SUSTAINABLE EDUCATION MEETING 2020
(SEM2020)
https://millenniumedu.org/sem_nyc_2020/

September 2020
Wednesday 23, Thursday 24 & Friday 25
1:00-3:30 PM GMT

@MICROSOFT TEAMS
Registration Open

CONCEPT NOTE
ACCELERATE SDGs ACHIVEMENTS
IN A POST-PANDEMIC WORLD

Hybrid Education
From Broadband to Broad Connectivity!

“We need to change in order to secure the promise of sustainable development, human rights and peace for our grandchildren. And we have no time to lose.”

United Nations Secretary-General António Guterres
QINGDAO DECLARATION

https://millenniumedu.org/qingdao-declaration/

UNESCO Qingdao Declaration
Seize Digital Opportunities, Lead Education Transformation

"We Commit to ensure that all girls and boys have access to connected digital devices and a relevant and responsive digital learning environment by 2030, irrespective of their disabilities, social or economic status or geographic location."

INCHEON DECLARATION & FRAMEWORK FOR ACTION

https://millenniumedu.org/unesco-incheon-declaration-framework-for-action/

➢ 6% of GDP to Education and Counting

➢ allocating at least 15% to 20% of public expenditure to education

INCHEON DECLARATION & FRAMEWORK FOR ACTION
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1. Executive Summary:

Effective Achievements - Sustainable Development Goals and Education

The United Nations General Assembly adopted on September 25, 2015 the Sustainable Development Goals (SDGs): “Transforming our world: the 2030 Agenda for Sustainable Development” (UNGA Resolution 70/1.) [https://millenniumedu.org/sustainable-education/] including SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

As a supportive action, Millennium@EDU SUSTAINABLE EDUCATION PARTNERS signed on September 27, 2015, in New York City, U.S.A., the Sustainable@EDU COMMITMENT [https://millenniumedu.org/sustainableedu/], expressing their support and the will to contribute to the achievement of the SUSTAINABLE DEVELOPMENT GOALS (SDGs).

Since 2015, the SDGs have been updated in order to adjust to the new realities and Millennium@EDU SUSTAINABLE EDUCATION has maintained and reinforced its Commitment.

Moreover, as a way to monitor the SDGs implementation and to understand how technological solutions can support it, the United Nations Indicators framework [http://unstats.un.org/sdgs/] was adopted at the 47th Session of United Nations Statistical Commission. Several institutions have produced work in clarifying the Indicators, facilitating the measurement of the SDGs achievement and its Targets, by establishing Guidelines to develop policies and actions in Sustainable Development.

Following the Sustainable@EDU COMMITMENT and the eight consecutive years of SUSTAINABLE EDUCATION MEETINGS organized to reinforce partnerships, in 2020 the SUSTAINABLE EDUCATION MEETING (SEM2020) aims to reinforce and enlarge the cooperation between stakeholders, in line with SDG 17: Strengthen the means of implementation and
revitalize the global partnership for sustainable development”
https://millenniumedu.org/sdg17/, Target 17.6, Indicator 17.6.2 and Target 17.8, Indicator 17.8.1., in particular consolidating its SDGs focused approach, as well as on SDG4 “Education”, Target 4.a, Indicators 4.a.1 (b) & (c) and Target 4.4: , Indicator 4.4.1 & 4.4.2. and SDG 9 “Infrastructure”, Target 9.c, Indicator 9.C.1. (please see below - point 1.2. Data@EDU AGENDA).

1.1. SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all - The Four Interlinked Thematic Drivers: Education, Data, Technology and Finance

The SUSTAINABLE EDUCATION MEETING (SEM2020) will focus on Four Interlinked Thematic Drivers of Sustainable Development: SUSTAINABLE Education, Data, Technology and Finance, as follows:

SUSTAINABLE EDUCATION – the SEM2020 will focus on Education for Sustainable Development as well as on the use of technology to improve the access and quality of education and on how the personal and social awareness of the scientific method, data science, coding and technological tools can contribute to better Data Management, Monitoring and the effective achievement of SDGs.

