDI Mohammad  
UNESCO representative

Mr ALGHAMDI Gharmallah  
Secretary General for National  
Committee

Dr AL-ALMAEY Ali  
Director General of Planning & Policy

Dr ALOSAIMI Mansour  
Educational Consultant, Delegation of  
Saudi Arabia

Mr ALSUKER Foziah  
Director General of Adult Education

Mr ALDEBAS Husah  
Director General of Early Childhood  
Education

Dr ALGHAYADH Rashid  
Deputy of Minister for Planning and  
Development

Mr ALMUTAIRI Fahad  
Chargé d'Affaires

Mr ALGAFFIS Khaled  
Second Secretary

---

#### Senegal / Sénégal

S.Exc. M. THIAM Serigne Mbaye  
Ministre de l'Éducation Nationale

S.Exc. M. TOURE Youssou  
Secrétaire d'État à l'Alphabétisation

S.Exc. Mme GUEYE Mame Fatim  
Déléguée Permanent auprès de  
l'UNESCO

S.Exc. M. NDIAYE Mamadou  
Ambassadeur en République de Corée

M. DIOUF Djibril N'diaye  
Directeur de la Planification et de la  
Réforme de l'Éducation

M. NDOYE Moussa  
Premier Conseiller de l'Ambassade du  
Sénégal en République de Corée

---

#### Serbia / Serbie

H.E. Mr VERBIC Srdjan  
Minister of Education, Science and  
Technological Development

Ms MILANOVIC Mirjana  
Head of Group for Adult Education

---

#### Seychelles

Ms DELCY Merida  
Principal Secretary-Early Childhood,  
Primary and Secondary Schools

Ms DE COMMARMOND Odile  
Director General, Centre for  
Curriculum / Assessment / Teacher  
Support

---

#### Sierra Leone

H.E. Dr BAH Minkailu  
Minister of Education, Science and  
Technology

---

#### Singapore / Singapour

Ms YU Stella  
Senior Officer, International Relations

---

#### Slovakia / Slovaquie

H.E. Mr LAJCIK Milan  
Ambassador of Slovakia to the Republic  
of Korea

Mr Maxian Robert  
Deputy Head of Mission of Embassy to  
the Republic of Korea

---

#### Solomon Islands / Îles Salomon

Hon. Dr SIKUA Derek  
Minister of Education / Chair SI  
National Commission for UNESCO

Dr RODIE Franco  
Permanent Secretary SI National  
Commission for UNESCO

Ms BAKOLO Christina Victoria  
Victoria Secretary SI National  
Commission for UNESCO

Ms NASI Constance Havi  
Undersecretary National Education  
Services

Hon. Mr GIRO Nestor  
Member of Parliament

Mr FAKANI Silas  
Logistics and Liaison Officer

---

#### South Africa / Afrique du Sud

H.E. Mr NZIMANDE Bonginkosi  
Emmanuel  
Minister of Higher Education and  
Training

H.E. Mr SURTY Mohamed Enver  
Deputy Minister, MP

Mr PAMPALLIS John  
Minister's Special Advisor

Ms VUKUZA-LINDA Nolitha  
Higher Education and Training  
Representative to UNECISO (Attaché)

Mr JEPPI Ghaleeb  
Chief Director-International Relations

Ms MNCWABE Sibongile  
Acting Chief of Staff

Ms NARSEE Hersheela  
Director for Research Coordination  
Monitoring and evaluation

Mr MACIKAMA Mvuyisi  
Chief Director for National Skills Funds

Mr ZUNGU Richard  
Director for Security Management

Ms VAN WYK Carmen Charmaine  
Deputy Director, Parliamentary Officer

Mr MOLEPO Legohu George  
Education, Communication Sector  
Coordinator National Commission

---

#### South Sudan / Soudan du Sud

H.E. Dr YOH John  
Minister of Education

Mr LOTYAM Michael  
Under Secretary General Education  
Services, Ministry of Education

Mr DENG Bol  
Undersecretary Higher Education,  
Ministry of Education

Mr STEVEN George  
Director, Ministry of Education

Mr WIW Stephen  
Executive director, Ministry of Education

H.E. Dr DENG Francis  
Ambassador, Permanent Representative  
to the UN

H.E. Mr AKON Andrew  
Ambassador, Permanent Representative  
to UNESCO

H.E. MALUAL Akuei  
Ambassador, Permanent Representative  
to AU

---

#### Spain / Espagne

Mr GUTIÉRREZ SOTO Francisco  
Jefe de Educación (Ministerio de Asuntos  
Exteriores y de Cooperación)

Ms RODRIGUEZ ARTEAGA Carmen  
Jefe de servicio educación

---

#### Sri Lanka

Mr PREMATHIAKE Hemantha  
Udayakumara  
Additional Secretary of Education  
Quality Development

Ms WITHANAGE Badra Padmakanthi  
Director of Education

Ms WIJAYASINGHE Samaramannage  
Lalani Dhammika Kumari  
Secretary General, National Commission  
of Sri Lanka for UNESCO

Mr HEWAVITHANA Tissa  
Commissioner General

H.E. Ms WIJEARTNE Tissa  
Ambassador

Ms KUMARASIRI Theshantha  
First Secretary

Ms OH Song  
Interpreter

---

#### Sudan / Soudan

H.E. Ms ABDELRAZIG Souad  
Minister of Education

H.E. Mr WALI Nasreldin  
Ambassador, Permanent Delegate

Mr NOUREDDIN Abdulgadir  
Secretary General, National Commission  
of Sudan for UNESCO

Mr ABDELHADI Mohammed Elbashir  
Professor

Mr ELJAZOULY Hamid  
Undersecretary, Deputy permanent  
Delegate

Mr BADRI Atifa  
Education for all Coordinator

Mr ABDELBAGI Azari  
Undersecretary

Mr ELHAG Omer  
Ministry of Finance

H.E. Mr HAYDOOB Elraih  
Ambassador of Sudan to the Republic of  
Korea

H.E. Mr ABDELAAL Mohamed  
Ambassador

Mr ELDEI ALI Mohamed  
Councillor

Mr BAYOUME Ahmed  
Councillor

---

#### Swaziland

Hon. Mr MAGALULA Phineas  
Minister of Education and Training

Mr MTSHALI-DLAMINI Sibongile  
Director of Education

Ms ZUNGU Hazel  
Secretary General

Mr SHONGWE Nonhlanhla  
Senior Planning officer / EFA Coordinator

---

#### Sweden / Suède

Mr MAGNUSSON Per  
Deputy Director National Commission of  
Sweden for UNESCO

H.E. Mr DANIELSSON Lars Gunnar  
Swedish Ambassador to the Republic of  
Korea

Mr ARVIDSSON HYVING Stellan  
Senior Policy Specialist

Ms BACKTEMAN Linda Anna Kristina  
Counsellor

---

#### Switzerland / Suisse

Mme NICOD Chantal  
Chef Division Afrique de l'Ouest DDC

M. HAUSER Benedikt  
Chef suppléant Projets Internationaux en  
Formation

Mme LIECHTHI Valérie  
Conseillère Politique en Éducation

Mme BRUNING Marie  
Chargée de Programme en Éducation

Mme BLANK Léa  
Coordinatrice de Programmes

M. AKKARI Abdeljalil  
Membre Commission Suisse pour  
l'UNESCO

M. SCHLAFLI André  
Membre du Comité Réseau Suisse  
Education et Coopération Internationale

---

**Tajikistan / Tadjikistan**

H.E. Mr MIRBOBOYEV Rakhmatullo  
*First deputy Minister of Education*

---

**Thailand / Thaïlande**

Ms TATIYAKAVEE Kamjorn  
*Permanent Secretary*

Ms AMATAVIVAT Duriya  
*Director, Bureau of International  
Cooperation*

Ms NAMFA Benjalug  
*Special Expert in Learning Process  
Development*

Mrs PONGUDOM Ratchanin  
*Foreign Relations Officer*

Mr OWATCHAIYAPONG Nongnuch  
*Policy and Planning Analyst*

Mrs WONGPRASONG Thantida  
*International Affairs Officer*

Mr KOCHASENA Prapanrat  
*Program Coordinator*

Ms SUWANSIRI Wongduan  
*Educational Officer*

Ms WONGPRAMOTE Ruangrat  
*Director, Foreign Cooperation Policy  
Bureau*

Ms KRITSADAJINDARUNG  
Patcharapan  
*Educator, Professional level*

---

**The former Yugoslav Republic of  
Macedonia / ex-République yougoslave  
de Macédoine**

Mr TUSHI Bardhyl  
*State Advisor for Ministry of Education*

Ms DUKOVSKA-ATOV Olga  
*Advisor at the Ministry of Education and  
Science*

---

**Timor-Leste**

H.E Mr XIMENES Abel  
*Vice-Minister of Education*

Mr SALEM Albano  
*General Director of Secondary and  
Technical-Vocational Education*

Mr RAIMUNDO David  
*Advisor for the Vice-Minister of Education*

Mr MARQUES RICARDO Francisco  
*Journalist*

Ms SANTOS Elda  
*Chargé d'Affaires*

---

**Togo**

S.Exc. M. BROOHM Octave Nicoué  
K.  
*Ministre de l'Enseignement Supérieur et  
de la Recherche*

S.Exc. M. MAGANAWÉ Yao Florent  
*Ministre des Enseignements Primaire et  
Secondaire*

M. AGBOH Koffi Michel  
*Administrateur Civil à la Commission  
Nationale*

---

M. KUDJO Ayayi A.  
*Secrétaire Général*

Mme GAMETI Ama Dzifa  
*Directrice de Cabinet*

---

**Tonga**

Mr TAUNISILA Ponepate  
*Deputy Chief Executive Officer (Quality  
Assurance) & National EFA Coordinator*

---

**Tunisia / Tunisie**

S.Exc. M. ALI NAFTI Mohamed  
*Ambassador of Tunisia to the Republic of  
Korea*

Mme BEN ZOUBAIER Rouissi  
*First Secretary, Embassy of Tunisia to the  
Republic of Korea*

---

**Turkey / Turquie**

Mr YEDIYILDIZ Yusuf Ziya  
*Director General*

Prof. BOYACI Adnan  
*President of the Education Committee  
UNESCO*

---

**Tuvalu**

The Hon Mr MAANI Fauoa  
*Minister of Education, Youth and Sports*

Mr IONA Talavai  
*Permanent Secretary & Chief Executive  
Officer*

Ms TALOKA Katalina Pasiale  
*Director of Education*

Mr TINILAU Tofiga  
*Program Officer, Tuvalu National  
Commission for UNESCO*

---

**Uganda / Ouganda**

H.E. Ms ALUPO EPEL Jessica Rose  
*Minister of Education, Science,  
Technology and Sports*

Ms OMARE OKURUT Augustine  
*Secretary General, National Commission  
of Uganda for UNESCO*

Mr DHATEMWA Arnold Godfrey  
*Commissioner Education Planning and  
policy Analysis, Ministry of Education*

Mr WAMANI BAGAMBA Godfrey  
*Personal assistant, Ministry of Education*

Ms AGOI Rosie  
*Assistant Secretary General, National  
Commission*

Ms NSEREKO NANSASI Magaret  
*Commissioner, Teacher Instructor,  
Education Training*

Ms BIRUNGI MAYANJA Teopista  
*Deputy Director of Education Services*

Mr KWEMARA NGABO William  
*Vice Chairperson of Education and  
Sports Committee, Parliament of Uganda*

---

**United Arab Emirates / Émirats arabes  
unis**

H.E. AL HAMMADI Hussain Ibrahim  
*Minister of Education*

---

H.E. AL KOOS Amal  
*Under Secretary Assistant, Secretary  
General, National Commission of United  
Arab Emirates for UNESCO*

H.E. AL DHAHERI Hamad  
*Executive Director Abu Dhabi Education  
Council*

Ms AL MUTAIWEI Mahra  
*Regional Center for Education Planning*

H.E. ALNEAIMI Abdulla Mussabah  
*Educational Advisor*

Mr TAMIM Mohammad  
*Manager, Ministry of Education*

Ms ALHULA Alya  
*Supervisor Science Laboratory*

Dr. AL SHAMSI Abdullatif  
*Vice-chancellor, Higher College of  
Technology*

Mr BAMADHAF Saif  
*Chief Technology Officer*

Dr. ODHABI Hamad  
*Executive Dean*

Mr AL MANSOORI Ali  
*Director of External relations*

---

**United Kingdom of Great Britain and  
Northern Ireland / Royaume-Uni de  
Grande-Bretagne et d'Irlande du Nord**

Ms FRENCH Anna  
*Head, Education Policy Team, DFID*

Mr BARNETT Ed  
*Education Adviser, Education Policy  
Team, DFID*

Dr HINTON Rachel  
*Head, Education Research Team, DFID*

Dr SAVAGE Laura  
*Education Adviser, Education Research  
Team, DFID*

Mr BROWN Donal  
*Director and Head, Global Funds  
Department, DFID*

Ms SARCH Terri  
*Deputy Head, Global Funds Department,  
DFID*

Ms WOOD Grace  
*Deputy Programme Manager, Global  
Funds Department, DFID*

H.E Mr HAY Charles  
*Ambassador to the Republic of Korea*

---

**United Republic of Tanzania /  
République-Unie de Tanzanie**

H.E. Dr. KAWAMBWA Shukuru  
*Minister for Education and Vocational  
Training*

Prof. MCHOME Sifuni E.  
*Permanent Secretary*

Mr SAGINI Jumanne A.  
*Permanent Secretary*

---

Mr ABDULLAH Abdullah Mzee  
*Deputy Permanent Secretary of the  
Ministry of Education and Vocational  
Training Zanzibar*

Ms BHALALUSESA Eustella  
*Commissioner for Education*

Prof. MGAYA Yunus  
*Executive Secretary, Tanzania  
Commission for Universities*

Dr. NKWERA Primus  
*Executive Secretary, National Council for  
Technical Education*

Mr NYATEGA Georges  
*Executive Director of Higher Education  
Loans Board*

Mr ISRAEL-KILASI Alfred  
*Private Secretary to the Minister*

Mr LAURENT Joel Deogratius  
*Director of Tanzania Education Authority*

Mr MHANDHO Martin Samwel  
*Assistant to Permanent Secretary*

Mr MLIGO Pius Laurent  
*Senior Education Officer*

---

#### **United States of America / États-Unis d'Amérique**

Ms MCLAUGHLIN Maureen  
*Director International Affairs, Office of  
the Secretary*

Ms BLONDER Lisa  
*Senior Education Officer – Co-Chair  
U.S. Post-2015 Working Group*

Mr NORTH Charles  
*Deputy Assistant Administrator USAID*

Ms DE MARCKEN Natasha  
*Director of Education USAID*

Ms BENDER Penelope  
*Senior Technical Officer USAID*

Mr LEONARD JR. Joe  
*Assistant Secretary for Civil Rights*

Ms SEMAAN Jillian  
*Senior Advisor*

Ms KEARNEY Emily  
*Education Officer Research*

Ms VAVARKA Christine  
*Team Lead, Co-chair U.S Post-2015  
Working Group*

Mr COLLINS Patrick  
*Senior Education Advisor USAID*

Ms HAWLEY Margaret  
*Embassy Cultural Attaché*

Ms KIM Su Nam  
*Director of American Center Korea  
(ACK), U.S. Embassy to the Republic of  
Korea*

Ms LEE Jin Young  
*Public Affairs staff, U.S. Embassy to the  
Republic of Korea*

Ms HONG Suyean  
*Public Affairs staff, U.S. Embassy to the  
Republic of Korea*

---

#### **Uruguay**

H.E. Mr FILGUEIRA Fernando  
*Vice-Minister of Education and Culture*

---

#### **Uzbekistan / Ouzbékistan**

Mr YULDASHEV Maksudjan  
*Rector (Head) of the Central Institute*

---

#### **Venezuela (Bolivarian Republic of) / Venezuela (République bolivarienne du)**

Excmo. Sr. GONZALEZ Humberto  
*Viceministro de Educación Media*

Sr. BONILLA MOLINA Luis Francisco  
*Presidente Sociedad Venezolana de  
Educación Comparada*

