2023 HLPF SDG Education Solutions Conference
With the commitment of the United Nations to find transformative solutions that can provide solutions to human growth and development, and the insight of the office of the President of UNGA77 Session on the 2023 High Level Political Forum, our organization proposes a time to have conversation towards the theme 2023 HLPF "Accelerating the recovery from the coronavirus disease (COVID-19) and the full implementation of the 2030 Agenda for Sustainable Development with respect to “Transforming educators as Agents of Change for SDGs in the Digital Age”.

Underlying Concept
The past several decades witnessed an impressive expansion of access to education across the world, contributing to upholding people’s rights and human dignity and to the advancement of social, economic, political, and cultural development. Today, however, exacerbated by the COVID-19 crisis, education is a deep crisis: a crisis of equity, quality, and relevance. Hundreds of millions of the most vulnerable children, young people, and adults remain excluded from education. Millions more are in school but not learning. And as our societies, economies and environment undergo fundamental change, contemporary education systems are struggling to respond.

Together, these crises have left the education related goals and targets of the 2030 Agenda severely off track and risk leaving learners and societies ill equipped to navigate uncertain futures. Building on the global momentum generated by the UN Transforming Education Summit (TES) in September 2022, our organization and partners call for maintaining strong political mobilization around education on SDGs and chart the way to translate commitments and global initiatives into action.

Program Format
Recognizing the understanding that Education is a fundamental human right and long held a special place in the hearts and minds of educators across the world. Education has been a source of personal dignity and empowerment and a driving force for the advancement of social, economic, political, and cultural development. The theme: Transforming Educators as Agents of Change for SDGs in the Digital Era will respond to the report of the UN Secretary General on Transforming Education Summit through,

- Educators and crisis in education affecting all
- Educators, Rethinking the purpose and content of transformation in the Digital era
- Educators at the forefront of driving change and game changer for quality and inclusive education for lifelong learning
- Educators and innovative pillars of education in the digital era
• Educators collective Action in keeping the human developmental promise.
• Roadmap for Call to Action on Transforming Education for educators Inclusion.

Details and Result
Our organization in following with the report of the UN Secretary General, Antonio Guterres on the 2022 Transforming Education Summit, will reflect on the outcome through the theme: “Transforming Educators as Agents of Change for SDGs in the Digital Age” with focus on;

• Educators learning environment and the development.
• Educators supported and empowered SDGs transformation.
• The SDG digital revolution must be harnessed for the benefit of Educators.
• Urgent need to invest more, more equitably, and more efficiently on SDGs for the transformation of education on SDGs through education effect change in digital age

The outcome is to enable educators to transform themselves and become agents of change, understanding the fact that they are the backbone for quality and inclusive education for lifelong learning.

• Secondly educators need to be equipped in other to fulfil their essential roles in the education systems of the future of which fundamental change is needed both in how societies view and value educators and how educators approach their roles and fulfill their responsibility.

• Thirdly educators must have sufficient resources to become knowledge producers, facilitators, and guides in the comprehension of complex realities. They must be trained and empowered to transcend from passive to active, from vertical and unidirectional to collaborative. They must promote learning based on experience, enquiry, and curiosity; develop the capacity, the joy and discipline for problem solving.