

RewirEd Summit 2023

Highlights Report



Disrupt
Rethink
Rewire
Education



CO-HOSTS



STRATEGIC PARTNERS



AFFILIATES



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FOREWORD



Climate change is a pressing global crisis that transcends national boundaries, requiring global cooperation and concerted efforts from all sectors, including education. Recognizing its pivotal role in steering our planet towards a sustainable future, education emerges as a prominent solution to address this global challenge. It is in this spirit that the 2nd edition of the RewirEd Summit convened global leaders, actors, and stakeholders in education and climate to chart a new path towards rewiring education for climate adaptation and mitigation.

By leveraging the global gathering of COP28 in the UAE, where Parties convened to negotiate strategies to address climate change, the RewirEd Summit marked a historic milestone by integrating education into climate action negotiations for the first time in the history of all COPs.

The Summit set a precedent for prioritizing education in future COPs, demonstrating its instrumental role for climate action. The one-day summit which took place on “Youth, Children, Education and Skills” Thematic Day on 8th December 2023, was a key opportunity to bring together climate and education stakeholders under one roof to ensure that climate agendas and investments are linked to education priorities, and that education strategies and commitments respond to the climate agenda today and in the future.

The Summit featured content-rich programming with 37 sessions centred around four key focus areas which include: Rewiring Lifelong Learning for Green Jobs and Green Economy; Transformative Policy and Innovative Financing at the Nexus of Education and Climate Action; Leveraging Technology and Connectivity to Rewire Education Systems for Climate Adaptation and Mitigation; as well as People and Knowledge at the Heart of Transformation for People and Planet.

Over 1,000 delegates and 260 speakers from 140 countries participated in vibrant and dynamic debates, discussions, and networking sessions. The inclusive nature of the summit fostered a truly global dialogue, highlighting the significance of collaboration at the intersection of education and climate.

Our engagement at COP28 UAE extended beyond the RewirEd Summit, as we made a significant impact at COP28’s World Climate Action Summit in the Blue Zone, where we unveiled the Global Education Solutions Accelerator, an innovative mechanism that aims to fast-track countries’ education transformation.

Our mission continues, as we are currently working with SEEK Development on the RewirEd Summit 2023 Outcomes Report that will pull together the main outcomes and recommendations of the conversations that happened during the Summit. The report is strategically crafted to serve as a policy-oriented document, aimed at driving tangible and impactful actions on the ground.

Education must become everybody’s business and must be seen as the priority investment in order for our children and youth to have the future they deserve.

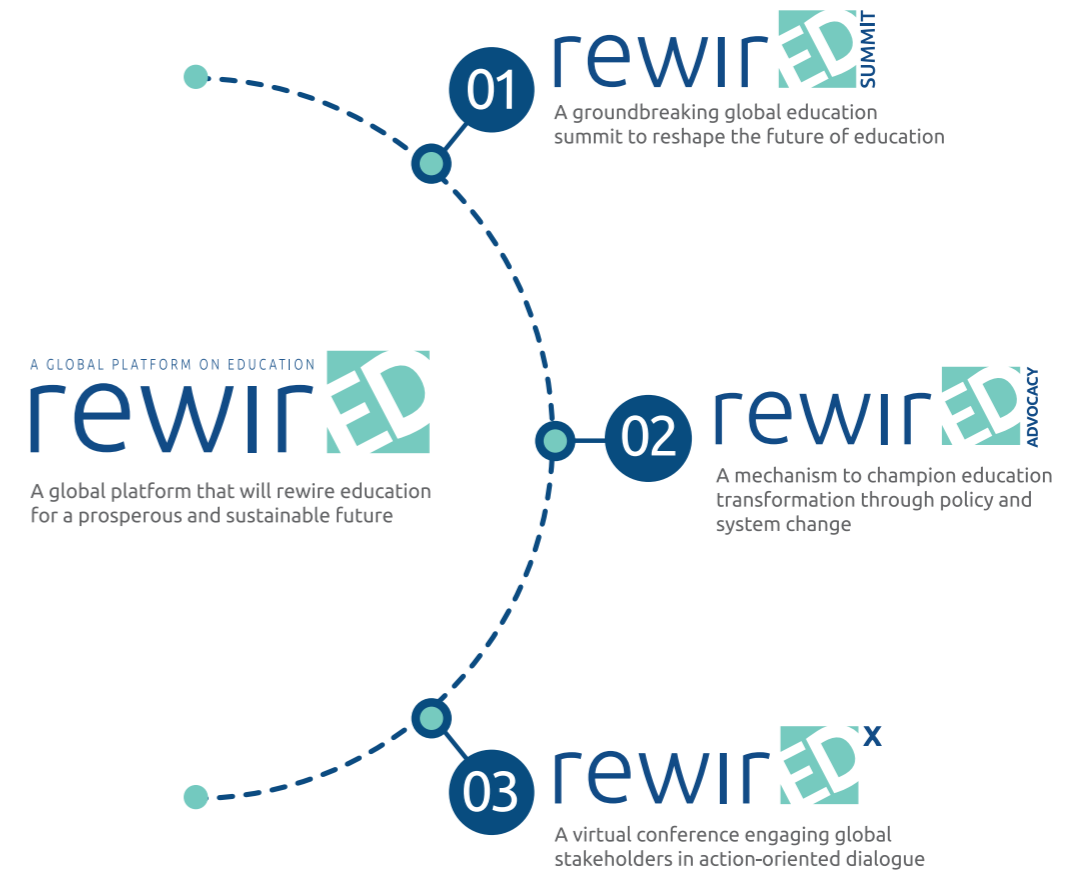
DR. TARIQ AL GURG
CEO AND VICE-CHAIRMAN
DUBAI CARES

REWIRED PLATFORM

The RewirEd Platform, a collaborative effort between Dubai Cares and Expo 2020 Dubai, in partnership with the UAE Ministry of Foreign Affairs and International Cooperation (MoFAIC) and global stakeholders, was officially launched on the sidelines of the 75th United Nations General Assembly (UNGA) in New York. The primary goal of the Platform is to reclaim the pivotal role of education in achieving the Global Goals for a prosperous and sustainable future.

By fostering collaboration among diverse stakeholders and leveraging existing partnerships, the Platform seeks to unlock innovative solutions for the future of education. Through an inclusive approach, the RewirEd Platform seeks to amplify diverse voices to drive progress in education policy and practice, ensuring more responsive, adaptable, and resilient education systems.

RewirEd Platform is enabled by three key dynamic initiatives, including the RewirEd Summit, which convenes global leaders and stakeholders to discuss the future of education; RewirEd Advocacy to champion education transformation through policy and system change globally, as well as RewirEdX, a virtual conference to further catalyze a global conversation on education among stakeholders and experts in the field.



INTRODUCTION

THE REWIRED SUMMIT

The RewirEd Summit is Dubai Cares’ flagship platform advocating for transformed education systems as the core enabler for a sustainable future for people and planet. Drawing from Dubai Cares’ 17 years of global experience in enabling access to quality education for children and youth through impactful interventions, the RewirEd Summit was established in response to the urgent need to transform educational systems, which have largely remained unchanged since the 1st industrial revolution.

It was also born out of a recognition that the education crisis cannot be solved by education actors alone but requires new and unlikely allies – from teachers and principals to ministers and the private sector and children and youth themselves – to identify solutions at the intersection of education and other Sustainable Development Goals (SDGs). Today, the RewirEd Summit has

established its position as a leading voice and catalyst for inclusive, collective, and proactive action on global education transformation.

The RewirEd Summit was announced in September 2020 on the sidelines of the 75th United Nations General Assembly (UNGA), with the inaugural edition of the RewirEd Summit taking place from December 12th to 14th, 2021 at Expo 2020 Dubai. Held as a hybrid event against the backdrop of the COVID-19 pandemic’s massive impact on education, the Summit featured 500 speakers and brought together over 4,000 participants joining in-person. Altogether, they represented over 140 nationalities, resulting in a truly global conversation on the future of education.

The first edition of the Summit focused on three main areas: Youth, Skills and the Future of Work, Innovation in Education and Education Financing.

The key recommendations from the discussions and insights shared during the Summit have been captured in the [‘Rewiring Education for People and Planet’ Report](#), which offers six concrete “win-win” solutions that promote a cross-sectoral ecosystem approach to align thinking and action for transformational education outcomes and to further achieve progress across the SDGs.

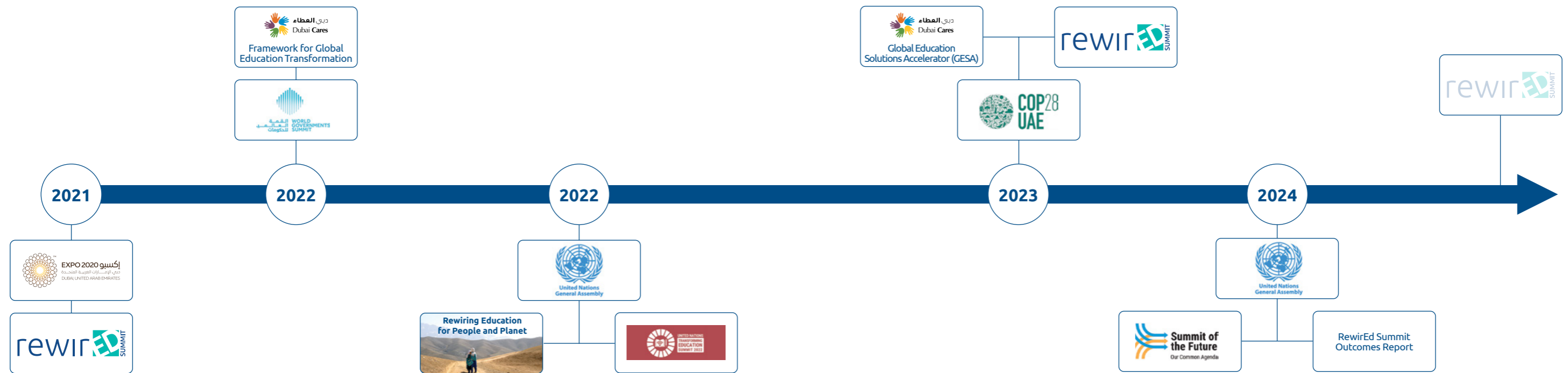
The second edition of the RewirEd Summit took place at COP28 UAE and focused on placing education at the forefront of the climate agenda. It convened climate and education actors and united them in their commitment towards global education transformation as a powerful solution to achieve climate ambitions and education goals.

Taking place on COP28 UAE’s “Youth, Children, Education and Skills” Thematic Day on 8th of December 2023, the RewirEd Summit 2023 brought

together diverse voices and sectors including heads of state, ministers, heads of UN agencies and multilaterals in addition to experts, youth and grassroots entities. It prioritized aligning agendas, commitments, and financing, as well as enabled the sharing and inspiring of solutions, while ensuring that climate agendas and investments are linked to education priorities, and that education strategies and commitments respond to the climate agenda today and in the future.

