



GOOD PRACTICES

in South-South and Triangular Cooperation

Transforming Education and Delivering on SDG 4



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Quality Education: South-South cooperation as a lever for action

South-South and triangular cooperation is at the heart of SDG4 implementation on Quality Education. As demonstrated in the last few years, this kind of cooperation can mobilize action, ambition, solidarity and solutions to transform education in a rapidly changing world. From the inclusive approach to digital learning in Lao People's Democratic Republic to distance learning and teacher training strategies in Caribbean SIDS, South-South cooperation is a key modality of cooperation for transforming education and supporting internationally agreed development goals, including the 2030 Agenda.

This publication presents forty innovative solutions from around the world which showcase how South-South and triangular cooperation can support the development of more efficient, equitable and resilient education systems that are adapted to the challenges of the 21st century.

Countries of the South, with the support of partners, must enhance South-South and triangular cooperation to exchange resources, technology, skills and knowledge to realize the promise of making inclusive, quality education available to all.

This publication
showcases
40 innovative solutions
on how South-South and
Triangular Cooperation
can transform
education.





GOOD PRACTICES

in South-South and Triangular Cooperation

Transforming
Education
and Delivering
on SDG 4

FOREWORD

The year 2023 marks the mid-point of the Sustainable Development Goals (SDGs). While progress has been made, we have also seen unprecedented challenges that exacerbated existing inequalities and threatened the achievement of the 2030 Agenda for Sustainable Development. The education sector was severely affected by shutdowns and other public health measures taken in the context of the COVID-19 pandemic, setting us back years in the path towards the attainment of SDG4 on Quality Education.

Education improves the lives and livelihoods of every human being and should be available to all. SDG4 places it as a fundamental precondition to development. It opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. As we move to build forward better from the pandemic, there is an opportunity for countries to get back on track and accelerate their efforts towards accomplishing SDG4, including through initiatives for recovering learning losses, making schools more efficient, equitable and resilient while building on the investments made and keeping in mind the lessons learned during the crisis. Improvements in education outcomes support the achievement of all SDGs and other internationally agreed development goals.

South-South and triangular cooperation is increasingly recognized as an important driver of progress in our collective journey towards a sustainable and peaceful future. The increasing engagement of sub-national entities, such as municipal and provincial governments, and non-State actors, further highlights the value of this modality of cooperation. In education, South-South and triangular cooperation provides an opportunity for countries of the global South to improve the capacities of their human capital and to exchange resources, technology, skills, and knowledge.

In this context, the United Nations, Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), and the United Nations Office for South-South Cooperation (UNOSSC) are proud to present **Good Practices in South-South and Triangular Cooperation for Education: Transforming Education and Delivering on SDG4**.

The publication highlights 40 innovative South-South and triangular cooperation solutions that have been identified and documented, with a focus on how they can be scaled up to advance the implementation of SDG4. It contributes to the body of knowledge in South-South and triangular cooperation, showcasing initiatives from school feeding to digitalization, from capacity development to combating gender-based violence. It highlights the important role played by governments, local actors, the private sector, and other development partners in contributing towards the SDGs.

We value our engagement with the African Union Development Agency (AUDA-NEPAD) and are grateful for their contribution to this publication. The report is a testament to our collective commitment to promoting South-South and triangular cooperation as a means for achieving the 2030 Agenda for Sustainable Development, and represents an important contribution to the follow up to the UN Secretary-General's Transforming Education Summit (TES), held in September 2022 at the United Nations General Assembly.



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We owe a major debt of gratitude to colleagues from the following partners, for their hard work and dedication. We wish to thank: the Delegation of the European Union to the African Union; Caroline Katunge Ngonze from UNAIDS; Alex Ríos, Bagnikoué David Bazongo, Borhene Chakroun, Bandiougou Diawara, Chris Castle, Francesc Pedró, Guilherme Canela, Jo Hironaka Latoya Swaby-Anderson, Mame Mor Diarra Ndiaye, Margarete Sachs-Israel, Mohammad Aref Arefee, Ms. Nisha, Rika Yorozu, Saidou Jallow, Sena Galazzi, Soumaya Maghnouj, Sowirin Chuanprapun, Anne Muller, Mariana Kitsiona, Youssef Ouattara, Anne Coupez, Astrid Gillet and Teresa Undurraga from UNESCO; Santiago; Zeynep Aydemir Koyuncu from the United Nations Girls' Education Initiative; Yifei Wang and Yan Zhang from UNICEF China; Haogen Yao, Buthaina Al-Iryani, Jennifer Asman and Deepika Sharma from UNICEF HQ, Katheryn Bennett, Teresita Felipe, Jee Hyun Rah and Airin Roshita from UNICEF Indonesia; Gemma Wilson-Clark, Jane Courtney and Emer Mccarthy from UNICEF Jordan; Tomoya Sonoda from UNICEF Kyrgyz Republic; Leotes Helin and Rachel McCarthy from UNICEF Lao People's Democratic Republic; Mmadou Ndiaye from UNICEF Malawi; Azlina Kamal from UNICEF Malaysia; Munkhkhuj Badarch from UNICEF Mongolia; Jorge Luis Hernández Benavides from UNICEF Nicaragua; Mirabel Ribeiro from UNICEF São Tomé and Príncipe; Hana Yoshimoto and Ayanda Ndlovu from UNICEF South Africa; and Ly Phat Viet Linh from UNICEF Viet Nam.

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GOOD PRACTICES



ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL.



**FREE PRIMARY
AND SECONDARY
EDUCATION**



**EQUAL ACCESS
TO QUALITY
PRE-PRIMARY
EDUCATION**



**EQUAL ACCESS
TO AFFORDABLE
TECHNICAL,
VOCATIONAL AND
HIGHER EDUCATION**



**INCREASE THE
NUMBER OF PEOPLE
WITH RELEVANT
SKILLS FOR
FINANCIAL SUCCESS**



**ELIMINATE ALL
DISCRIMINATION IN
EDUCATION**



**UNIVERSAL LITERACY
AND NUMERACY**



**EDUCATION FOR
SUSTAINABLE
DEVELOPMENT AND
GLOBAL CITIZENSHIP**



**BUILD AND UPGRADE
INCLUSIVE AND SAFE
SCHOOLS**



**EXPAND HIGHER
EDUCATION
SCHOLARSHIPS
FOR DEVELOPING
COUNTRIES**



**INCREASE THE
SUPPLY OF QUALIFIED
TEACHERS IN
DEVELOPING
COUNTRIES**

Accessible Digital Textbooks



Promoting inclusive education through Accessible Digital Textbooks



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CHALLENGE

One of the key barriers to inclusive education in Eastern Africa is the inaccessibility of core learning materials. Education approaches in the region often fail to recognize the various learning styles that benefit different learners, including students with disabilities. As a result, students with disabilities are often left disenfranchised, frustrated, less engaged and less motivated to learn. Students with disabilities are at a particular disadvantage when instruction and materials are presented in only one format. Furthermore, since the pandemic, most of the population in Eastern African countries has been largely excluded from remote learning, as many do not have access to electronic devices, such as tablets and computers, outside of school.

TOWARDS A SOLUTION

The Accessible Digital Textbooks (ADT) initiative is implemented by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF), under the framework of the United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD). The objective of the initiative is to promote inclusive education by ensuring that all learners, including learners with disabilities, have equal access to learning materials in inclusive learning environments. In Eastern Africa, this initiative was introduced in Kenya, Rwanda, and Uganda, and was designed to address one of the key barriers to inclusive education resulting from the inaccessibility of core learning materials.¹ Framework can benefit all children. Hence, technology is used to create accessible learning materials. Accessible learning materials help to consolidate inclusion in line with General Comment 4 on Article 24 of the UNPRPD – the right to inclusive education – and Sustainable Development Goal (SDG) 4 to “leave no one behind” in learning.

1 <https://www.accessibletextbooksforall.org/universal-design-learning>

NOMINATED BY

United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD)

COUNTRIES/REGIONS/TERRITORIES

Kenya, Rwanda, Uganda

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.5, 10.3

SUPPORTED BY

UNPRPD

IMPLEMENTING ENTITIES

United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF)

PROJECT STATUS

Completed

PROJECT PERIOD

2019 – 2022

URL OF THE PRACTICE

<https://www.accessibletextbooksforall.org/>

The initiative's key objectives were to:

- ▶ Enhance the enabling environment for the use of quality, accessible digital textbooks.
- ▶ Improve the capacity of the education system and the textbook ecosystem to produce and procure accessible digital textbooks.

The ADT initiative aimed to promote inclusive education by applying the Universal Design for Learning (UDL) principles to ensure that all learners, including learners with disabilities, have equal access to learning materials. This would allow children with different learning styles to access the same content, participate in the same textbook-based activities inside and outside the classroom, and have the same opportunities to achieve positive educational outcomes as their peers. In each beneficiary country, steering committees composed of UN agencies, Organizations of Persons with Disabilities (OPDs), key government stakeholders (Ministry of Education (MoE)), information professionals and publishing companies were established to plan and oversee all the project activities. While United Nations Educational, Scientific and Cultural Organization (UNESCO) focused on creating an enabling environment by promoting the development of supportive policies and guidelines, monitoring Marrakesh Treaty ratification and implementation, and overall knowledge management, the role of the United Nations Children's Fund (UNICEF) was to develop, pilot, iterate and scale up the use of (ADTs).