As a reference for this Topic, the SEM2020 will consider the “UNESCO GUIDE: “Learning Objectives: Education for Sustainable Development Goals”: https://millenniumedu.org/education-for-sustainable-development/ and its role in promoting 21st century literacies, with focus on the themes of the 17 United Nations Sustainable Development Goals – with particular attention to Data, Technology, Finance and Partnerships;
TECHNOLOGY – the SEM2020 spotlights are pointing to technology trends that can support Education, Connectivity, Collaborative Platforms, Data, Cloud-services, Internet of Things - IoT, Self-tracking-data, Data-analytics, Predictive-data, Artificial Intelligence (AI), and many others with real value like Coding as a Literacy, STEAM Learning, and Measuring Learning. We highlight holistic approach implementations and transformation frameworks such as the Sustainable@EDU PROJECTS, https://millenniumedu.org/sep/ Sustainable@EDU CAMPUS & SCHOOL https://millenniumedu.org/millenniumedu-sustainable-school/ and Sustainable@EDU CLASSROOM https://millenniumedu.org/model-classroom-2/. The reference document to this Topic is the “COSN Driving K-12 Innovation series” https://cosn.org/k12innovation.
FINANCE – Adequate Funding of Education Systems is now a priority with many dimensions. The Addis Ababa Action Agenda of the Third International Conference on Financing for Development https://millenniumedu.org/financingedu/ “(...) encourages countries to consider setting nationally appropriate spending targets for quality investments in essential public services for all, including (...) Education” and the Incheon Declaration https://millenniumedu.files.wordpress.com/2018/05/education-2030-incheon-declaration-framework-for-action.pdf quantifies the investment objectives: “We therefore are determined to increase public spending on education in accordance with country context, and urge adherence to the international and regional benchmarks of allocating efficiently at least 4-6% of Gross Domestic Product and/or at least 15-20% of total public expenditure to education.”
1.1. Financing@EDU AGENDA

The achievement of Sustainable Development Goals (SDGs) and in particular SDG 4 requires adequate Funding and the creation of specific Financing Models.

The role of private sector in Sustainable Development is a key change in the new international agenda. Recognizing the crucial contribution of job creation and wealth generation for long-term development and sustainability, are an integrated part for a holistic understanding of development, as clearly stated in the SGDs and in the overall comprehension of Sustainable Development as a symbiotic relation between environmental sustainability, social development and economic growth.

Since 2015, the International Community and the business community have converged in the notion that private investment in developing countries and emerging economies, with a strong focus in profit generation, within the framework of the Sustainable Development Goals, is an integrated tool for long term and self-generating social development and economic growth, that allows individuals and families to improve their living conditions. In fact, a well-paid job allows families to send their children to school, have a roof over their heads, food on their table and strive in better health and social-economic conditions.

Furthermore, the United Nations General Assembly Resolution 70/1. "Transforming our world: the 2030 Agenda for Sustainable Development" highlights and strengthens the importance of the relation with the private sector, acknowledging its strategic role for the SDGs as follows:

"Private business activity, investment and innovation are major drivers of productivity, inclusive economic growth and job creation. We acknowledge the diversity of the private sector, ranging from micro-enterprises to cooperatives to multinationals. We call on all businesses to apply their
creativity and innovation to solving sustainable development challenges”. ("Transforming our world: the 2030 Agenda for Sustainable Development", paragraph 67).

In this context, the United Nations Secretary-General released on September 24, 2018 “THE SECRETARY-GENERAL’S STRATEGY FOR FINANCING THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT (2018-2021)” https://millenniumedu.org/financingedu/ including the following main Guidelines (bold) listed below, with a synthesis of our Vision (yellow) concerning its application to Sustainable Education (SDG 4):

“1. Aligning global financial and economic policies with the 2030 Agenda.”:
It is important, among other actions, to promote budget and tax policies, which favor Education and learning;

“2. Enhancing sustainable financing strategies and investments at the regional and country levels.”:
It is important, among other actions, to promote investment in the EdTech Sector;

“3. Seizing the potential of financial innovations, new technologies and Digitalization to provide equitable access to finance.”:
It is important, among other actions, to promote Fintech, financial literacy and SDG4-related sustainable finance products and services.
“Achieving SDG 4 on quality education for all requires significant additional financing. Annual total spending to achieve the first two and costliest education targets, namely universal pre-primary, primary and secondary education, would need to more than triple in low-income countries.

Three sources of funding are available to fill the gap: Governments, donors and households. Domestic public finance is by far the most important source of funding, accounting for 79 per cent of education spending globally. Poorer countries prioritize education more in their public expenditure, but this still translates into vastly smaller expenditure by student — less than $200 annually per primary school student in low-income countries, compared to around $8,000 in high-income countries.

In response, households have to contribute a much larger share of education financing directly. In some developing countries, households account for more than half of all expenditure, compared to less than 15 per cent in most developed countries. Overreliance on households raises equity concerns.