Sr. PENALVER Luis  
*Director General de Desarrollo  
Académico del Ministerio del Poder  
Popular*

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#### **Viet Nam**

H.E. Mr NGUYEN Vinh Hien  
*Vice Minister of Education and Training*

Mr LE Trong Hung  
*Deputy Director General, Department of  
Science, Technology and Environment*

Mr TRAN Huong Ly  
*Officer at Department of International  
Cooperation*

Mr NGUYEN Thi Bao Lan  
*Education Team Officer Vietnam  
National Commission for UNESCO*

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#### **Yemen / Yémen**

H.E. Dr. AL-HAMEDİ Abdullah Abdo  
Saeed  
*Vice-Minister of Education*

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#### **Zambia / Zambie**

Hon. Mr MABUMBA David  
*Deputy Minister of Education*

Mr MGEMEZULU Owen  
*Director, Planning and Information*

Ms CHILONGA Nondo  
*Chief Programmes Officer National  
Commission of Zambia for UNESCO*

Mr MUTALE Lancelot  
*Principal Planning Officer*

Mr CHILUFYA James  
*Chief Curriculum Specialist*

Mrs MANYONGA Grace B.  
*Executive Director Zanec*

Ms MWALE Elly  
*Director Peri-urban & Rural Women  
Entrepreneurship Development*

Mr MAKALA Andrew  
*Director Public & Internal Relations*

Mr BUBALA Newman  
*Secretary-General of the Zambia  
National Union of Teachers (ZNUT)*

---

#### **Zimbabwe**

H.E. Mr MUCHINGURI Oppah Charm  
Zvipange  
*Minister of Higher and Tertiary  
Education, Science and Technology  
Development*

H.E. Mr DOKORA Lazarus  
*Minister of Primary and Secondary  
Education*

Ms UTETE-MASANGO Sylvia Janet  
*Permanent Secretary*

Mr SISIMAYI Rogers  
*Principal Director*

Mr MARUME Sebastain  
*Director*

Mr MAPURANGA Machivenyika  
Tobias  
*Permanent Secretary*

Mr MUTINHIMA George  
*Minister's Aide*

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#### **Saint-Siege**

S.Exc. Mgr. PADILLA Osvaldo  
*Nonce apostolique en Corée*

Rév. Père CHOI JUN-GUI Michael  
*Professeur de Pédagogie à l'Université  
catholique d'Incheon*

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#### **INTERNATIONAL INTERGOVERNMENTAL ORGANISATIONS / ORGANISATIONS INTERNATIONALES INTERGOUVERNEMENTALES**

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#### **United Nations / Nations Unies**

Mr BAN Ki-moon  
*UN Secretary General*

Ms MOHAMMED Amina J.  
*UN Secretary General's Special Advisor  
on Post-2015 Development Planning*

H.E. Mr OH Joon  
*Permanent Representative of the Republic  
of Korea to the United Nations*

Mr SACHS Jeffrey  
*Director, Earth Institute, Columbia  
University and Special Advisor to the UN  
Secretary-General*

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#### **UN AGENCIES / INSTITUTIONS DES NATIONS UNIES**

**United Nations Educational,  
Scientific and Cultural  
Organization / Organisation des  
Nations Unies pour l'éducation, la  
science et la culture (UNESCO)**

Ms BOKOVA Irina  
*Director-General*

Mr TANG Qian  
*Assistant Director-General for Education*



Ms NDONG JATTA Ann Therese  
Director, UNESCO Dakar Office

Mr KIM Gwang Jo  
Director, UNESCO Bangkok Office

Mr SEQUEIRA Jorge  
Director, UNESCO Santiago Office

Mr AL HAMMAMI Hamed  
Director, UNESCO Beirut Office

Mr ATCHOARENA David  
Director, Division for Policies and Lifelong Learning Systems

Ms CHOI Soo  
Director, Division for Teaching, Learning and Content

Mr BENAVIDES Aaron  
Director, Education for All Global Monitoring Report

Mr CARLSEN Arne  
Director, UNESCO Institute for Lifelong Learning

Ms GRANT LEWIS Suzanne  
Director, UNESCO International Institute for Educational Planning

Ms MAROPE Mmantseta  
Director, UNESCO International Bureau of Education

Ms MONTOYA Silvia  
Director, UNESCO Institute for Statistics

Ms CORAT Saniye Gülser  
Director, Division for Gender Equality

Mr FORD Neil  
Director, Division of Public Information

Mr AOYAGI Shigeru  
Director, UNESCO New Delhi Office

Mr DJELID Mohamed  
Director, UNESCO Nairobi Office

Mr FONTANI Paolo  
Director, UNESCO Kabul Office

Ms MULLER-MARIN Katherine  
Director, UNESCO Hanoi Office

Mr MUNOZ Lucien  
Director, UNESCO Brasilia Office

Mr ADUBRA Edem  
Head of the Secretariat, International Task Force on Teachers for Education for All

Mr CASTLE Chris  
Chief of the Section for Health and Global Citizenship Education

Mr CHAKROUN Borhene  
Chief of the Technical and Vocational Education and Training Section

Mr FRANCESC Pedro  
Chief of the Education Policy Section

Ms HAYASHIKAWA Maki  
Chief of the Section of Learning and Teachers

Mr LEICHT Alexander  
Chief of the Section of Education for Sustainable Development

Mr MOTIVANS Albert  
Chief of section, UNESCO Institute for Statistics

Mr ANTONINIS Manos  
Programme specialist, Education for All Global Monitoring Report

Mr KATAYAMA Hiromichi  
Project Officer, Secretariat of the International Task Force on Teachers for Education for All

Mr OPERTTI Renato  
Programme specialist, UNESCO International Bureau of Education

Ms Umayahara Mami  
Programme specialist, UNESCO Bangkok Office

Mr RETNASINGAM Shantha  
Chief of section, Bureau for Strategic Planning

Ms GUTTMAN Cynthia  
Liaison Officer, Office of the Director-General

Ms OTERO GOMES Maria  
Programme specialist, UNESCO Brasilia Office

---

**United Nations Population Fund (UNFPA)/ Fonds des Nations Unies pour la population (UNFPA)**

Ms KAIDBEY Mona  
Deputy Director, Technical Division

Mr ERKEN Arthur  
Director Division for Communication and Strategic Partnership

Mr CABALLERO Esteban  
Deputy Director, UNFPA Latin America and Caribbean Regional Office

Mr MAERIEN Jozef  
UNFPA Representative, Rwanda

Mr WRIGHT Eddie  
Communication Officer

Ms SAUVARIN Josephine  
Adolescent and Youth Advisor, UNFPA Asia and Pacific Regional Office

Mr ZHUKOV Ilya  
Technical Analyst  
Young People/Key Population  
HIV/AIDS Branch

Ms ANYANGO ODOUR Maureen  
African Peace Ambassadors Tanzania

Ms CHANG Yu Jin  
Rice University

Ms LEE Kristi  
New York University

Ms CHO MoonSun  
Yonsei University

Ms WOO Seung Yeon  
Yonsei University

---

**United Nations Children's Fund (UNICEF)/ Fonds des Nations Unies pour l'enfance**

Mr LAKE Anthony  
Executive Director

Ms GUPTA Geeta Rao  
Deputy Executive Director

Ms BOURNE Josephine  
Associate Director of Education NYHQ

Ms BRITTO Pia  
Senior Adviser Early Childhood Development NYHQ

Mr MITRA Gopal  
Programme Specialist- Children with Disabilities

Mr KUMAR DEBNATH Kalyan  
Assistant

Ms VOJVODA Rudina  
Communication Specialist, Public Advocacy NYHQ

Ms JOBSON Elissa  
Consultant, Media Section NYHQ

Ms STRECKER Morgan  
Education Specialist, Education Section NYHQ

Ms BENDER Lisa  
Education Specialist, Education Section

Ms MILLAR Branwen  
Division of Communication  
Public Advocacy, Education and Gender Equality

Mr KIM Sae-Ryo  
Public Partnership Specialist

Mr HIRABAYASHI Chris  
Director, PPD, Tokyo

Mr KIM Taehyun  
Consultant, PPD Tokyo

Ms LEE Sang-Mi  
Donor Relations Specialist, PPD, Republic of Korea

Ms O'SULLIVAN Margo  
Chief of Education, China

Mr ACKERS Jim  
Regional Adviser Education, Bangkok

Mr BENAVIDES Francisco  
Regional Adviser Education, Panama

Ms BLOMME Amy  
Programme Officer, Education Section

Mr DEBNATH Kalyan  
Assistant

Mr SINGH KOHLI Rabjyot  
St. Mary's School

Mr SINGH KOHLI Amarjit  
Kirpal Motors

Ms GODEFA Hanna  
Unicef Youth Ambassador

Mr GODEFA Asegahagn  
Accompanying parent

---

**United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) / Entité des Nations Unies pour l'égalité des sexes et l'autonomisation des femmes (ONU Femmes)**

Ms MLAMBO-NGCUKA Phumzile  
Executive Director

Mr GLEMAREC Yannick  
*Assistant Secretary-General/Deputy  
Executive Director*

Ms STEPHENS Patience  
*Director/Special Adviser on Education*

Ms OLESEN Marianne  
*Adviser to the Executive Director on the  
Post-2015 Agenda and Education*

Ms JOHN Marie-Elena  
*Special Assistant to the Executive Director*

Ms DAS Mitushi  
*Senior Partnerships Specialist*

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### **World Bank / Banque mondiale**

Dr KIM Jim Yong  
*President*

Mr HANSEN Keith  
*Vice President*

Ms COSTIN Claudia  
*Senior Director*

Mr DAR Amit  
*Director*

Mr BENVENISTE Luis  
*Practice Manager*

Ms GRIGERA Veronica  
*Sr. Education Officer*

Ms WATSA Kavita  
*Senior Communications Officer*

Ms ELICANO Anne  
*Online Communications Officer*

Ms REYNOLDS Carolyn  
*Communications Advisor*

Ms CROSS Jessica  
*Junior Professional*

Ms LEE Jessica  
*Education Specialist*

Mr CHOI Jung-Hwan  
*KM Officer*

Mr ROGERS Halsey  
*Lead Economist*

Mr PATRINOS Harry  
*Practice Manager*

Mr BASHIR Sajitha  
*Practice Manager*

Mr AEDO Cristian  
*Practice Manager*

Mr MATERU Peter  
*Practice Manager*

Ms EL-KOGALI Safaa  
*Practice Manager*

Ms MSUYA Joyce  
*Special Representative, Republic of  
Korea*

Ms MIWA Keiko  
*Practice Manager*

Ms NAYAR Reema  
*Practice Manager*

---

### **UN High Commissioner for Refugees (UNHCR) / Haut Commissariat des Nations Unies pour les réfugiés (HCR)**

Mr TURK Volker  
*Assistant High Commissioner*

Mr ENDRES Daniel  
*Director, Division of External Relations*

Mr HEBECKER Dirk  
*Representative, Republic of Korea*

Ms SHEEHY Ita  
*Senior Education Advisor*

Ms GOMEZ Sonia  
*Education Specialist*

Ms CHEON Hye Jung  
*UNHCR Republic of Korea*

Ms CHO Moon Kyoung  
*UNHCR Republic of Korea*

Ms STRECKER Jacqueline  
*Learn Lab Coordinator, UNHCR  
Innovation*

Ms AKINYI Christine Margaret  
*Youth ambassador*

Ms MUGOGWA SHIRWATZO Julie  
*Youth ambassador/Windle Trust Kenya*

Mr LYNCH James  
*UNHCR Regional Representative,  
Bangkok*

Mr JANG Heesu  
*UNHCR Republic of Korea*

---

### **International Labour Organization (ILO) / Organisation internationale du Travail (OIT)**

Mr NISHIMOTO Tomoko  
*Assistant Director-General and Regional  
Director for Asia and the Pacific*

Ms VAN LEUR Alette  
*Director, Sectoral Policies Department*

Mr LIANG Oliver  
*Sectoral specialist for education, media  
and culture*

Ms WIWAATCHANON Chanitda  
*Regional Librarian and Head of  
Knowledge Management Team in  
Bangkok*

---

### **World Food Programme (WFP) / Programme alimentaire mondial (PAM)**

Mr YANGA Thomas  
*Director ADD*

Ms KAARIA Wanja  
*Deputy Director ADD*

Mr THIRY Benoit  
*Country Director Niger*

Mr LIM Hyoung-Joon  
*Head of WFP Korea office*

Ms KOBOLAR Constance  
*Programme Advisor Dakar*

Ms ISSIAKA Nafiou  
*Programm officer Niger*

---

### **Food and Agriculture organization of the United Nations (FAO) / Organisation des Nations Unies pour l'alimentation et l'agriculture**

Dr KONOMA Hiroyuki  
*Assistant Director-General and Regional  
Representative*

---

### **World Tourism Organization (UNWTO) / Organisation mondiale du tourisme (OMT)**

Mr DHO Young-Shim  
*Special Advisor to the UNWTO  
Secretary-General and Chairperson of  
the STEP Foundation*

---

### **United Nations Environment Programme (UNEP) / Programme des Nations Unies pour l'environnement**

Mr PRADHAN Mahesh  
*Chief Environmental Education and  
Training Unit*

---

### **United Nations International Strategy for Disaster Reduction (UNISDR) / Stratégie internationale de prévention des catastrophes des Nations Unies**

Mr BHATI Sanjaya  
*Head of Office, UNISDR Office in the  
Republic of Korea*

---

### **UN Global Compact Office / Bureau du Pacte mondial des Nations Unies**

Mr KELL Georg  
*Executive Director*

Ms CHUNG Da Woon  
*Head, Industry Engagement*

Ms KIMURA Naoko  
*Relationship Manager*

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### **OTHER INTERNATIONAL ORGANIZATIONS / AUTRES ORGANISATIONS INTERNATIONALES**

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#### **Global Partnership for Education (GPE) / Partenariat mondial pour l'éducation**

Ms GILLARD Julia  
*Chairperson*

Ms ALBRIGHT Alice  
*Chief Executive Officer*

Ms MUNDY Karen  
*Chief Technical Officer*

Mr BERNARD Jean-Marc  
*Deputy Chief Technical Officer*

Ms FOCAS-LICHT Margarita  
*Education Specialist*

Ms HENFRY Sally-Anne  
*Special Assistant to the Board Chair*

Mr TAPP Charles  
*Partnerships and External Relations  
Manager*

Ms BEECHING Sarah  
*Strategic Policy Consultant*

Ms SCHROH Karen  
*Senior Donor Relations Specialist*

Ms GOLDEN April  
*Donor Relations Officer*

Ms BARTON Livia  
*Communications/Social media*

Mr ANDERSEN Jesper  
*Education in conflict and crisis*

---

**Organisation for Economic Co-operation and Development (OECD) / Organisation de Coopération et de Développement économiques (OCDE)**

Mr SCHLEICHER Andreas  
*Director, Directorate for Education and Skills*

Ms FORDHAM Elizabeth  
*Senior Adviser Global Relations*

Mr WARD Michael  
*Senior Policy Analyst*

Ms CHUNG Ji Eun  
*Analyst, Skills Beyond Schools*

---

**Commonwealth Secretariat**

Mr KAZMI Nasir  
*Education Adviser*

---

**Commonwealth of Learning**

Ms KANWAR Asha  
*President*

---

**Organisation internationale de la Francophonie (OIF)**

Mme JEAN Michaëlle  
*Secrétaire générale de la Francophonie*

M. MABIALA Ma-Umba  
*Directeur de l'Éducation et de la Jeunesse*

Mme DYCKMANS-ROZINSKI Annie  
*Conseillère personnelle de la Secrétaire générale de la Francophonie*

Mme DELACROIX Audrey  
*Conseillère personnelle de la Secrétaire générale de la Francophonie*

Mme TILMAN Julie  
*Chargée de mission Presse et Communication auprès de la Secrétaire générale de la Francophonie*