People from different countries and agencies were able to share information and experiences and to work together thanks to the regional and cross-country project activities, especially the regional knowledge exchange and lessons learned forums. This led to South-South and triangular cooperation between governments and agencies. Key outcomes included the establishment of active steering committees in Kenya, Rwanda, and Uganda; capacity-building for teachers on the application of assistive technologies and use of accessible digital textbooks; piloting of developed ADTs in schools; ADTs produced, tested and validated with children with disabilities in all 3 countries; ADTs made available to children on the Kenya Education Cloud, REB platform (Rwanda) and Kolibri platform (Uganda); and development of ICT equipment procurement guidelines for OPDs and key government stakeholders.

ADT is an attractive initiative to MoEs, because it represents an innovative, concrete way to respond to the learning needs of children with disabilities, especially after the realization that this population was largely excluded from remote learning opportunities during the COVID-19 pandemic.

The strong partnerships that were established during this project through the interagency steering committees are well-placed to advocate for resources to move the ADT agenda forward. For instance, in Rwanda, the United States Agency for International Development (USAID) is adapting supplementary readers using UDL principles that were utilized in the development of the first ADT in this project. In addition, Rwanda's Education Board has continued to develop ADTs.



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Through the ADT global project, seven replicable critical strategies to achieve sustainable change in the ADT ecosystem have been identified: partnership and engagement; evidence and use; innovation; knowledge sharing; advocacy; policy development and implementation; and capacity development.

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Adolescent Nutrition Programme to Address the Triple Burden of Malnutrition in Indonesia



Nourishing today's teens and tomorrow's future in Indonesia



©UNICEF

CHALLENGE

Indonesia is home to 46 million adolescents, who account for nearly 18 per cent of the country's population. Unfortunately, these adolescents are facing massive nutritional challenges, namely the triple burden of malnutrition including under-nutrition, overweight and micronutrient deficiencies, posing a serious threat to their educational performance and the achievement of their full potential. Specifically, approximately one in four adolescents is stunted, 8 per cent are thin, 15 per cent are overweight, and another quarter are anaemic. Poor dietary habits and sedentary lifestyles are among the key factors driving the triple burden of malnutrition. Yet, few policies and programmes are addressing the nutrition challenges among adolescents, who will form the future of Indonesia. There is a need to mainstream nutrition policies and programmes into relevant health and education sectors, to improve nutrition knowledge and behaviours, particularly among schoolgoing adolescents.

TOWARDS A SOLUTION

The United Nations Children's Fund (UNICEF), in partnership with the Government of Indonesia, initiated an integrated gender-responsive adolescent nutrition programme in schools, called Aksi Bergizi, to address the nutritional challenges identified in the country's adolescent population. Aksi Bergizi was designed to tackle the triple burden of malnutrition among adolescents in Indonesia by reducing anaemia prevalence while promoting healthy eating and physical activity behaviours. Aksi Bergizi was first piloted in two selected districts - Klaten (Central Java province) and Lombok Barat (Nusa Tenggara Barat province).

The Aksi Bergizi intervention package consists of three components:

- ▶ strengthening weekly iron-folic acid supplementation (WIFS) for girls. This is administered alongside a home-brought breakfast to facilitate tablet absorption and reduce the side effects of the supplement. This also helps establish the

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Indonesia

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

2.1, 2.2, 1, 4.a, 4.c, 5.1

SUPPORTED BY

District Government of Klaten and West Lombok, Southeast Asian Ministers of Education Organization Regional Centre for Food and Nutrition (SEAMEO RECFON), Rain Barrel Communications, Canadian Committee for UNICEF

IMPLEMENTING ENTITIES

UNICEF, Ministry of Health, Ministry of Education, Culture, Research and Technology, Ministry of Religious Affairs, Ministry of Home Affairs

PROJECT STATUS

Completed

PROJECT PERIOD

01/2018 – 03/2020

URL OF THE PRACTICE

<https://www.unicef.org/indonesia/reports/aksi-bergizi>

habit of eating breakfast, which many adolescents otherwise do not do on a regular basis;

- ▶ multisectoral nutrition education. This is a weekly interactive and fun nutrition and health awareness session, usually conducted immediately following the WIFS session. The content focuses on nutrition and other health issues including reproductive health, HIV/AIDS, water sanitation and hygiene, mental health, addictive substances, violence and injuries, and non-communicable diseases, while mainstreaming gender across all issues. The session is designed to stimulate adolescent girls and boys to practice essential soft skills in daily life while improving their knowledge on health and nutrition issues;
- ▶ a comprehensive social and behaviour change communication (SBCC) intervention to improve healthy eating and physical activity which includes advocacy to national and subnational government, capacity strengthening for district officials, health workers, and teachers, school mobilization activities, and social media engagement.

Educating girls and boys on nutrition and health enables them to develop a deeper understanding of gender issues such as pregnancy, menstruation and differing nutritional needs. School mobilization activities also encourage the participation of both girls and boys, thus dispelling cultural norms of cooking being only for girls and sports for boys.

The combination of breakfast with WIFS encourages a sense of community while supporting the consumption of healthy foods and micronutrient supplements. School mobilization activities generate even greater excitement and participation among students and their families. Finally, the adoption of a supportive supervision approach to the monitoring and evaluation of the programme encourages communication, team approaches to problem solving, and non-authoritarian supervision through school visits. This methodology improves performance and relationships using ongoing data collection, regular follow-up and supportive rather than punitive guidance.

The activities were designed in 2016 and implemented from 2018 to 2020. Based on the programme evaluation, Aksi Bergizi showed positive changes in adolescents' knowledge and behaviours, indicated by a significant increase in the proportion of adolescent girls who consumed WIFS, as well as adolescents who consumed vitamin A-rich fruits and vegetables, did physical activity for 60 minutes every day and had good knowledge of nutrition. In 2020, the Government agreed to scale up the Aksi Bergizi intervention package to all schools nationwide using the Healthy School programme as the platform.

The Aksi Bergizi pilot has demonstrated the feasibility of implementing an innovative and informative adolescent nutrition package. Further, it shows how consultative multisectoral policy engagement can be implemented at programmatic level. This is achieved by delivering a targeted package of complementary interventions through participatory learning and support. By applying the lessons from the pilot phase and implementing appropriate scaling measures, Aksi Bergizi has the potential to positively impact adolescents throughout the country, laying a stronger foundation for Indonesia's future.



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Aksi Bergizi is a holistic, one-of-a-kind programme which has paved the way for a successful response to the triple burden of malnutrition among adolescent girls and boys in low- and middle-income countries. The programme has made Indonesia a frontrunner for adolescent health and nutrition programming and promising efforts are underway to replicate the programmes in other countries in the Southeast Asian Region and beyond. A large collection of publications and communication materials, documenting best practices, case studies and the promising results of the pilot have been disseminated through various online and offline channels and platforms. These materials will inform future endeavours to replicate the programme in other countries and regions through South-South and triangular cooperation.

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An Inclusive Approach to Digital Learning in Lao People's Democratic Republic



Introducing digital learning in Lao People's Democratic Republic to help bridge learning gaps exacerbated by the COVID-19 pandemic



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CHALLENGE

COVID-19 lockdowns led to rapid school closures across Lao People's Democratic Republic, with schools closed for many months in 2020 and 2021. As a result, children across the country had two academic years of disrupted learning. Lao People's Democratic Republic cannot afford such a devastating learning loss; the Southeast Asian Primary Learning Metrics (2019)¹ showed that only one in 10 Grade 5 children in Lao People's Democratic Republic had basic numeracy and literacy skills even before the pandemic struck. Lao People's Democratic Republic has the highest learning poverty rate of countries with data in the region – only 2 per cent of children can read a simple text, compared with the regional average of 66 per cent. Children from non-Lao Thai ethnic groups or children with disabilities probably have even lower rates.

The pandemic has probably exacerbated already sub-optimal student learning outcomes, particularly for the most marginalized children. Pre-COVID, students, particularly in secondary education, already had to share textbooks, which was not possible when schools were closed, so their access to learning materials was limited.

TOWARDS A SOLUTION

In response, the Ministry of Education and Sports (MoES), with the United Nations Children's Fund (UNICEF), established the first national digital learning platform, *Khang Panya Lao*,² with funding from the European Union and the Global Partnership for Education (GPE). In mid-2020, the Ministry of Education and Sports of Lao People's Democratic Republic (MoES) issued a national directive instructing teachers and students to use *Khang Panya Lao* as an online learning resource

1 [South East Asia Primary Learning Metrics | UNICEF Lao People's Democratic Republic](#)

2 *Khang Panya Lao*, (Lao Wisdom Warehouse) is based on the Learning Passport, a partnership between UNICEF and Microsoft.

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Lao People's Democratic Republic

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

3.7, 4.4, 4.6, 4.7, 4.c, 13.3

SUPPORTED BY

UNICEF Lao PDR, European Union (EU), Global Partnership for Education (GPE)

IMPLEMENTING ENTITIES

Ministry of Education and Sports of Lao People's Democratic Republic, EU, GPE, Aide et Action, Australian Department of Foreign Affairs and Trade (DFAT) and Basic Education Quality and Access in Lao PDR (BEQUAL), Child Fund, Catholic Relief Services, Humanity & Inclusion, Japan International Cooperation Agency (JICA), Room to Read, Save the Children, United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Population Fund (UNFPA), United States Agency for International Development (USAID), the World Food Programme (WFP), World Bank.