In developing countries, fiscal and household spending is complemented by aid as a third major source of education funding. Donors account for 12 per cent of education spending in low-income countries. However, over the past decade, education has become less of a priority for development partners, with the share of education falling from 8.8 per cent of total official development assistance in 2010 to 7.1 percent in 2017.

A share of aid for education is used for the provision of scholarships. — Means of implementation target 4.b calls for a substantial expansion of scholarships available to
developing countries. More than $3 billion were disbursed as aid for either scholarships or as costs incurred by donor-country higher education institutions.

New and emerging technologies are putting additional demands on education systems, as even advanced education is no longer a guarantee for employment due to the automation of cognitive tasks. Continuous and rapid technological change will require provision of opportunities for lifelong learning, but implications of artificial intelligence and related technologies for education systems and practices are only just coming into focus and warrant attention by policy-makers.”

1.2. Data@EDU AGENDA

The Sustainable Development Goals (SDGs) constitute a very ambitious plan that requires Data and Accountability in its implementation, which in its turn, are tools to support and justify the mobilization of financial resources, making possible all necessary investments to achieve and surmount all the Goals and the respective Targets.

To create a vision on Data and its role in Sustainable Development, by initiative of the United Nations Secretary-General, the Report “A World That Counts – Mobilizing the Data Revolution for Sustainable Development” https://millenniumedu.org/dataedu-predictive-education/ was published on November 2014, in which a clear relation is established between Data and Sustainable Development: “Data are the lifeblood of decision-making and the raw material for accountability. Without high-quality data providing the right information on the right things at the right time; designing, monitoring and evaluating effective policies becomes almost impossible.”(...) “As the world embarks on an ambitious project to meet new Sustainable Development Goals (SDGs), there is an urgent need to mobilize the data revolution for all people and the whole planet in order to monitor progress, hold governments accountable and foster sustainable development. More diverse, integrated, timely and trustworthy information
can lead to better decision-making and real-time citizen feedback. This in turn enables individuals, public and private institutions, and companies to make choices that are good for them and for the world they live in.” (WTC P.2)

With the aim and vision, described above, as part of the implementation of Sustainable Development Goals (SDGs), the United Nations included in this process, the establishment of the “Global indicator framework for the Sustainable Development Goals and targets of the 2030 Agenda for Sustainable Development” adopted by United Nations General Assembly Resolution 71/313, July 6, 2017 “Work of the Statistical Commission pertaining to the 2030 Agenda for Sustainable Development”.

It is also important to underline that “The United Nations Secretary-General’s Synthesis Report (UNSG, 2014) recommends that four levels of monitoring should be considered – global, regional, thematic and national”...“These frameworks complement one another - one has a relatively small number of key measures to be monitored regularly at the global level, and the other has a more comprehensive framework that addresses a wider range of policy issues faced by the education sector in each country.” (SDDD, p.13)
SEM2020 SDGs FOCUS INDICATORS
https://www.education-progress.org/en/indicators/

Millennium@EDU SUSTAINABLE EDUCATION and its ECOSSYSTEM is highly committed and focused in promoting the SDGs through the achievement of the respective Targets and through Monitoring the Results according to the data provided in the context of the Indicators Framework, as a main tool to create an informed decision-making process. Consolidating the collaboration among our stakeholders also allows for a stronger engagement and contribution to meet the SGDs and, whenever possible, to surpass its Targets.

In this context, Millennium@EDU SUSTAINABLE EDUCATION is greatly dedicated to the following Indicators:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG-4)

- Target 4.a: “4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”
- Indicator 4.a.1: “Proportion of schools with access to: (b) the Internet for pedagogical purposes;
- Indicator 4.a.1: “Proportion of schools with access to: (c) computers for pedagogical purposes”

• Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
  - Indicator 4.4.1: “Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill”
  - Indicator 4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skill (PROPOSAL)

In what concerns Education: “SDG4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, the UNESCO DOCUMENTS: “SUSTAINABLE DEVELOPMENT DATA DIGEST: LAYING THE FOUNDATION TO MEASURE SUSTAINABLE DEVELOPMENT GOAL 4” (SDDD) https://millenniumedu.org/dataedu-predictive-education/ and the “SDG 4 Data Book 2019” https://millenniumedu.org/dataedu-predictive-education/ give an overview on how Education is placed in the SDGs INDICATORS FRAMEWORK:

The Table below presents the GLOBAL AND THE THEMATIC INDICATORS of SDG 4:
### Table 3. Education targets, global and thematic indicators and key concepts

