



Inter-Parliamentary Union
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Parliamentary Hearing at the United Nations

17 and 18 February 2020
United Nations Headquarters
New York



Education as a key to peace and sustainable development: toward the implementation of SDG 4

Summary report of the 2020 parliamentary hearing, jointly organized by the Inter-Parliamentary Union and the Office of the President of the General Assembly at United Nations Headquarters, 17 and 18 February 2020

Opening session

1. The 2020 annual parliamentary hearing was an opportunity to discuss how education can serve as a tool for promoting peace and sustainable development, and to share ideas about best practices for advancing Sustainable Development Goal (SDG) 4, which calls for inclusive and equitable quality education and lifelong opportunities for all.
2. The President of the General Assembly at its 74th session, Tijjani Muhammad-Bande, stressed the importance of SDG 4 as a stand-alone and cross-cutting goal for peace and prosperity. He praised parliamentarians who have conducted voluntary national reviews on its progress and developed plans to implement the 2030 Agenda for Sustainable Development, but said funding is needed to finance those efforts. At least one in four countries does not meet 2015 benchmarks calling for at least 4 per cent of GDP and at least 15 per cent of expenditures to be allocated to education. He called on parliamentarians to invest in teacher training and prepare young people for the Fourth Industrial Revolution by equipping them with the skills needed to succeed in a changing world. With fewer girls attending school than boys, and women accounting for only 34 per cent of students in STEM (science, technology, engineering and maths), countries must eliminate bias and make their curricula gender-responsive. Effective curricula can promote peace and tolerance and allow young people to navigate an increasingly connected world. Vocational and lifelong learning is needed to help everyone reach their full potential; education works as a great equalizer.
3. The President of the Inter-Parliamentary Union (IPU), Gabriela Cuevas Barron, spoke about some of the global challenges in education: 670 million adults do not know how to read or write; 258 million children will not be in school in 2030; there is a shortage of 69 million teachers; and US\$ 39 billion is needed to build schools and improve their capacity. While knowledge is becoming more democratized, inequality persists and girls are disproportionately affected. To have a strong democracy, people must be informed, and be able to read and write. Parliamentarians play a critical role in translating international agreements on SDG 4 into local realities by passing budgets and holding governments accountable.
4. Maria Luiza Ribeiro Viotti, Chef de Cabinet, Office of the UN Secretary-General, said education is a top priority for a better world, yet the world faces a global learning crisis. Many people lack basic literacy and math skills, and millions of young people are caught in conflict and humanitarian crises that impede their education. Technological advances make it essential to learn across lifetime, redesign education systems, and rethink concepts of work. Innovation and investment in quality education are needed to tackle global challenges such as climate change, rising hatred against minorities and migrants, and fractured societies and conflict.

Keynote address

Abdoulaye Mar Dieye, Assistant Secretary-General, Special Advisor to the Administrator, UNDP, said education is not only a fundamental human right, but a key precondition for, and enabler of, participation in society. Yet only 3.2 per cent of adults in low human development countries have a tertiary education, compared to 29 per cent in developed countries. Parliamentarians must use all tools at their disposal to achieve SDG 4, which is key for implementing the 2030 Agenda. They include the following:

1. Require ministers and senior officials to participate in public hearings on SDG progress.
2. Rely on existing rules and procedures, questions to ministers, and partnerships with civil society, to bring the SDGs – including SDG 4 – to the attention of the public and the media.
3. Adopt innovations in data and technology to enhance accountability and transparency, and improve service delivery.
4. Search for better ways of interacting with constituents.
5. When efforts to hold governments accountable for the SDGs are inadequate, ask partners – including the IPU and the UNDP – for technical assistance and opportunities to share knowledge.

I. Improving education quality and access

Education is a human right and a catalyst for other SDGs, but is not accessible to everyone, and does not always lead to successful learning outcomes. Fewer than one in five countries have legislation guaranteeing 12 years of free and compulsory education for all. The funding gap affects both quality and access, with many children and adults – especially in the developing world – left behind. Investment is urgently needed to address these shortages and inequities and create quality school systems for all.