PROJECT STATUS

Ongoing

PROJECT PERIOD

06/2020 – Ongoing

URL OF THE PRACTICE

laos.learningpassport.unicef.org

with offline functionality, to provide continuity of learning during school closures. UNICEF ensured that the platform provided high-quality learning resources, including official curriculum textbooks and teacher guides from pre-primary to upper secondary, international content and learning resources from local development partners. This helped to ensure continued quality education for all (SDG 4) during and following school closures, improved literacy and numeracy (SDG target 4.6) and strengthened twenty-first century skills development among youth and adolescents (SDG targets 4.4, 4.7).

Building a strong partnership has been key to the success of Khang Panya Lao, with 14 local development partners on board providing digital learning content to the platform and helping to expand its reach both for students and teachers. UNICEF Lao People's Democratic Republic has also worked with the private sector, including Tespack and local internet service providers to find innovative solutions to expand access to digital learning in rural areas, including using solar-powered media systems to strengthen electricity and internet access. Many countries have implemented digital learning platforms and approaches, particularly during the pandemic, and in light of the successes in Lao People's Democratic Republic, there is much potential to explore the lessons learned and replication of the model employed in the country.

Indeed, Khang Panya now contains over 350 courses and over 6,000 course lessons translated into Lao. As of April 2023, there were 120,000 registered users and an estimated total 360,000 users nationwide, including over 10,000 teachers across all 18 provinces of Lao People's Democratic Republic. Student surveys have shown that the platform has helped ensure children have continued access to curriculum materials all year round, even when schools are closed, which has really helped in the lead-up to national examinations.

The introduction of digital learning is highly significant in the Lao context, where digital literacy and access to digital learning remains very low. To address this, UNICEF is procuring tablets, Smart TVs and projectors for distribution in schools nationwide. It is also investing in offline device hubs and solar-powered media system packs to power devices in remote areas and is exploring partnerships to zero-rate platform content. UNICEF is adding inclusive education content to the platform, including inclusive teaching resources.

Furthermore, Khang Panya Lao is recognized in the Lao education development sector as a national platform owned and led by the Ministry of Education and Sports in Lao People's Democratic Republic. The Ministry steers the development of the platform, and this is crucial to its long-term sustainability with the ongoing hosting support of Microsoft and UNICEF.

Moving forward, UNICEF is supporting MoES to expand Khang Panya Lao beyond its initial purpose of providing immediate access to digital learning during the pandemic. The platform is now used in classrooms to ensure access to digital learning and to improve digital literacy among children and adolescents. It is also used by teachers, trainee teachers, pedagogical advisors and others for their own Continuous Professional



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Development (CPD), with key relevant CPD resources now also stored on the platform, with personal portals for individuals to track their progress online. In this way, Khang Panya Lao is not just a response to the pandemic; it is underpinning a major transformation in how children, teachers and parents learn in Lao People's Democratic Republic.

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Applying a Whole-school Approach: Minimum Standards to Prevent School-related Gender-based Violence



©UNICEF

An innovative initiative to end school-related gender-based violence based on whole-school minimum standards for inclusive, equitable, safe and healthy schools

CHALLENGE

Globally, girls, boys, and LGBTQIA+ children experience and perpetuate different forms of violence. Girls experience sexual violence and psychological forms of bullying at higher rates, while boys experience corporal punishment and physical fighting. School-related gender-based violence (SRGBV) is increasingly recognized as a barrier to quality education and learning, particularly for girls and young women and LGBTQIA+ children. According to the most recent global estimates, approximately 20 to 37 per cent of 11- to 17-year-olds experienced some form of emotional, physical and sexual violence in and around school in the previous year.¹ The COVID-19 pandemic has exacerbated incidences of domestic and intimate partner violence against women and girls, posing a greater risk of SRGBV as schools reopen. Data on the nature and scope of violence in and around schools, particularly the gendered norms and drivers of violence, is limited. Data collected through large-scale surveys do not sufficiently capture all forms of violence in schools, nor do they necessarily apply a gender analysis, and responses in and around school are not systematically tracked. A critical factor in the lack of data are inappropriate and non-existent reporting and response mechanisms that are safe, gender-responsive and child-friendly. Contextually relevant evidence of effective whole school interventions is also limited in low- and middle-income settings. Applying a comprehensive whole-school approach is widely recognized as good practice in working holistically to promote student health and well-being and echoes evidence from other school-based health and violence prevention initiatives.

TOWARDS A SOLUTION

In 2018, the Global Working Group to End SRGBV and UNGEI produced the guide, A Whole School Approach to Prevent School-Related Gender-Based Violence:

¹ UNGEI (July 2020). "Strengthening efforts to prevent and respond to school-related gender-based violence as schools reopen".

NOMINATED BY

United Nations Girls' Education Initiative (UNGEI), hosted by the United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Sierra Leone, Zimbabwe

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.5, 4.A, 4.7 5.1, 5.2

SUPPORTED BY

UNGEI, UNICEF, Global Working Group to End SRGBV, United States Agency for International Development (USAID)

IMPLEMENTING ENTITIES

Forum for African Women Educationalists Zimbabwe Chapter, UNICEF Sierra Leone

PROJECT STATUS

Completed

PROJECT PERIOD

10/2018 – 01/2022

URL OF THE PRACTICE

bit.ly/3H8QuGH
bit.ly/3mJXhPG
bit.ly/41EC15U

Minimum Standards and Monitoring Framework, which lays out policies and actions to establish enabling school environments for better reporting and monitoring of SRGBV. Centred around evidence-based strategies to reduce violence against children, women and girls, the guide proposes eight domains and corresponding minimum standards that make up a whole-school approach.

The objective of the pilot initiatives in Zimbabwe and Sierra Leone was to test whether and how the guide's eight domains and minimum standards can be operationalized in schools and at the district level. At the outset, visioning workshops brought together teachers, school heads, ancillary school staff, members of school development committees and students to identify entry points and practical actions to strengthen each of the eight domains.

The following interventions were implemented to fill the gaps identified during the visioning workshops:

- ▶ gender training, follow-up and action planning with school leaders, district education officials and principals to activate existing systems of reporting and accountability;
- ▶ teacher training on gender concepts, identifying acts of violence, and activating reporting and response; gender-responsive pedagogy and use of positive discipline;
- ▶ empower students and young women to recognize violence and to speak up through the TUSEME17 ("let us speak out" in Kiswahili) curriculums (in Zimbabwe) and student clubs and student councils;
- ▶ improve awareness of national laws and policies regarding gender-based violence, codes of conduct and use of corporal punishment; and
- ▶ establish or strengthen school codes of conduct with gender-responsive content that refers explicitly to acts of sexual violence and gender-based discrimination
- ▶ advocacy and information sharing at national level through education coalitions and sector working groups.

The pilot activities were carried out in Zimbabwe from October 2018 to December 2020 in 10 schools (five primary and five secondary) across two districts. In Sierra Leone they were carried out from October 2020 to January 2022 in 30 schools in three districts.

The pilots showed promising results in shifting gender attitudes and beliefs, despite several challenges in implementation, including COVID-19. The interventions indeed shifted perceptions among stakeholders, especially girls and women, and saw teachers become committed to gender equality and to fostering a learner-centred environment. Girls were afforded greater involvement and leadership roles on student councils. The formation of student clubs helped improve awareness (especially among secondary school girls) of different forms of violence, particularly inappropriate touching and sexual harassment. Parents became engaged through the school development committees in prevention activities, contributing to a feeling that the school community had the potential to address violence. However, silence and stigma associated with gender-based violence (GBV) persisted, as did perceptions that violence against children is "normal". Reporting systems were



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established and students and teachers became aware of the systems, but fear of retribution and perceptions about personal safety and confidentiality deterred students from reporting incidents. Schools adopted codes of conduct, but these did not address all forms of violence and did not adopt a zero-tolerance stance.

The results made it clear that more work is needed to break the silence around GBV in education. Continued efforts are required to support teachers, school heads and district education officers to implement codes of conduct, establish reporting and referral mechanisms and monitor school violence. Additionally, changing social norms requires long-term investments and the active engagement of key stakeholders at all levels. At policy level, results from Zimbabwe were included in the Education Sector Analysis and the Sector Plan in 2020. The Ministry of Education became a signatory to the Safe to Learn Call to Action. In Sierra Leone, the UNGEI Whole School Minimum Standards were endorsed by the Ministry of Basic and Senior Secondary Education as a framework for action on preventing SRGBV in the education system. Baseline and end-line assessments were carried out in Zimbabwe. In Sierra Leone an action research assessment was carried out at the outset of the assessment and continuous monitoring took place throughout the programme implementation. Countries continue to share experiences and lessons learnt.

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Better Education for Africa's Rise (BEAR II)



Improving the relevance, quality and perception of technical and vocational education and training (TVET) in East Africa



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CHALLENGE

The development of technical and vocational education and training (TVET) in the Eastern African Region faces a number of challenges. The problems range from the limited number of technical institutes available, lack of facilities and materials for training students, inadequate technical teachers or facilitators, limited number of training institutions for technical teachers, and difficulty in career progression due to negative public attitudes and perceptions of TVET. Additionally, most countries, especially those in the global South, value TVET less than university or college tertiary education, resulting in weak TVET participation from other stakeholders. The initial diagnostic of the different BEAR II countries showed the capacity weakness of TVET sectors. Considering the technical level, access to labour market information and capacity-building of TVET stakeholders need to be reinforced.