M. DIENG Papa-Youga  
*Spécialiste de programme, Coordonnateur d'IFADEM, Direction de l'Éducation et de la Jeunesse*

M. CONSTANTIN Paul  
*Attaché de programme IFADEM, Direction de l'Éducation et de la Jeunesse*

---

**REGIONAL INTERGOVERNMENTAL ORGANISATIONS / ORGANISATIONS INTERGOUVERNEMENTALES RÉGIONALES**

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**AFRICA / AFRIQUE**

---

**Association for the Development of Education in Africa (ADEA) / Association pour le Développement de l'Éducation en Afrique**

Ms DIBBA-WADDA Oley  
*Executive Secretary*

Mr BODO Shem  
*Education Management Specialist*

---

**Conference of Ministers of Education of French-speaking countries (CONFEMEN) / La Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie**

M. BOUREIMA KI Jacques  
*Secrétaire général*

---

**African Union (AU) / Union africaine (UA)**

H.E. Dr IKOUNGA Martial De-Paul  
*Commissioner for Human Resources, Science and Technology*

Mme NJENGA Beatrice  
*Head of Education Division*

Mme BILAMPASSI MOUTSATSI Claudette  
*Chancelle Marie-Paule Special Assistant to the Commissioner*

---

**African Development Bank (AfDB) / Banque africaine de développement (BAD)**

Mr PORGO Etienne Judicael  
*Acting Manager, Education and Science Technology division, Human Development*

Mr TAKEI Keiko  
*Senior Education Economist*

Mr ENDO Mamoru  
*Principal External Relations and Communication Officer*

Ms CHOI Yuna  
*Senior External Relations and Communications Officer*

---

**ARAB REGION / RÉGION ARABE**

---

**Arab League Educational, Cultural and Scientific Organization / Organisation arabe pour l'éducation, la culture et les sciences (ALECSO)**

H.E. Dr HAMED MOHAREB Abdullah  
*Director General*

Dr JEMNI Mohmed  
*Director of the Department of Information and Communications Technology*

---

**Arab Bureau of Education for the Gulf States (ABEGS) / Bureau arabe de l'éducation pour les états du golfe**

H.E. Dr AL KARNI Ali Ali bin Abdul Khaliq  
*Director General*

Mr AL-JOUFI Abdulsalam  
*Counselor*

---

**League of Arab States / Ligue des États Arabes**

Ms EL TOULOUNY Magda  
*Director of Education and Security Research Department*

Mr AIAD Noah  
*Officer in Charge of International Relations*

---

**ASIA – PACIFIC / ASIE – PACIFIQUE**

---

**Southeast Asian Ministers of Education Organization (SEAMEO) / Organisation des ministres de l'Éducation de l'Asie du Sud-Est**

Mr PRIOWIRJANTO Gatot Hari  
*Director of SEAMEO Secretariat*

Ms PUNYAIN Kanchulee  
*Programme Officer*

---

**Asian Development Bank (ADB) / Banque asiatique de développement**

Mr SARVI Jouko  
*Practice Leader for Education*

Mr JAGANNATHAN Shanti  
*Senior Education Specialist, Sustainable Development and Climate Change Department*

---

**United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) / Commission économique et sociale pour l'Asie et le Pacifique (CESAP)**

Mr ANDERSSON Patrik  
*Chief, Social Integration Section, Social Development Division*

---

**Secretariat of the Pacific Community (SPC) / Secrétariat général de la Communauté du Pacifique**

Dr BELISLE Michelle  
*Director Educational Quality and Assessment Program*

Mr PONTIFEX Scott  
*Education specialist*

---

**Pacific Islands Forum Secretariat (PIFS) / Secrétariat des Îles du Pacifique**

Mr JITOKO Filipe  
*Social policy Adviser*

---

**LATIN AMERICA / AMÉRIQUE LATINE**

---

**Organization of American States (OAS) / Organisation des États américains (OEA)**

Ms VILELA Adriana  
*Education Specialist*

---

**Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL) / Centre de coopération régionale pour l'enseignement des adultes en Amérique latine et aux Caraïbes**

Mtra GARCIA Mercedes Calderón  
*Directora General*

Mr CORAL GARCIA Emilio  
*Director de Cooperación y Relaciones Interinstitucionales*

---

**EUROPE**

---

**European Union / Union européenne**

H.E. Mr KOZLOWSKI Tomasz  
*Ambassador, Head of the Delegation of the European Union to the Republic of Korea*

Ms KARJALAINEN Marja  
*Head of the Education Sector, European Commission*

Ms LORENZO Veronique  
*Head of Unit, Health and Education, European Commission*

Mr POUPEAU Vincent Guillaume  
*Counsellor at the Delegation of the European Union to the Republic of Korea*

---

**Council of Europe (CoE) / Conseil de l'Europe**

Mr QIRIAZI Villano  
*Head of the Education Policy Division*

---

**NETWORKS / RÉSEAUX**

---

**Global Education First Initiative (GEFI) / Initiative mondiale pour l'éducation avant tout**

Mr BAH Chernor  
*Youth Advocacy Group Member*

Mr VILLAMERO Rolando  
*Youth Advocacy Group Member*

Ms SALUJA Sumaya  
*Youth Advocacy Group Member*

Mr JUNJIAN Gaoshan  
*Youth Advocacy Group Member*

Ms SUSARENCO Anna  
*Youth Advocacy Group Member*

Ms DELMAS Cara  
*Youth Advocacy Group Communication Coordinator*

---

**Global Coalition to Protect Education from Attack (GCPEA) / Coalition mondiale pour la protection de l'éducation contre les attaques**

Ms NIJHOWNE Diya  
*Director*

---

**Inter-Agency Network for Education in Emergencies (INEE) / Réseau Inter-Agences pour l'éducation en situations d'urgence**

Mr BROOKS Dean L.  
*Director*

Ms FRASER Lindsey  
*Administration Officer*

Ms PACIFICO Arianna  
*Coordinator for Minimum Standards and Network Tools*

---

**International Task Force for Teachers / L'Équipe spéciale internationale sur les Enseignants pour l'EPT**

Mr NILSON Bente  
*Steering Committee Co-Chair*

Ms AWASES Adelheid  
*Steering Committee Co-Chair*

---

**National Federation of UNESCO Associations in Japan (NFUAJ) / Fédération nationale des associations UNESCO du Japon (FNAUJ)**

Mr NOGUCHI Noboru  
*Director General*

Mr SHISHIDO Ryoko  
*Deputy Secretary General / Director of Education and Culture Department*

---

**United Nations Girls' Education Initiative (UNGEI) / Initiative des Nations Unies pour l'éducation des filles**

Ms FYLES Nora  
*Head of UNGEI Secretariat*

---

**NON-GOVERNMENTAL ORGANISATIONS / ORGANISATIONS NON GOUVERNEMENTALES**

---

**All-Africa Students' Union (AASU) / Union panafricaine des étudiants**

Mr AMOU Edem  
*Secretary for Finance and Administration*

Agencia Ciudadana por la Educación Costa Rica

Ms GONZALEZ CHACON Nora  
*Presidenta*

---

**Action Aid**

Mr ARCHER David  
*Head of Programme Development*

Mr MUNTASIM Tanvir  
*International Policy Manager, Education*

Ms DJITRINOU Victorine  
*International Programme Manager, Education*

---

**'All For Education' National Civil Society Coalition of Mongolia**

Mr BATHUYAG Batjargal  
*Board Member*

Ms DONDOGDULAM Tungalag  
*National Coordinator*

---

**Aide et Action International**

M. DU CREST Xavier  
*Directeur international de la Communication & de l'Influence*

M. AFFO ADJIMON Koffi  
*Directeur Régional Afrique*

---

**International Montessori Association / Association internationale Montessori**

Ms BARRES Victoria  
*AMI Representative to UNESCO*

Ms PEIFER Maureen  
*Archivist*

---

**Africa Network Campaign on Education For All / Réseau africain de la campagne pour l'EPT**

Mr NSAPATO Limbani Eliya  
*Regional Coordinator*

Ms AKPO Solange Koumbon  
*Capacity Building Manager*

Mr WARUKU Boaz  
*Programme Manager*

---

**Arab Network for Civic Education / Réseau arabe pour l'éducation civique**

Ms YOUNES Fotouh  
*Executive Director*

---

**Arab Network for Literacy and Adult Education / Réseau arabe d'alphabétisation et d'éducation des adultes**

Ms ELSAMALOUTY Ekbal  
*Secretary General*

Ms BARKI Aicha  
*President*

---

**Arab Resource Collective**

Ms AOUDE Lara  
*Regional ECD Coordinator*

---

**Asia-Pacific Regional Network for Early Childhood / Réseau régional Asie-Pacifique pour la petite enfance (ARNEC)**

Mr SHAEFFER Sheldon  
*Director*

Ms FRIESENDORF Silke  
*Communications Manager*

---

**Coalition nigérienne des associations, syndicats et ONG de la campagne EPT au Niger**

M. ILLIASS Alhousseini  
*Président*

---

**Asia South Pacific Association for Basic and Adult Education / Bureau de l'Asie et du Pacifique Sud de l'éducation des adultes (ASPBAE)**

Ms ALMAZAN KHAN Maria Lourdes  
*Secretary General*

Mr GUEVARA Jose Roberto  
*President*

Ms KAMIJO Naomi  
*Executive Council Member for East Asia*

Ms DABU Helen  
*Deputy Regional Coordinator, CSEF Regional Secretariat*

---

**International Movement ATD Fourth World / ATD Quart Monde International**

Mr TRAN Quyen  
*Head of International Policy and Advocacy*

---

**Basic Education Network – Ethiopia**

Mr MEKONNEN ZENEBE Alebachew  
*Executive Director*

---

**Betterworld**

Mr YOM Jinsu  
*President*

---

**BRAC**

Mr ISLAM Safiqul  
*Director, BRAC Education Programme*

---

**Bunyad Foundation**

Ms ATTIQ-UR-RAHMAN Shaheen  
*Vice Chairperson*

---

**Campaña Argentina por el Derecho a la Educación**

Mr ESTIGARRIBIA Maximiliano  
*Responsable de Relaciones Internacionales*

---

**Campaign for Popular Education**

Ms CHOUDHURY Rasheda K.  
*Executive Director*

Mr HOQUE K M Enamul  
*Deputy Director*

Mr AHMED Manzoor  
*Professor Emeritus, BRAC University*

---

**Care USA**

Mr KUONQUI Christopher  
*Advocacy Advisor*

---

**Campaña Boliviana por el Derecho a la Educación**

Mr ARUQUIPA PEREZ David Victor  
*Director Ejecutivo*

---

**Coalición Colombiana por el Derecho a la Educación**

Mr MUNOZ CARDENAS Hernando  
*Miembro del Comité Directivo*

---

**Consejo de Educación Popular de America Latina**

Mr CABRERA ROMERO Francisco Ricardo  
*Coordinador del Grupo de Incidencia en Políticas Educativas*

Mr COLINDRES Ma-Luschka Jean-Louis  
*Miembro*

---

**Coalition for Educational Development**

Mr DASANAYAKA MUDIYANSELAGE Dissanayake  
*National Coordinator*

---

**Cameroon Education For All Network**

Ms ETOBE Marie-Noëlle Pauline Edith  
*Vice-présidente*

---

**Colectivo de Educación Para Todos y Todas de Guatemala**

Mr CRISTALES RAMIREZ Víctor Armando  
*Coordinador General*

---

**Latin American Campaign for the Right to Education**

Ms ROCHA Yadira  
*Member Representative*

Ms MARIA DEL CARMEN Ayes  
*Miembro del Comité Directivo*

Ms GIANNECCHINI Laura  
*Program Advisor*

Ms MODE Giovanna  
*Coordinadora de Comunicación y Movilización*

---

**Campanha Nacional pelo Direito à Educação**

Mr CARA Daniel Tojeira  
*General Coordinator*

Ms GIUDICISSI REHDER Maria Celia  
*Project Coordinator*

---

**Coalition Nationale pour l'Éducation Pour Tous du Burkina Faso**

Mr DEMBELE Samuel  
*Président du conseil d'administration*

Mr TRAORE Tahirou  
*Coordonnateur National*

---

**Coalition Nationale Togolaise pour l'Éducation Pour Tous**

Ms AMAÏ-LOOKY Adjoua Nakolé  
*Membre du Conseil d'Administration*

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Mr KAKAI Paul  
*National Coordinator*

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*Coordonnateur National*

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*Coordonnateur National*

Mr NDOYE Mamadou  
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Ms ZUNIGA CASTILLO Madeleine  
*Coordinadora Nacional*

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Ms OSUJI Chioma  
*Policy Advisor, National Coordinator*

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Ms VITERI Cecilia  
*Coordinadora de gestión institucional*

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Mr KAZI Rafiqul Alam  
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*Regional Director for South and Southeast Asia*

Mr HINZEN Heribert  
*Senior Policy Advisor*

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Mr EDWARDS David  
*Deputy General Secretary*

Mr SINYOLO Dennis  
*Senior Coordinator*

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*Coordinator*

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Mr DELA TORRE Edicio  
*President*

---

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Ms WAKIL Elsy  
*Attache to the Secretary-General*

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Mr GROENNE Viktor  
*Human Rights and Solidarity Coordinator*

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*Board Member*

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*Président*

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*Executive Committee member*

Ms DOROBA Hendrina Chalwe  
*Executive Director*

Ms MUHWEZI Martha  
*Senior Programme Coordinating Officer*

Mr KAFULANDI James  
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*Coordinadora Ejecutiva Program Accion Publica*

Mr GUTIERREZ B. Silvio  
*Director Ejecutivo, Fé y Alegría Nicaragua*

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*Director Ejecutivo*

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*National Coordinator*

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*Déleguée permanente*

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*Integrante del Comité Ejecutivo*

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*Coordinadora Técnica*

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*Coordinador Técnico*

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*Global Coordinator*

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*Networks and Learning Manager*

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*Executive Director, GCE-US*

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*President*

*Nobel Peace Prize Laureate 2014*

Ms GUPTA Purva  
*Policy Advocacy Officer*

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*Team Manager, International Development Division*

**Groupe Pivot Éducation de Base**

Mr KONE Nouhoum  
*Membre du bureau national*

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*Executive Director*

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*Executive Manager*

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*European Partnerships Coordinator*

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*Director, Information, Projects and Services*

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*Head of Education Campaign*

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*Policy Officer*

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*Executive Assistant*

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*Executive Director*

Ms KORSNAKOVA Paulína  
*Director of the IEA Secretariat*

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*Active Member (KMSA-Korea)*

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*Secretary General*

Mr YUMOTO Hiroyuki  
*Member*

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*National Adviser*

**Korea Civil Society Forum on International Development Cooperation**

Ms HAN Boyeon  
*Program Coordinator*

**Alliance of AETA Indigenous People of Zambales**

Ms DOYANAN Carol  
*Youth Leader*

**Movimento de Educação para Todos, Mozambique**

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**Matualeoo Environment Trust INC.**

Mr LOVEGROVE Bernie  
*Long time associate*

Mr FORBES Orlando  
*Advisor*

**Migrant Forum in Asia**

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*Member*

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*Representative*

**Mothers' School Society**

Ms DWEIKAT Nadia  
*Director*

**National Coalition for Education India**

Mr SINGH Rampal  
*General Secretary*

**National Campaign for Education-Nepal**

Mr GAIRE Ram  
*Program Manager*

**NGO Education Partnership Cambodia**

Mr CHIN Chanveasna  
*Executive Director*

Mr PICH Nipun  
*Campaign and Advocacy Coordinator*

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Ms JURKO Svetlana  
*Executive Director*

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**Network for Education Watch Indonesia**

Mr WAIDL Abdul  
*National Coordinator*

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**National Federation of UNESCO Associations in Japan**

Mr NOGUCHI Noboru  
*Director General*

Ms SHISHIDO Ryoko  
*Senior Staff in charge of CLC project*

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Mr VAIOLETI Timote  
*Delegate*