The Summit’s programming focused on four areas: Rewiring Lifelong Learning for Green Jobs and Green Economy; Transformative Policy and Innovative Financing at the Nexus of Education and Climate Action; Leveraging Technology and Connectivity to Rewire Education Systems for Climate Adaptation and Mitigation; and People and Knowledge at the Heart of Transformation for People and Planet.

THE REWIRED SUMMIT’S LEGACY

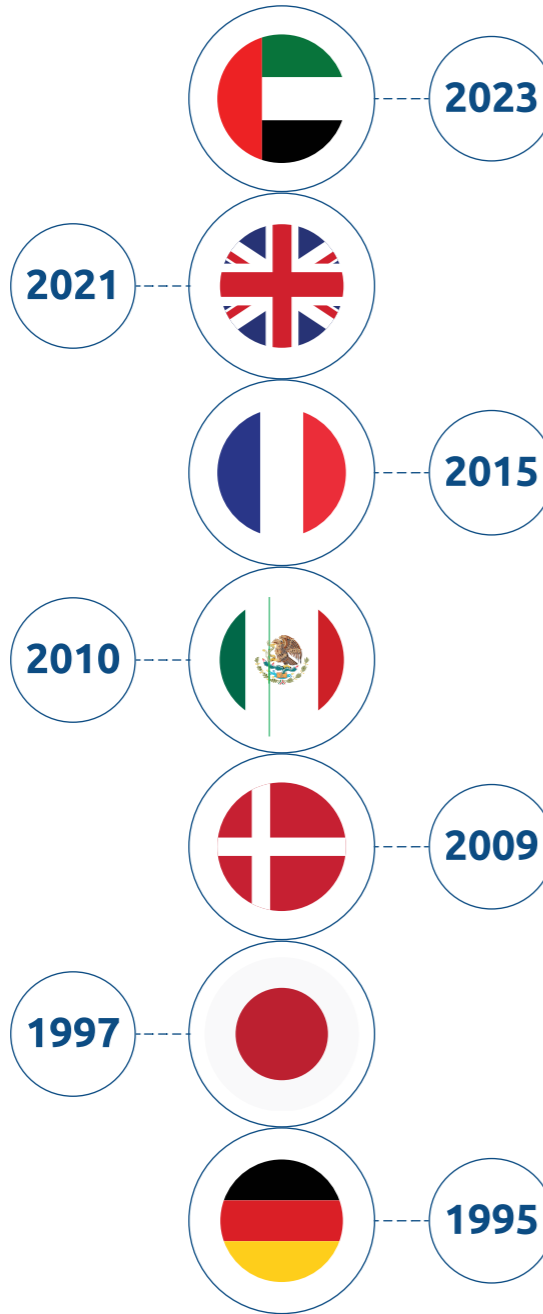


COP MILESTONES

COP26, Glasgow
 Played a key role in negotiating the implementation details of the Paris Agreement. It saw renewed commitments to phase down coal, reduce methane emissions, and combat deforestation, making it crucial for setting actionable targets following the Paris Agreement.

COP16, Cancun
 Built on the Copenhagen Accord, the Cancun Agreements, helped solidify commitments to emission reductions and laid the groundwork for the Green Climate Fund that was established for climate action in developing countries.

COP3, Kyoto
 Resulted in the Kyoto Protocol, where industrialized countries agreed on legally binding emission reduction targets. It was the first major international agreement to set quantifiable climate change mitigation targets.



First COP to have Education as a flagship event in its main agenda, by hosting the second edition of the RewirEd Summit.

COP28, Dubai
 Nations engaged in the Global Stocktake (GST) to evaluate achievements since the Paris Agreement, coordinating climate initiatives and formulating actions to mend gaps.

COP21, Paris
 Resulted in the Paris Agreement, a groundbreaking accord that, for the first time, saw nearly every country pledge to set its own emission reduction targets, with a collective goal to limit global warming to well below 2 degrees Celsius.

COP15, Copenhagen
 The Copenhagen Accord was significant for acknowledging the need to limit global warming to 2 degrees Celsius above pre-industrial levels. In addition developed countries committed to long-term financing for developing countries.

COP1, Berlin
 Known as the Berlin Mandate, this first COP was significant because the signatory countries agreed to meet annually to keep global warming under control and warn of the need to reduce emissions of polluting gases.

DUBAI CARES AND COP28 PARTNERSHIP

In the lead up to the RewirEd Summit 2023, the Presidency of the 28th Conference of the Parties (COP28 UAE) to the United Nations Framework Convention on Climate Change (UNFCCC) and Dubai Cares signed a strategic partnership on the sidelines of the 2023 World Economic Forum Annual Meeting in Davos, Switzerland. The partnership was set to yield a suite of climate education outcomes in conjunction with COP28 UAE, taking place at Expo City Dubai from November 30 to December 12, 2023.

A high-level RewirEd Summit Strategic Partners Meeting convened subsequently, setting a unified vision for COP28 UAE's education outcomes.

The meeting called upon the education community to capitalize on this historic moment at COP28 UAE, to position education transformation at the core of all sustainable development goals. Dubai Cares also led a global preparatory process up until the Summit to mobilize public and private actors globally around new policy, financing, and advocacy outcomes that both equip learners for the net-zero economy and enhance mitigation, adaptation, and resilience in the education sector specifically and in communities and countries globally. Through these concerted efforts, the second edition of the RewirEd Summit was held on December 8, 2023, with a specific focus on climate action education.



REWIRED SUMMIT 2023 IN NUMBERS

The second edition of the RewirEd Summit took place at COP28 UAE on the “Youth, Children, Education, and Skills” thematic day on December 8, 2023 at the Connect Conference Center in the Green Zone at Expo City Dubai. The global education gathering focused on placing education at the forefront of the climate agenda by bringing together diverse voices and sectors from around the world.



1,000
PARTICIPANTS



260
SPEAKERS



37
SESSIONS



76
COUNTRIES



209
ENTITIES



23
MINISTERS

FOCUS AREAS



Rewiring Lifelong Learning for Green Jobs and Green Economy



Transformative Policy and Innovative Financing at the Nexus of Education and Climate Action



Leveraging Technology and Connectivity to Rewire Education Systems for Climate Adaptation and Mitigation



People and Knowledge at the Heart of Transformation for People and Planet

SECTORS REPRESENTED



MULTILATERAL ORGANIZATIONS



PRIVATE SECTOR



GOVERNMENTS



FOUNDATIONS



NGOS



COMMUNITY LEADERS



THINK TANKS



YOUTH NETWORKS

VOICES FROM THE SUMMIT

Dr. Luis Benveniste, Global Director for Education, World Bank

“Thank you for organizing such a remarkable and first-time ever RewirEd Summit at COP28. I personally gained a lot by participating in key informative sessions, listening to and engaging with inspiring global education leaders. Kudos to the Dubai Cares team. Let’s keep investing and harnessing the power of education for climate change mitigation and adaptation!”

Jim Emerson, Chief Executive Officer, The Power of Nutrition

“The event made history by bringing education to the forefront of climate action, drawing the parallels between these two critical issues; a step that is commendable and ground-breaking for all. We salute your efforts to push for action and look forward to working with you on this.”

Jane Jamieson, Development Executive and Senior Strategy Advisor, International Association for Volunteer Effort (IAVE)

“Shukran Dr. Tariq and the Dubai Cares team! The summit brought us together, it shared our voices and perspectives to call for a collective commitment to innovation, transformation, and genuine systems change in how we think, act, and most importantly partner to bring education and skills development to the forefront of the climate agenda.”

Dr. Donald Bundy, Director of the Research Consortium for School Health and Nutrition and Professor of Epidemiology and Development at the London School of Hygiene & Tropical Medicine

“The RewirEd Summit was a gamechanger; showing how the wellbeing of students is central to their educational achievements and, for the first time in the history of the COP, it spotlighted how education can strengthen the next generation’s relationship with climate, the environment and planetary health.”

Will Wale, Youth Focal Point for Sustainability and Climate Change for the Department for Education, United Kingdom

“I really enjoyed participating at the RewirEd Summit and being able to share my views alongside other young people and senior leaders in climate education. It was fascinating to hear about differing approaches to climate education across different countries, and it was great to be able to discuss how we can ensure young people are represented in policymaking for climate education in such an interesting and engaging space.”

Vidya Bindal, Youth Environmental Leader, USA

“With education getting a spotlight for the first time at COP this year at the RewirEd Summit, COP28 will always be a memorable one for me. As a youth ambassador I speak often, but for the first time I felt truly heard.”

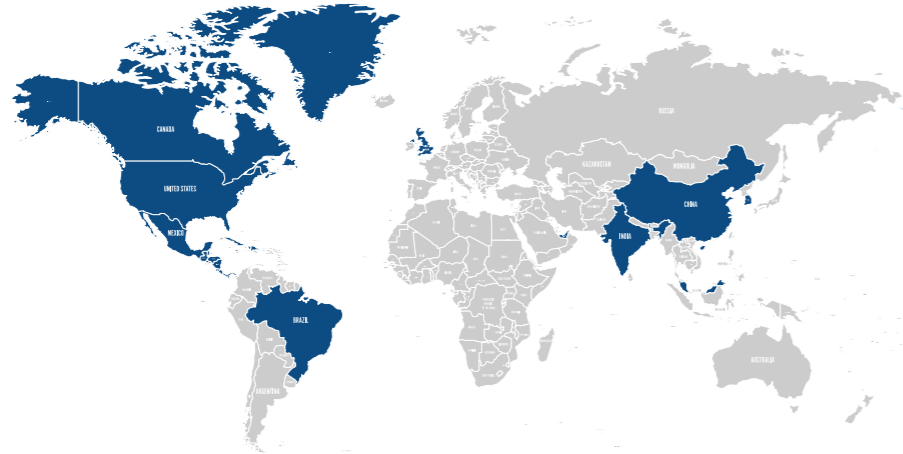
SOCIAL MEDIA ENGAGEMENT

225
TOTAL POSTS

58.2M
IMPRESSIONS

1.98K
ENGAGEMENT

14.4M
REACH



TOP 10 COUNTRIES WHERE THE REWIRED SUMMIT WAS MENTIONED ON SOCIAL MEDIA

A collage of social media posts from various platforms including Twitter, LinkedIn, and Facebook. The posts feature photos of speakers, event highlights, and text-based announcements. Key text includes:

- "Our @PlanGlobal delegation continues to advocate #COP28. Did you know only 30% of young people are confident in their skills to tackle green jobs and climate transformation? The answer: gender transformative education. Thanks for visiting our panels this week @RewirEd_Summit"
- "Education #DubaiCares forming #Education #COP28"
- "NETWORK LIKE A PRO: Connect, build valuable relationships, and collaborate with global leaders, youth, teachers, climate and education actors who are all committed to unlocking fresh solutions for people and planet."
- "After winning the Global Teacher Prize 2023, @SisterZeph travelled to Dubai for the @RewirEd_Summit at COP28 to deliver an inspiring keynote speech."
- "By investing in education, we are not only securing a brighter future for our children, but also ensuring the health & sustainability of our planet."
- "The @VarkeyFdn Global Teacher Prize 2023, organised in collaboration with @UNESCO & in strategic partnership with @DubaiCares"
- "An exciting week in the UAE came to an end at RewirEd Summit in Dubai. Our Founder Yusra Mardini spoke with great personalities about the development of educational opportunities and fostering diversity and inclusion of vulnerable communities."