TOWARDS A SOLUTION

The Better Education for Africa's Rise (BEAR II) project is a joint initiative of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Government of the Republic of Korea. The project has been working around making TVET systems more relevant to the needs of the economy and labour market; enhancing the quality of TVET programmes and institutions; and improving the perception of TVET among young people, enterprises, and society. The project contributes to the implementation of the Education 2030 Agenda, the Continental Education Strategy for Africa, and the UNESCO Strategy for TVET, as well as addressing SDG 4.3 on equal access to affordable technical vocational and higher education.

The initiative advocates for the improvement of TVET by facilitating the information-sharing and joint working towards regional harmonization of TVET

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO) Regional Office for Eastern Africa

COUNTRIES/REGIONS/TERRITORIES

Ethiopia, Kenya, Madagascar, Tanzania, Uganda

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.3, 8.4

SUPPORTED BY

UNESCO, Government of the Republic of Korea

IMPLEMENTING ENTITIES

UNESCO, Ministries of Education of the countries involved

PROJECT STATUS

Completed

PROJECT PERIOD

2017 – 2022

URL OF THE PRACTICE

<https://en.unesco.org/themes/skills-work-and-life/bear>

expertise in 13 countries across Eastern Africa, including Ethiopia, Kenya, Madagascar, Tanzania, and Uganda. The programme uses South-South triangular cooperation mechanisms through a series of meetings and consultations with the governments and stakeholders of the TVET sector in the beneficiary countries. Furthermore, it has resulted in international webinar training, regional studies on TVET and regional communication strategies based on diagnoses from different countries. Considering the shift towards online and distance learning modalities triggered by COVID-19, BEAR II has also included a distinct digital component in its training modules and programmes.

A harmonized regional curriculum development model study for the BEAR II countries was conducted and an international training webinar on the subject was organized on 10 March 2021. The training was attended by 47 participants representing varying TVET sectors across the region. The BEAR II team has also finalized a regional study on the development of entrepreneurship framework and training manuals and a regional study on the development of a harmonized approach to regional career guidance and counselling in the Eastern African Community. As a result of the latter, a regional communication strategy was developed based on relevant diagnoses from different countries.

The project has resulted in the training of 984 TVET teachers and 1,318 TVET stakeholders as well as the finalization of curricula, training and digitization of learning materials. Further, the project has finalized Labour Market Analyses (LMAs) and a report on labour market analyses harmonization .

Through the project's TVET MAHE platform, completed in December 2022, East African Community countries will benefit from the regional exchange of TVET resources. This innovative South-South and triangular cooperation mechanism will provide country overviews; national and regional strategies, policies and frameworks; online training materials; TVET events and opportunities; information on MAHE objectives; and information on international and regional TVET practices.

The project has created and developed new reforms, policies and studies to be extended and scaled up in numerous sectors. It has also helped reinforce capacities of national TVET institutions, created benchmarking references, fostered national leadership, applied a sustainable response to COVID-19, ensured ownership of project results, and created multiple partnerships, all of which have contributed to the project's sustainability and replicability.



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Capacity Development for the Use of Technology in Higher Education



Upskilling higher education teachers and students for remote learning in Latin America and the Caribbean beyond the pandemic

CHALLENGE

Like other countries in Latin America, Peru was severely affected by the closure of universities during the COVID-19 pandemic. The situation was made worse by regulations that restricted the number of online courses that can be offered. These restrictions, coupled with the lack of a tradition of distance higher education in the country left teachers, students and technical staff without the critical skills that are required to embark on remote education. The lack of quality and engaging online offer could reduce the chances of educational success and have a very negative impact on Sustainable Development Goal (SDG) 4 (Quality Education).

TOWARDS A SOLUTION

This project aimed to provide pedagogical continuity to public higher education services during the COVID-19 crisis and sought to strengthen virtual higher education in Peru. The project was entirely funded by the Government of Peru, through its Ministry of Education and the dedicated Programme to Support the Design and Implementation of Strategies for Pedagogical Continuity (PMESUT) unit. The project aimed to promote a higher degree of maturity of the Higher Education Institution (HEI) by working from the profiles of teachers and students, experience in online teaching, as well as the equipment and available connectivity; taking account of the socioeconomic profiles of students, and what sort of equipment and connectivity they have. In this way, the technological needs and the most recommended methodologies can be developed in an adapted manner.

A first stage of technical support included assistance to teachers to adapt courses to distance education, and support to technical staff to ensure the proper functioning of the platform and of all the essential services to guarantee pedagogical

NOMINATED BY

UNESCO International Institute for Higher Education in Latin America and the Caribbean, Venezuela

COUNTRIES/REGIONS/TERRITORIES

Peru, Argentina, Colombia, Ecuador, Mexico, Spain Venezuela

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.3, 17.9

SUPPORTED BY

Government of Peru

IMPLEMENTING ENTITIES

UNESCO International Institute for Higher Education in Latin America and the Caribbean

PROJECT STATUS

Completed

PROJECT PERIOD

06/2020 – 05/2021

URL OF THE PRACTICE

www.iesalc.unesco.org/pmesut/

continuity. In its initial phase, the project involved a diagnosis of each university to determine the capacities, understand the processes, and design, together with each institution, the transition towards the adoption of the most suitable digital model for each educational ecosystem. In order to achieve this, it is necessary to have knowledge of its pedagogical tools, its level of technical support for its operation and its access to connectivity.

The second phase of the project included the implementation of training courses aimed at promoting the development of teaching skills. It sought to positively impact teaching, by improving teaching and learning processes and generating a culture conducive to quality improvement, which will ultimately benefit the student. This work was carried out in conjunction with university staff, taking account of each professor's possibilities.

Effective distance education requires the configuration of a learning community that supports teachers and students, not only in regard to teaching, but also with co-curricular participation. It also requires the development of other social mechanisms including the generation of a culture of incentives and recognition, and self-regulation on the part of students, that will lead them to a stage of maturity, independence, and commitment necessary for this new mode of teaching and learning.

The project is a successful example of intra-regional South-South cooperation because, although focused on Peruvian public universities, it involved the participation of institutions and 48 specialists from Argentina, Colombia, Ecuador, Mexico, Spain and Venezuela. More than 120 hours of training were provided to almost 3,000 teachers and some 13,000 students. The project had a 79 per cent completion rate by participants. In total, 7,134 badges were awarded, 320 virtualized model courses were held and 320 digital leaders were trained. The resulting training modules, materials, and guidelines are now available for free at the UNESCO IESALC virtual Campus . The participation of UNESCO IESALC in this programme allowed for the further development of the Institute's own capacities in this field, generating programmes, services and training modules that could be replicable and adaptable for use in other institutions and countries.

UNESCO IESALC identified in this abrupt entry into distance education a unique opportunity to rethink traditional designs of higher education and move towards hybridization: a balance between the advantages of the simultaneous presence of students and teachers in a physical classroom, laboratory or workshop, alongside online work and cooperative learning, mediated by technology and conducive to the much-needed transformation of higher education for the sake of better quality and equity.

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Developing a Literate Environment for Students in Francophone Sub-Saharan Africa



Supporting the production and dissemination of educational resources for primary and secondary schools and students in French-speaking sub-Saharan Africa

CHALLENGE

The goal of Education for All in sub-Saharan Africa has progressed significantly since 2000 in terms of access to school for the greatest number. However, there are still many challenges in terms of improving the quality of education, and Sustainable Development Goal 4 (SDG4) for 2030 recalls the need to "ensure access to quality education for all". No country in francophone sub-Saharan Africa has yet reached the goal of one textbook per primary school child in reading and arithmetic, and this shortage is even more marked in secondary education. In addition, the COVID-19 pandemic has led to an increasing development of distance learning and the use of digital resources to ensure continuity of learning.

TOWARDS A SOLUTION

Initiated and financed by the French Development Agency (AFD) and implemented by UNESCO and the Institut Français, this project aims to improve learning outcomes by strengthening equitable and inclusive access for primary and secondary school students in francophone sub-Saharan Africa to physical and digital educational resources for individual and collective use. The project is organized into three main components, the first two supported by UNESCO, and the third by the Institut Français:

- ▶ Act for the Future: strengthening national development policies and strategies and diversifying educational resources;
- ▶ Produce for Learning: improving the production and dissemination of educational resources for individual and collective use;
- ▶ Read to Learn: development of the place and role of children's books by promoting a literate environment for learning.



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NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO)

COUNTRIES/REGIONS/TERRITORIES

Benin, Burkina Faso, Burundi, Central African Republic, Chad, Democratic Republic of the Congo, Djibouti, Guinea, Madagascar, Mauritania, Niger, Republic of the Congo, Senegal, Togo, Union of the Comoros

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.1, 8.3, 10.2, 10.3, 17.3, 17.6, 17.9

SUPPORTED BY

Agence Française de Développement (AFD)

IMPLEMENTING ENTITIES

UNESCO, Institut Français

PROJECT STATUS

Ongoing

PROJECT PERIOD

08/2020 – 12/2024

URL OF THE PRACTICE

<https://fr.unesco.org/fieldoffice/dakar/ressources-educatives>

- ▶ The project capitalizes on good practices, defines norms and standards for the production of educational resources and collaborative work methods for the production of shared educational resources across participating countries. It aims at achieving the following results:
- ▶ National policies for the production, acquisition, dissemination and use of books, textbooks and other educational resources are more efficient.
- ▶ Viable strategies for the management and dissemination of educational resources for individual and collective use are available and implemented.
- ▶ Physical and digital educational resources for individual and collective use are diversified, of better quality and produced in abundance.
- ▶ Primary and secondary school students have equitable access to educational resources for individual and collective use that are widely disseminated.
- ▶ The capacities of the actors of the book chain are strengthened and the local production chain is better structured.