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Mr RICHARD Philippe  
*Représentant Permanent au sein de l'UNESCO et des Nations unies à Genève*

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**World Organization for Early Childhood Education**

Ms PRAMLING-SAMUELSSON Ingrid  
*Representative of OMEP at the ECOSOC*

Ms KOONG Maggie  
*World President*

Ms PARK Eunhye  
*Regional Vice President for Asia Pacific*

Ms SHIN Eunsoo  
*Research Secretary, Korean National Committee of OMEP*

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**OXFAM International**

Mr XAVIER Deepak  
*Essential Services Lead Specialist*

Ms FUERST Barbara  
*Policy Advisor*

---

**Pakistan Coalition for Education**

Ms ZEHRA Kaneez  
*National Coordinator*

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**Papua New Guinea Education Advocacy Network**

Ms KARE Priscilla Opa  
*National Coordinator*

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**PLAN International**

Mr MUNOZ Vernor  
*Global Education Advisor*

Ms NESTEL Yona  
*Senior Education Advisor*

Ms JOHNSON Ashley  
*Advocacy Manager, Because I am a Girl*

Mr VINK Adam  
*Youth Advocacy Officer*

Ms ZAHRA Hijab  
*Youth Delegate, Pakistan*

Ms ARSHAD Zara  
*Youth Delegate, Pakistan*

Ms ALFONSO Rosielen  
*Youth Delegate, Philippines*

Ms DULNUAN Ghene  
*Youth Delegate, Philippines*

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**Réseau Suisse Éducation et Coopération Internationale**

Mr SCHLAEFLI André  
*Membre du Comité*

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**Re-Shaping Development Institute**

Ms HONG Moon Suk  
*Director, Development Policy & Research Office*

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**Red de Educación Popular entre Mujeres**

Ms ARANA SAENZ Imelda  
*Consejo Directivo*

Ms CECILIA Lazarte  
*Aliada*

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**Reagrupación por la Educación para Todos y Todas de Haití**

Mr THELUSMOND William  
*Coordinador General*

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**Results Educational Fund**

Mr BAKER Tony  
*Education for All Campaign Manager*

Ms GROSSMAN Allison  
*Senior Legislative Associate*

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**Religions for Peace**

Ms NAKAMURA Eno  
*Member*

Ms SHIROYA Naoko  
*Member*

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**Réseau Mauritanien pour l'Éducation Pour Tous**

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*Présidente*

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Ms WANG Tove  
*CEO, Save the Children Norway*

Mr SKINNER David  
*Director, Education Global Initiative*

Mr DOBLE Robert  
*Education Policy Advisor (Post-2015)*

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Mr ABASS Mubarak  
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Mr ELSHAFA Nagi  
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*Director, External Affairs, Mainland Southeast Asia*

Mr KOSONEN Kimmo  
*Senior Consultant in Multilingual Education*

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*Senior Director, Government & Multilateral Partnerships*

Mr RATO Miguel  
*Senior Director, Communications and Strategic Initiatives*

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Ms BONIVENTURA MABUBU Godfrey  
*Program Manager-Research and Policy Analysis*

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Mr SHRESTHA Purna Kumar  
*Global Education Adviser*

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**Women Thrive Worldwide**

Ms SCHROEDER Noel  
*Manager, Education Policy*

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Ms JUNG Sinae  
*Senior Officer, International Ministry  
Division Advocacy Team*

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Mr ALSCHAMMA Sam  
*Education Business Director Asia*

Ms LEE Alicia  
*Korea CAG Program Specialist, Intel  
Korea*

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Ms PARIKH Jyoti  
*Intel Education Advocacy Manager*

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*Intel Education Advocacy Manager*

Mr LEE Jay  
*Korea Corporate Affairs Manager*

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*Group Director of Corporate Affairs*

Mr BOXSER Marc  
*Global Director*

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Ms JAYAKUMAR Vaishnavi  
*Regional Analyst, Public Policy &  
Government Relations at Google*

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Ms D'AMICO Giulia  
*Head of Partnerships, Global Public  
Affairs*

Mr NYMARK Kevin McCarthy  
*Project Manager Assistant, Global Public  
Affairs*

Mr OH Sung Taek  
*Marketing Manager, LEGO Education  
Korea*

Mr PARK Kyoung-Sook  
*Sr. Territory Manager, LEGO Education  
Korea*

Ms MIN Sun Hee  
*Curriculum Development Manager,  
LEGO Education Korea*

Mr JANG Jae Young  
*Ass. Sales Manager, LEGO Education  
Korea*

Mr WIDGER Rob  
*Global master trainer*

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*Sr. Consumer Service Advisor, LEGO  
Education Korea*

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Mr LAFON Clement  
*Service International*

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*Director of Education for the Asia region*

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*President of Growth Markets*

Ms BRUJIS Rachel  
*Chief of Staff, Education Division*

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Lesson / Vivace**

Ms BELLWOOD Alison  
*Programme Director*

Ms O'HAGAN Mary  
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Ms MCKEOWN Carina  
*PR manager*

Ms GOMEZ-DURAN Jessica  
*Head of Asia hub*

Ms LAURIE Emily  
*Senior Associate*

Ms HAYLOR Eloise  
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Mr TREWHELLA Thomas  
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Mr COLENSO Peter  
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Mr ALSULAITI Fahad  
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Ms BRYNER Karen  
*Acting Senior Technical Manager*

Mr CACICH Micheal  
*Senior Education Specialist*

Ms ALMISNAD Mariam  
*Director, EAA Outreach*

Mr DE PINHEIRO Leonardo  
*Director, EAA Strategy, Policy and  
Research*

Mr REKA Armend  
*Partnership Manager*

Ms ALATTIYAH AlAnood  
*International Affairs Officer*

Mr AL-EMADI Ali  
*Youth Advocacy Program Member*

Ms AL-THANI Amna  
*Youth Advocacy Program Member*

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*International Competitions Administrator*

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*Executive Director, IDP Rising Schools Program*

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*Events manager*

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*Policy analyst*

Ms O'ROURKE Jacqueline  
*Advisor*

Ms AL ROMAIHI Fay  
*Research Analyst*

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*Program Officer, Global Development and Population*

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Mr SCHAFFER Daniel  
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Mr KIM Jong-Hun  
*Head, Office of Planning and Administration*

Mr EOM Jeongmin  
*Chief, Research and Development Team*

Mr LEE Yangsook  
*Chief, Education and Training Team*

Ms CHUNG Kyung Hwa (Anna)  
*Chief, External Relations Team*

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*Director, Education Cooperation Department*

Ms SAITO Miki  
*Programme Specialist, Education Cooperation Department*

Ms MATSUI Naoko  
*Programme Specialist, Education Cooperation Department*

Ms SHIBAO Tomoko  
*Director, Education Cooperation Department*

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Dr WINTHROP Rebecca  
*Director, Center for Universal Education*

Ms GROB-ZAKHARY Randa  
*Fellow*

Ms STEER Liesbet  
*Fellow, Global Economy and Development, Center for Universal Education*

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Prof. ZHOU Zuoyu  
*Vice-president Beijing Institute*

Prof. WANG Li  
*Deputy Director INRULED*

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Ms TUNA Agnes  
*Head of Partnerships Department of Programmes KAICIID*

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Mr CARTON Michel  
*Executive Director*

Mr MONKS Joost  
*Managing Director of Norrag*

Mr KING Kenneth  
*Professor Emeritus, University of Edinburgh & President*

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Ms NICOLAI Susan  
*Research Fellow*

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*President*

Ms PSAKI Stephanie  
*Associate, International Girls' Education*

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*Director*

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Dr ZAMAN Husam  
*Director*

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Mr BURNETT Nicholas  
*Managing Director*

Ms JAMIESON EBERHARDT Molly  
*Senior Program Officer*

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*Executive Director*

Ms BAHADUR Chandrika  
*Director for Education Initiatives*

Ms BULGER Claire  
*Director, Special Projects and Special Assistant*

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Ms CHOI Andrea Yoo Sun  
*Partnerships and Education Officer*

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Ms AHMAD Maimuna Nasreen  
*Founder and CEO Teach For Bangladesh*

Dr AL AWAR Mansoor  
*Chancellor, Governing Board of UNESCO IITE*

Hamdan Bin Mohammed Smart University

Mr BAKKE Joakim  
*Expert Seconded to UNESCO*

**Prof BRAY Mark**  
*UNESCO Chair in Comparative Education*

*University of Hong Kong*

**Mr BYLL-CATARIA Ahlin**  
*International Consultant in Education and Development*

*Institute for Global Environmental Strategies*

**Mr DIDHAM Robert**  
*Senior Coordinator for Capacity Development, Education & Knowledge Management*

*Institute for Global Environmental Strategies*

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*Director General*

*Ghana-India Kofi Annan Centre of Excellence in ICT*

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*Founding Artistic Director, UNESCO Artists for Peace*

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*Professor of Economics at the University of Chicago, a Nobel Memorial Prize winner*

*University of Chicago*

**Prof HOPKINS Charles**  
*UNESCO Chair in Reorienting Teacher Education towards Sustainability*

*York University*

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*Director*  
*The Goals*

**Ms JAMIL Baela**  
*Director Programs*  
*Idara-e-Taleem-o-Aagahi (ITA)*

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*Australian Youth Representative to the UN*

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*Representative of the U.S Federation for Middle East Peace, and President of the United Federation for Peace and Development (UFPD)*

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*Professor of Education*

**Ms LOCKHEED Marlaire**  
*Researcher*  
*Princeton University*

**Ms LOTZ-SISTIKA Heila**  
*Professor*  
*Rhodes University*

**Dr MAGRAB Phyllis R.**  
*UNESCO Chair on "Achieving the Promise of EFA: Gender, Disability, and Literacy"*  
*Georgetown University School of Medicine*

**Mr MALOMBE Joyce**  
*Program Officer*  
*Wellsprings Advisors*

**Ms MASOOD Noorulain**  
*Chief Executive Officer*  
*Teach For Pakistan*

**Mr MCKENZIE David**  
*Journalist*  
*CNN*

**Mr MENTEN Alexis**  
*Executive Director, Education Asia Society*

**Ms MESERVE Jeanne**  
*Director of training*  
*The Communications Center*

**Ms MORRISON Sandy**  
*Associate Professor*  
*Waikato University*

**Mr MORRISSEY Jerome**  
*Chief Executive Officer*  
*Global e-School and Communities Initiative (GeSCI)*

**Mr MUGO John**  
*Director of Data and Voice*  
*Twaweza East Africa*

**Mr OBEEGADOO Steven**  
*Former Minister of Education Mauritius*  
*Institute for Global Environmental Strategies*

**Ms OGBUIGWE Akpezi**  
*Executive Chair*  
*Anpez Centre for Environment and Development*

**Ms PARK SunYu**  
*International Educator & English Language Learner Specialist*  
*University of Columbia*

**Dr PETERSON Samiha**  
*Professor*  
*American University of Cairo*

**Mr RAH Seung Yun**  
*Chief Executive Officer*  
*Oratio*

**Ms RATHNER Martina**  
*International Event Oversight Services*  
*External Evaluation Team*

**Ms ROSE Pauline**  
*Director, International Initiatives*  
*University of Cambridge*

**Mr SALAZAR SALAME Héctor**  
*Executive Director*  
*Poverty Action Lab*

**Mr SAYED Yusuf**  
*Reader in International Education*  
*University of Sussex*

**Ms SENIOR Paulette**  
*CEO*  
*YWCA Canada*

**Mr SHARMA Pramod**  
*Senior Specialist*  
*Centre for Environment Education, India*

**Mr SHECHTMAN Dan**  
*Professor of Materials Science at the Technion, a Nobel prize laureate in Chemistry*  
*Technion – Israel Institute of Technology*

**Mr SHEPPARD Bede**  
*Deputy Director, Children's Rights Division*  
*Human Rights Watch*

**Mr SINGH Kishore**  
*United Nations Special Rapporteur on the Right to Education*

**Ms SOLSTAD Helga Margrethe**  
*Researcher, Sem school teacher*

**Mr TARSILLA Michele**  
*International Event Oversight Services*  
*External Evaluation Team*

**Mr TOMON Amadou**  
*Expert*  
*Drafting committee member*

**Dr TORRES Carlos**  
*Professor Social Sciences and Comparative Education Director*  
*UCLA*

**Mr VAVRUS Frances**  
*Professor, Associate Chair, and Director of Graduate Studies*  
*University of Minnesota*

**Mr VERGER Antoni**  
*Researcher and lecturer at the Department of Sociology*  
*Universidad Autonoma de Barcelona*

**Mr WAGNER Dan**  
*UNESCO Chair in Learning and Literacy*  
*Professor of Education, and Director*  
*University of Pennsylvania*

**Dr WILLIAMS James**  
*UNESCO Chair on International Education for Development*  
*The George Washington University*

## **OTHER PARTICIPANTS / AUTRES PARTICIPANTS**

### **ACCOMPANYING DISTINGUISHED GUESTS / ACCOMPAGNANTS DES INVITÉS DE MARQUE**

**With Mr SATYARTHI, Nobel Peace Prize**

**Ms GUPTA Purva**  
*Policy Advocacy Officer*

**With Ms MOHAMMED, UN Secretary General's Special Advisor on Post-2015 Development Planning**

**Ms VERNAT Fleur**  
*Policy Advisor*

**With H.H. Sheikha BINT NASSER Moza, UNESCO's Special Envoy for Basic and Higher Education**

**Mr AL HILAL Mohammed**  
*Protocol Officer*

**Mr AL MAADHADI Ali**  
*Protocol*

**Ms AL HEJAZI Buthaina**  
*Senior Media Relations Officer*

**Ms AL MANNAI Mai**  
*Social Media Officer*

Ms DUNN Melanie  
*Communications Editor*

Mr AL MOSALMANI Yousef  
*Video Editor*

Mr AL SAAD Masoud  
*Cameraman*

Mr AL BAKER Abdulrahman  
*Official Photographer*

---

**With Mr SACHS, Director, Earth Institute, Columbia University and Special Advisor to the UN Secretary-General**

Ms ERLICH SACHS Sonia  
*Earth Institute, Columbia University*

---

**With Mr BAN Ki-moon, UN Secretary General**

Mr KIM Won-soo  
*Senior Adviser to the Secretary-General*

Mr JENCA Miroslav  
*Senior Adviser to the Secretary-General*

Mr DUJARRIC Stephane  
*Spokesperson*

Mr CHUNG Rae Kwon  
*Principal Officer, Climate Change Support Team*

Mr KILAPARTI Ramakrishna  
*Head of ESCAP-East and North East Asia*

Mr CHANG Wook-jin  
*Special Assistant to the Secretary-General*

Ms BARAHONA POSADA Alexandra  
*Political Affairs Officer, EOSG and Trip Coordinator*

Ms JJI Jessica  
*Speechwriter, EOSG*

Mr KIM Hyun  
*Political Affairs Officer, DPA (Note-taker)*

Ms BAN Soon-taek  
*Spouse*

---

**With H.E. Mr AMR, UNESCO's Chairperson of the Executive Board**

Mr RUSSEL-RIVOALLAN Frederic  
*Personal Assistant to the UNESCO's Chairperson of the Executive Board*

---

**With PLAN youth participants**

Ms YOUSAF Humera  
*Chaperone*

Ms SANTOS Paulene  
*Chaperone*

---

## TEACHING PROFESSION / CORPS ENSEIGNANT

Ms TEPE Marlis  
*Expert*

Ms NAPOE Assibi  
*Education International Region Africa*

Ms BALA SINGH Shashi  
*Education International Asia-Pacific*

Mr SINGH Govind  
*Education International Asia-Pacific*

Mr NATH Sagar  
*Education International Asia-Pacific*

Mr GAVRIELATOS Angelo  
*Australian Education Union*

Ms CASTRO Francisca  
*Alliance of Concerned Teachers*

Mr SOSSION Wilson  
*Kenya National Union of Teachers*

Ms DA SILVA Fatima  
*Confederação Nacional dos Trabalhadores em Educação*

Mr OK Anh Yang  
*The Korean Federation of teacher's associations*

Mr YASKY Hugo  
*Confederación de Trabajadores de la Educación de la República Argentina*