<table>
<thead>
<tr>
<th>Target</th>
<th>No. of indicators</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Quality in primary and secondary education</td>
<td>2</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Completion</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Provision</td>
</tr>
<tr>
<td>4.2 Access to quality early childhood development, care and pre-primary education</td>
<td>2</td>
<td>Readiness to learn</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Provision</td>
</tr>
<tr>
<td>4.3 Access to affordable and quality technical, vocational and tertiary education</td>
<td>3</td>
<td>Participation</td>
</tr>
<tr>
<td>4.4 Relevant skills for employment, decent jobs and entrepreneurship</td>
<td>2</td>
<td>Skills</td>
</tr>
<tr>
<td>4.5 Elimination of gender disparities in education and ensuring equal access to all levels of education for the vulnerable</td>
<td>Parity indices</td>
<td>Equity across targets</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Policies</td>
</tr>
<tr>
<td>4.6 Adult literacy and numeracy</td>
<td>2</td>
<td>Skills</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Participation</td>
</tr>
<tr>
<td>4.7 Knowledge and skills needed to promote sustainable development</td>
<td>3</td>
<td>Provision</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Knowledge</td>
</tr>
<tr>
<td>4.a Education facilities that provide safe, non-violent, inclusive and effective learning environments for all</td>
<td>3</td>
<td>Resources</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Environment</td>
</tr>
<tr>
<td>4.b Expand globally the number of scholarships available to developing countries</td>
<td>2</td>
<td>Scholarships</td>
</tr>
<tr>
<td>4.c Increased supply of qualified teachers</td>
<td>2</td>
<td>Qualified teachers</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Trained teachers</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Motivation</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Support</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td></td>
</tr>
</tbody>
</table>

Source: E2030 FFA, 2016
Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation (SDG-9)

- Target 9.c: “Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020”
  - Indicator 9.C.1: “Proportion of population covered by a mobile network, by technology”

Strengthen the means of implementation and revitalize the global partnership for sustainable development (SDG-17)

- Target 17.6: “Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism”
  - Indicator 17.6.2: “Fixed Internet broadband subscriptions per 100 inhabitants, by speed”
- Target 17.8: “Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology”
  - Indicator 17.8.1: “Proportion of individuals using the internet”

https://millenniumedu.org/sustainableedu-pfa-w-s4-theme-4/
2. SELECTED BACKGROUND DOCUMENTATION

Although other selected resources will be used for specific sessions or presentations, these are the following Baseline reference Documents for the SUSTAINABLE EDUCATION MEETING 2020:

1. UNESCO GUIDE: Learning Objectives: Education for Sustainable Development
   https://millenniumedu.org/education-for-sustainable-development/

2. COSN Driving K-12 Innovation series
   https://cosn.org/k12innovation

3. 70/1. Transforming our world: the 2030 Agenda for Sustainable Development
   https://millenniumedu.org/sustainable-education/

   https://millenniumedu.org/dataedu-predictive-education/

5. UNESCO DOCUMENT: “SUSTAINABLE DEVELOPMENT DATA DIGEST: LAYING THE FOUNDATION TO MEASURE SUSTAINABLE DEVELOPMENT GOAL 4” (SDDD)
   https://millenniumedu.org/dataedu-predictive-education/

6. Addis Ababa Action Agenda of the Third International Conference on Financing for Development
   https://millenniumedu.org/financingedu/
7. Incheon Declaration – Education 2030 - Towards inclusive and equitable quality education and lifelong learning for all”

https://millenniumedu.org/financingedu/

https://millenniumedu.org/financingedu/

10. SDG 4 Data Book 2019
https://millenniumedu.org/dataedu-predictive-education/

11. Reimagining education: From remote to hybrid learning
3. CO-HOSTING MODEL

The Meeting is organized in a Co-hosting Model in which different organizations and companies will host sessions on different topics related to the themes of the SUSTAINABLE EDUCATION MEETING 2020 (SEM2020) and their own specific focus of activity.

4. A NEW CONCEPT OF VIRTUAL MEETING

To potentiate the current social dynamic, in which people are available and more skilled to participate and collaborate in Virtual environments and with the aim of expanding this model of interaction, we created a unique space, including a collaborative tool and Virtual Meetings.

This Collaborative Platform was created in Microsoft Teams, is accessible to all SEM2020 Participants upon submission of the registration and subsequent Invitation.

This Specific Microsoft Team dedicated do the SEM2020 contains three specific Channels, one per each day of the Meeting and may have Specific Private Channels, if necessary, to hold any working group and to organize group discussions.