The project started by engaging participating countries in the development of a generic methodology for diagnosis of national strategies and policies for the production and dissemination of educational resources. This methodology has been successfully tested in three pilot countries (Burkina Faso, Senegal and Togo), and is now proposed to all other participating countries willing to replicate and engage in diagnosis and development of transformative strategies and plans, for the production and dissemination of quality educational resources. Diagnosis is implemented by national country teams to foster ownership and knowledge-building at country level and to foster the systematic development of national road maps for later inclusion in ministerial plans and policies.

The African Meeting for Educational Resources, from 14 to 16 June 2022, was the culmination of the first phase of the project. It brought together representatives of the 16 beneficiary countries. The event aimed to strengthen the production, dissemination, access and use of quality educational resources, while formalizing the transition to the second phase of the project by engaging in policy dialogue with education and book industry stakeholders in the 16 beneficiary countries. The regional dimension of the event, as well its public/private partnership dimension, allowed for the strengthening of regional collaborations and sharing of educational resources through the creation of a regional coalition of actors committed to improving learning and access to educational resources in the 16 beneficiary countries. A regional road map for improving the efficiency of strategies and policies for the production and dissemination of educational resources was also produced as an output of this regional forum. As such, the project contributes to the 2030 Agenda for Education, which aims to ensure equal access to quality education for all and to promote lifelong learning opportunities.

Overall, the first phase of the project enabled beneficiary countries to draw lessons and build common understanding on the importance of: (1) strengthening national education statistics and information systems for better anticipation and planning of educational resources requirements; (2) increasing the national funding and education budget devoted to education resources; (3) improving the quality of textbooks;



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(4) fostering the emergence of local ecosystems of publishers/editors; (5) strengthening national documentary and bibliographic databases; and (6) improving country assessment tools for the measurement of learning outcomes. The South-South regional dialogue approach taken by the project proved to be a catalyst for quick replication of good practices across beneficiary countries.

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Developing the African Continental Qualifications Framework



Connecting skills, qualifications and frameworks for mutual trust in a changing world

CHALLENGE

People are Africa's greatest asset. The accomplishment of the African demographic dividend in the post-pandemic recovery era will depend on the development of the right mix of skills and the comparability of qualifications of all levels of education and training systems across countries. Africa is characterized by great diversity of education and qualifications systems with different structures and types of qualifications and scarce information on quality assured qualifications in the public domain. New skills (transversal, digital and green) are required for workers to adapt in the context of the transformation of work and learning, digitalization and demands for a greener economy. Migrants and refugees carry skills and experiences – but recognition is often hindered. Moreover, continental free trade is likely to trigger demand for new skills and qualifications and more efficient recognition. The informal sector needs quality programmes of recognition of prior learning and modular skills development opportunities with certification.

TOWARDS A SOLUTION

The African Continental Qualifications Framework (ACQF) is an overarching regional qualifications framework (RQF) embracing 55 countries and eight regions. The ACQF is a policy initiative of the African Union (AU), underpinned by key policies and strategies, such as the AU "Agenda 2063" and its Ten-Year Implementation Plan, the Continental Education Strategy 2016-2025, and the African Continental Free Trade Area. Development of the ACQF is supported, in the context of Africa-European Union Partnership, by a specific project contributing to the Skills Initiative for Africa (SIFA). The ACQF project component is technically implemented by the European Training Foundation (ETF), the European Union (EU) agency specialized in policies and capacities in the domain of skills and qualifications. Development of the ACQF is based on the political leadership of the African Union Commission (Department of Education, Science, Technology and Innovation), and close cooperation with the ACQF Advisory Group (ACQF AG). Over 45 representatives of AU member states, regional economic communities, regional education councils, students' union and social partners participate in the ACQF AG, contributing to a high-quality consultation process.



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NOMINATED BY

African Union Development Agency – New Partnership for Africa's Development (AUDA-NEPAD)

COUNTRIES/REGIONS/TERRITORIES

All African Union countries and regions

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.4, 4.6, 4.7 8.3, 8.5

SUPPORTED BY

European Union, Federal Ministry of Economic Cooperation and Development of Germany (BMZ)

IMPLEMENTING ENTITIES

German Agency for International Cooperation (GIZ), European Training Foundation (ETF)

PROJECT STATUS

Completed

PROJECT PERIOD

09/2019 – 12/2022

URL OF THE PRACTICE

<https://acqf.africa/>

To address the above-mentioned challenge the main objective agreed for the project was the development of the conceptual and technical foundations of the ACQF, supported by a technically validated policy and technical document, trained stakeholders, and a website to disseminate the research, guidelines and training modules, and activities to foster networking between African countries. When politically validated by the African Union, the ACQF will be operationalized to fulfil its main objectives: enhance the transparency, quality and comparability of qualifications and mutual trust between National Qualifications Frameworks (NQF); facilitate recognition of skills and qualifications and mobility of learners and workers; and promote cooperation and connection with NQFs and RQFs in Africa and beyond.

A key characteristic of the ACQF process is the combination of technical and analytical processes (research, studies, guidelines and policies) with people engagement for trust-building (through dynamic peer learning webinars, communities of practice, thematic surveys and training events). The outputs of the ACQF process are grounded in a thorough analysis of the African context and reference to the global experience (Europe, Asia, America). Moreover, the process built on flexibility and top-down & bottom-up collaborations, such as elastic response to new requests from countries and stakeholders and tailoring of ACQF technical and advisory products to different needs and contexts. Importantly the ACQF process integrated actions for sustainability, namely through the online dissemination of outputs (website), streaming of peer learning and training webinars, and the training of a pool of informed focal points in over 30 countries. Finally, the ACQF activities are associated with a “quick-wins” approach, oriented to countries’ demand on issues related to their NQFs.

The ACQF programme of peer learning webinars, networking and communities of practice reflected the systematic orientation to multilateral and bilateral South-South cooperation, which involved 44 countries from all African regions. These mutual learning activities illustrated and clarified concepts, practices and new developments related to NQFs, quality assurance of qualifications, recognition of prior learning, referencing between frameworks and public access to databases of qualifications via digital online platforms. Most importantly, this approach stimulated and encouraged countries interested in developing their NQFs. The full programme of 15 ACQF peer learning webinars is documented in videos, presentations and briefs. In addition, countries have shared their policies and practices on recognition of qualifications through a dedicated programme of five webinars organized in partnership with the African Qualification Verification Network (AQVN). Over 50 experiences from Africa, Europe, Asia (ASEAN), Middle East were shared with policymakers and practitioners, and a unique source of tested knowledge and contextualized solutions is now accessible for the first time in digital learning tools and the package of 10 training modules. The qualifications authorities and stakeholders can quickly find updated information on NQFs and systems of African countries, while until now easily accessible information was mostly focused on European NQFs.

In the African context the role of the regions, as hubs of countries, should not be underestimated. To this end ACQF engaged in regional cooperation, notably with the Southern African Development Community (SADC) Secretariat, on the review and advancement of the SADC Qualification Framework. The review report and recommendations were approved by the SADC Joint Meeting of Ministers of Education and Science, Technology and Innovation (STI) (14-17/06/2022), and follow-up activities are planned jointly between ACQF and SADC. This regional

process sparked new dynamics of NQF development with SADC countries: Malawi is resuming work on the NQF, Mozambique is training stakeholders on all NQF themes, and Eswatini has moved to implementation of the already approved NQF. The ACQF project is contributing with concrete inputs to these developments.

ACQF cooperates with the Intergovernmental Authority for Development (IGAD), contributing to experience-sharing and consultation of IGAD’s new regional qualifications framework. A number of countries in other regions engaged bilaterally with ACQF for guidance on the NQF dialogue and construction process, e.g., Cameroon, Ghana, Guinea-Bissau, Senegal and Sierra Leone.

ACQF connects with other continents, notably with The Inter-American Centre for Knowledge Development in Vocational Training (CINTERFOR) for Central and South America, contributing to training programmes and exchanges on the RQF development dynamics.

Summing up: in the three-year period coinciding with the turbulence of the COVID-19 pandemic, the ACQF development process reached its peak with the policy document and its guidelines technically validated by the ACQF Advisory Group. The achieved outputs of the ACQF are:

- ▶ ACQF Policy and technical document supported by 10 technical Guidelines;
- ▶ capacity development programme: Africa-wide training programmes, 10 training modules with video materials and online learning management system. Over 250 people trained in two ACQF Training Weeks (online and hybrid);
- ▶ support for countries and regions of Africa: tested a customizable and scalable model of cooperation on qualifications;
- ▶ Structured and tested the ACQF referencing process, supported by a guideline and short practical handbook;
- ▶ substantial knowledge base of new research: the ACQF mapping study collection, African school curriculum mapping study and the ACQF feasibility study. The final products of the project are the Review and Handbook on Competence-Based Training in Technical and Vocational Education and Training (TVET) and the Study on complementarities between the ACQF and African Continental Free Trade Area;
- ▶ the ACQF website: a reliable and informative source for all countries, regions and stakeholders;
- ▶ a wide network of experts and institutions involved in NQF and RQF activities, and growing visibility across the continent and beyond;
- ▶ A sound governance setting, combining the political lead of the AU and the technical advice of the ACQF AG.