Ms HALLETT DA SILVA Cassandra  
*Canadian Teachers' Federation- Fédération Canadienne des Enseignants et des enseignantes*

Mr GAVRIELATOS Angelo  
*Australian Education Union*

Ms SAKHO-DANSOKHO Marieme  
*Syndicat des Professeurs du Sénégal*

Mr YASKY Hugo  
*Confederación de Trabajadores de la Educación de la República Argentina*

Mr BYUN Sung-ho  
*Korean Teachers Union*

Mr ROBINSON David  
*Canadian Association of University Teachers*

Mr DAWSON Graham  
*NASUWT - The Teachers' Union*

Ms ROSYIDI Unifah  
*Teachers' Association of the Republic of Indonesia*

Dr SULISTIYO M  
*Teachers' Association of the Republic of Indonesia*

Mr HABAHEB Khaled  
*General Union of Workers in Teaching*

Mr JOERGENSEN Lasse Bjerg  
*Danish National Federation of Early Childhood and Youth Education*

Ms KOFFMAN Maury  
*National Education Association*

Mr DIAZ DE LA TORRE Juan  
*Sindicato Nacional de Trabajadores de la Educación*

Ms MARLET Dominique  
*EdCrisis blog*

Ms SCHULZ Helena  
*Worlds of Education*

## YOUTH REPORTERS / RAPPORTEURS JEUNESSE

Ms LEE Ji Yoon  
Ms YANG Yelin

## REPUBLIC OF KOREA WEF 2015 HOST SECRETARIAT, MINISTRY OF EDUCATION / SÉCRÉTARIAT DU WEF 2015 DE LA RÉPUBLIQUE DE CORÉE, MINISTÈRE DE L'ÉDUCATION

Mr KIM Young-gon  
*Secretary-General*

Mr PARK Youngkyu  
*Protocol Special Advisor*

H.E. Mr LEE Taero  
*Ambassador*

Mr OH Dongil  
*Minister-Counsellor*

Ms LEE Yunehong  
*Director*

Ms YUH Heeseung  
*Director*

Mr LIM Yongbin  
*Director*

Ms YOON Junghyun  
*Deputy Director*

Ms KIM Nahyun  
*Deputy Director*

Mr SHIN Dongjin  
*Deputy Director*

Ms GIL Inyoung  
*Deputy Director*

Mr KIM Jinhong  
*Deputy Director*

Ms CHO Suyeon  
*Deputy Director*

Ms IM Hyojin  
*Deputy Director*

Ms HWANG Sojeong  
*Deputy Director*

Ms YUN Ji hyo  
*Deputy Director*

Mr HAN Seongtae  
*Deputy Director*

Ms KIM Kayi  
*Deputy Director*

Mr BAEK Bong hyun  
*Deputy Director*

Mr KWON Hyugho  
*Educational Supervisor*

Mr KANG Jeongku  
*Assistant Director*

Mr JO Seungsu  
*Assistant Director*

Ms HONG Geumjung  
*Assistant Director*

Ms LEE Hyewon  
*Assistant Director*

**Mr JEONG Wansun**  
*Assistant Director*

**Mr SOH Kijoon**  
*Researcher*

**Ms LIM Kyungho**  
*Researcher*

**Ms SHIN Deborah**  
*Editor*

**Ms KIM Shineui**  
*Intern*

## **UNESCO WEF 2015 SECRETARIAT / SECRÉTARIAT UNESCO DU FORUM MONDIAL SUR L'ÉDUCATION 2015**

**Mr NAIDOO Jordan**  
*Director, EFA and Global Agenda  
Coordination Team*

**Ms DETZEL Sabine**  
*Programme specialist, EFA and Global  
Agenda Coordination Team*

**Ms SACHS-ISRAEL Margarete**  
*Programme specialist, EFA and Global  
Agenda Coordination Team*

**Ms GILLET Astrid**  
*Chief, Programme, Monitoring and  
Coordination Unit, Executive Office,  
Education Sector*

**Ms RUPRECHT Lydia**  
*Programme Specialist and Team  
Leader, Section for Health and Global  
Citizenship Education*

**Mr TAWIL Sobhi**  
*Senior Programme specialist, EFA and  
Global Agenda Coordination Team*

**Ms MCOMISH Elspeth**  
*Executive Coordinator, Office of the  
Assistant Director-General for Education*

**Ms LE THU Huong**  
*Programme specialist, EFA and Global  
Agenda Coordination Team*

**Ms KIVEKAS Heidi**  
*Project Officer, EFA and Global Agenda  
Coordination Team*

**Mr ECK Matthias**  
*Project Officer, EFA and Global Agenda  
Coordination Team*

**Ms LONCAREVIC Melika**  
*Programme specialist, EFA and Global  
Agenda Coordination Team*

**Ms JUNG Sang Eun**  
*Associate Expert, EFA and Global  
Agenda Coordination Team*

**Ms KIM Min Jeong**  
*Head, GEFI Secretariat, UNESCO  
Liaison Office in New York*

**Ms ZULFIQAR Salma**  
*Chief a.i., Knowledge Management  
Services*

**Ms TOIGO Patricia**  
*Programme specialist, Knowledge  
Management Services*

**Ms ALHABSHI Aida**  
*Documentalist, EFA and Global Agenda  
Coordination Team*

**Ms DRAME Kadidia**  
*Assistant, EFA and Global Agenda  
Coordination Team*

**Ms LIM-DAJCZMAN Jennifer**  
*Assistant, Office of the Assistant Director-  
General for Education*

**Ms BILBAO Loreto**  
*Assistant, UNESCO Santiago Office*

**Ms ABDUL LATIF Rana**  
*Assistant, UNESCO Beirut Office*

**Ms THIOUNN Catherine**  
*Main Assistant, Secretariat of the  
President of the General Conference*

**Mr PERRY Alain**  
*Team leader, Conference Services*

**Ms MARTINEZ GARCIA Almudena**  
*Conference Services*

**Ms MITRY Susan**  
*Conference Services*

**Ms KIM Jeehyeon**  
*Assistant Programme Specialist,  
Asia-Pacific Centre of Education for  
International Understanding*

**Ms KIM Hyojeong**  
*Assistant Programme Specialist,  
Asia-Pacific Centre of Education for  
International Understanding*

**Mr BANTA JR Rigoberto.**  
*Assistant Programme Specialist,  
Asia-Pacific Centre of Education for  
International Understanding*

**Ms LEE Yeon-Woo**  
*Assistant Programme Specialist,  
Asia-Pacific Centre of Education for  
International Understanding*

**Mr KIM Hyun**  
*Assistant Programme Specialist,  
Asia-Pacific Centre of Education for  
International Understanding*

**Ms LEE Guk-Hee**  
*Assistant Programme Specialist,  
Asia-Pacific Centre of Education for  
International Understanding*

**Ms LEE Saerom**  
*Assistant Programme Specialist,  
Asia-Pacific Centre of Education for  
International Understanding*

**Ms KIM Min-Ji**  
*Assistant Programme Specialist,  
Asia-Pacific Centre of Education for  
International Understanding*

## **INTERPRETERS / INTERPRÊTES**

**Ms BRET Chantal**  
*Team leader, Interpreters*

**Ms ABDEL ALIM Amira**  
**Mr AHN Chihyun**  
**Mr AMARI Jaâfar**  
**Mr AMELLER Carlos**

**Ms AZAB Lama**  
**Ms BAE Soojin**  
**Mr BEN CHAIRA Aissam**  
**Mr BENBRAHAM Salim**  
**Ms BENSON Shan**  
**Mr BLACK James**  
**Ms BONNET Juliette**  
**Ms BOU RAAD Rana**  
**Ms BOURY Marjorie**  
**Mr BURDIEL PEREZ Juan Maria**  
**Ms CAILLERIE Florence**  
**Mr CARBONE Tyrone**  
**Ms CHATELLE Dominique**  
**Ms CHO Sarah Eunha**  
**Ms CHO Sunhee**  
**Ms CHOI Seungmin**  
**Ms CORAJOU Chantal**  
**Ms DAVIS Meegan**  
**Ms DOMINGUEZ Paloma**  
**Ms FERNANDEZ Maria Pilar**  
**Ms FREEMAN Ann Isabel**  
**Ms GALY Cecile**  
**Mr GONZALEZ SALA Ernesto**  
**Ms GWAK Sora**  
**Mr HOLTEMANN-YOUNG Derek**  
**Mr JAGGERS Stéphane**  
**Mr JEAN-CHARLES Daniel**  
**Mr KABA Marc Hussein**  
**Ms KIM Hyuno**  
**Mr KRISHNAN Raghu**  
**Ms LAFUENTE VAN DERS LUIS Judith**  
**Ms LEE Ej**  
**Ms LEE Inna**  
**Ms LEE Yuhee**  
**Ms LIM Soonjung**  
**Ms MARTIN BRETONES Eva**  
**Ms MORAN Amaya**  
**Ms NICHOLSON Heidi**  
**Mr OBAME NDONG Godrics Yann Serges**  
**Ms OUBARI Jihad Julie**  
**Ms OUDRAOGO Léa**  
**Ms PAK Sarah**  
**Ms PARK Sujung Crystal**  
**Ms PURI Punam**  
**Ms PYOUN Rena Heywon**  
**Ms QUIGLEY Patricia**  
**Mr REES Philip**  
**Ms REZK Alshaimaa**  
**Ms RIVARD Lara**  
**Ms SADABA-HERRERO Naia**  
**Ms SEGUELA Isabelle**  
**Ms SUNU Kyungmi**  
**Ms SUTHERLAND Pascale**  
**Ms THALER Amalia**  
**Mr UNGAR Daniel**  
**Ms VICTORIN Christine**  
**Mr VISCOVI Marc**  
**Mr ZIMMERMANN Kamal**

# WEF 2015

## Detailed programme

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### Day 1 – Tuesday 19 May 2015

#### 14.30-16.00 Opening Ceremony

##### Speakers

Ms Irina Bokova, Director-General, UNESCO  
Ms Park Geun-hye, President of the Republic of Korea  
Mr Ban Ki-moon, United Nations Secretary-General  
Mr Jim Yong Kim, President, World Bank Group  
Mr Anthony Lake, Executive Director, UNICEF  
Ms Phumzile Mlambo-Ngcuka, Executive Director, UN Women  
Mr Kailash Satyarthi, Laureate of the 2014 Nobel Peace Prize  
H.H. Sheikha Mozah Bint Nasser of Qatar, UNESCO Special Envoy for Basic and Higher Education

#### 16.30-18.00 High-level panel debate: 'Setting the stage'

Presentation by Mr Aaron Benavot, Director, EFA Global Monitoring Report, UNESCO

This session stimulated a debate on the future of education, drawing on the findings of the independent EFA Global Monitoring Report 2015, the regional analyses of some 120 National EFA 2015 Reviews and the publication *'Rethinking Education: Towards a global common good?'*

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### Day 2 – Wednesday 20 May 2015

#### 09.00-10.30 Plenary Session 1

##### Education 2030 – Proposed Agenda and Framework for Action

Moderator: Mr Ahlin Byll-Cataria, former Executive Secretary, Association for the Development of Education in Africa

Presentation by Mr Qian Tang, Assistant Director-General for Education, UNESCO

This session discussed the overall 2030 education agenda and Framework for Action, and the draft WEF 2015 Declaration.

#### 11.00-12.30 Thematic Debates

These six parallel thematic debates generated discussions around six cross-cutting issues to deepen understanding of the thinking underlying Sustainable Development Goal 4 on education.

##### Thematic debate 1. Equity and inclusion – Leaving no one behind (organized by UNICEF)

Chair: Mr Anthony Lake, Executive Director, UNICEF

Education is one of the most wide-reaching and beneficial development investments. Yet the optimism that characterized early progress – build more schools and they will come – has not reached the poorest children, those living in conflict situations, refugees, internally displaced people, or children facing discrimination based on location, gender, disability or ethnic minority status. This thematic debate focused on the major challenges and opportunities to inform a robust

inclusive social agenda. The objective was to convene an evidence-based debate on equity in education; equip policy and decision-makers with tools to advocate for equity and inclusion; and encourage governments to identify and target resources for the groups being left furthest behind. The session was organized around two moderated panel discussions combining speakers from various fields including Ministers of Education, UN representatives, economists, academics and civil society organizations.

### **Thematic debate 2. Education in conflict and crisis (organized by UNHCR)**

Chair: Mr Daniel Endres, Director, Division of External Relations, UNHCR

This session addressed the question of how we ensure access to education for children and young people in crisis-affected situations in the 2030 agenda. Invited speakers outlined how conflict and crisis have hampered progress towards realizing the Education for All goals and the way forward to mitigate the impact of crisis on achievement of the 2030 education targets. Highlighting key challenges, good practices and lessons learned, the discussion focused on the need for crisis-sensitive planning, partnerships and financing in the 2030 agenda era to ensure that every child in crisis-affected situations has access to safe, quality education.

### **Thematic debate 3. Can financing for results help us achieve learning for all? (organized by the World Bank Group)**

Chair: Mr Keith Hansen, Vice-President, World Bank Group

This thematic debate highlighted the critical role of financing in the achievement of the education goal to ensure inclusive equitable, quality education and lifelong learning for all. This thematic debate: (i) provided an overview of current education financing and the challenges associated with financing the 2030 education agenda; (ii) underscored the need for more equitable, efficient and innovative financing in education; (iii) highlighted the experiences through country cases and share recommended strategies to improve the results of both domestic and international education investments. Panelists discussed issues related to education financing and strategies that have successfully led to more and better education services and results, especially for the most marginalized.

### **Thematic debate 4. Achieving gender equality in education and empowering women and girls: looking ahead and planning together (organized by UN Women)**

Chair: Ms Phumzile Mlambo-Ngcuka, Executive Director, UN Women

Despite decades of promoting education for all, gender equality in education remains an elusive and incomplete agenda. Women and girls have not benefited equally from education and training. Even when they have access to education, girls face many interrelated and intersecting challenges that prevent them from reaching their full potential. Today's challenges remain despite firm and strong global commitments to address the education of girls and women as a priority. This thematic debate looked forward to a cross-sectoral approach to tackling these challenges in an effort to achieve the proposed SDG4 (Education), while also enhancing the empowerment of women and girls as foreseen in the proposed SDG5 (Achieving gender equality and empowering women and girls). Lessons were drawn, as applicable, from the implementation of earlier intergovernmental commitments and frameworks, including Education for All, the Beijing Platform for Action and the MDGs.

### **Thematic debate 5. Placing quality education at the centre of lifelong learning (organized by UNESCO)**

Chair: Mr David Edwards, Deputy General Secretary, Education International

More children are in school than ever before, but what are they learning? The 2014 GMR estimates that 250 million children do not know the basics, whether or not they had schooling, and that 200 million young people leave schools without the skills they need to thrive. There is growing consensus that focus needs to be placed on the quality of education in the 2030 education agenda. Yet views differ regarding the nature and determinants of a 'good quality education', as well on the most effective policy levers for enhancing knowledge and skills acquisition. This session examined key strategies to advance the quality of education and improve learning outcomes, including through addressing the shortage of teachers and their qualifications, curricular relevance, the availability of learning materials, and learning processes and environments. It also looked at how quality education can best be measured and monitored.

## **Thematic debate 6. Innovating through technology: shaping the future of education (organized by UNESCO)**

Chair: Ms Dorothy Gordon, Chair of the Governing Board, UNESCO International Institute for Capacity Building in Africa

Education has been slow to embrace innovations and technologies that have improved other sectors such as health and entertainment. Schooling today looks strikingly similar to schooling provided 50 years ago. Yet at a moment when there are as many internet-connected devices on the planet as there are people, few doubt that technology is likely to disrupt traditional models of learning. For many observers, the question is not whether technological innovation will change education, but when and how. What should governments do to ensure that technology enhances pedagogy, meets the needs of students and teachers, and improves educational outcomes? This session examined strategies to make education systems more effective through technology, paying close attention to principles that should guide this process. It sought to reconcile tension between competing claims about the utility and value of technology, and determine how education systems can better identify, incubate and scale up innovative ideas.