A. Recommendations for improving quality

- a) **Invest in teacher training.** Governments must invest in teachers to ensure they are highly trained and qualified, paid adequately, and well respected. Teachers should regularly update their skills and have access to peer networks.
- b) **Give teachers flexibility.** Teachers should have general guidelines, as well as the freedom and flexibility to decide how teaching should be done.
- c) **Focus on learning outcomes.** Instead of concentrating on teachers finishing textbooks, it is important to prioritize quality, and assess whether students are indeed learning.
- d) **Build a humanistic approach that emphasizes soft skills.** Students must be taught skills such as critical thinking, teamwork and cooperation, and problem-solving. Teaching young people how to learn and think creatively helps prepare them for future jobs and challenges.
- e) **Instil joy in learning.** While conventional education is designed to move people up the social ladder, students should have fun while learning, and learn how to lead a happy life. Thailand, for example, has a curriculum that includes development of emotional skills to help young people handle issues such as bullying, anxiety and anger. India has a school dedicated to happiness, while Indonesia offers Silence Day to promote rest and relaxation.
- f) **Embrace a comprehensive approach.** Quality learning is closely linked to factors such as a safe school environment, nutrition and well-being. Schools should offer free meals and have adequate equipment and resources, which include everything from libraries and science labs, to sanitary pads and toilets.
- g) **Education systems need to transform in order to meet emerging challenges.** Schools, governments and communities should be open to using digital technology and other new tools to prepare students and educators for future jobs and challenges.

B. Recommendations for improving access

- a) **Create a culture of inclusion.** Education should reach everyone, including vulnerable groups, such as girls; poor children; children in rural areas; members of pastoral communities who may move throughout the year; migrants, refugees, and internally displaced persons; students with disabilities; students with special needs; and indigenous populations. Special attention and funding

should be given to those living in conflict areas and humanitarian crises. Policies must ensure everyone has access to a safe learning environment, regardless of gender, faith, religion, ethnicity, sexual orientation, ability or socio-economic status.

- b) **Include migrants, refugees, internally displaced persons, and children in conflict-affected areas and humanitarian crises.** Students in conflict areas are five times less likely to get an education compared to those who are not living in conflict. Countries going through conflict, emergencies and special circumstances should focus on providing equitable education to enable young people to look forward to a better future. The UNESCO Qualifications Passport helps facilitate mobility and streamline qualifications for refugees. While more funding is needed for education in emergencies, it is very challenging and costly, so conflict prevention should always be prioritized. Parliamentarians are encouraged to pressure governments to sign the Safe Schools Declaration, which aims to protect educational facilities in times of conflict.
- c) **Focus on low- and middle-income countries.** While rich countries have more than 90 per cent of students enrolled in primary education, only 50 per cent of primary-age children worldwide remain in school. On average, low-income countries spend less than US\$ 200 per student per year. To address this gap, more funding is needed in the developing world.
- d) **Embrace lifelong learning.** Education should start early and last across one's lifetime. Preschool should be considered a part of a comprehensive education package. Older adults should be encouraged to update their skills and knowledge.
- e) **Do not limit education to schools.** Learning happens outside of educational institutions, including in homes, religious institutions and communities.
- f) **Engage multiple stakeholders.** Parents, community leaders, civil society and business should be engaged to help educate young people as well as older generations.

C. Lift barriers for girls and women.

Worldwide, 258 million children and youth are out of school; one third of them are adolescent girls from low-income families. More than 100 million youth lack basic literacy skills; women account for more than 60 per cent of them. The world is losing US\$ 163 billion a year because women are not fully involved in public and working life.

Girls and women can only be empowered through education, which equips them with skills and knowledge, gives them confidence to work and participate in society, and allows them to stand up for their rights. Investing in girls' education has a ripple effect across families, generations and societies. It leads to lower rates of early marriage and pregnancy, infant and maternal mortality, and domestic and sexual violence.