History will not remember the ACQF and the stakeholders, if we are not able to implement it. Growing the newly born ACQF requires time and resources. In this perspective in April 2023 started the ACQF-II project (2023-2026), supported by the European Union and ETF. It will contribute to implementation of the ACQF as a policy instrument of the AU and the member states. New opportunities for African learners, workers, and employers – through better and interconnected NQFs.

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Development of National Curriculum for Early Childhood Education in São Tomé and Príncipe



University of Brazil supports improvements in children's learning and general well-being through South-South Cooperation



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CHALLENGE

Access to early development services, including quality preschool, provides crucial support during the early years of a child's development, while facilitating school readiness and learning. However, the preschool education system in São Tomé and Príncipe faced several challenges. By 2012 the net enrolment rate in preschool was about 36 per cent. In addition, only 18 per cent of teachers had pedagogical training in early childhood education. The quality of the training provided to educators was not adequate and aligned to the needs and requirements of the children's comprehensive development.

As for the infrastructures, many of them were still from the colonial period, inadequate and without any conditions or attractiveness. To meet the challenges of improving the quality of education, in a context where repetition and dropout still occur at substantial level of preschool, it was crucial to invest in preschool education.

TOWARDS A SOLUTION

The United Nations Children's Fund (UNICEF) and the Ministry of Education, Culture, Science and Communication (MECCC) of São Tomé and Príncipe chose early childhood development (ECD) as a strategic priority in their 2012-2016 Cooperation Plan. After the development of the Curriculum Framework for São Tomé and Príncipe, it was found that educators and teaching assistants had difficulties creating and implementing challenging, innovative and creative activities that met the needs of each child.

Thus, as a way to support the MECCC, UNICEF, in partnership with the Pontifical Catholic University of Rio de Janeiro (PUC-Rio), supported the country in developing pedagogical guides aligned to the local context for educators and teaching assistants to develop skills in 4- and 5-year-old children.

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Brazil, São Tomé and Príncipe

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.2, 5.5, 10.2

SUPPORTED BY

World Bank, Global Partnership for Education (GPE)

IMPLEMENTING ENTITIES

UNICEF, Ministry of Education, Culture, Science and Communication of São Tomé and Príncipe (MECCC), Pontifical Catholic University of Rio de Janeiro (PUC-Rio), Brazil

PROJECT STATUS

Completed

PROJECT PERIOD

2013 – 2020

URL OF THE PRACTICE

<http://lide.dad.puc-rio.br/projetos/sao-tome-e-principe/>

In 2013, the Government of São Tomé and Príncipe, UNICEF and PUC-Rio signed a memorandum of understanding. After the signing of this memorandum, four professors from PUC's Interdisciplinary Laboratory for Educational Design (LIDE/DAD) visited São Tomé and Príncipe for a preliminary evaluation mission, which led to the development of a concept note covering the entire duration of the programme. Under the programme, the LIDE/PUC team conducted nine missions to São Tomé and Príncipe, including two immersion missions of educators and teaching assistants from São Tomé and Príncipe to Brazil. About 46 early childhood education professionals attended the immersion programme at PUC-Rio for 15 days, with the aim of exchanging experiences between professionals from both countries.

In parallel to the missions, in-person and distance training with practical actions was delivered to educators and teaching assistants, as a way of successfully implementing theoretical and practical knowledge in the teaching-learning process of children aged 4-5 years. Meanwhile, for the operationalization of the actions, the parameters for the choice of seven pilot kindergartens in different socio-geographical areas of São Tomé and Príncipe were developed, for the application of curriculum tests.

Accordingly, São Tomé and Príncipe has a document that guides the pedagogical practice of educators and pedagogical assistants, the new curriculum of São Tomé and Príncipe, which consists of the following elements:

- ▶ one module with the bases and the theoretical, pedagogical foundations of the construction of children's knowledge;
- ▶ eight curriculum modules;
- ▶ 320 cards containing activity suggestions for educators.

Regarding the sustainability of the implementation of the New Curriculum, a team was also created to coordinate and monitor the whole process. In total, 17 coordinators/monitors were trained to test and provide technical pedagogical support in the implementation of the pedagogical guides. In addition, the holistic approach to the development of the early childhood programme, and to the training of the educators, was extremely important to enable continuity. Similarly, the collaboration between PUC-Rio, MECC, the University of São Tomé and Príncipe, and the country's Higher Institute of Education and Communication (ISEC), ensured better efficiency in the expansion in all kindergartens? in the 2015/2016 school year.

The lack of pedagogical materials to support the implementation of the curriculum was identified as one of its main challenges. To overcome this limitation and ensure greater national ownership and sustainability of the new curriculum, MECC government officials and technicians, including school inspectors, principals, preschool coordinators and assistants, participated in discussions to define the guidelines for developing skills for children in the following areas: mathematics, language, art expression, expression and movement, and physical and social environment. They also participated in workshops to build pedagogical play materials based on local resources.



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In collaboration with partners such as UNICEF, World Bank, Global Partnership for Education, the Ministry of Education (Preschool Education) has benefited from 200 pedagogical kits.

Finally, PUC-Rio undertook a diagnostic evaluation mission at the end of the project. The evaluation revealed that the project:

- ▶ strengthened MECC's institutional capacity in early childhood education;
- ▶ developed São Tomé and Príncipe's capacity to create innovative and creative learning environments for preschoolers;
- ▶ trained educators and preschool education assistants in promoting early childhood education, particularly among the most disadvantaged communities, such as those in rural, urban and peripheral areas, and children with special educational needs;
- ▶ formally introduced a play-based learning approach linked to child development milestones in the country, through the adoption of the new curriculum.

The key to the success of this initiative was the strategic definition of co-creation, knowledge of the local context, involvement of the education community in different phases of the programme (design, ownership, monitoring, curriculum development, implementation of the pilot experience, and the expansion of the programme), which guaranteed the improvement of Preschool Education, with policy guidelines for children aged 4 to 5 in the country, and ensured that children learning from the new curriculum acquire the basic skills for entry into Basic Education.

CONTACT INFORMATION

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Distance Learning and Teacher Training Strategies in the Caribbean SIDS



Strengthening digital competencies of teachers in Caribbean SIDS toward improved quality education for all



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CHALLENGE

The COVID-19 pandemic has profoundly impacted education systems globally, including in low-resourced countries, many of which are Small Island Developing States (SIDS) that have their own specificities and face more complicated challenges be they political, socio-economic or technological inequities. Similarly, countries in Latin America and the Caribbean experienced severe learning disruptions, as 83 per cent of the region's children were out of school due to school closures in March/April 2020. Additionally, at the height of the pandemic, an estimated 91,710 teachers were also affected by COVID-19 in the Caribbean SIDS, lacking the required competencies, infrastructure and resources to contribute to learning continuity, thereby exacerbating prevailing learning inequalities. The pandemic also widened some of the existing gaps in the education system, resulting in a concerted request by Ministries of Education (MoE) to strengthen teacher digital competencies to mitigate concerns of wide-scale learning loss.

TOWARDS A SOLUTION

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Cluster Office for the Caribbean has taken advanced actions to develop digital learning resources for teachers and students, and to design and implement the UNESCO Teacher Training Initiative, through the support of the Global Education Coalition partner, Blackboard Academy, and funding by the German Agency for International Cooperation (GIZ).

The UNESCO Teacher Training Initiative served to support Caribbean countries in mitigating potential learning losses and ensuring learning continuity and equity during the massive school closures. It focuses on the retooling and empowering of Caribbean teachers with strengthened competencies in content creation, management and online and distance learning (ODL) pedagogies and practices, in direct alignment with the Education 2030 Agenda and its target 4.C.1.

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO) Cluster Office for the Caribbean

COUNTRIES/REGIONS/TERRITORIES

Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Curaçao, Dominica, Grenada, Guyana, Jamaica, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Maarten, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.C, 8.5, 8.6

SUPPORTED BY

German Agency for International Cooperation (GIZ), United Nations Children's Fund (UNICEF) Jamaica

IMPLEMENTING ENTITIES

UNESCO Cluster Office for the Caribbean

PROJECT STATUS

Ongoing

PROJECT PERIOD

09/2020 – Ongoing

URL OF THE PRACTICE

bit.ly/3RmJwjd

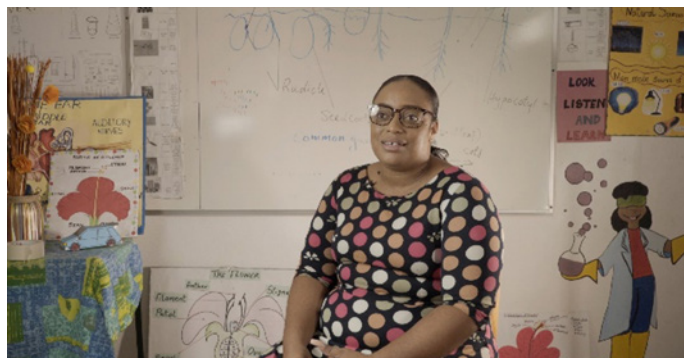
Informed by an in-depth regional consultative process, the programme was piloted in October 2020 with 31 master trainers engaged. It was further upscaled with a target of 40 master trainers to be trained and 10,000 teachers to be enrolled by the end of November 2021. This target was successfully met and well exceeded with the engagement of 51 master trainers and 12,440 teachers across the 20 Caribbean SIDS.