### 12.30-14.30 Lunchtime side-events

### 14.30-16.00 Parallel Group Sessions I

#### **Discussing the global targets**

These 10 parallel group sessions discussed the global targets of the 2030 education agenda and education-related targets of other SDGs. Specific focus was given to key policy measures, strategies and priority actions that are proposed in the Framework for Action to support their implementation and formulate recommendations.

#### **Parallel session 1. Quality primary and secondary education – an increased focus on learning**

Chair: Ms Claudia Costin, Senior Director, World Bank Group

This session addressed the target to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. A focus on learning and equity was at the forefront of the discussion, which brought to light the challenges and opportunities surrounding how education systems can provide all children with quality basic education that will enable them to learn the skills necessary to succeed in life and work. Panelists shared knowledge and experience in this area, highlighting in particular strategies and priority areas that help ensure this education target is achievable.

#### **Parallel session 2. Early childhood care and education – a critical investment for lifelong learning and development**

Chair: Ms Pia Rebello Britto, Senior Advisor, Early Childhood Development, UNICEF

Early Childhood Development, the first stage of lifelong learning, is the great equalizer. Young children and families who have access to quality care, nutrition, protection and education are not only more likely to beat the odds of disadvantage but also contribute to societal and economic development. Therefore, equitable and early investment in quality early childhood care and education (ECCE) programmes is required to achieve results in children's development and learning. The aim of this session was to increase global commitment to investing in this target by outlining the investment rationales for ECCE, sharing and discussing effective strategies for addressing and monitoring the equity, quality, holistic approach and outcomes of ECCE services and programmes. The session was organized around a moderated discussion among panel experts from various fields including Ministers of Education, UN representatives, economists, academics and civil society organizations.

#### **Parallel session 3. Higher education – preparing youth and adults for work and lifelong learning**

Chair: Mr David Atchoarena, Director, UNESCO

At no time in history has it been more important to invest in higher education. Demand for access to tertiary programmes has surged, fueled by unprecedented numbers of secondary school graduates and the greatly increased need for trained teachers generated by global efforts to achieve the Education for All goals. At the same time, a rapidly-changing labour market is placing new demands on higher education as an important component of lifelong learning pathways, while societies are increasingly relying on research and innovation carried out by tertiary institutions. This session considered how societies can accommodate growing demand for higher education in the post-2015 era, promote internationalization, design funding systems that foster quality and equity, and strengthen the contribution of higher education institutions to graduates' employment and job creation.

#### **Parallel session 4. Skills for work and entrepreneurship**

Chair: Mr Hamed Al Hammami, Director, UNESCO

Skills development will be an important feature of the 2030 education agenda, while at the same time being deeply embedded in the broader global development agenda. Yet challenges such as lack of TVET policy coordination and coherence, weak governance structures, skills gaps and the low relevance of vocational qualifications are impeding TVET's contribution to sustainable development. Addressing this requires shifting TVET from a supply-driven mode to one that is impelled by the demands of the world of work and individuals. In addition to work-specific skills, attention must be paid to entrepreneurship, problem solving, 'learning to learn', and other high-level cognitive and interpersonal skills that are essential for decent work and lifelong learning. This session considered how governments can promote systemic reforms, including through strengthening links with the private sector and other stakeholders outside the TVET sector; improve the relevance of qualifications; and increase and diversify funding for skills development.

#### **Parallel session 5. Ensuring equity and gender equality in education and training: perspectives from vulnerable populations**

Chair: Mr Yannick Glemarec, Deputy Executive Director, UN Women

Despite progress made towards achieving the Education for All goals, disadvantaged and marginalized groups, including people with disabilities, indigenous peoples, those from poorer socio-economic backgrounds and rural dwellers, often fare badly. Women and girls from these groups face additional, multiple and intersecting forms of discrimination with respect to their education. For marginalized populations, access to education is often not assured, even if it is free; the right to education of quality is often not recognized; and the quality of education provided is poor, affecting learning outcomes and overall empowerment. This session discussed strategies to enable all children and adults, regardless of status, to realize their right to education. It drew on the perspectives of vulnerable and marginalized groups, with a view to outlining a set of recommendations to guide the holistic pursuit of the proposed equity target of SDG4.

#### **Parallel session 6. Expanding the vision: youth and adult literacy within a lifelong learning perspective**

Chair: Ms Ann-Therese Ndong-Jatta, Director, UNESCO

Worldwide, some 781 million adults [as of May 2015], of whom two-thirds are women, are reported to be unable to read and write. Low literacy skills are a concern globally, including in middle and high income countries; indeed, since 2000, only a quarter of countries have reduced their adult illiteracy rates by 50%. Moreover, in many cases the need for learners to acquire literacy and numeracy proficiency levels that are equivalent to basic education and set the foundation for lifelong learning is not recognized. This session discussed key strategies to enhance access to quality and innovative literacy learning opportunities, strengthen long-term and dependable investment in literacy, and deepen multi-stakeholder partnerships and decentralized participatory action through a network of learning cities, communities and families.

#### **Parallel session 7. Educating and learning for peaceful and sustainable societies**

Chair: Ms Soo-Hyang Choi, Director, UNESCO

In today's rapidly changing and interconnected world, learners are required to develop a comprehensive understanding of local, national and global challenges, with skills and attitudes to assume active roles, both locally and globally, to face and to resolve these challenges. To meet this demand, education systems as a whole need to be supported or even re-oriented. The Global Education First Initiative has marked a significant step forward in this direction by considering global citizenship as one of its three priorities, and the UN General Assembly has acknowledged the Global Action Programme on Education for Sustainable Development. Against this background, this session sought to engage participants in a lively discussion on how global citizenship education and education for sustainable development can be effectively integrated in education systems in order to help improve the relevance of education in our contemporary world and its capacity to contribute to achieving sustainable development.

#### **Parallel session 8. Teachers for the world we want – agenda for policy, practice and research**

Chair: Mr Jorge Sequeira, Director, UNESCO

Realizing the right to quality education means ensuring that every learner is taught by a qualified, motivated and professionally supported teacher. However, education quality is currently undermined by teacher shortages and the inequitable distribution of qualified teachers within and across countries. It is therefore essential to attract and support the best students to become teachers, while retaining them in the profession with continuous professional development and appropriate working conditions. In so doing, effective and continuous dialogue among policy-makers, teachers and researchers is critical. This session engaged participants in an interactive discussion addressing: the state-of-the



art and trends in teacher education, including heightened expectations on teachers and the multiple challenges they continue to face in and out of the classroom; and key strategies for effective teacher policy reform, including social dialogue.

### **Parallel session 9. Healthy bodies, bright minds: health, HIV and sexuality education**

Chair: Ms Julia Bunting, President, Population Council

Healthy learners learn better, and better educated learners have the knowledge and skills to be healthy. Strengthening the links between these two fundamental domains of human well-being is a critical approach to achieving sustainable development. Education serves as a 'social vaccine' against infectious disease, such as HIV. Effective life-skills based sexuality education that includes cognitive skills, such as critical thinking and risk assessment; social skills, such as communication; and emotional skills, such as empathy, can help prevent HIV and unintended pregnancy and contribute towards gender equality, economic opportunities and sustainable development, while building on basic skills and capacitating learners to answer the big questions of the day. This session helped delegates to understand the role of sexuality education in improving health and gender equality, and highlighted the interrelationship between health and education and the impact on EFA and the broader SDG agenda, including proposed Goal 3 on Health.

### **Parallel session 10. Framing and developing indicators to measure progress for the 2030 education targets**

Chair: Ms Silvia Montoya, Director, UNESCO Institute for Statistics

This session presented the recommendations of the Technical Advisory Group on Post-2015 Education Indicators, which underscore the urgent need for the education community to address new issues and measurement challenges, especially in relation to education quality and equity, as part of the new development agenda. It considered strategies for: assessing learning across and within different national contexts, including the need to enhance national capacities to develop, implement, analyze and use assessments; identifying indicators to measure progress in reducing inequalities across all of the education targets; and new approaches to collecting more comprehensive data on the different sources and uses of funding for education and training.

## 16.30-18.00 Plenary Session 2

### **Education drives development – the example of the Republic of Korea**

Welcoming remarks by Mr Woo-Yea Hwang, Deputy Prime Minister and Minister of Education, the Republic of Korea – Presentation by Mr Sun-Geun Baek, President, Korean Educational Development Institute

Chair: Mr Jeffrey Sachs, Special Advisor to the United Nations Secretary-General on the Millennium Development Goals

This session discussed the central role of education in national development, focusing on the Republic of Korea's experience in and through educational development. It reviewed educational strategies and policy options to address current and upcoming challenges.

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## Day 3 – Thursday 21 May 2015

### 09.00-10.30 Parallel Group Sessions II

What does it take to implement the 2030 education agenda?

These 10 parallel sessions discussed implementation processes and mechanisms needed to realize the future agenda and make recommendations in view of the adoption of the Framework for Action.

### **Parallel session 1. Global and regional coordination and monitoring mechanisms**

Chair: Mr David Atchoarena, Director, UNESCO

The success of Education 2030 depends on effective national, regional and global action. This will require robust mechanisms for coordination and monitoring at all levels. These mechanisms should be based on the principles of inclusiveness, participation and transparency, and build on existing mechanisms. This session focused on the regional and global levels to support country-driven actions and highlighted progress and outstanding challenges in monitoring

and accountability mechanisms since 2000. In light of the new agenda, it will discuss the kinds of global and regional coordination and monitoring mechanisms and practices that may be needed. The session further explored how global and regional coordination and monitoring mechanisms for education should work alongside, and complement, emergent coordination and monitoring mechanisms for the overall SDG.

### **Parallel session 2. Effective governance and accountability**

Chair: Mr GwangJo Kim, Director, UNESCO

Contemporary national education governance systems are multi-layered and complex. The multiplication of private actors in the delivery, management and monitoring of education further increases the challenge of governing effectively and transparently, while decentralization means subnational government bodies and local actors have increased responsibilities and authority. In this context, coordination and partnership are essential to safeguard equal access to quality education and the efficient use of limited resources. This session explored the roles education authorities play, identified key policies and strategies to build a regulatory and collaborative governance framework in a context of growing marketization, and identified accountability systems that can help build quality and equitable education systems.

### **Parallel session 3. Beyond aid: transforming education systems through partnership**

Chair: Mr Nick Dyer, Director-General for Policy and Global Programmes, Department for International Development, United Kingdom

Delivering the ambitious vision of the Framework for Action should be country-led, but transforming education systems to deliver learning for all also requires countries to work together in meaningful partnership. Countries should learn from one another: from finding out how to strengthen and improve education systems to prioritizing policies based on the best available evidence. The international community also plays a vital role in supporting partnerships and ensuring no one is left behind. This session presented country and international perspectives on the role of development cooperation and partnership beyond 2015. Contributions were rooted in countries' need to identify new ways of working in partnerships and multilaterally to add the greatest value and respond to global gaps. The discussion drew on central themes of learning and equity, to shift the debate from a focus on development finance to an emphasis on meaningful partnerships to catalyze change.

### **Parallel session 4. Can there be development without capacity? Principles from national sector analysis and planning**

Chair: Ms Suzanne Grant Lewis, Director, UNESCO International Institute for Educational Planning

Capacity development is recognized as fundamental to achieving sustainable development and one of the main pillars of international development cooperation. While there is consensus on the importance of capacity development, the choice of strategies is still being debated, particularly how to move away from the development of individual capacity to sustainable institutional capacity. This session considered several propositions for successful capacity development programmes for education sector analysis and planning. It explored the political complexity of long-term commitment to strengthening national capacity, identified strategies for strengthening capacity, considered lessons for strengthening national centres, and identified additional principles of capacity development that are emerging from experiences.

### **Parallel session 5. Providing meaningful learning opportunities to out-of-school children**

Chair: Ms Jo Bourne, Associate Director for Education, UNICEF

Despite the promises of the Millennium Declaration and Education for All, around the world, one child in eleven is still not enrolled in school. This session will provide a deeper and more nuanced understanding of the profiles of children out of school in different regions of the world and the barriers that they face, drawing on recent analyses conducted under the Out of School Children Initiative (OOSCI). A panel of expert speakers explored the changes that are needed in countries that have large out-of-school populations as well as examples of effective approaches in countries that are 'in the final mile'. The session concluded with descriptions of alternative learning programmes that have been shown to meet the needs of children and adolescents who either have little prospect of going to school or who have already dropped out of education.

### **Parallel session 6. Using evidence in policy-making and practice**

Chair: Mr Amit Dar, Director, Education Global Practice, World Bank Group

This session focused on the importance of evidence in education policy-making and practice as a key factor in the successful implementation of the 2030 education agenda. Investments in what works in education are urgently needed given the increased reach of the education agenda. Strong evidence on education outcomes, on what programmes

work best to change those outcomes, and on the systems in place to implement those programmes widely is of central importance in informing policy and programming decisions across all countries, agencies and organizations working with education systems around the world. Through a moderated discussion, a panel of policy-makers, civil society, academics and development agency representatives discussed their experience with developing and using evidence in education policy making, highlighting strategies that have successfully led to more and better education system reforms while also pointing to the difficulties surrounding the development and use of evidence in policy-making.

### **Parallel session 7. Operationalizing lifelong learning**

Chair: Mr Arne Carlsen, Director, UNESCO Institute for Lifelong Learning

As a key feature and principle of the 2030 education agenda, 'lifelong learning' must be at the centre of educational reform efforts, while also underlying the development of learning systems that reach beyond the education sector. Yet although the concept of lifelong learning is generally understood and appreciated, questions remain concerning its operationalization. Now, faced with the global challenges of the 21st century, it has become even more imperative for each and every country to make lifelong learning for all a reality. This session analyzed progress, trends and challenges in countries towards the achievement of lifelong learning for all; shared countries' best practices in formulating and implementing policies and strategies for the development of lifelong learning systems and societies; and considered an operational definition of lifelong learning as well as ways to monitor and measure progress.

### **Parallel session 8. Mobilizing business to realize the 2030 education agenda**

Chair: Mr Justin van Fleet, Chief of Staff, Office of the UN Special Envoy for Global Education

Now more than ever, business is partnering with civil society and governments to create new solutions to improve learning and data collection for education; to help align curricula with workplace needs; to develop technologies for delivering education including to the most marginalized; and to engage in multi-stakeholder platforms. Yet, globally, corporate support to health is 16 times what it is to education. This session established a business case to invest in education and focused on how business can coordinate action with other education stakeholders. Panelists shared their perspectives on how business has the potential to impact learning, how using business assets can raise the overall profile of the 2030 education agenda, and what successful business community engagement looks like. It also considered how business, government and civil society can work together to overcome barriers to learning.

### **Parallel session 9. The role of civil society in education**

Chair: Ms Patience Stephens, Director/Special Advisor on Education, UN Women

The international community has recognized the pivotal role of civil society in achieving the EFA goals. Indeed, civil society organizations can help broaden public awareness, initiate and undertake critical policy dialogue and evidence-based advocacy interventions, promote more transparent and inclusive decision-making processes, and undertake innovative education approaches, especially to reach the most marginalized groups – thus contributing towards the promotion of inclusive, quality, and equitable education and lifelong learning for all. The session aimed to take stock of the contributions, success stories, bottlenecks and lessons arising from civil society's active engagement in EFA since 2000, and proposed concrete recommendations on the roles and contributions of civil society organizations as well as strategies for civil society support to ensure the full realization of Education 2030.