MEDIA OVERVIEW

500+
PRINT AND
ONLINE ARTICLES

USD 4.6M
ADVERTISING VALUE
EQUIVALENCY (AVE)

89M
POTENTIAL
AUDIENCE

27
MEDIA
INTERVIEWS

A collage of media coverage including news articles, press releases, and event photos. Key elements include:

- Headlines such as "RewirEd Summit at COP28, the first ever global summit on education and climate, unveils agenda and speakers" and "Education #DubaiCares forming #Education #COP28".
- Photos of speakers on stage, audience members, and event branding.
- Press release snippets and social media snippets.
- Logos of media partners like Al Jazeera, The Korea Herald, and others.

THE SUMMIT

The RewirEd Summit 2023 brought together new and unlikely allies to position education transformation as a lever for concretely achieving climate ambitions and education goals. Along with the opening and closing segments, the Summit hosted 37 sessions centered around four focus areas and cross-cutting themes, including gender and inclusion, education in emergencies, as well as youth.

OPENING SESSION



The [Opening Session](#) of the RewirEd Summit 2023 underscored the urgent need for a paradigm shift in the education system to unlock the full potential of children and young people and address the climate crisis. H.E. Reem Al Hashimy, UAE Minister of State for International Cooperation, set the tone for the Summit, stating in her remarks that “business as usual will not work anymore,” highlighting the importance of transforming global education to withstand external shocks such as pandemics, conflicts, and climate crises. She further made the undeniable link between education, jobs, the economy, and the environment, noting that, “a green economy runs on green jobs that rely on green skills, which are taught in schools. Where education goes, the economy will follow”. Explaining the practical implications, she emphasized that students must not only learn about sustainability in schools but that education systems must also embody it.

H.E. REEM AL HASHIMY

MINISTER OF STATE FOR
INTERNATIONAL COOPERATION
UNITED ARAB EMIRATES

“For both people and planet, the only way forward is to recognize that the pathway to meaningful progress towards 2030 and beyond must be through positioning education at the core of every single sustainable development goal.”



RT. HON. GORDON BROWN

UNITED NATIONS SPECIAL ENVOY FOR
GLOBAL EDUCATION AND FORMER PRIME
MINISTER OF THE UNITED KINGDOM

“I applaud the noble endeavours of Dubai Cares for placing children’s opportunities at the center of our attention and for making sure that climate change does not lead to the denial of the rights of children.”

[Rt. Hon. Gordon Brown, United Nations Special Envoy for Global Education and Former Prime Minister of the United Kingdom](#) highlighted that 62 million children are already missing out on education due to climate-related factors, compromising their right to learn, play, and feel safe. He emphasized the urgent need to ensure access for displaced and out of school learners, as a key component to fulfilling the promises and commitments of climate agreements such as the Paris Agreement, the Framework for Disaster Risk Reduction, and the Sustainable Development Goals.

Reflecting on his experience as an economist, Professor Jeffrey Sachs, the Director for the Centre for Sustainable Development at Columbia University, noted the significant wealth disparities between nations, emphasizing how these disparities result in vastly different and inequitable pathways for achieving education goals. He stressed that lower-income countries require more assistance in transforming education to suit their contexts and emphasized the need to reset the international financial architecture to enable developing countries to implement such investments.



PROF. JEFFREY SACHS

DIRECTOR
CENTER FOR SUSTAINABLE DEVELOPMENT
COLUMBIA UNIVERSITY

“Education, aside from being the most important way to empower a person to have a good life, gives a very high financial return for society.”

H.E. Dr. Tariq Al Gurg, CEO and Vice-Chairman, Dubai Cares, reflected on the history of the RewirEd Summit, and its mission to elevate education as, “the most powerful enabler of progress and the most valuable opportunity for human development,” thus intrinsically tied to all solutions to global crises such as climate change. Dr. Al Gurg noted that since the inaugural Summit, Dubai Cares has been committed to placing education at the forefront of the global agenda and national priorities, as part of its commitment to transforming education. Dr. Al Gurg emphasized the importance of true partnerships and collaboration, calling for a break from institutional agendas to prioritize the greater good. He added, “We were determined to demonstrate in concrete terms that investments in education transformation from an ecosystem perspective is an investment in the future.”

H.E. DR. TARIQ AL GURG

CEO AND VICE-CHAIRMAN
DUBAI CARES

“Next time we convene we will not be talking about what needs to be done; we will be celebrating progress beyond what we have ever achieved. We will not rest until every child and young person reaches their full human potential.”

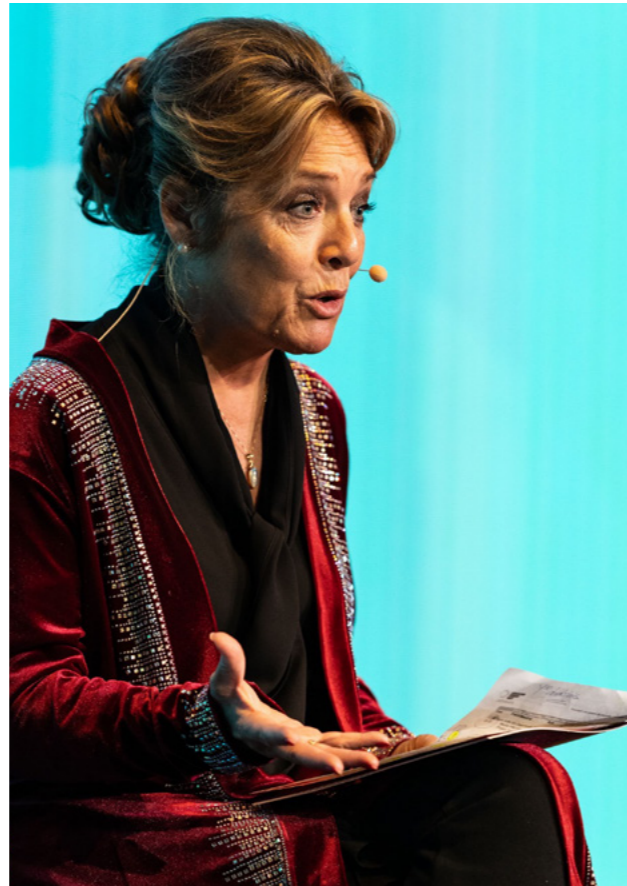


During a panel discussion, H.E. João Marques da Costa, Minister of Education of Portugal pointed out the need for intentional education, stressing the need to clarify “why we educate young people, and what for?” Sharing examples from Portugal’s citizenship education, which includes topics such as environmental education and sustainability, H.E. Marques da Costa, highlighted the need for holistic education, that integrates learners with their environment, noting that climate change is current.



H.E. JOÃO MARQUES DA COSTA
MINISTER OF EDUCATION
PORTUGAL

“This is about empathy and diversity, knowing that we have to live together in the world.”



In her intervention, Ms. Yasmine Sherif, the Executive Director of Education Cannot Wait (ECW), said, “we need to act now we need to link climate change to human beings. And where do we start? We start with the foundation: children, adolescents, and their education”. Ms. Sherif noted that education continues at home, which means that all stakeholders must be on board to pave the way for education transformation. In addition, Ms. Sherif emphasized the imperative to create sustainability by building resilient schools and instilling values of environmental care in the education system.

During the panel, H.E. Dr. Tariq Al Gurg, CEO and Vice-Chairman of Dubai Cares said that simply integrating topics about climate change into the education system as it stands will not work; to tackle the climate-education nexus, the entire education system must be reformed and transformed successfully and sustainably. This means bringing all stakeholders – learners, educators, parents, government, private sector, and civil society – to consider how they can contribute to solutions to these present crises. He further highlighted that future COPs must continue with placing education on the agenda.

H.E. Edil Baisalov, the Deputy Chairman of the Cabinet of Ministers of Kyrgyzstan, echoed the Portuguese Minister’s sentiments, reflecting on climate change’s current impact on Kyrgyzstan. Emphasizing the urgency of the climate crisis, H.E. Baisalov reiterated the importance of empowering students and harnessing youth voices, recognizing their capacity to disseminate valuable information.

H.E. EDIL BAISALOV
DEPUTY CHAIRMAN OF
THE CABINET OF MINISTERS
KYRGYZ REPUBLIC

“We have to know that students are the best influencers. It’s not only about teaching skills and knowledge for the future, school children can influence and reach all the adults who need to change their behavior and lifestyle choices.”



Dr. Andrew Cunningham, the Global Lead for Education at the Aga Khan Foundation, concluded with thought-provoking prompts, encouraging discussions on making teaching a prominent

green job, leveraging education as a planetary strategy for climate action, and reintegrating the love of nature into the climate and education equation.



FOCUS AREAS



01

REWIRING LIFELONG LEARNING FOR GREEN JOBS AND GREEN ECONOMY

If education is to play the central role it can and should in propelling humanity forward for a prosperous and sustainable future, then the time to rewire education is now. Rewiring lifelong learning requires a complete transformation of the ecosystem around education, beginning with early childhood and focusing on the holistic development of children and youth both in and out of formal education systems.

Connecting the Dots: Youth-led Initiatives in Rewiring Education for Climate Action

The session highlighted the pivotal role of youth initiatives in reshaping education for climate action. It showcased innovative projects led by youth, ranging from student-led to government-level initiatives, which integrate climate education and technical skills. These initiatives involve youth in decision-making and provide resources for innovation. The session emphasized the urgency of

empowering youth to lead in reimagining education systems that promote environmental consciousness and global responsibility.

Finally, Prof. Jeffrey Sachs, Director of the Center for Sustainable Development at Columbia University, emphasized the necessity for “a very rich curriculum that helps all of us, especially young people to understand that we live in an interconnected world and we are interconnected with each other”.



From Activism to Action: Closing the Skills Gap

This session delved into strategies for bridging the global skills gap through inclusive, universally accessible, and non-traditional education pathways. IBM showcased initiatives aimed at driving equitable education in technology, investing in the future workforce, and fostering access to education and training, particularly for underrepresented communities.