Furthermore, there will be a Channel – the Participants Room - in which all General Documentation and information will be available to all participants.

5. PROGRAM AND PRESENTATIONS

The Program of the SUSTAINABLE EDUCATION MEETING (SEM2020) is full of interesting presentations from Millennium@EDU SUSTAINABLE EDUCATION STAKEHOLDERS that will be sharing updated information on their Initiatives and Programs and will offer collaboration opportunities and presentations from the Co-Hosts and their Guests, providing updated views on the most relevant worldwide issues with impact on education, technology and development.
Taking advantage of the current social dynamic, with people’s strong engagement in Virtual Meetings and collaborative tools, the SEM2020 will have a Virtual Program for three days, as described below:

**Meeting Sessions** – “Hybrid Education - From Broadband to Broad Connectivity” (SEM2020 Program to be provided)

- **Connectivity (e.g. Infrastructure, Connectivity, Devices, Hosting)** – September 23, 2020, from 1:00 - 3:30 PM GMT
- **Collaborative Platforms (e.g. Microsoft Teams, Classera and others, Productivity Tools, etc.)** – September 24, 2020, from 1:00 - 3:30 PM GMT
- **Education, Skills and Project Implementation (Logic Access)** – September 25, 2020, from 1:00 - 3:30 PM GMT

The updated versions of the Program, Presentations and Accompanying Materials can be found at the dedicated SEM2020 Webpage: [https://millenniumedu.org/sem_nyc_202020/](https://millenniumedu.org/sem_nyc_202020/)

### 6. WORKING LANGUAGE

The working language of the SUSTAINABLE EDUCATION MEETING 2020 is **ENGLISH**.

### 7. DATE and Place – Wednesday 23, Thursday 24 & Friday 25, September 2020, @MICROSOFT TEAMS

The SUSTAINABLE EDUCATION MEETING 2020 will take place on Wednesday 23, Thursday 24 & Friday 25, September 2020.
The Summit takes place in Microsoft Teams. The option to use this Platform intends to, not only, showcase its potential in education but also to honor to the excellent support and fantastic hosting over the years of Microsoft, which has greatly contributed to the growing success of the SEM.

Every year the Meeting takes place in September, the same week as the opening of the Annual Session of United Nations General Assembly, as a contribution to the United Nations Sustainable Development Goals Agenda. Although the SEM2020 has virtual format, we keep this principle.

8. WHO ATTENDS THE SEM2020

The participants are leaders from companies or institutions committed to education, technology and sustainable development such as Microsoft, Intel, Ericsson, ECS, jp-ik, Classera, Critical Links, Code For All, Brains Global and others, with outstanding international recognized skills in the referred fields, with relevant activity in their country or region and involved in SUSTAINABLE EDUCATION PROJECTS.

The concept of the Event is to give the chance to all participants to know each other and the projects they are engaged in, as well as promoting potential opportunities of collaboration and networking.

9. PARTICIPATION & REGISTRATION

Participation & Registration are by Invitation Only. The participants will receive an e-mail with a link to a Registration Form, in which they will chose the day(s) and theme(s) they wish to attend.
After the submission of the Registration Form, the participants will receive a Personalized Invitation to be part of a specific Team created for all Participants of the SEM2020.

Additionally, the participants will be invited to specific Private Channels in the same Team, according to the SEM2020 Themes chosen in the Registration (Please see the Themes in point 5). The participants will also receive an Invitation for each Microsoft Meeting (one for each day) chosen in the Registration (Please see the Meetings in point 5).

10. SPECIAL PRESENTATIONS

Special Presentations will receive an Invitation to address the SEM2020 on specific Thematic Sessions.

11. SEM2020 WEBPAGE

https://millenniumedu.org/sem_nyc_2020/

To promote stronger engagement, a Webpage was created for the SEM2020 - https://millenniumedu.org/sem_nyc_2020/ - with links to the different areas of the Millennium@EDU SUSTAINABLE EDUCATION Website related to the themes in focus and other relevant information.

The participants of the SEM2020 can find information about the Presentations, organizations and main initiatives as well as accompanying materials by visiting the Webpage. The information will remain available for future reference.

12. CONTACTS

Any additional information can be obtained via email: info@millenniumedu.org or website: https://millenniumedu.org/contact/
(1) United Nations Secretary-General António Guterres - Remarks to Economic and Social Council on Repositioning the UN Development System to Deliver on the 2030 Agenda