Recommendations for improving education access for girls

- i) Schools must be located in communities where children live so they do not have to travel far to get there.
- ii) Schools should provide supplies and services that help keep girls enrolled, including free meals, toilets, and hygiene products such as sanitary pads.
- iii) Re-entry policies must allow pregnant students and new mothers to remain in school and return when they are ready.
- iv) Communities should assess which policies, incentives and programmes help keep girls in school. For example, Kenya increased high-school enrolment for girls by subsidizing school fees. Brazil's "Family Basket" programme gives funding to families who keep girls in school. Thailand requires schools to provide pregnant students with counselling services to help them continue their schooling.
- v) Gender bias and discrimination must be dealt with on all levels, including textbooks, curricula, teachers and communities.
- vi) In addition to ensuring gender is at the centre of laws and policies, communities must have female teachers and role models, and women in leadership positions.
- vii) Governments should implement gender-sensitive budgets, with specific targets and funding for girls' education. Gender indicators should be used to regularly monitor progress and ensure accountability.

- viii) States should support global education initiatives that target girls, such as the UK's Girls' Education Challenge, Ireland's Drive for Five, and the Global Partnership for Education, which has helped more than 25 countries integrate gender-responsive policies into their education systems.

II. Strengthening funding for education

Education is a common public good and everyone's responsibility but remains grossly underfunded. A quarter of countries do not meet targets for spending at least 15–20 per cent of their domestic budget or 4–6 per cent of their GDP on public education.

Recommendations for parliamentarians

- a) **Invest in those who are hardest to reach.** These include girls, children in low-income and rural areas, children with disabilities, minorities, and those living in conflict-affected areas and humanitarian crises.
- b) **Focus on efficiency and effectiveness.** The 2030 Agenda sets benchmarks for achieving SDG 4 and other goals. Parliamentarians should monitor these indicators and hold governments accountable through budgetary and other processes.
- c) **Stress urgency and prioritize advocacy.** The world is facing a global learning crisis and a US\$ 39 billion annual education funding gap. Education must be treated with the same attention and emotion as the climate crisis, and the same funding commitments as global health.
- d) **Help people understand that education is the best investment a country can make.** No civilization has advanced without an educated population. Education fuels development and is the best weapon for fighting poverty, crime, inequality, unemployment, intolerance and conflict.
- e) **Recognize the formative power of education on children's lives.** Collect and share stories about the lifelong positive impact of education.
- f) **Consider adopting best practices.** Costa Rica, Finland, Ireland, Malaysia, the Republic of Korea and Singapore are among the countries that have transformed their economies by investing heavily in education. Ireland, for example, went from being one of Europe's poorest countries in the 1950s to one of the world's most developed by aggressively funding education.
- g) **Advocate for decreasing military budgets to fund education.** Each year, US\$ 1.7 trillion is spent globally on weapons and war. Costa Rica, which abolished its military programme in 1948, transferred most of the money from weapons to education, helping build a more just and equal country.

A. Role of the private sector

Private sector engagement in education has significantly increased in the last 20 years, and the global education market is estimated to reach US\$ 10 trillion by 2030. While private actors can provide funding, resources and innovation, steps must be taken to ensure they play a proper role, particularly in regard to inclusion of marginalized groups.

Recommendations on the role of the private sector

- a) Governments should use their convening powers to support public–private partnerships, direct funds, and ensure that the role of the private sector in education is clearly defined and monitored.
- b) To have successful public–private partnerships, States should have the appropriate legal and institutional framework in place, as well as effective monitoring mechanisms.
- c) Novel ways of financing should be examined; these include education funds that anyone can contribute to. The International Finance Facility for Education works with governments, development banks and other partners to mobilize more and better funding for education.
- d) The Abidjan Principles on the right to education, adopted in 2019, clarify States' legal obligations to provide education and private actors' limitations. They include the following recommendations:
 - i) Assess resources for public education to determine where the private sector can increase resources instead of funnelling or diverting them.
 - ii) Strengthen public systems instead of creating parallel ones.