The programme was designed using an innovative cascading “train-the-trainers” model, with inputs from stakeholders representing MoE and regional bodies to ensure contextualization and sustainability. Master trainers participated in a robust 4-week online teacher professional development course, informed by the UNESCO ICT Competency Framework. Following a validation process, the feedback received from teachers helped customize the programme to their diverse needs in the Caribbean context. The design resulted in the inclusion of concrete regional scenarios through synchronous and asynchronous modalities, allowing for adaptability and instant utility for the teacher-participants in their learning environment.

Central to the sustainability of the programme was the establishment of solid partnerships and collaborations with international and regional stakeholders, including the Blackboard Academy as the training provider under the Global Education Coalition (GEC) framework; the Caribbean Centre for Education Planning and the University of the West Indies, as the regional coordinating entity; and UNICEF Jamaica as a local donor supporting the increased engagement of Jamaican teachers. The International Task Force on Teachers for Education 2030 (TTF) supported the programme design through the establishment of a Caribbean Reference Group, providing a quality contribution.

Valuable lessons from the programme include: 1) the critical inputs provided by the multi-stakeholder partnership; 2) the utility of the cascade model in the engagement of Caribbean master trainers; 3) the adaptability of the course content and structure to address the diverse needs; and the value of strong alliances with the National Commissions for UNESCO and MoE, which was key to the programme.

Leveraging the achievements of the programme, GIZ has re-engaged UNESCO through its Office in Kingston for the co-design and piloting of the Caribbean Future Teacher Kit (FTK). This is a mobile-based digital professional development solution to engage teachers in a self-paced, peer-to-peer learning programme, undergirded by the convening of a regional community of practice. The co-design process was informed by the contribution of select Caribbean master trainers and teachers from the UNESCO Teacher Training Initiative in a design workshop, and the pilot was undertaken in February 2022, with 238 Jamaican teachers engaged.



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Currently, plans are underway to upscale the FTK initiative across the 20 Caribbean SIDS. This will include South-South cooperation between the UNESCO Caribbean Office and the UNESCO Regional Office for Southern Africa in Zimbabwe, through a proposed scale-up of the FTK approach in Botswana. This initiative will allow for mutual exchange of lessons learned and will inform global capacity strengthening strategies for teacher training and professional development.

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Education Plus Initiative



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Multisectoral action for the empowerment and well-being of adolescent girls and young women in Cameroon

CHALLENGE

Adolescent girls and young women (AGYW) in sub-Saharan Africa remain at alarmingly high risk of human immunodeficiency virus (HIV). Every two minutes, an adolescent girl or young woman (15-24 years old) was newly infected with HIV in sub-Saharan Africa in 2021, equivalent to 4,900 AGYW acquiring HIV every week. In Cameroon, adolescent girls and young women aged 15-24 years are nine times more likely to contract HIV than their male counterparts, according to the Cameroon Population-based HIV Impact Assessment survey 2017 (CAMPRIA). Getting girls through at least a secondary education is a key strategy to enable AGYWs to prevent HIV — with impressive drops in new HIV infections by as much as 50 per cent in high-prevalence countries.

Increasing educational attainment among AGYW is also linked to better sexual and reproductive health outcomes and safer births. In Cameroon, only 49 per cent of girls attend secondary school, according to a government sectoral analysis. School drop-out rates remain high, especially among girls, which is partly attributable to a high number of early and unwanted pregnancies, early marriage and multiple forms of gender-based and intimate partner violence.

TOWARDS A SOLUTION

In December 2020, the five UN co-lead agencies – the Joint United Nations Programme on HIV and AIDS (UNAIDS), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations Population Fund (UNFPA) and the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) – rolled out the Education Plus Initiative (2021-2025) in Cameroon under the One UN banner. The initiative is a high-level political advocacy drive to accelerate actions and investments to prevent HIV. It is centred on the empowerment of adolescent girls and

NOMINATED BY

Joint United Nations Programme on HIV and AIDS (UNAIDS)

COUNTRIES/REGIONS/TERRITORIES

Cameroon

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.1, 4.5, 4.7, 5.1, 5.2, 5.3, 5.6, 5c; 17.3, 17.6, 17.7

SUPPORTED BY

UNAIDS, United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Population Fund (UNFPA), United Nations Children's Fund (UNICEF), United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)

IMPLEMENTING ENTITIES

Government of Cameroon, UNAIDS, UNESCO, UNFPA, UNICEF, UN Women

PROJECT STATUS

Ongoing

PROJECT PERIOD

2022 – 2025

URL OF THE PRACTICE

<https://www.unaids.org/en/topics/education-plus>
<https://www.crtv.cm/2022/05/secondary-education-pregnant-students-to-be-allowed-in-schools/>

young women and the achievement of gender equality in sub-Saharan Africa—with secondary education as the strategic entry point. The initiative intends to achieve its aims by:

- ▶ bringing high-level political leadership, investment and financing support behind multi-sectoral and gender-transformative programmes;
- ▶ targeting key policy and legislative reforms to protect the fundamental rights of adolescents and young women across the initiative's issues of focus;
- ▶ amplifying and building synergies with other leading initiatives and securing wide-scale mobilization of coalitions and networks, including at the community level, who share similar objectives from across the different movements and disciplines and bringing them around a common goal for impact;
- ▶ profiling and supporting the leadership and meaningful participation of adolescent girls and young women in all their diversity; and
- ▶ ensuring increased investments in gender-responsive and transformative approaches to tackling harmful gender norms.

In 2021, an inclusive, bottom-up stakeholder engagement strategy to co-create Education Plus Initiative design and priorities was adopted. Nine consultative meetings at the ministerial-level and UN Heads of Agencies were held. The key ministries engaged included Ministries of Health, Secondary Education, Primary Education, Youth, Women's Affairs, Social Affairs, Employment and Training, Finance and Decentralisation. Three workshops with more than 70 civil society organizations and their respective youth leaders from across Cameroon's regions were held; one workshop with traditional and community leaders; one meeting with religious leaders; several meetings with Groupement Inter-patronal du Cameroun (GICAM), the umbrella organization of the fifty biggest private companies in the country; and numerous meetings with technical and financial partners including the European Union, the African Development Bank (AfDB) and embassies of the consultative meetings of the Organisation for Economic Co-operation and Development (OECD). Each key ministry and civil society organization appointed a dedicated focal point for the initiative and three interministerial workshops were held to co-create the initiative and prepare critical milestones – the Theory of Change and Education Plus Initiative roadmap (2022-2025).

A multi-stakeholder workshop developed a Theory of Change adapted from the global level theory of change and a joint work plan. Three leading youth organizations, Réseaux Jeunes, AfriYan and RECAJ+ (Cameroonian Network of Adolescents and Positive Youth) established a new youth engagement structure (RARE+) to coordinate their contribution to the co-creation process. Additionally, in partnership with Cameroonian French tennis star and singer Yannick Noah, between December 2021 and March 2022 a nationwide multimedia communication campaign was launched, with key messages on girls' education, health and empowerment.

The completion of the Country's road map and project documents including communication and public advocacy strategies are underway to facilitate resource mobilization and implementation.

Since the Education Plus initiative roll-out in 2021, through intersectoral advocacy and engagement, the country has made great strides in enabling policy and legal reforms to realize the rights of adolescent girls and young women and to advance gender equality, focused on tackling the gender-discriminatory barriers keeping girls from enjoying their rights to secondary education and health. These policy reforms include: learner pregnancy prevention and management; progress in adoption of an inclusive education policy; and ongoing work on civil registration and vital statistics for identity documents that will facilitate access to education, health and other services.

On 22 April 2022, the Ministry of Education drafted and disseminated a circular to regional and divisional delegates, education secretaries and principals on the procedures for handling cases of student pregnancy in state and private secondary schools to ensure that pregnant girls have access to school and layered multi-sectoral support. This circular overrode all previous contrasting provisions set out in 1980 on the same theme. This experience of transformative policy shifts in support of pregnant learners was presented by an official of the Ministry of Secondary Education to high-level political decision makers at the 50th session of the UNAIDS Programme Coordination Board (PCB) comprised of representatives of 22 governments from all geographical regions, the UNAIDS co-sponsors, and five representatives of non-governmental organizations, including associations of people living with HIV. The knowledge generation and sharing by Cameroon, and the decisions made by the PCB recognizing the importance of the education sector in HIV prevention, are accelerating the adoption of the Education Plus model to all geographical regions – a demonstration of the most dynamic dimensions of South-South and triangular cooperation.

Cameroon is one of 14 current champion countries that publicly committed at the highest levels of government to Education Plus. More countries are expected to join the Education Plus movement. This innovative Education Plus model is a joint UN Initiative that supports bringing governments and partners together across multiple sectors by connecting health, education, social services and other support systems, and by helping to position schools as an entry point to provide socio-economic support to adolescents and youth living with and impacted by HIV. This ensures that across sectors, the initiative is creating opportunities for access to education, health and jobs with a particular focus on adolescent girls and young women for accelerating the achievement of African regional commitments and frameworks such as Agenda 2063, the Maputo Protocol on women's human rights, the African Union (AU) Youth Charter, commitments of the Ministers of Education and Health from countries in Eastern and Southern Africa and the SDGs, International Conference on Population and Development (ICPD) and Beijing agreements among others.

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Enhancing Resilience to Disaster Risk and Climate Change for Children



Disaster response for a sustainable future

CHALLENGE

As greenhouse gas emissions continue to hit record highs and temperatures continue to rise, children in Viet Nam are experiencing more frequent, severe and destructive climate hazards. Over the past seven years, the country has faced unprecedented large-scale disasters that have caused extensive losses and damage to millions of children, their families and communities. Children, especially those from the low-lying coastal Deltas such as the Mekong Delta, are even more vulnerable to such disasters. As day-to-day life is increasingly affected by climate change, these communities are particularly susceptible to issues caused by increasing saltwater intrusion, violent storms, sea-level rise, and land loss due to coastal erosion.