The session raised the question of why innovative approaches to skills development are crucial for disadvantaged youth, emphasizing the need for a fundamental shift in education to keep pace with the changing world and address the simultaneous challenges of climate change and education.

Volunteerism was presented as a key approach to acquiring skills, emphasizing the importance of putting youth at the centre of systems change to co-create their educational journey. The significance of an international assistance policy and multi-stakeholder approach was highlighted, integrating collaboration between governments, the private and public sectors, and youth themselves.

Further actions discussed included the need for impactful initiatives supporting non-formal pathways, with a focus on real-world skills and sustainability education delivered through volunteer-led programs. The session underscored the need for mindset shifts in formal education, urging a value shift towards sustainability and environmental consciousness over unsustainable capital maximization.



Roots of Resilience: The ECD Imperative in a Climate-changing World

The discussion presented several noteworthy initiatives addressing the intersection of early childhood development (ECD) and climate change. BRAC showcased its Green Play Labs in the Philippines, Sierra Leone, and Bangladesh, which focuses on play, children’s mental health, and environmental conservation for 3 to 5 year-olds.

In Sierra Leone, fundamental strategies were discussed, including teaching habits about water and waste management. Teachers utilize play-based methodologies to instill resilience in handling crises, working collaboratively with communities to build sustainability.

Sesame Workshop and the International Rescue Committee (IRC) highlighted the impact of the Ahlan Simsim TV show, an ECD response in the MENA region, reaching over 27 million children affected by conflict and crisis, providing playful early learning and nurturing care.

The International Step by Step Association emphasized the importance of partnerships and networks, advocating for climate sensitive ECD policies and multi-sectoral integrated approaches to support local actors and create play hubs in countries hosting refugees.

American Near East Refugee Aid (ANERA) shared its efforts, challenges, and successes in expanding the number of kindergartens in Palestine, training teachers, and integrating an approach that helps to address renewable energy, clean water, and caregiver support.

SULIEMAN MLEAHAT
EDUCATION PROGRAM DIRECTOR
AMERICAN NEAR EAST REFUGEE AID (ANERA)

“If you invest in the youngest in society, you are likely to create adults that are productive, and concerned about society, as well as the factors that govern their lives.”

Growing Green Champions: Building the Foundations of Climate Action by Investing in Children

The discussion focused on acknowledging the impact of climate change on children from an early age and the need to support educators and caregivers, through proactive policies and programs. Prioritizing the early years of children, especially in adaptation strategies, was emphasized, along with safeguarding children and their parents during crises.

H.E. Edil Baisalov, the Deputy Chairman of the Cabinet of Ministers, Kyrgyz Republic highlighted the importance of not burdening children with the impacts of climate change, but instead recognizing them as changemakers.

Hon. Madalitso Wirima Kambauwa, Minister of Education, Malawi, outlined investments, post-Cyclone Freddy, in climate-responsive school infrastructure, disaster risk management training, and alternative education modalities. The call to elevate early childhood development in climate resilience and adaptation was directed to COP28 UAE and UNFCCC parties. USAID’s strategy, integrating climate education for positive impacts, was discussed, including the Youth Excel program.

A new call for proposals with the UK’s Foreign, Commonwealth and Development Office (FCDO), focusing on the nexus of climate, gender, and education was announced. World Reader’s support for integrating climate literacy into parenting and education was also highlighted as a successful intervention, leveraging technology and partnerships for early childhood education and instilling climate action.

With regards to youth involvement, Francisco Vera, a UNICEF Youth Advocate from Colombia, called for a mechanism that “guarantees that youth have the tools and the platform to participate and give their opinion in policymaking.”

ELIZABETH LULE
EXECUTIVE DIRECTOR
EARLY CHILDHOOD DEVELOPMENT
ACTION NETWORK (ECDAN)

“We know that children’s needs are not adequately represented in climate negotiations and financing, and it is shocking that in the last 30 years since the UNFCCC was adopted, that there has never been a decision dedicated to protecting children. We are here to change it, together.”





Cultivating Wellbeing: School Health and Nutrition for a Sustainable Future

The session highlighted the pivotal role that health and nutrition play in a child's education and overall wellbeing. While the first 1,000 days of a child's life are recognized as crucial, panelists shared that the focus should be extended to the next 7,000 days, considering physiological and brain development into late adolescence.

Emphasizing the impact of climate change on health and nutrition, the session called for attention to out-of-school children, and to consider how to extend such programming to them. School meals emerged as a powerful tool, showing a USD 9 return per USD 1 invested, alongside supporting indicators such as increased enrolment and attendance. However, persistent challenges, particularly in sustainability, necessitate supportive

policies and domestic funding. The importance of integrated school health programming was demonstrated with examples from Liberia, where teacher training on visual impairment and deworming significantly improved learning outcomes.

The implications of inadequate early investment were outlined, underscoring the urgency of addressing malnutrition, which contributes significantly to child mortality and affects one in three children globally. The session stressed the relevance of deworming, impacting both health and school attendance. Panelists called upon donors to coordinate efforts, fill funding gaps, and prioritize holistic child development beyond the first 1,000 days, involving stakeholders such as communities to best support children's health and nutrition sustainably.

Synergizing Sustainability: The Transformative Power of Integrating Climate Education with Life Skills

The session highlighted successful initiatives focusing on climate education and life skills across all ages. Injaz al Arab, the regional arm for JA Worldwide, reached one million Arab youth through pillars like financial literacy, entrepreneurship, and workforce readiness, emphasizing interdisciplinary change and embedding climate and sustainability education through partnerships.

Change is also necessary at the business level, as modelled by Dubai Chamber of Commerce's Center for Responsible Business, which educates businesspeople on ecosystem changes and injects young startups and graduates to help catalyze change.

The importance of youth tackling climate concerns from their perspectives was emphasized through hackathons such as Hack for Earth and programs like Build for Earth, fostering innovation and networks. To maintain momentum in sustainability efforts, a focus on the local context and building ecosystems with public-private partnerships, academia, and other stakeholders was deemed crucial.

The session also underscored the need for practical policy changes in climate education, emphasizing action-based learning outside the classroom. Initiatives like The Green Rising were discussed, in their role to upskill young people for the green economy, emphasizing the significance of partnerships to drive lasting and scaled-up change.



02

TRANSFORMATIVE POLICY AND INNOVATIVE FINANCING AT THE NEXUS OF EDUCATION AND CLIMATE ACTION

Despite evidence around the need for behavioral change and green skills for an equitable green transition, education has not been prioritized in climate adaptation and mitigation strategies, and financing is being reprioritized away from education towards other sectors in response to climate emergencies. Fewer than 40% of national climate strategies reference skilling, and fewer than 30% reference climate change education. Similarly, most national education sector plans or curricula globally do not meaningfully include climate change. Transforming education as a win-win solution for people and planet requires transformative policy and financing frameworks to enable collective leadership, cross-sectoral partnerships, and strategic investment from diverse stakeholders to benefit both education goals and climate ambitions.

The Role of Education in Building Climate-resilient Development in the 21st Century

The discussion underscored the need for a transformative ability of education to foster climate-resilient development. Participants emphasized the importance of both formal and non-formal education, involving not only learners and educators but also entire communities.

The discussion highlighted the need for all learners, including leaders from the public and private sectors, to grasp the boundaries of the planet, promoting general knowledge and scientific literacy. Creating a sense of agency, hopefulness, and practical solutions emerged as crucial elements in enabling effective climate action and therefore development. The panelists emphasized the role of parents and the importance of sensitizing them about climate education, ensuring continuity of teachings at home.

Furthermore, to enhance education's impact, panelists noted the need to empower youth and integrate their involvement in decision-making spaces. The conversation delved into the concept

of climate adaptation, stressing the importance of preparing for a changing climate alongside mitigation efforts. Speakers urged education systems to empower students to be ready for climate shocks, with an emphasis on interdisciplinary approaches, technical vocational training for green and adaptation skills, and the creation of a vibrant ecosystem of Small and Medium Enterprises (SMEs) offering adaptation solutions.

The discussion concluded with a call for increased financing to unlock the full potential of education in climate-resilient development.

PROF. TAN SRI ZAKRI BIN ABDUL HAMID

JOINT CHAIR
MALAYSIAN INDUSTRY-GOVERNMENT
GROUP FOR HIGH TECHNOLOGY

"We need to invest in the next generation, from whom we borrow this planet."



ClimateEd: Education for Climate Action

This panel emphasized the underutilized power of education in addressing climate change.

Dr. Luis Benveniste, Global Director for Education at the World Bank, noted that "worldwide education attainment is the single strongest predictor of climate change awareness; it is an essential component to fostering a shared understanding of the nature and impact of climate change".

The session stressed the crucial role of education in individual, local, national, and international climate actions. Research from the World Bank demonstrated that an additional year of education could significantly increase pro-climate beliefs, behaviors, and voting.

Furthermore, education was identified as a key factor in both mitigation and adaptation efforts, preparing individuals to cope with the challenges of a changing climate. A World Bank report indicated that, while 93% of surveyed grade 8 students in Bangladesh believe that climate change is happening, only 32% were able to answer a basic question about greenhouse gases.

The session also highlighted the need to reshape mindsets and behaviors through education, as up to 37% of emissions reduction depends on individual and household behavioral change. Conversely, the impact of climate change on education was discussed, citing examples like extreme weather events affecting school environments and disrupting learning.

The panel concluded with discussions on green skills, the growing demand for them in the job market, and the need for intentional inclusion, especially for marginalized groups.

TEMILADE SALAMI YOUTH CLIMATE LEADER NIGERIA

"While global agreements and national policies play crucial roles, it is the choices we make every day that collectively determine the trajectory of our planet's future. Education is indeed the bedrock for shaping all things from policy, to technology, to behavior."

Towards Climate-smart Education Systems

This session focused on how climate-smart education systems could help countries achieve climate resilience for education. Speakers discussed Cyclone Freddy in Malawi, which led to extensive damage, displaced hundreds of thousands, and caused losses to numerous schools.

The Government of Malawi, in collaboration with the Global Partnership for Education (GPE), is actively engaged in climate-smart education programs, which involve evidence-based policies, climate risk analysis, building resilient schools, integrating climate data into education systems, and coordinating cross-sector efforts for climate

financing. The primary goals include recovering learning loss, enhancing access, and ensuring continuity of learning.

Notably, technology, such as adaptive learning tablets, has proven effective in maintaining learning gains over periods of education disruption. The dialogue emphasized the importance of making climate change an interdisciplinary subject, recognizing its significance past the sciences.

The discussion stressed the need for psychosocial support as a crucial component of climate-smart education systems to ensure continued and high-quality learning in the face of climate-related challenges.



Driving Systemic Climate Change: The Role of Ministries of Education in Latin America

The session highlighted key concerns and actions related to education in Latin America. Speakers emphasized the importance of understanding young people's interests in climate change, environment, and sustainability, acknowledging that environmental concerns transcend borders.