### **Parallel session 10. The 2030 education targets: What our societies gain by achieving this universal agenda**

Chair: Mr Mamadou Ndoye, former Minister of Education, Senegal

The session discussed the findings of a new OECD report that analyzes the social and economic gains of reaching the post-2015 education targets. New evidence was used to make the case for ensuring that every child born in 2015 attains a baseline level of proficiency in the skills needed for further education, work and life by 2030. According to the report, if the poorest countries were to achieve this goal, their GDP would grow on average 28% each year until 2095. The session examined how far countries have to travel if they are to realize these returns, highlighting the universal relevance of the post-2015 targets and providing insights on the education policies and practices that can spur their achievement. The experiences of successful education systems were showcased to reveal how investment in education can be leveraged to yield the best results.

## 11.00-12.30 Plenary Session III

### **How does education contribute to sustainable development post-2015?**

Co-chairs: Mr Babatunde Osotimehin, Executive Director, UNFPA, and Ms Amina Mohammed, Special Advisor to the United Nations Secretary-General on Post-2015 Development Planning

Sustainable development cannot be achieved by technological solutions, political regulation or financial instruments alone. Achieving sustainable development is only truly possible through cross-sectoral efforts in which education plays a key role – not any type of education, but one that addresses the interdependence of environment, economy and society, and helps bring about the fundamental change of mindsets needed to trigger action for sustainable development. Recognizing the important role of education, the SDGs not only reflect education as a stand-alone goal, but also include targets on education under other SDGs, notably on health, growth and employment, sustainable consumption and production, and climate change. This session highlighted and debated the interlinkages between education and other sustainable development issues. It underscored the transformative power of education and discussed the importance of cross-sectoral approaches. Panel members debated how education can address global challenges with particular focus on how education contributes to addressing climate change, health and poverty reduction.

## 12.30-14.30 Lunchtime side-events

## 14.30-16.00 Plenary Session IV

### **Education 2030: Agreement on the Framework for Action and adoption of the final Declaration**

Co-Chairs: Mr Dankert Vedeler, Deputy Director-General, Norwegian Ministry of Education and Research and Chairman of the EFA Steering Committee, and Mr Qian Tang, Assistant Director-General for Education, UNESCO

The objective of this session was to have all participants adopt the WEF 2015 Declaration, which reflects the common vision of the education community on Education 2030, and agree on a comprehensive Framework for Action that will guide and support the implementation of the future education agenda.

## 16.30-18.00 High-Level Statements and Closing Ceremony

High-level representatives of different stakeholders, such as governments, agencies, NGOs and private sector, made public commitments to implement the proposed education agenda.

## Lunchtime side-events – 20 May

### **Advancing education for dignity, prosperity and justice**

#### **Global Governance of the SDG's Education Goal and its Targets**

Organisers: Network for international policies and cooperation in education and training (NORRAG), Campaign for Popular education (CAMPE- Bangladesh) & Global Campaign for Education (GCE)

This side-event looked critically at global and national governance of the proposed Education Goal and its Targets in terms of three dimensions: a) their universal application to 'North and South', but acknowledging their common but differentiated responsibilities b) their relationship to inclusive, resilient and sustainable growth, and c) their link to participatory institutions, including post-conflict societies. The side-event panel represented two global networks, civil society, a bilateral agency and academia.

### **Violence, Vulnerability and Voice: Ending Gender-Based Violence in and around Schools, Advancing Gender Equality in Education**

Organisers: Plan International & United Nations Girls' Education Initiative (UNGEI)

School-related gender-based violence (SRGBV) is a global issue harming the education of millions of children around the world and limiting the prospect of achieving gender equality in schools. Within the context of the World Education Forum and post-2015 agenda, panelists discussed the emerging global consensus on SRGBV and offered practical steps that key stakeholders can take to advance gender equality in education and ensure all children learn without fear.

## **Protecting Education, Schools and Universities from Attacks and Military Use**

Organisers: Government of Norway, Global Campaign for Education (GCE)

The frequency and brutality of attacks on education and the education community – on students, teachers, schools and other education workers – and the appropriation of education facilities for military use are a source of serious concern, and are significantly undermining the global achievement of the right to education. Such attacks and misuse of education facilities have lasting effects, for those directly targeted, and also on the strength and resilience of the education system as a whole. This event discussed the nature and impact of recent attacks on education and military use of school facilities, including from national civil society representatives and global experts. It also focused significantly on proposed strategies to prevent and respond to both attacks and military use, with a particular focus on the Guidelines for Protecting Schools and Universities from Military Use, which were developed through a consultation process spearheaded by the Global Coalition to Protect Education from Attack (GCPEA) in 2012 and finalized under the leadership of Norway and Argentina.

## **Education and Crisis: Toward Strengthened Response**

Organisers: Save the Children & Inter-Agency Network for Education in Emergencies (INEE)

From 11 to 22 May 2015, the Inter-agency Network for Education and Emergencies (INEE) hosted a global consultation on 'Education and Crisis: Towards Strengthened Response' as part of the preparation process for the Oslo Summit on Education for Development. This side event was an opportunity for WEF participants to share their views on this topic and, in particular, how to improve existing aid architecture and coordination to better ensure quality education is available to all children in crisis.

## **Transforming Learning and Training Environments: Advancing Education for Sustainable Development Through a Whole-Institution Approach**

Organisers: Centre for Environment Education (CEE), African Development Bank (AfDB), Foundation for Environmental Education (FEE) & United Nations Environment Programme (UNEP)

The Global Action Programme (GAP) on Education for Sustainable Development (ESD), launched at the World Conference on ESD in Japan in November 2014 as the follow up to the UN Decade of ESD, identifies whole-institution approaches as one of the five Priority Action Areas for generating and scaling up ESD action in the coming years. Sustainable learning environments, such as eco-schools or green campuses, allow educators and learners alike to integrate sustainability principles into their daily practice. Transforming learning and training environments concerns not only managing physical facilities more sustainably, but also changing the ethos and governance structure of the whole institution. The integration of sustainable development across the whole-institution makes it possible for learners to practice sustainable development in their daily lives – to live what they learn.

## **A Global Response to Privatisation and Commercialisation of Education**

Organisers: Education International (EI) & Global Campaign for Education (GCE)

The fast growing global trend of education privatisation and commercialisation is a particularly harmful threat to the universal right to education. Public-private partnerships and low-fee private schools have been hailed by various actors as the solution to addressing education system challenges. But what does the evidence show? This event problematised the expansion of profit-making and 'business' activities and initiatives in education for teaching and learning specifically, and outlined the implications for education systems and social justice more broadly.

## **The Role of Soft Skills in the Future of Global Education**

Organisers: LEGO Foundation & Brookings Institute

Unlike literacy and numeracy, soft skills are frequently overlooked by parents, educators, and policymakers, yet they are crucial for children's development. This session made a case to equally value hard and soft skills, and presented leading research through interactive hands-on activities with event participants.

## **From MDGs to SDGs: Fulfilling the Promise of Inclusive Quality Education for Children with Disabilities**

Organisers: Children's Rights & Emergency Relief Organization (UNICEF)

There has been substantial progress in primary and secondary education over the past 15 years. But due to a range of barriers in most low and middle income countries, children with disabilities are still less likely to go to school, more likely to drop out early, and less likely to learn key skills such as reading, writing and mathematics than children without disabilities. In this session, speakers representing the political, economic, practitioner and consumer perspectives engaged in an interactive debate on issues posed by a moderator and participants. Issues included whether children

with disabilities were overlooked in the MDGs, the targets and indicators that should be included in the SDGs, how to address the data and funding gaps, and what if anything is missing from the Framework for Action.

### **Making the Case for Safe Schools**

Organisers: Plan International, International Federation of Red Cross (IFRC), Save the Children, World Vision, United Nations Office for Disaster Risk Reduction (UNISDR), Children's Rights and Emergency Relief Organization (UNICEF), Global Facility for Disaster Reduction and Recovery (GFDRR) & UNESCO

The Worldwide Initiative on Safe School (WISS), launched during the 3rd World Conference on Disaster Risk Reduction (DRR), is a government-led multi-stakeholder initiative that serves as a global partnership for advancing safe school implementation at the national level. It is based on the Comprehensive Safe School Framework (CSS), which aims in making every school safe from all hazards, guarantying education in emergencies and including DRR Education. The session discussed progress made thus far.

## Lunchtime side-events – 21 May

### **New approaches for new contexts: Innovations for transformative teaching and learning**

#### **A Global Book Fund: Making Early Grade Reading Books Available for All**

Organisers: United States Agency for International Development (USAID), Government of Norway, Government of UK, Children's Rights and Emergency Relief Organization (UNICEF), Global Partnership for Education (GPE) & Save the children

The Global Book Fund could significantly contribute to the achievement of post-2015 goals by radically altering the landscape for the provision of the reading materials that are an essential element for the resolution of the global reading crisis. Discussing plans for the Fund, discovering ways in which they could be strengthened, and deepening consideration of the partnerships that will be necessary for the Fund's success, all of which will take place during this event, assisted the international community to lay the foundations for a Global Book Fund that will efficiently and effectively advance the cause of Education For All.

#### **The Vanguard of Change: the Role of Young People in a Powerful New Education Agenda**

Organiser: UN Global Education First Initiative (GEFI)

This side event was an open discussion between government and youth representatives attending the World Education Forum, and launched a 'Call to Action' that is drawn from the numerous documents created by youth led processes in the lead up to 2015. The Call to Action highlights the importance of partnering with young people and aims to support governments in their implementation of the Framework for Action.

#### **How Understanding Education Systems Can Help to Endure Learning for All?**

Organisers: Department for International Development (DFID) UK, Center for Global Development & World Bank

This session brought together the Center for Global Development, the UK Department for International Development, and the World Bank Group to explore education systems research. Education systems have come a long way in ensuring children around the world are able to enroll in school. Yet we know that many children, especially those most marginalized, are still unable to access and complete their education. Alarming, we also know that those children who are enrolling in school are not learning. 'The learning crisis' has led us (the global education community) to question the appropriateness and relevance of the education being delivered globally. There is a strong case for a systems approach to education reform.

#### **Effectively Transforming Learning and Teaching with Technology**

Organiser: Intel Education

With unprecedented collaboration between governments, educators and industry partners, Intel's model for education transformation has enabled student success and helped build thriving communities around the world. The side event showcased case studies of how diverse schools and institutions have addressed challenges ranging from access to quality to prepare students for success in the global economy. This panel demonstrated that by working together we can improve learning and teaching for all.

## **Repositioning Curriculum in Education Quality & Development-Relevance**

Organiser: UNESCO International Bureau of Education (IBE)

This side event tabled for discussion an IBE paper on the new curriculum paradigm the world needs NOW if education is to effectively play its role as an SDG in its own right, and as an essential enabler of other SDGs. The session further discussed pedagogies required to effectively and equitably facilitate learning and assessment approaches to support learning.

## **Current and New Directions for Measuring Global Citizenship Education**

Organisers: Brookings Institution & UN Global Education First Initiative (GEFI) Youth Advocacy Group

The panel explored existing formative and summative assessment methods and new ideas for measuring the learning outcomes of Global Citizenship Education, in terms of new knowledge, attitudes and behaviors. The discussion was based on the preliminary findings of the study commissioned by UNESCO, aiming to identify potential indicators for measuring GCED and ESD learning outcomes and look into data collection issues as well as a working paper which focuses on the review of existing tools and the measurement of GCED key competencies at local and school levels. During the event, participants discussed the issue of how to define and measure concepts related to global citizenship.

## **New Power of Youth and Adult Education – Contribution to the Transformative Post-2015 Agenda**

Organisers: International Council for Adult Education (ICAE), Asia South Pacific Association for Basic and Adult Education (ASPBAE) & DW International – Institute for International Cooperation of the German Adult Education Association

Youth and Adult Education plays a key role across the development agenda as the prerequisite for the achievement of all other sustainable development goals. The session brought examples and shared experiences from different countries and regions, showing how youth and adult education can play the transformative role for person, economy and society, by linking various social partners, formal and non-formal education and learning, liberal and vocational education and learning.

## **The Experience of Middle Income Countries Participating in PISA, 2000-2015**

Organisers: Organization for Economic Co-operation and Development (OECD) & World Bank

The session provided answers to six important questions about middle-income countries and their experiences of participating in PISA: What is the extent of developing country participation in PISA and other international learning assessments? Why do these countries join PISA? What are the financial, technical, and cultural challenges for their participation in PISA? What impact has participation had on their national assessment capacity? How have PISA results influenced their national policy discussions? And what do PISA data tell us about education in these countries and the policies and practices that influence student performance?

## **School Feeding, the Drive of Agriculture and Local Development: Prospects for Africa**

Organisers: Ministry of Education of Niger & World Food Programme (WFP)

The session shared with participants the role and impact of school feeding and demonstrated the impact it can have on agriculture production, by linking Home Grown School Feeding with local production. The session was an opportunity to show that school feeding, as a safety net, allows economies to ensure inclusive growth, and contributes to achieving equitable and sustainable development.

# Incheon Declaration

Incheon, Republic of Korea

**21 May 2015**

## **Education 2030: Towards inclusive and equitable quality education and lifelong learning for all**

### **Preamble**

1. We, Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, have gathered in May 2015 at the invitation of the Director-General of UNESCO in Incheon, Republic of Korea, for the World Education Forum 2015 (WEF 2015). We thank the Government and the people of the Republic of Korea for having hosted this important event as well as UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR, as the co-convenors of this meeting, for their contributions. We express our sincere appreciation to UNESCO for having initiated and led the convening of this milestone event for Education 2030.
2. On this historic occasion, we reaffirm the vision of the worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000 — the most important commitment to education in recent decades and which has helped drive significant progress in education. We also reaffirm the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights. We acknowledge the efforts made; however, we recognize with great concern that we are far from having reached education for all.
3. We recall the Muscat Agreement developed through broad consultations and adopted at the Global Education for All (EFA) Meeting 2014, and which successfully informed the proposed education targets of the Open Working Group on Sustainable Development Goals (SDGs). We further recall the outcomes of the regional ministerial conferences on education post-2015 and take note of the findings of the 2015 EFA Global Monitoring Report and the Regional EFA Synthesis Reports. We recognize the important contribution of the Global Education First Initiative as well as the role of governments and regional, intergovernmental and non-governmental organizations in galvanizing political commitment for education.
4. Having taken stock of progress made towards the EFA goals since 2000 and the education-related Millennium Development Goals (MDGs) as well as the lessons learned, and having examined the remaining challenges and deliberated on the proposed 2030 education agenda and the Framework for Action as well as on future priorities and strategies for its achievement, we adopt this Declaration.

### **Towards 2030: a new vision for education**

5. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and its corresponding targets. It is transformative and universal, attends to the 'unfinished business' of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We



reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

6. Motivated by our significant achievements in expanding **access** to education over the last 15 years, we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. We also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning.
7. **Inclusion and equity** in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.
8. We recognize the importance of **gender equality** in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.
9. We commit to **quality** education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED). In this regard, we strongly support the implementation of the Global Action Programme on ESD launched at the UNESCO World Conference on ESD in Aichi-Nagoya in 2014. We also stress the importance of human rights education and training in order to achieve the post-2015 sustainable development agenda.
10. We commit to promoting quality **lifelong learning opportunities** for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.
11. Furthermore, we note with serious concern that, today, a large proportion of the world's out-of-school population lives in conflict-affected areas, and that crises, violence and attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally. We commit to developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees. We highlight the need for education to be delivered in safe, supportive and secure learning environments free from

violence. We recommend a sufficient crisis response, from emergency response through to recovery and rebuilding; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during situations of conflict, emergency, post-conflict and early recovery.