- iii) Where the private sector may be necessary – such as when States use education to suppress – its role should be temporary and targeted, with the intention to build an inclusive public system.

Box 1: Finland's investment in education

Finland went from being a poor country 100 years ago to one that has a widely recognized education system. Here are some of its key features:

Teacher quality. Teachers are highly trained and have university degrees. They are paid well and enjoy widespread social recognition. They have flexibility to create their own materials and opportunities to share them with other educators.

Inter-disciplinary learning. In order to mirror the way people learn, teaching is not concentrated in single subject areas, but combines topics and disciplines. For example, a lesson on renewable energy can take place through art, with children drawing a village that runs on renewable energy, then discussing the need for such energy.

Focus on learning instead of testing. Instead of rankings, Finnish schools prioritize learning and providing support to students and teachers.

Free time. While students in some countries spend more than 10 hours a day in school, Finnish children aged 7–9 are in class for only 4–5 hours a day, allowing plenty of time for play.

III. Role of education for sustainable development, protecting our planet, and peace and democracy

SDG 4 is foundational to the rest of the 2030 Agenda; failure to ensure every child is educated will lead to declines in other areas. Education is key for achieving decent work, enjoying a decent life, and having the freedom to make informed decisions and participate in society. It has a transformative effect on society, boosts development and sustainability, lifts generations from poverty, builds peace and tolerance, prevents conflict, and creates an engaged and informed citizenry. Schools must integrate topics such as climate change, the environment, sustainability, human rights, and global citizenship into mainstream curricula from an early age.

A. Recommendations for education for sustainable development and protecting our planet

- a) Take a global approach. No country or region can tackle emerging crises like climate change alone.
- b) Schools should inform students about the correlations between humankind and the environment, between disarmament, non-proliferation of nuclear weapons, and climate change as well as the impact of actions in one place on other countries. For example, developing nations will bear at least 75 per cent of the costs caused by climate change despite the fact that the world's poorest half generates only 10 per cent of global carbon emissions.
- c) Schools should help raise awareness about the risks of selfish behaviours and uncooperative mindsets which contribute to inequality, environmental destruction, climate change, and conflict.
- d) Schools should help young people develop good practices in areas such as fair trade, waste reduction, water management, and responsible consumption and production.
- e) Quality education on sustainability and the environment must incorporate different cultures, languages and values. It must take into account human rights, gender equality, and promotion of peace and diversity in order to nurture global citizens.
- f) Education systems must eliminate a colonized mentality and incorporate indigenous knowledge systems. While indigenous peoples' territories account for only 22 per cent of the Earth's surface, they contain 80 per cent of the planet's biodiversity. Their environmental education relies on generations of experience, careful observation, and ongoing experimentation.
- g) Sustainability education must become not only a part of mainstream curricula, but a part of mainstream behaviour. In addition to school systems, business and industry must be engaged.

- h) Educators themselves should be engaged through parliamentary hearings and other vehicles in formulating educational policies. In Mexico, for example, teachers shared suggestions during conventions held within parliament.
- i) Citizens and communities should be engaged in discussions on progress on the 2030 Agenda for Sustainable Development, ensuring that the 17 SDGs, 169 targets and correspondent indicators are well known. Of particular importance at this critical juncture is information to fight climate scepticism.

Box 2: Examples of sustainable development education

France: Schools are required to set up a biodiversity project, such as a garden or a tree-planting programme. Schools also elect eco-delegates to help implement sustainability practices in their building.

Italy: Students will be required to take one hour of environmental education a week.