Concerns were also raised about the dissonance between environmental realities and the limited integration of climate change topics in schools, alienating learners whose interests may not lie in certain subjects. The need for a shift from a retrospective educational focus to forward-thinking, vocational training, and the integration of climate change into curricula was stressed as well.

A study conducted by the International Labor Organization and InterAmerican Development Bank highlighted the potential for 15 million jobs

in the green and blue economy in Latin America, noting that around 80% of such jobs will require tertiary education, thus placing emphasis on the value of education in climate adaptation.

The panel ended with calls from Ministries of Education to collaborate with Finance Ministers for aligned future plans amid accelerating climate change impacts.

H.E. ROSSIeli SOARES DA SILVA
SECRETARY OF EDUCATION
PARÁ STATE, BRAZIL

"We want young people to dream, to create new jobs, green jobs. How are we going to do that if children are in schools dreaming of the same jobs we have today?"





[Navigating the ESG \(Environmental, Social, and Corporate Governance\) Landscape: Synergies Between Climate Action and Educational Reform](#)

The discussion explored the crucial intersection of ESG principles as part of education reform, while emphasizing that ESG represents the values upheld by businesses, encompassing environmental responsibility, societal impact, and corporate accountability, which in the current global context, requires a vision of sustainability.

Stakeholders' engagement, including customers, suppliers, and employees, was highlighted as integral to ESG success. In this regard, HSBC showcased its commitment to a low-carbon economy through its advice to clients and philanthropy-driven education initiatives, focusing

on developing skills for employability. Furthermore, DP World showcased an education platform aimed at enhancing teacher capacity through digital resources.

Panelists advocated for corporations playing an active role in shaping education, bridging the gap between educational reform and green skilling through internships and internal upskilling.

They stressed the importance of private sector collaboration with local communities for social reform and highlighted the potential for skill-based funds to address green skills gaps, creating opportunities for job creation. The discussion concluded with a call to encompass ESG through re-education, diversity, equity, and inclusion.



[Metrics that Matter: Utilizing Data for Effective Climate Education](#)

The session brought attention to various ways in which data collection and utilization must be conducted for effective climate education and resilience. Participants shared IIEP-UNESCO's efforts in crisis and climate-sensitive educational planning, which stresses the importance of incorporating internal and external climate-related data through the policy cycle, conducting school-level surveys, and involving ministers of education in using external data for monitoring climate risks.

The focus extended to evaluating external factors in education metrics, emphasizing the necessity of locally developed evidence. The Global Evidence for Refugee Education initiative highlighted the need for inclusive, youth-centered methodologies in research to address evidence gaps and improve pathways to employment for refugee youth.

The discussion recognized the importance of soft skills at the local level, emphasizing the link

between metrics and resilient education systems. The role of metrics in learning, anticipatory action, and policy measures for maintaining education systems during crises was highlighted as well.

Collaboration and open-source movements, particularly leveraging Artificial Intelligence (AI) to make climate-related data accessible, were identified as crucial for effective climate education metrics.

DR. RANDA GROB-ZAKHARY
FOUNDER AND CHIEF EXECUTIVE OFFICER
EDUCATION.ORG

"There is a link between metrics and resilient education systems. Whether we talk about climate crisis or other crises, resilient systems are something that our education world is profoundly lacking."

Scalable Solutions for Global Problems: Lessons from the Private Sector to Accelerate Climate Gains

The session emphasized the critical skills needed for youth to build a sustainable future, including Science, Technology, Engineering and Mathematics (STEM) education and critical thinking. As part of this session, Boeing showcased partnerships with universities, driving innovation and addressing knowledge gaps among 16,000 young people in Los Angeles, California.

The discussion also explored how financing small businesses could support educational initiatives, addressing income inequality and the gap between education and job skills. Drawing lessons from financial institutions' transformation for sustainability, the session highlighted soft regulations on sustainable finance.

Developing an innovative mindset in education was discussed, emphasizing the potential for sustainable initiatives to drive economic growth. Barriers for private sector engagement in education partnerships were identified, with a focus on the need for training in green economy skills and transformative education technology. The session called for cultural shifts in the private sector, stressing the importance of collaboration and shared goals in achieving global climate ambitions.

DR. PLAMEN RUSSEV
FOUNDER AND CHAIRMAN
WEBIT CONGRESS

"Saving humankind is a multi-trillion-dollar opportunity."



Youth Igniting Action: Cross-industry Solutions for Climate and Nature

The session highlighted various initiatives across industries to drive sustainable practices. During the session, HSBC showcased its initiative aimed at transitioning customers towards sustainability and fostering systemic transformations across supply chains.

To gain trust and credibility in financial institutions aiming for sustainability, HSBC's efforts include regular sustainability training and a sustainable business accelerator program.

In addition, DP World called for an integrated approach to sustainability, considering not only

reducing emissions but also the wellbeing of people, stakeholders, and nature. Emirates Nature also showcased its efforts to connect youth with nature through youth ambassadors, promoting on-the-ground, nature-based solutions. The discussion explored strategies to encourage widespread industry and policymaker participation in sustainability, emphasizing the importance of diverse voices.

Participants called on young professionals to engage actively in policy formulation, leveraging their unique perspective on climatic concerns. The session concluded with a call for industry programs, learning opportunities, and masterclasses to promote nature-based connections and encourage ethical risk-taking in solution creation.



03

LEVERAGING TECHNOLOGY AND CONNECTIVITY TO REWIRE EDUCATION SYSTEMS FOR CLIMATE ADAPTATION AND MITIGATION

Digital infrastructure and connectivity are key to supporting the resilience of education systems in the face of large-scale disruption, enabling ground-breaking solutions for climate mitigation and adaptation. However, almost half of the world's students face significant barriers to connectivity and access to digital learning. In the poorest countries, household access to the internet is extremely limited. The digital gap is especially detrimental for women and girls. Bridging the digital gap and advancing connectivity goals will not only impact the lives of children, families, and communities but will also set the stage for the transformation of education by enabling existing innovation and technology.

Transitioning Skills: Education for a Sustainable Energy Future

This discussion addressed critical aspects of preparing for the global transition to sustainable energy. Government priorities were highlighted, emphasizing the urgency of proactive planning and action to meet the demands of the COP's pledges for renewable energy and increased efficiency. Panelists discussed concerns about skills shortages in the industry, emphasizing the need for more diverse and geographically distributed energy jobs.

The role of educational institutions in driving a just transition was underscored, with examples like Strathmore University and Monash Sustainable Development Institute leading by example in greening campuses and providing guidance on achieving net-zero. The discussion also explored the role of philanthropy in bridging the gap between employers' needs and learners' skills, connecting workforce development with education and promoting justice for

disadvantaged communities. The gender disparity in the energy sector and the importance of raising awareness among students around the energy transition were emphasized as well.

Stakeholders from the energy sector and academia were encouraged to adopt a lifelong learning approach for re-skilling, facilitate industry and academic collaborations, and provide enabling environments like labs that may exist in companies to students to enhance their education. The discussion concluded with policy recommendations, emphasizing the need for early engagement of young people, and inter-departmental taskforces in governments to ensure a just and inclusive energy transition.

Samah Elsayed, Programme Officer for International Renewable Energy Agency (IRENA) offered a guiding principle for the transition: "We need this energy transition to be one that is just, inclusive and representative of all people. Where everyone can benefit from the opportunities that are being created".



Building Resilience for Education in the Face of Climate Change Utilizing Technology

This session showcased real-life examples of integrating technology into education to enhance resilience in the face of climate change, as well as areas for action. Various initiatives in Malawi were highlighted, such as equitable learning platforms such as radios and the establishment of a national system of community-based learning centers to ensure access to learning from anywhere, anytime.

Hon. Madalitso Wirima Kambauwa, Minister of Education of Malawi noted that "community engagement and capacity-building are the cornerstones of our resilience". She also called for community-based climate education programs to incorporate technology. Recognizing educators and administrators as key players in the transformative journey, the session stressed the need for initiatives focusing on their training and integrating technology into the curriculum.

Concerns were also raised about the technology gap among marginalized children, emphasizing the role of leaders in ministries of education to bridge these gaps and monitor unintended consequences.

The speakers emphasized the importance of continued learning during crises, citing that almost 73 million children are out of school, due to conflict and emergencies in 2023. Examples from Microsoft's free services for students and the importance of public-private partnerships in school-to-work transitions were also discussed.

The session concluded with the announcement of Global Partnership for Education (GPE)'s initiative, "Technology for Education," which aims at providing technical advice to governments for transformative technology decisions in education.

KEVIN FREY
CHIEF EXECUTIVE OFFICER
GENERATION UNLIMITED

"Access matters. For technology to provide resilience to education systems, schools need to be connected, so governments have to build technological infrastructure to connect learners to schools, before crises hit."



Future-ready Learning: Ed-Tech's Role in Climate Adaptation and Mitigation

The session highlighted the nature of Ed-Tech as both a resource-liberating tool and a reckoning for gaps in connectivity. With approximately 2.2 billion children lacking internet access globally, the session emphasized the need to access Ed-Tech and future skills to address this issue. The role of effective connectivity in Ed-Tech was emphasized, with International Telecommunication Union (ITU) using tech hubs to invest in technologies such as Artificial Intelligence (AI) for improving open-source platforms and creating connectivity solutions.

Overcoming challenges related to connectivity, device access, and infrastructure involves engaging with Ministries of Education as well as Information and Communications Technology (ICT). The session stressed the importance of multi-modal education for both children and adults, acknowledging the rapid pace of technological change and creating inclusive platforms. Speakers recognized Ed-Tech's

ability to automate mundane teaching tasks, allowing educators to focus on human connection.

Moreover, the role of Ed-Tech in bridging the gap for skills and thus jobs in climate adaptation and mitigation, particularly within communities on the frontlines of climate change impacts, was highlighted.

RAYA BIDSHAHRI
FOUNDER AND CHIEF EXECUTIVE OFFICER
THE SCHOOL OF HUMANITY

"We need to stop teaching in silos. Whether it's professional development in the public or private sector, one subject alone cannot explain or tackle the climate crisis but rather a collection of disciplines and an interdisciplinary way can help us understand and tackle the challenge."

04

PEOPLE AND KNOWLEDGE AT THE HEART OF TRANSFORMATION FOR PEOPLE AND PLANET

True transformation cannot happen if only the powerful few are leading efforts for rewiring education. Any efforts to rewire education must focus on those most impacted and yet most excluded from the ecosystem around education, including women and girls, indigenous communities, the internally displaced and refugees, people with disabilities, and the elderly population. Efforts should aim to not only include those populations, but more importantly center their priorities, needs, and knowledge as a core part of transformative action. Furthermore, the role of young people and their communities must be transformed into a source of guidance and feedback on the education ecosystem's relevance and responsiveness to their lived experience. Central to this is the creation of spaces for local sharing of knowledge within and across contexts.