### Implementing our common agenda

12. We reaffirm that the fundamental responsibility for successfully implementing this agenda lies with governments. We are determined to establish legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, and to uphold the right to participation of all stakeholders.
13. We call for strong global and regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda based on data collection, analysis and reporting at the country level, within the framework of regional entities, mechanisms and strategies.
14. We recognize that the success of the 2030 education agenda requires sound policies and planning as well as efficient implementation arrangements. It is also clear that the aspirations encompassed in the proposed SDG 4 cannot be realized without a significant and well-targeted increase in financing, particularly in those countries furthest from achieving quality education for all at all levels. We therefore are determined to increase public spending on education in accordance with country context, and urge adherence to the international and regional benchmarks of allocating efficiently at least 4 - 6% of Gross Domestic Product and/or at least 15 - 20% of total public expenditure to education.
15. Noting the importance of development cooperation in complementing investments by governments, we call upon developed countries, traditional and emerging donors, middle income countries and international financing mechanisms to increase funding to education and to support the implementation of the agenda according to countries' needs and priorities. We recognize that the fulfilment of all commitments related to official development assistance (ODA) is crucial, including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries. In accordance with their commitments, we urge those developed countries that have not yet done so to make additional concrete efforts towards the target of 0.7 per cent of GNP for ODA to developing countries. We also commit to increase our support to the least developed countries. We further recognize the importance of unlocking all potential resources to support the right to education. We recommend improving aid effectiveness through better coordination and harmonization, and prioritizing financing and aid to neglected sub-sectors and low income countries. We also recommend significantly increasing support for education in humanitarian and protracted crises. We welcome the Oslo Summit on Education for Development (July 2015) and call on the Financing for Development Conference in Addis Ababa to support the proposed SDG 4.
16. We call on the WEF 2015 co-convenors, and in particular UNESCO, as well as on all partners, to individually and collectively support countries in implementing the 2030 education agenda, by providing technical advice, national capacity development and financial support based on their respective mandates and comparative advantages, and building on complementarity. To this end, we entrust UNESCO, in consultation with Member States, the WEF 2015 co-convenors and other partners, to develop an appropriate global coordination mechanism. Recognizing the Global Partnership for Education as a multi-stakeholder financing platform for education to support the implementation of the agenda according to the needs and priorities of the countries, we recommend that it be part of this future global coordination mechanism.
17. We further entrust UNESCO, as the United Nations' specialized agency for education, to continue its mandated role to lead and coordinate the 2030 education agenda, in particular by: undertaking advocacy to sustain political commitment; facilitating policy dialogue, knowledge sharing and standard setting; monitoring progress towards the education targets; convening global, regional and national stakeholders to guide the implementation of the agenda; and functioning as a focal point for education within the overall SDG coordination architecture.

18. We resolve to develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for policy formulation and the management of education systems as well as to ensure accountability. We further request the WEF 2015 co-convenors and partners to support capacity development in data collection, analysis and reporting at the country level. Countries should seek to improve the quality, levels of disaggregation and timeliness of reporting to the UNESCO Institute for Statistics. We also request that the Education for All Global Monitoring Report be continued as an independent Global Education Monitoring Report (GEMR), hosted and published by UNESCO, as the mechanism for monitoring and reporting on the proposed SDG 4 and on education in the other proposed SDGs, within the mechanism to be established to monitor and review the implementation of the proposed SDGs.
19. We have discussed and agreed upon the essential elements of the Education 2030 Framework for Action. Taking into account the United Nations summit for the adoption of the post-2015 development agenda (New York, September 2015) and the outcomes of the Third International Conference on Financing for Development (Addis Ababa, July 2015), a final version will be presented for adoption and launched at a special high-level meeting to be organized alongside the 38th session of the General Conference of UNESCO in November 2015. We are fully committed to its implementation after its adoption, to inspire and guide countries and partners to ensure that our agenda is achieved.
20. Building on the legacy of Jomtien and Dakar, this Incheon Declaration is an historic commitment by all of us to transform lives through a new vision for education, with bold and innovative actions, to reach our ambitious goal by 2030.

# 2015 NGO Forum DECLARATION

Incheon, Republic of Korea

**18-19 May 2015**

## **Towards the right to inclusive quality public education and lifelong learning beyond 2015**

1. We, the representatives of national, regional and international non-governmental and civil society organisations from different parts of the world have gathered at the NGO Forum in Incheon, Republic of Korea, from 18th to 19th May 2015. The Forum has been held ahead of the World Education Forum (WEF) 2015, scheduled to take place in Incheon from 19th to 21st May 2015, to prepare for our active participation and effective engagement.
2. We have taken note of the status of Education for All (EFA) based on the 2015 Global Monitoring Report, complemented by independent EFA assessments, discussed the contributions of civil society on EFA since Dakar in 2000, reviewed the status of the post-2015 process and analysed the WEF 2015 Draft declaration and Framework for Action. Following our deliberations over the past two days, we have adopted this statement, which reflects the aspirations of civil society organizations as we set our eyes on Education 2030.
3. We re-affirm that education is a fundamental human right and a public good that is key to promoting social, economic and environmental justice. States have the duty to provide free quality public education and lifelong learning for all and to ensure the right to education is enshrined in law and enforceable. We are however alarmed that today, 121 million children and adolescents are still out of school, with major inequalities in terms of access and quality. At least 781 million adults are denied the right to literacy, two-thirds of them being women. To address these and other challenges, the post-2015 education agenda must be rights-based, universal, holistic and within a lifelong learning perspective, drawing on lessons from the past, fully addressing the unachieved EFA goals and ensuring greater ambition to prepare young people and adults for life and to meet the challenges of the 21st century.
4. We welcome the WEF 2015 **Draft Declaration and Framework for Action** (FFA) on the assumption that the fundamental content will remain unchanged, that there will be no regression from the current human rights perspective and degree of ambition of the targets, and that the recommendations in this Declaration are taken on board.
5. We furthermore expect that the education goal and targets will remain integrated as part of the United Nations **Sustainable Development Goals** to be adopted in September 2015, thus recognising the critical role of education for social, economic and environmental justice and the indivisibility of human rights. We support the recommendation of the co-facilitators of the New York intergovernmental negotiations on the post-2015 agenda that where 'x%' is used in the adult literacy, skills and teacher targets, these should be replaced by 'all'.
6. We agree that the goal to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' should stand as our collective vision for the post-2015 agenda. To this end, we call for the commitment to twelve years of free, publicly-funded formal quality education for all by 2030, nine of which should be compulsory. We furthermore call for early childhood care and education (ECCE) from birth to school entry age to be progressively free. We reaffirm the right to progressively free and public quality higher education and vocational education and training. Each country should set clear benchmarks and milestones to outline how they will achieve this.

7. We need more attention to be placed on what the commitment to **lifelong learning** really means. It is an approach that is transformative, a commitment to a vision of learning that starts from birth and extends throughout life, and encompasses quality formal, non-formal and informal learning, recognising all people from children, youth and adults to older people as rights-holders. The foundation lies in early childhood care and education, which is essential both for promoting well-being and for enhancing social cohesion and national development. ECCE must be holistic and comprehensive, respecting the unique characteristics of young children and ensuring that all reach their full potential. Similarly, adult literacy and education policies and programmes must be prioritised and publicly funded, appropriate to adulthood and designed with learners, focussing on empowerment. Achieving lifelong learning further requires that all barriers to progression through different cycles of education are eliminated, including the recognition of prior informal and formal learning.
8. We reiterate our call for ensuring that **access, equity** and **quality** are addressed together for all ages, within and outside formal education settings. Special emphasis should be given to the inclusion of those marginalised by gender, race, language, religion, ethnicity, indigeneity, disability, sexual orientation, health status, geographical location, refugee or migrant status, socio-economic status, age, emergency, or man-made disaster and conflict, among others. We recognise that women and girls from marginalised groups face additional, multiple and intersecting forms of discrimination. States and organisations should never separate access and equity from quality, including in conflict-affected and disaster-prone areas. Indeed, the central challenge that most education systems face is to ensure equity in the quality of education, ending segregation and stratified systems that exacerbate inequalities. Whilst ensuring quality for all, education systems must celebrate linguistic and cultural diversity, resisting the drive towards standardisation which may undermine diversity. Particular emphasis should be placed on out-of-school children and youth, including those who live in conflict-affected states, in providing education opportunities, as well as creating pathways to reengage them in the formal system. We support the commitment that no target be considered met unless met for all.
9. **Quality education** extends beyond literacy and numeracy by encompassing the acquisition of a broad set of knowledge, skills and values, as well as fostering critical thinking, creativity, solidarity, dialogue and problem solving. It is rooted in fulfilling and inclusive learning experiences, requiring safe, secure and inclusive learning environments, motivated and valued teachers, high quality materials as well as relevant, broad curricula that encompass human rights education, education for sustainable development and global citizenship education. Quality education values individual, cultural and linguistic diversity, strengthens democracy and promotes peace. The learning process must be based on a learner centred approach.
10. Central to the achievement of all education targets, equity, quality education and learning for all are **teachers** who are well trained, professionally qualified and valued, and receive decent remuneration no less than that of professionals with comparable qualifications in the public service and/or the private sector. Governments should increase investment in teacher education and the provision of continuous professional development and support, ensuring gender sensitive recruitment and training. They need to create decent and attractive working conditions for all teachers, education support personnel and educational leaders. Teacher organisations need to be respected and recognised as independent and legitimate actors. They need to be centrally involved in all social dialogue concerning education policies, salaries and conditions of service, and this should be guaranteed through legislation. Given its centrality, the teacher target should have a more immediate deadline of 2020.
11. Whilst supportive of the FFA as a whole, we are deeply concerned by the narrow range of **indicators** in its annex. To achieve the goal, we strongly recommend that national and regional indicators show a progressive narrowing of the gaps in access and in achievement between the richest 20 % and poorest 40 %, measured each five years. We need to have a more ambitious and holistic set of indicators, both universal and thematic, which are consistent with existing human rights obligations and in line with the content and spirit of the goal and the full set of education targets. Particular attention is needed to ensure that there are diverse indicators for quality education that recognise and track inputs, processes and a wide spectrum of outcomes. In relation to learning, the focus should also be on strengthening formative assessment which can help to guide practical improvement, rather than an over-emphasis on internationally standardised tests and comparisons. There should be a clear recognition that setting

indicators is a political, not purely technical, act and that final approval of thematic indicators must be subject to appropriate democratic oversight.

12. We welcome the recognition that **civil society participation** should be institutionalised and guaranteed in all processes as this is crucial to ensuring governments are held to account and achieving inclusive, quality education for all. Accountability, transparency and the importance of civil society's watchdog role, including expenditure-tracking, during the implementation and monitoring of the post-2015 agenda must be underscored. We recommend that this explicitly includes all stakeholders including teachers unions, parents groups and representative student movements as well as NGOs, children and youth-led movements, communities, learners' organisations, disabled people's organisations, indigenous organisations, academic and research institutions, women's organisations and other social movements that represent excluded groups. These diverse actors should be meaningfully involved in all stages of policy dialogue, planning, decision making, monitoring and evaluation of the 2030 education agenda. Furthermore, human rights can only be fulfilled in a context of democracy that recognises participation as a right in itself. To this end, we condemn, and call for an end to the discrimination, persecution and criminalisation of activists and civil society movements that we are presently witnessing across all continents and which jeopardises the fulfilment of the right to education.
13. We are deeply concerned and also strongly condemn the continued threat to the right to education due to the rising incidents of **attacks and violence** in and around educational institutions, leading to casualties among students and personnel. In addition, school-related, gender-based violence needs to be recognised as a significant barrier to education, particularly for girls. More attention needs to be paid to addressing the root causes of conflict and violence. It is an outrage that many governments are disproportionately investing in the military and/or increasing their military expenditure more rapidly than their education expenditure. Education systems, both formal and non-formal, should promote a culture of peace, intercultural understanding, harmony and tolerance, in order to overcome all forms of conflict at all levels.
14. The post-2015 education agenda cannot be achieved without **adequate financing**. We therefore call for the following:
  - a. National governments should absolutely adhere to international benchmarks for ensuring increased domestic financing for education, by allocating at least 6% of the GDP and at least 20% of the national budget to education. The use of a range of 1.5-20% and 4-6% as it currently stands in the FFA dilutes this essential benchmark.
  - b. More attention needs to be paid to expanding the domestic resource base. Whilst we welcome the FFA's references to expanding the tax base and challenging harmful tax incentives, we need to oppose not just tax evasion but aggressive tax avoidance, which, though technically legal, can be immoral in denying countries the funds needed for delivering on the right to education. We join the call for an empowered intergovernmental body on tax which is mandated to set tax rules and empowered to enforce these rules – as a key step to ending the abuse of tax havens.
  - c. Donors should commit to clear targets - whether doubling of aid to basic education or ensuring that at least 10% of aid is spent on basic education. The Dakar pledge on financing needs to be boldly reasserted in Incheon and delivered on in the coming years. Donors need to prioritise their aid to low-income countries and fragile and conflict affected countries. Aid to education in humanitarian contexts needs to be at least doubled from the low base of 2% to 4%. Furthermore, debt cancellation in favour of education should be re-emphasised.
  - d. Governments and donors should prioritise spending on achieving the goal and targets for the most marginalised communities. Increased spending on equity improves quality of life for everyone.
  - e. The Financing for Development conference in Addis Ababa must come up with a comprehensive framework for financing the post-2015 Sustainable Development Goals. We call on governments and all partners to ensure that the Addis Ababa outcome document has a commitment to financing the education goal and all of its targets, with the specific minimum benchmarks for domestic financing and external support described in paragraph 14 (a) and (c) above.

- f. The Global Partnership for Education should align fully its strategic plan and financing mechanisms to the collectively agreed education goal and targets. It should support countries to develop comprehensive education sector plans and should avoid creating parallel goals, objectives or targets.
  - g. Clearer commitments are needed to ensure all public money (including aid) is spent on public education and does not support or subsidise for-profit provision in any way. Private sector contributions to the education sector should aim to reinforce greater public investment in education and research rather than to replace the role of national governments. We therefore reaffirm education as a public good and reject calls for increased privatisation or commercialisation in education, including any support for low fee private schools and for-profit universities. Equally we oppose any trade agreements that include education as a commodity and facilitate liberalisation of education services and loss of rights, as in the case of the Trade in Services Agreement (TISA). We also call on all governments to put in place stronger regulation of private provision of education to prevent abuse, fragmentation and increasing inequity.
15. We support the need to improve **monitoring and evaluation** of progress at all levels and the push for a data revolution, especially in ensuring that disaggregated data is transparently available to all in order to inform education policy and practice. The biggest challenges lie in strengthening national systems and capacity-building in qualitative and quantitative data collection as well as meaningful and effective analysis. This needs to be given priority over aspirations for internationally comparable data. There needs to be a huge effort to track the extent to which all equity gaps in education are reduced.
16. We recognise the crucial role played by **UNESCO** as the mandated UN agency for education and we urge the continuation of an inclusive, democratic process and education architecture which engages Member States, relevant UN agencies and civil society. This partnership is crucial to success. As civil society we value the Collective Consultation of NGOs on EFA (CCNGO/EFA) and the composition of the EFA Steering Committee, which includes civil society representation.
17. We, the representatives of national, regional and international non-governmental and civil society organisations from different parts of the world **are committed** to work and cooperate with governments and a wide range of groups, individuals and institutions to reach our goal to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. In particular we commit to:
- a. Continue engagement and dialogue with UNESCO at all levels, and other key stakeholders, in articulating the education agenda within the UN sustainable development agenda, in particular at the World Education Forum;
  - b. Engage all governments at local, regional and central level to fulfill their commitment to implement the 2030 education agenda and Framework for Action;
  - c. Increase our advocacy for education both within and outside of the education community and hold States and donors accountable for meeting their obligations;
  - d. Foster the active engagement of families, children, youth, students, teachers and communities, especially those most marginalised, so that their voices are heard in agenda-setting, policymaking and implementation;
  - e. Disseminate this outcome document throughout the CCNGO/EFA membership and the broader civil society at national, regional and international levels;
  - f. Disseminate the Declaration from the World Education Forum 2015 and the 'Education 2030' Framework for Action.
18. Together, we need to continue to make a compelling case that education is at the heart of the post-2015 agenda, facilitating achievement of all other SDGs. The new global compact on development requires a new generation of active global citizens of all ages in all countries, developing and sharing the attitudes, knowledge and behaviours which are essential for a sustainable planet. To achieve dignity and social and environmental justice, we need inclusive, equitable, quality education and lifelong learning for all.



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