B. Education as a tool for peace and democracy

Education serves as a tool for social integration, a guarantor of social citizenship, and a catalyst for peace and democracy. Education that focuses on human rights and peace fosters common values, shared humanity, and conflict prevention. While numeracy and literacy will always be the bread and butter of learning, an important area of focus should be citizenship education, which focuses on building the whole citizen. Here are some examples:

- i) **Global citizenship classes.** In Canada, curricula include resources about the rights and responsibilities of citizenship, such as information about the Canadian Charter of Rights and Freedoms and treaties with indigenous people. Curricula focus on producing citizens who are enlightened, ethical, empowered, engaged and empathetic.
- ii) **Human rights and peace curricula.** Tunisia has held workshops on human rights in primary and middle school, linking efforts in schools with those of civil society. Thailand's primary school curriculum includes peace education, which offers information on non-violence, problem-solving, local wisdom, and art and cultural activities.
- iii) **Electoral participation.** In Finland, students under the voting age practise in school elections; results are published so politicians are aware of future constituents' opinions. In Argentina, youth aged 16–18 can take part in elections in some provinces.
- iv) **Volunteerism and community engagement.** Participants stressed the need to engage youth in community service, volunteerism, and other ways of giving back. Many countries have youth bodies and councils that allow young people to contribute, such as Jordan's youth parliamentary council.

Recommendations on education as a tool for peace and democracy

- a) To build a peaceful and democratic society, all people, including parliamentarians as key opinion-makers, should be taught principles of coexistence, acceptance, diversity and tolerance.
- b) Parliamentarians, community leaders and educators should encourage discussion on political and social issues, highlighting the importance of peace, democracy and human rights; conflict often stems from unaired grievances and fear of the unknown.
- c) Ensure budgets fund classes on global citizenship, peace, democracy and human rights.
- d) Take national ownership by adapting material on universal values to local contexts, as informed by each country's political, economic and demographic features.
- e) Support innovative programmes such as travel exchanges that allow young people to interact with peers from other countries, and ensure they are accessible to those from low- and middle-income countries. Regional institutions, such as the Pan-African University, also work to help break down barriers and promote understanding.
- f) Wealthy countries should share knowledge and resources with developing countries; otherwise, there is a risk of a widening divide and more global instability.
- g) Use the power of technology and digital tools to spread universal values.

Box 3: The United Nations in the twenty-first century

Fabrizio Hochschild, Special Advisor to the UN Secretary-General on the Preparations for the Commemoration of the 75th Anniversary of the United Nations, said that to mark the occasion, the UN Secretary-General is seeking advice from around the world – especially from young people – on how to innovate and reinvigorate the institution. In the first 1.5 months of this effort, 170 conversations have been held around the world, and 500 entities have registered to give input. Everyone should fill out a one-minute survey on the UN website; results will be presented to Heads of State during a meeting on 21 September.

Martin Chungong, IPU Secretary General, said the IPU helps ensure UN decisions are adequately informed and represent the people. Parliamentarians were encouraged to use the 75th anniversary as an opportunity to foster dialogue within parliaments and among constituents about the future of the United Nations as the premier multilateral institution for global governance.

IV. Securing decent work for all and preparing for future jobs

Education should not stop in childhood but last a lifetime. A rapidly changing labour market, global crises such as climate change, and new work structures demand that everyone constantly update their skills and knowledge. To address the mismatch between skills and labour market needs, training and vocational education should be widely offered and accessible to everyone. The private sector can play an important role, but steps must be taken to ensure quality and access for all.

Education systems and job markets face new technologies – including robotics and artificial intelligence (AI) – commonly referred to as the Fourth Industrial Revolution. The World Economic Forum predicts that, by 2022, 75 million jobs may disappear, but 133 million new jobs may be created. Education and training systems should respond accordingly to equip future generations.