Innovative Education Models for Green Skilling in Emergency Contexts

The session highlighted the various ways in which youth advocates and humanitarian organizations are engaging in emergency contexts to ensure green skilling through education.

During the session, the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) shared its innovative vocational training and basic education programs in the Levant region, addressing socio-economic challenges, including energy and water issues for Palestinian refugees and host communities. The program also aims to enhance sustainable livelihood opportunities for young Palestinians and support the green energy sector.

UNRWA also showcased its vocational training programs on solar photovoltaic systems installation and maintenance. The program includes paid apprenticeships and high-level employment

amongst beneficiaries, particularly women. Interventions such as startup competitions around renewable energy helped beneficiaries to develop skills, while creating bridges towards a sustainable economy. The program emphasizes partnerships for green innovation, youth engagement on climate issues, and the integration of climate considerations into curricula, programs, and infrastructure rebuilding.

In response to the climate disasters in the region, World Wildlife Fund (WWF) and Save the Children showcased the Green Generation Partnership in support of children in addressing environmental challenges. Other initiatives were showcased, such as teaching students agricultural skills, not only for employment, but also to promote sustainable knowledge.

This session concluded with a reminder of the impact of climate change on the right to safe, quality education, especially in emergency settings.

Transforming Climate Education for Justice, Equity, Diversity, and Inclusion

The discussion underscored the role of education as a tool to address tensions and conflicts through imparting intercultural values and dialogue, emphasizing our connection as human beings to both one another and the environment.

During the session, Yusra Mardini, UNHCR Goodwill Ambassador, underscored the need for actions and shifts to bring the realities of climate migrants to the forefront, taking into consideration the magnitude of current and future upheavals.

As part of the discussion, education was portrayed as a means to lift the voices and ideas of all children, delivering opportunities and recognizing their capacity to contribute positively to the world. Collaboration with indigenous people to apply their knowledge and ideas to climate action was also highlighted.

As the discussion concluded, Joice Mendez, the UN Secretary-General's Youth Climate Change Advisor and Co-Founder of the Latin American Observatory of Geopolitics and Energy, called for unity among education and climate actors. "We all have shared responsibilities, and collective intelligence. There is no big accomplishment that has been made on Earth with individualism."



Placing Gender Equality and Youth at The Heart of Education Transformation for Climate

The panel discussion focused on three key questions: defining gender-transformative climate change education, understanding the impact of climate change on girls' education, and exploring the role of indigenous young people in advancing climate justice through education.

Gender-transformative education was defined as a comprehensive and inclusive approach challenging harmful gender norms, incorporating class and age considerations. An example from Malawi highlighted the negative impact of the climate crisis on girls' education, emphasizing the need for early childhood learning centers to set the groundwork for meaningful education opportunities for girls. The importance of interconnected programming across ministries and the integration of indigenous knowledge within education were underscored, recognizing the unique understanding of nature held by indigenous communities.

Dynamic funds like Education Cannot Wait (ECW) were commended for investing in ensuring the education of young and adolescent girls. The panel stressed the necessity for organizations to invest in local community leaders, who understand the specific needs and actions required on the ground to transform education for climate.

Key actions suggested for institutions included changing systems to invest in teachers to build educational systems that ensure access for all girls, even during crises.

NELLY BEATRIZ YAGUACHI CAIZA
INDIGENOUS YOUTH LEADER
ECUADOR

"Today, I am making a call to action: create more resilient communities, aware of the inequalities caused by climate crises, where the main victims are always children, adolescents, and women."



What Works to Build More Inclusive and Climate-resilient National Systems?

This session highlighted the critical need to address the challenges in creating more inclusive and climate-resilient national systems. Out of the 1 billion children globally, 240 million are with disabilities, more than half of them do not go to school. Highlighting the importance of evidence and consideration for people with disabilities in climate agreements, the session called for attention to the gender divide in skills and survival rates during crises, as another category of concern in creating inclusive national systems.

Speakers also recommended inclusive communication strategies in national adaptation plans to ensure that information is accessible to people of all abilities. The focus on creating gender and disability-inclusive green jobs, including access to green skills training, was emphasized as a key solution, with workplace-based learning apprenticeships cited as examples.

The panel stressed the importance of deliberate action to ensure that people with disabilities

receive their fair share in the transition to the green economy. The need for whole-of-system approaches to reach marginalized communities, government ownership of inclusive agendas, and the collection of data on vulnerable groups for informed policymaking were highlighted as crucial steps for building more inclusive and climate-resilient national systems.

Global leaders championing these issues were recognized as instrumental in addressing these challenges effectively.

STEFAN TROMEL
SENIOR DISABILITY SPECIALIST
INTERNATIONAL LABOR ORGANIZATION

"We cannot just expect that the green economy will be better than the old economy, unless we take deliberate action to make sure that persons with disabilities get their fair share."

Empowering Refugee Education for Climate Resilience

The session highlighted the challenges faced by over 110 million displaced persons globally, with around 30.5 million being refugees. In this context, 75% of refugees live in developing countries, where the impact of climate change is disproportionately severe.

The discussion emphasized ways in which organizations are supporting refugees in adapting to and mitigating the impacts of climate change, including upskilling young people for green technologies and creating connected pipelines involving governments, educators, learners, families, and both private and public sectors. Addressing the issue that displaced children are twice as likely to be out of school, the session underscored the importance of providing continuous learning during crises, focusing on holistic safeguarding and creating safe environments for vulnerable groups like refugee girls.

Anticipatory action and disaster risk reduction were noted as necessary measures specific to climate-affected communities, which include refugees. The role of refugee youth was highlighted in building resilience in education systems and targeted solutions to local issues.

Nhial Deng, the Global Student Prize Winner for 2023, noted, "one thing that happens when you have to flee conflict is that trauma makes it very difficult for you to integrate in school again and have that opportunity to thrive," emphasizing the need for psychosocial support and community-based spaces for mental and emotional wellbeing.

This session underscored the need to recognize refugees as a diverse group and tailor solutions to specific subsets, including those with disabilities or specific gender needs. Panelists also discussed proposals for lifelong learning opportunities, increased financing for education accessibility, job placement for learners, and leveraging technology to connect refugees to information and resources.

During the session, the UNHCR shared its "15 by 30" initiative, which aims to provide 15% of refugee youth access to higher education, addressing challenges such as technology availability, green skills education partnerships, and diverse funding sources. The initiative intends to close some of the gaps discussed during the panel in refugees' access to higher education.

The panel concluded with a call to address the nexus between climate change and conflict to stem the rising tide of displacement and protect lives.



CLOSING SESSION

The [closing session](#) highlighted the powerful impact of education on people and communities globally. Nhial Deng, the 2023 Global Student Prize winner from South Sudan, shared his inspiring story, recounting his journey from fleeing western Ethiopia to Kakuma Refugee Camp, Kenya.

Born in western Ethiopia, Nhial's appreciation for the transformative power of education started at an early age. After an attack on his village in Ethiopia, he fled alone when he was 11 years old to Kenya, where he resumed his educational journey.

While living in Kakuma Refugee Camp, Nhial established a youth group, providing mentorship sessions, peace-building programs, life skills workshops, and social entrepreneurship training, demonstrating the transformative power of education even in overwhelming circumstances. With the global student prize award money, Nhial chose to give 50% to set up a community centre and a library in Kakuma Refugee Camp.



NHIAL DENG

2023 GLOBAL STUDENT PRIZE WINNER

"My story is not remarkable or unique in any way. It is the story of millions of people. Today, 1% of the global population is displaced due to conflict, violence, climate change, and persecution. Climate change is not only displacing people, it is also disrupting education systems."

The Summit also highlighted teachers and educators as pivotal agents of change, with Sister Zeph, a teacher from Pakistan and the 2023 recipient of the Global Teacher Prize, stressing the instrumental role of education in addressing modern-day challenges. In her remarks, she emphasized the importance of justice, equity, diversity, and inclusion within the education sector.

Sister Zeph highlighted how a single teacher can positively impact the lives of 4,000 students over a 30-year career in certain countries. While acknowledging the significant economic contribution of teachers, she highlighted the need for collective action to address the underlying causes impacting the teaching profession.



SISTER ZEPH

2023 GLOBAL TEACHER PRIZE WINNER

"Let's pledge to bring every child back into the classroom, nurturing their potential to be architects of change, the guardians of our planet, and the catalyst for a transformed and equitable world."

In her remarks, Ms. Mohammed proposed a set of solutions, including accurate education data, ratifying and implementing conventions on the right to education, removal of financial barriers

AMINA J. MOHAMMED

DEPUTY SECRETARY-GENERAL
UNITED NATIONS

"It is heartening to see that the themes of the second RewirEd Summit align seamlessly with the principles of the Secretary-General's Transforming Education Agenda, emphasizing lifelong learning, green jobs, increasing financing, resilience of education systems and a human-centered approach."



H.E. DR. TARIQ AL GURG

CEO AND VICE-CHAIRMAN
DUBAI CARES

"As we draw the curtains on this edition of the RewirEd Summit, let us be proud of everything we have achieved together today. We have done it. Let us remember this moment for the rest of our lives, because it is in this moment that we have elevated education to its rightful place as the most powerful engine of change, for people and planet. Together we have created HISTORY."

to education, employing alternative methods of learning and teaching, as well as regional and bilateral measures to grant climate migrants the right to residency and education.



BOBBY SAGER

RENOWNED PHOTOGRAPHER AND
PHILANTHROPIST

"If we all take concrete baby steps and add them all together, cumulatively we can make a very big difference."