A. Recommendations for building successful training and vocational programmes

- a) Training programmes should be industry-led and competency-based. They should be flexible, allowing workers to select their areas of interest and learn at their own pace. The Organisation for Economic Co-operation and Development (OECD) offers several recommendations, including online platforms and apprenticeships. Costs should be shared by governments, employers and students. Training, testing and qualifications should be standardized.
- b) People need incentives to take up training. These include tax breaks, funding, time off work, and the promise of better work and higher wages.
- c) Centralized information systems should be developed so that workers know where to get information and how to access training.
- d) States should consider enacting dual systems, where part of the training takes place in class, and the other part at a company or organization. As some participants noted, Austria, Belgium, Denmark, Germany, Luxembourg and Serbia are among the countries with such systems in place.
- e) Governments should exercise their convening role by bringing together workers, unions and employers to ensure everyone benefits from training, particularly the most vulnerable populations.
- f) Private–public partnerships should be explored; in Georgia, for example, more than 50 companies participate in work-based learning. They work with the Ministry of Education to set up short-term training courses needed to address labour market gaps.
- g) Taxes and other measures can be used to fund training programmes. Bigger companies could be required to spend a certain amount on training. Support is needed for small and medium-size enterprises, which employ 80 per cent of the global workforce but often lack funding for training.
- h) Digital and technology tools should be used to create online courses and platforms, and support students and educators. They must not deepen existing divides between those who have access to computers and those who do not.
- i) Stigma associated with lifelong learning must be removed; many adults view it as a setback instead of a positive and necessary step. People are never too old to learn.

Box 4: Examples of national practices for workers' training

Denmark: An agreement between the Government, trade unions and employers provides funding for an apprenticeship system.

Sweden: Employment security councils help adults who are getting laid off find new jobs.

Ireland: The Government has been training employees whose jobs will be affected by the transition to renewable energy.

England: A trade union programme connects workers in need of training with mentors and short-term courses.

Morocco: Training programmes in 12 cities have been set up to target each area's specific needs.

B. Recommendations for preparing for future jobs

- a) To identify areas of need and fill labour market gaps, countries should consider conducting skill surveys and audits.
- b) In a rapidly changing world, there is a need for creative thinking and soft skills, which will help young people learn to learn, and to adapt to technological innovation. These skills include complex thinking, problem solving, agile processes, and teamwork and collaboration. Georgia, for example, in 2016 set soft skills as a priority in its national education plan, and dispatched four-person support teams to schools to train teachers.
- c) There is a need to focus on STEM education; this includes attracting more girls and women to those growing fields.
- d) States must be aware of job forecasts; in addition to 50 million tech jobs expected to be created in the next decade, there is an anticipated rise in demand for jobs such as home health-care aids, creatives, as well as jobs in the green economy.
- e) Governments should understand the changing nature of work; the gig economy is on the rise, and more virtual jobs means some people no longer need to migrate physically to work.
- f) Demographic changes are creating changes in the workforce. People are living longer, so many want to work longer. Young, tech-savvy workers are entering employment at the same time as older workers, who may need to update their skills.
- g) Attention must be paid to those in informal work, which comprises about 3 billion people. Even the highly educated end up working informally, so they lack access to resources such as career guidance and mentorship. Adequately funded public education is key for limiting informal work.
- h) The cyber and physical worlds are increasingly converging, and many jobs will need to be re-imagined as a result. Humans will need to determine how to use robotics and AI, and may need new policies and regulations to guide such change.

V. Conclusion

The world is facing a global learning crisis, with millions of children out of school, and many youth and adults not meeting basic maths and literacy standards. The 2020 parliamentary hearing emphasized that quality education requires governments to invest in teachers as well as infrastructure and equipment. Education systems should be fair and inclusive, and reach vulnerable and marginalized groups. In order to help protect our planet, respond to emerging global challenges, and build peaceful and democratic societies, schools should teach soft skills and integrate curricula on sustainable development, the environment, peace and human rights.