LIST OF MINISTERS IN ATTENDANCE

- H.E. Dr. Amel Karboul, former Minister of Tourism, Tunisia and Chief Executive Officer of The Education Outcomes Fund
- H.E. Amina J. Mohammed, former Minister of Environment, Nigeria and Deputy Secretary-General of the United Nations
- H.E. Awut Deng Acuil, Minister of General Education and Instruction, South Sudan
- H.E. Ban Ki-moon, former Minister of Foreign Affairs and Trade, South Korea, former Secretary-General of the United Nations, and Co-Chair, Ban Ki-moon Centre for Global Citizens
- H.E. Baroness Barran MBE, Parliamentary Undersecretary of State at the Department for Education, United Kingdom
- H.E. Cheikh Oumar Anne, Minister of Education, Senegal
- H.E. Conrad Sackey, Minister of Basic and Senior Secondary Education, Sierra Leone
- H.E. Edil Baisalov, Deputy Prime Minister, Kyrgyz Republic
- H.E. Emily Gogra, Deputy Minister of Primary and Secondary Education, Sierra Leone
- H.E. Fatou Gaye, former Minister of Forestry and Environment, The Gambia
- Rt. Hon. Gordon Brown, former Prime Minister, United Kingdom and United Nations Special Envoy for Global Education
- H.E. Irina Bokova, former Minister of Foreign Affairs, Bulgaria and former Director-General, UNESCO
- H.E. Jeanne d'Arc Mujawamariya, Minister of Environment, Rwanda
- H.E. João Marques da Costa, Minister of Education, Portugal
- Hon. Madalitso Wirima Kambauwa, Minister of Education, Malawi
- H.E. Miguel Ernesto Sedoff, Minister of Education, Misiones Province, Argentina
- H.E. Nura Mustaf Mukhtar, State Minister, Ministry of Education, Culture and Higher Education, Somalia
- H.E. Ole Thonke, Undersecretary for Development Policy, Denmark
- H.E. Praxedes Ytati Lopez, Minister of Education, Corrientes Province, Argentina
- H.E. Dr. Rania Al Mashat, Minister of International Cooperation, Egypt
- H.E. Reem Al Hashimy, Minister of State for International Cooperation, United Arab Emirates
- H.E. Rossieli Soares da Silva, former Minister of Education, Secretary of Education, State of Pará, Brazil
- Hon. Shri Bhupender Yadav, Union Cabinet Minister of Labour and Employment; Environment, Forest and Climate Change, India





KEY ANNOUNCEMENTS



PLANET-FRIENDLY SCHOOL MEALS WHITE PAPER

The Research Consortium for School Health and Nutrition, an initiative of the School Meals Coalition, has prepared a White Paper, which explores how and why changes to national school meals policies could drive transformation towards more sustainable, healthy, and equitable food systems globally.

The Paper highlights two key policy areas for action including school meals policies that help children become life-long agents of change, as well as school meal menus that promote ecologically sustainable farming systems.

At the RewirEd Summit 2023, Kenya, Rwanda, and Sierra Leone were among the first countries to announce their commitment to adopting the White Paper and introducing planet-friendly school meals impacting the lives of millions of children.



CARMEN BURBANO
DIRECTOR OF SCHOOL FEEDING DIVISION
WORLD FOOD PROGRAMME (WFP)

“The ‘Planet-Friendly School Meals’ White Paper, presented at the RewirEd Summit, highlights how governments can use school meal programs as powerful national policy levers that can help boost agriculture, biodiversity, and support climate resilience efforts. By considering a series of recommendations, positive changes can be catalyzed for all school-aged children and their families at will, with near-instantaneous effect. National governments hold the power and responsibility to drive this change. We are seeing governments already adapting these recommendations to their contexts. Kenya is a great example of this, having committed to scale up their program and at the same time making it more planet friendly.”



BRACE INITIATIVE

The USD 70 million investment known as the ‘[Building the Climate Resilience of Children and Communities through the Education Sector](#)’ (BRACE) project aims to accelerate government adaptation efforts in the education sector globally by building safer and greener schools, embedding climate change in school curriculum, and improving early action.

The project, funded by the Green Climate Fund and the Global Partnership for Education (GPE), represents the first significant climate finance

investment in education. Save the Children, in collaboration with governments, is set to initially implement the project in Cambodia, South Sudan and Tonga. The project seeks to enhance climate resilience through the construction of safer and greener schools, integrating climate change into school curricula, and implementing early action measures.

This groundbreaking project is set to benefit 4 million children at its first stage, with plans to extend its impact across 20 more countries.

SOCIAL INVESTMENT PROGRAM IN SENEGAL



The [Social Investment Program \(SIP\)](#), an initiative led by Dubai Cares, with Grameen Crédit Agricole Foundation, and the UN World Food Programme (WFP), launched the first ever global social impact bond that will scale up sustainable home-grown school feeding programs in Senegal, and catalyze the development of a sustainable private post-secondary Technical and Vocational Education and Training (TVET) program around climate and green skilling, and promote women

entrepreneurship in resilient agricultural value chains. Given the vastness of the challenge and the limited public resources available, impact investing and blended finance will play a key role, allowing to catalyze innovative financing tools to support private and public education actors through a blended mix of financing tools including microfinancing, long term low concessional loans, official development assistance (ODA), grants, and equity funding.



AFRICAN UNION YEAR OF EDUCATION 2024

As part of the [‘African Union Year of Education, 2024: Catalyzing Skills Potential for a Green Economy in Africa’](#) session, the African Union Commission announced the theme for the year 2024 on Education: ‘Educate an African Fit for the 21st Century: Building Resilient Education Systems



for Increased Access to Inclusive, Lifelong, Quality, and Relevant Learning in Africa’, and highlighted their plans to transform education across the continent by rethinking education models and facilitating the transition of African Member States towards resilient, green economies.

H.E. PROF. MOHAMMED BELHOCINE

COMMISSIONER FOR EDUCATION, SCIENCE, TECHNOLOGY AND INNOVATION
AFRICAN UNION COMMISSION

“To build resilient education system, the African Union is dedicating the theme of Education for 2024 and will focus on the development and implementation of effective, long-lasting, system-wide transformational strategies for education and skills development.”

THE GREEN RISING

UNICEF and Generation Unlimited launched [‘The Green Rising’](#), which will create pathways for at least 10 million children and youth, especially girls, in developing countries to take grassroots action through volunteering; green skills building, jobs and entrepreneurship; as well as advocacy, while mobilizing hundreds of millions more to do the same through an ecosystem of other public, private, and youth stakeholders over the next three years (2023-2025).

The Green Rising commits to contributing to a just green transition in which the most vulnerable youth are empowered with the education, skills, and opportunities to be champions for the planet.

This inclusive and borderless initiative empowers the most vulnerable youth from all around the world with the education, skills and opportunities to be champions for the planet and drive the green transition. The initiative brings together civil society organizations, foundations, tech platforms, governments, and private sector partners to elevate youth-led climate action.

The Green Rising initiative was kicked-off in spring 2023. The first step was accelerating, scaling, and measuring actions that young people are taking – in partnership with UNICEF country offices, Generation Unlimited and its ecosystem of partners – and leaning into existing youth networks and climate action initiatives.



YOUR FUTURE IN GREEN JOBS ONLINE TRAINING AND MENTORING

In partnership with Dubai Cares, the Ban Ki-moon Centre for Global Citizens (BKMC) [announced the launch](#) of the [“Your Future in Green Jobs Online Training and Mentoring”](#) program to empower youth in choosing careers

that contribute to solving the climate crisis and enhance their potential in driving system transformation around Sustainable Development Goal (SDG) 13 on Climate Action, and other SDGs.



BAN KI-MOON

CO-CHAIR, BAN KI-MOON CENTRE FOR GLOBAL CITIZENS AND FORMER UN SECRETARY-GENERAL

“This course is inspired by the latest insights on young people and green skills, seeks to equip global youth with the knowledge and confidence to navigate the landscape of green jobs and climate action. Today’s launch is not just an announcement, it’s a call to action, a testament of our shared commitment to addressing the climate crisis, while fostering opportunities for youth, the future of our planet.”

POLICY-PRACTICE TRANSLATIONAL MECHANISM FOR CLIMATE EDUCATION

To ensure that teachers remain at the centre of the world’s educational response to the climate crisis, the Aga Khan Foundation (AKF), in partnership with Teach For All, Dubai Cares and the Learning Planet Institute, co-launched [teachersfortheplanet.org](https://www.teachersfortheplanet.org) as a new online portal of more than 100 outstanding

teacher-led climate education solutions from 60 countries. The foundation also announced a new mechanism at the country level, for advancing climate action in and through school and system-level collaborative networks, titled [“Policy-Practice Translational Mechanism for Climate Education”](#).

DR. ANDREW CUNNINGHAM
GLOBAL LEAD FOR EDUCATION
AGA KHAN FOUNDATION

“How might we support teaching as one of the most important green jobs in the world, on which all other future green jobs will depend? It is clear from COP28 UAE and the RewirEd Summit that teachers and their learners are essential to supporting education as a planetary strategy for effective climate adaptation and mitigation. We are excited that teachersfortheplanet.org offers a concrete way for elevating the voices and insights of climate educators, so that they can play a central and vital role in informing and shaping climate education policy at scale.”



LENNART KUNTZE
GLOBAL HEAD OF CLIMATE EDUCATION
AND LEADERSHIP
TEACH FOR ALL

“Building off the insights and experiences of teachers, and together with committed Ministries of Education, UNESCO, GPE and Dubai Cares, we’ve now co-created a new country-level Policy-Practice Translational Mechanism for Climate Education. This mechanism will support countries in designing and implementing ambitious national climate education plans, and showing that climate education policies informed by teachers will be more impactful.”

THE REWIRED SUMMIT: AN INDEPENDENT STANDALONE GLOBAL PLATFORM

In a [special segment](#), H.E. Dr. Tariq Al Gurg, CEO and Vice-Chairman, Dubai Cares announced the spin-off of the RewirEd Summit as an independent standalone global platform led by a global board. In its first term, the three co-chairs of the board

were announced as Laura Frigenti, Chief Executive Officer, Global Partnership for Education (GPE); Yasmine Sherif, Executive Director of Education Cannot Wait (ECW); and H.E. Dr. Tariq Al Gurg, CEO and Vice-Chairman, Dubai Cares.



THE REWIRED SUMMIT GLOBAL BOARD



YOUTH ENGAGEMENT

The RewirEd Summit at COP28 UAE featured 33 youth representatives and leaders, spanning various backgrounds including engineers, NGO founders, activists, sustainability leaders, advocates, refugees, migrants, indigenous peoples, negotiators, and students. Representing 20 countries from around the world, these speakers shared their personal journeys and highlighted numerous ways in which youth can actively contribute to the journey of education transformation and climate action.

Throughout the Summit, there was a clear emphasis on the need for active youth involvement and engagement in decision-making processes at all levels. Panelists underscored the importance to deliberately include youth perspectives to create solutions tailored to their needs. Many recognized that this inclusivity is essential to foster sustainability to mitigate and adapt to climate change.



LATEEFA ALNOAIMI
SUSTAINABLE AND RENEWABLE
ENERGY ENGINEER
YOUNGO'S GREEN JOBS WORKING GROUP

"We cannot talk about phasing out fossil fuels unless we talk about a just transition. This includes the reskilling and upskilling of workers in the fossil fuel industry."



AYA MOHAMAD EL HAWARNEH
YOUTH ADVOCATE AND PROJECT COORDINATOR
AMERICAN NEAR EAST REFUGEE AID
(ANERA)

"Empowering youth is not a goal that we need to aim for; it's a powerful reality that is here, that will create a lasting impact."

At the Summit, advocates, and leaders representing the public sector discussed their efforts to establish resilient education systems within their communities. They emphasized the importance of engaging peers in intergenerational efforts to safeguard the right to education and address the effects of climate change.