Parliamentarians, the IPU and the United Nations must work together to aggressively invest in education, which creates more equitable, just and prosperous societies. Learning should take place over a lifetime, so that people can regularly update their skills. Technical and vocational programmes and other forms of training can help prepare workers for a market that is rapidly changing as a result of the Fourth Industrial Revolution and emerging crises such as climate change. Parliamentarians should promote the fundamental right to education, pass necessary bills and budgets to fund schools, and hold governments accountable for progress on SDG 4.

List of speakers

Moderator: Laura Lynch, Canadian Broadcasting Corporation (CBC)

Day one

Opening session: The 2020 Parliamentary Hearing and the UN 75th Anniversary

President of the 74th session of the General Assembly, Tijjani Muhammad-Bande

President of the IPU, Gabriela Cuevas Barron

Chef de Cabinet, Office of the UN Secretary-General, Maria Luiza Ribeiro Viotti

Keynote speech

Assistant Secretary-General, Special Advisor to the Administrator, UNDP, Abdoulaye Mar Dieye

SDG 4: The central role of education in the 2030 Agenda for Sustainable Development

Member of Parliament (Finland), Sebastian Tynkkynen

Member of Parliament, House of Representatives (Indonesia), Fadli Zon

Assistant Director-General for Education, UNESCO, Stefania Giannini

Research Scholar, Center for Sustainable Development, Earth Institute, Columbia University, Radhika Iyengar

Education for peace and democracy: Building the bonds of active citizenship

Senator (Argentina), Lucila Crexell

Permanent Observer of the African Union to the United Nations, Ambassador Fatima Kyari Mohammed

Chief, Prevention and Sustaining Peace Section, Office of the UN High Commissioner for Human Rights in New York, James Turpin

Chair, Concentus Citizenship Education Foundation, Canada, David Arnot

Education as a key instrument to empower women and girls (Beijing +25)

Senator (Kenya) and President of the Bureau of the IPU Forum of Women Parliamentarians, Susan Kihika

Permanent Representative of Bulgaria to the United Nations, Ambassador Georgi Velikov Panayotov

Chief, Gender and Human Rights Branch, UNFPA, Nafissatou Diop

Chief Technical Officer, Global Partnership for Education, Jo Bourne

Day two

Securing decent work for all through lifelong learning, training and vocational education

Member of Parliament, Bundestag (Germany), Ulrich Letchte

Minister of Education, Ghana, Matthew Opoku-Prempeh

International Trade Union Confederation (ITUC), Anna Bhyovskaya

The United Nations in the twenty-first century

Special Advisor to the UN Secretary-General on the Preparations for the Commemoration of the 75th Anniversary of the United Nations, Fabrizio Hochschild

IPU Secretary General, Martin Chungong

The Fourth Industrial Revolution: What does it portend for education systems?

Member of Parliament (Georgia), David Bakradze

Economic Affairs Officer, UNCTAD Office at the United Nations, Raymond Landveld

Education expert, co-author of *The power of education to fight Inequality* (Oxfam), Caroline Pearce

Global Future of Work Leader, Deloitte, Steven Hatfield

Protecting our planet for future generations through education

Senator (Italy), Pier Ferdinando Casini

Assistant Secretary-General, Head of the New York Office, United Nations Environment Programme (UNEP), Satya S. Tripathi

Youth education expert, former member of the UN Permanent Forum on Indigenous Issues, Myrna Cunningham

Country Director, The Hunger Project (Mexico), Montserrat Salazar

Strengthening public funding for better outcomes in education

Member of Parliament, National Assembly of Costa Rica, Rodolfo Rodrigo Peña Flores

Permanent Representative of Ireland to the United Nations, Ambassador Geraldine Byrne-Nason

Chief of Education, UNICEF, Robert Jenkins

Signatory to Abidjan Principles, and Associate Professor, Education and International Development,

University of Western Ontario, Prachi Srivastava

Education champion, Global Partnership for Education, Mohamed Sidibay

Closing session

President of the IPU, Gabriela Cuevas Barron

President of the 74th session of the General Assembly, Tijjani Muhammad-Bande