[Aya Mohamad El Hawarneh, a Youth Advocate and Project Coordinator with American Near East Refugee Aid \(ANERA\)](#), shared insights into her initiative in Burg El Shamali Palestinian Refugee Camp in Lebanon. The initiative focuses on recycling and waste management, with youth volunteers actively involved in sorting waste at its source. This initiative led to a large-scale campaign aimed at inspiring adults to maintain clean environments and reduce plastic usage. As a result, the campaign has expanded to involve two schools in the area.



FRANCISCO VERA
YOUTH ADVOCATE
UNICEF

"We are talking about the future of humanity and of the next generation: they have to be included in the conversation."

Participants also discussed what the transition to a green economy requires through education. [Dr. Nada Berrada, the African Union Youth and Education Champion from the Education Development Center](#), highlighted the gap between the skills and education required for green jobs as well as the level of education attainment of youth. Furthermore, she noted that a green economy must not only be comprised of green jobs, but should also encompass greening and reskilling current jobs, and include those working in the informal sector.

Throughout the Summit, youth participants emphasized the crucial principle of inclusivity. [Salha Aziz, a Tanzanian Youth Leader with the Global Partnership for Education](#), highlighted the digital divide as a major concern, particularly for students in underserved communities. She stressed the necessity to provide infrastructure development to bridge this gap, emphasizing the need for collaborative efforts between the public and private sectors to leverage technology for educational enhancement.

Young professionals from the private sector also discussed their efforts to drive systematic transformation for climate.

Jennifer Chamas, the MENAT Regional Head of Sustainability and Sustainable Finance at HSBC, shared her experiences in guiding customers towards sustainability. This involved implementing training programs, facilitating regular discussions on sustainability within the bank, and launching awareness campaigns.

Throughout the Summit, youth speakers captivated the audience and their fellow panelists with inspiring stories on their climate action efforts, from grassroots level all the way up to policy making.



ALIA AL ALI
GLOBAL INVESTOR ACCESS ANALYST,
YOUTH COUNCIL PRESIDENT
HSBC

"At the RewirEd Summit, moderating the panel was not just an opportunity but a responsibility, a chance to amplify the voices and perspectives of the youth. Representing the vibrant energy and innovative spirit of the younger generation, it was a transformative experience advocating for change and shaping dialogues that transcend generations."



GLOBAL EDUCATION SOLUTIONS ACCELERATOR

GLOBAL EDUCATION SOLUTIONS ACCELERATOR (GESA)

During the COP28 UAE World Climate Action Summit held in the Blue Zone on December 2, 2023, [Dubai Cares unveiled the Global Education Solutions Accelerator \(GESA\)](#). GESA is designed to rewire educational systems globally, turning them into dynamic forces for achieving national ambitions. This catalytic mechanism adopts a holistic, ecosystem approach to enhance coordination, increase accountability, diversify funding models, and boost the efficiency and effectiveness of educational investments.

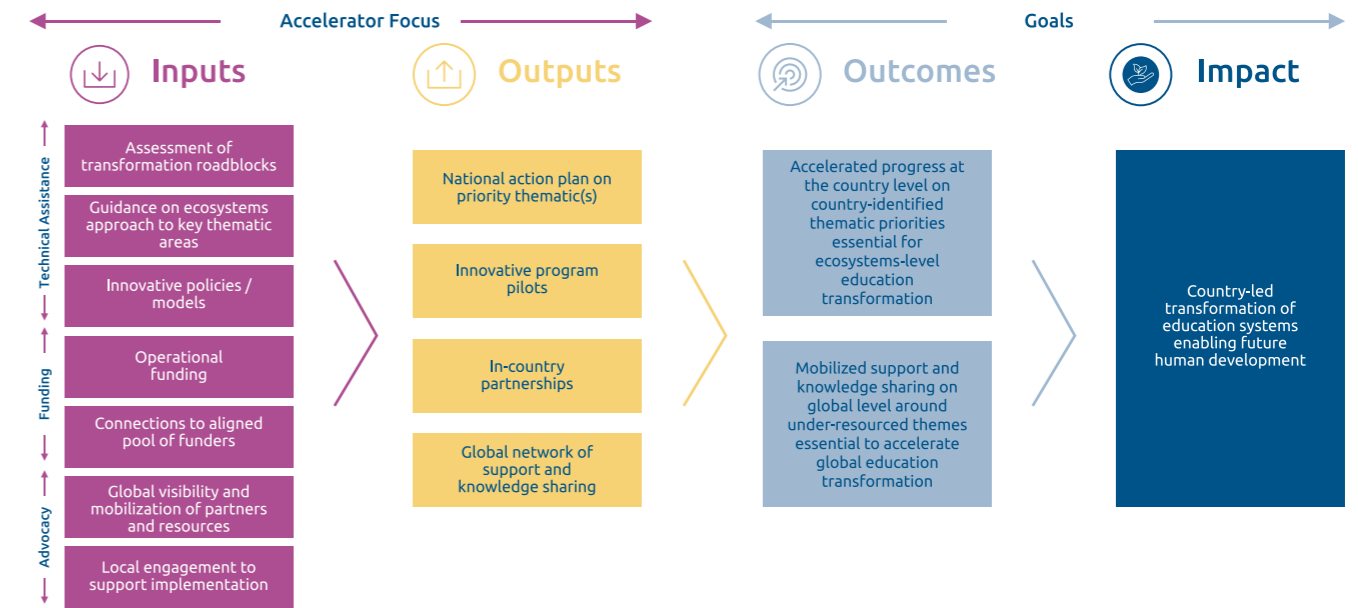
It aims to empower national leadership by giving countries greater autonomy over their educational transformations. As a comprehensive platform, GESA will facilitate knowledge exchange, synchronize strategies across the sector and engage non-traditional actors to foster systemic change.

GESA is dedicated to bridging the gap between immediate educational needs and long-term aspirations, challenging the notion that systemic educational transformation is unattainable for vulnerable countries. It intends to focus on crucial but typically under-resourced areas by employing rapid and flexible funding strategies to achieve a substantial positive impact on teachers, learners, and communities, ultimately improving the overall education system.

GESA will provide essential support to national stakeholders through technical assistance, funding, expert guidance, and network access, enabling them to efficiently navigate educational reform complexities and swiftly identify and overcome obstacles to long-term objectives. This approach ensures the prompt implementation of innovative and sustainable solutions for system-level change, while carefully avoiding duplication of efforts already in place within the sector.

GESA is committed to fast-track progress towards the 2030 goals. By harnessing a robust network of international actors and platforms across the development and education sectors, it will facilitate the collective identification and implementation of solutions tailored to meet individual countries' educational transformation challenges and ambitions. This initiative aims to enable countries to leverage rewired education systems as a foundational pillar for sustainable development.

In its first phase, Dubai Cares and the Aga Khan Foundation are set to foster education transformation across 10 countries that are part of the Schools2030 program under the leadership of the Aga Khan Foundation. This ambitious endeavour underscores a commitment to fostering educational excellence and equity, promising a hopeful outlook for learners and communities worldwide.



GESA COUNTRIES



H.E. DR. TARIQ AL GURG
CEO AND VICE-CHAIRMAN
DUBAI CARES

"The Global Education Solutions Accelerator (GESA) is a powerful mechanism that embodies the essence of Dubai Cares' 17 years of hands-on experience in implementing education programming on the ground, while simultaneously amplifying the global community's understanding of the issues and gaps that have existed for a very long time. We are confident that the Aga Khan Foundation is the ideal strategic partner for the implementation of such a global initiative, which represents a new system of partnerships for rewiring education."

MICHAEL KOCHER
GENERAL MANAGER
AGA KHAN FOUNDATION

"As long-standing partners of Dubai Cares, we are excited to be invited as strategic partners for the launch of the Global Education Solutions Accelerator (GESA). We are inspired by GESA's vision to recognize and catalyze the collective energy and wisdom from the world's learners, teachers, communities, youth, governments, and civil society organizations to address the most pressing educational challenges of our time through a more inclusive and accelerated approach. Through GESA, and our continued partnership with Dubai Cares, we are ready to co-create new pathways for education transformation."



WHAT'S NEXT?

As we are getting closer to the crucial targets set by the Paris Agreement and the 2030 Agenda, the urgency for transformative measures to address both climate change and education systems around the world escalates. At this critical juncture, the forthcoming RewirEd Summit Outcomes Report, co-developed by Dubai Cares and SEEK Development, and set to be published in the wake of COP28 UAE, stands as a vital contribution, highlighting the essential link between education and climate action and seizing the moment when education is increasingly acknowledged as a vital lever for achieving climate goals. The Report will emphasize the critical role of education as a key driver in guiding humanity towards a sustainable and equitable future, underscoring its pivotal importance in addressing the paramount challenge of our era: climate change.

The Report will provide a deep dive into the specific ways in which education exerts a positive influence on climate change challenges, both immediately and over the long term. It will blend theoretical insights with real world examples, presenting case studies from the RewirEd Summit 2023 to illustrate the tangible impact of educational initiatives on climate action.

Recognizing the need for current education systems to evolve into holistic, multi-sectoral, and adaptable frameworks to address climate change challenges and unlock the full potential of education as a prominent solution to national and global objectives, the Report will present a thorough perspective on the requirements for such a transformation. It will feature the Framework for Global Education Transformation, a forward-thinking model that advocates for a human-centric approach to education. This Framework emphasizes the development of four foundational pillars - values, skills, knowledge, and experiences - designed to cater to the unique needs of future societies and job markets. It aims to forge partnerships across various sectors, transcending

traditional barriers to create an integrated ecosystem, where education is recognized as a shared societal responsibility.

The Report will delve deeply into climate challenges, pinpointing specific obstacles to climate action and demonstrating how education can help overcome these bottlenecks. Highlighting the uneven progress in global climate efforts, the Report underscores the need for a paradigm shift from macro-level interventions to a holistic, systems-level approach that leverages the transformative potential of education. It presents a compelling argument for prioritizing education as a central strategy in the global climate agenda, emphasizing its power to foster innovation, economic growth, social equity, and resilience.

Building on the [“Rewiring Education for People and Planet” report](#), published in 2022 following the RewirEd Summit 2021, a new set of win-win solutions will be introduced as actionable recommendations in the Policy, Finance, and Advocacy domains, which lie at the heart of the climate and education nexus. By harnessing these intersections, the Report envisions a future, where education and climate action are intrinsically linked, offering a promising pathway towards achieving global climate ambitions and fostering a world, where sustainable development and human prosperity go hand in hand.

The Report will systematically incorporate the key outcomes and practical implications of COP28 UAE, detailing emerging policy recommendations and new philosophical approaches, along with a specific call to action for COP29 Azerbaijan.

This Report is designed not only as a call to action but as a comprehensive roadmap for igniting systemic change, inspiring stakeholders across the globe to rewire education as the cornerstone of a resilient, equitable, and sustainable future for people and planet.



Because **Education** is **Everyone's** Business!

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