When disaster strikes, adults struggle initially but can often return to life relatively quickly. Children, however, are more severely affected. Depending on the severity and the length of the disaster, they can suffer lifelong consequences due to their physical and psychosocial vulnerability. By raising children's awareness and equipping them with knowledge and skills in disaster risk reduction and climate change adaptation, children can protect themselves and transfer their knowledge to peers, family members, community and their own children.

TOWARDS A SOLUTION

Since the beginning of 2022, the United Nations Children's Fund (UNICEF) in Viet Nam, with support from the Government of Japan, has been implementing a four-year project to enhance resilience to disaster risk and climate change for children. Implemented by Viet Nam Disaster Management Authorities of the Ministry of Agriculture and Rural Development, other line ministries and partners, the project aims to equip children, families and communities with knowledge and life skills to cope with climate change and natural disasters in the Mekong Delta and Central regions.

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Japan, Viet Nam

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

3.2, 3.3, 3.4, 4.7, 5.5, 6.1, 6.2, 6.3, 6.4, 11.5, 13.1, 13.2, 13.3

SUPPORTED BY

UNICEF Viet Nam, Viet Nam Disaster Management Authority, National and Provincial Committee for Natural Disaster Prevention and Control, Government of Japan

IMPLEMENTING ENTITIES

UNICEF, Disaster Management Authority of Viet Nam

PROJECT STATUS

Ongoing

PROJECT PERIOD

1/12/2021 – 11/2025

URL OF THE PRACTICE

<https://uni.cf/3MhQjel>

Three main activities were conducted in 2022, including a painting event, a “ring the golden bell” debate contest and the Viet Nam National Disaster Prevention and Control Week ceremony.

Under the theme “Together with children to prevent and respond to natural disasters and create a sustainable future,” the painting event was organized as a part of extracurricular activities for 770 primary school students aged 6 to 10. Students participated individually or in groups, freely using their imagination to draw pictures with the content showing their own perspectives on the impact of natural disasters, measures to reduce disaster risks, improve preparedness in their families, school and communities, as well as their initiatives, solutions and dreams about a society safe from natural disasters and adverse impacts of climate change. These paintings were also used as communication materials of the Viet Nam Disaster Management Authority (VDMA) and UNICEF about children’s participation as agents of change in the fight against climate crisis.

The “Ring the Golden Bell” contest was organized in the form of a series of exciting debates and quiz games among different groups of students. The questions related to climate change, natural disaster prevention and control, at levels appropriate to the knowledge and skills of teenagers. 430 secondary school students aged 11 to 15 years at Lai Hoa Primary and Secondary School participated. Winners were awarded prizes at the Viet Nam National Disaster Prevention and Control Week ceremony, held at Lai Hoa Primary and Secondary School with the participation of over a thousand children and teachers, the Embassy of Japan, representatives of Central and 13 Mekong provincial authorities, mass organizations and UNICEF. It was the highlight of the Viet Nam National Disaster Prevention and Control Week and was broadcasted nationwide on Viet Nam Television.

In these activities, UNICEF has taken a child-centred climate action approach that identifies, assesses and reduces the potential loss of lives, health status, livelihoods, assets and services. It is of vital importance to empower children and get them involved in the preparedness for and response to natural disasters as children are the agents of change for their own lives and the future of their communities and countries.

A quick assessment of the practice was carried out by VDMA. As the activities were highly appreciated by students and teachers, local communities as well as all stakeholders, VDMA is documenting the whole process and guidelines including the communication material on how to replicate these activities across 63 provinces in the country and beyond, with support from UNICEF.

Given that the Greater Mekong area covers several countries, the materials and activities UNICEF developed for Viet Nam are highly relevant and can be replicated in other countries in the region through South-South and triangular cooperation. Many countries facing similar challenges to Viet Nam could benefit from this experience, and UNICEF intends to support learning for and with other countries

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Enhancing the Resilience of Children to Climate and Disaster Risks in the Kyrgyz Republic



Resilience building and disaster risk management at schools and preschools



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CHALLENGE

The Kyrgyz Republic is a landlocked mountainous country, which is prone to various climate and disaster risks. The country is ranked as medium in the INFORM 2019 Risk Index¹ due to the risk of earthquakes, floods and droughts that are exacerbated by climate change, as well as a lack of response capacity. Climate and environmental degradation-related disasters are common across the country. Lower areas, especially around the Fergana Valley regions of Jalal-Abad, Osh and Batken in the south of the country, are particularly vulnerable to landslides and flooding, while higher areas in Jalal-Abad, Issy Kul and Naryn regions are especially at risk of avalanches and glacial lake outburst floods. Another serious threat to children's well-being is fires that may lead to loss of lives and significantly damage education infrastructure.

Moreover, air pollution has significantly worsened in recent years, especially in the capital city of Bishkek. According to the US Embassy's real-time air quality index (AQI) monitoring data, the city reached "very unhealthy" level (AQI 201-300) for five days during November 2019, a level harmful to children playing outdoors.

TOWARDS A SOLUTION

Children spend most of their time at school. Therefore, it is of the utmost importance that they learn in a safe and clean environment. Safe behaviour is also one of the important things that children learn at school – starting from preschool. A schools and preschools safety assessment (2011-2014)² supported by the United Nations Children's Fund (UNICEF) demonstrated that 85 per cent of education facilities exhibit low safety levels and are exposed to potential disasters in the Kyrgyz Republic. It indicates that more than 1 million children are exposed to potential disaster risks. Based on these findings, the Government of the

1 <https://bit.ly/3nz5xTd>

2 <https://uni.cf/3B4b0o1>

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Japan, Kyrgyz Republic

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.a, 13.1, 13.3.1

SUPPORTED BY

Ministry of Education and Science of the Kyrgyz Republic; Ministry of Emergency Situations of the Kyrgyz Republic; Ministry of Natural Resources, Ecology and Technical Supervision of the Kyrgyz Republic; Government of Japan

IMPLEMENTING ENTITIES

UNICEF

PROJECT STATUS

Ongoing

PROJECT PERIOD

03/2017 until 03/2024

URL OF THE PRACTICE

<https://www.unicef.org/kyrgyzstan/disaster-risk-reduction>

Kyrgyz Republic developed and is implementing the Safe Schools and Preschools in the Kyrgyz Republic 2015-2024 programme. It builds on the achievements and lessons learnt from the Safe Schools Project³ supported by the Government of Japan and UNICEF between March 2017 and March 2020. In order to scale up school safety, the Government of the Kyrgyz Republic harnesses the knowledge and experience in disaster risk management of Japan, a disaster-prone country.

In order to scale up nationally, the Government and its partners have pursued key strategies, including: adoption of school-based disaster risk reduction (DRR) policies and practices from Japan; scaling up the achievements of the Japan-UNICEF Safe Schools Project (March 2017 – March 2020); leveraging the support of UNICEF Volunteers in scaling up a school-based DRR module across the country; research and mobilization of technical assistance to strengthen the policy on resilience building in schools/preschools; building the capacity of partners, teachers and school/preschool staff on the implementation of the school-based DRR, climate change education (CCE) and eco-friendly activities; promotion of a safe and inclusive school environment for all children regardless of their gender, ethnicity, religion or disability; promotion of the participation of children and youth in decision-making and initiating the DRR and work related to climate change adaptation (CCA); and behaviour change communication in support of project objectives and activities.

The project targets 900,000 school children, 500 preschool children, 10,000 schoolteachers, 1,800 schools and 10 preschools, officials from the Ministry of Education and Science and its 40 district departments, the National Red Crescent Society (RCSK), and civil society organizations (CSOs) involved in DRR and CCA.

In March 2022, the Roadmap on Scaling Up Disaster Risk Reduction in Educational Institutions was approved by joint Order of the Ministry of Education and Science and the Ministry of Emergency Situations. The DRR Action Plan in educational organizations of the Kyrgyz Republic for 2021-2025 was adopted to implement the Roadmap. 2,450 persons from governmental and civil society organizations, teachers from 417 schools and 140 community leaders from all regions of the Kyrgyz Republic, as well as over 600 UNICEF and RCSK volunteers were also trained on the concept and practice of DRR, Climate Change and First Aid. The capacity development of these local stakeholder's is envisaged to increase government ownership and sustainability in this initiative.

For the climate change agenda, UNICEF and its partner launched a study on Determining the Health and Social Impacts of Air Pollution on Women and Children in Bishkek, Kyrgyzstan. The study objectives are to use primary data collection through smart sensors and questionnaires, combined with other available information, to model population-based exposures to air pollution and estimate the health and economic consequences in the city of Bishkek. The intended result of the survey is to mobilize a sustained movement towards policy change, innovative solutions, and multisectoral partnerships to reduce air pollution in Bishkek city drastically, keeping in mind the health and non-health impacts of air pollution on children and women.

³ <https://uni.cf/3M2SUZU>



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The Government has also made significant progress in scaling-up the school-based DRR model and climate change adaptation action scaled. Information sessions on DRR and First Aid issues were held in Kyrgyz, Russian and Uzbek languages for 31,781 school children. This aimed to build their knowledge and skills necessary for protective measures during emergencies. 3,249 schoolteachers (2,312 women and 937 men) raised their awareness and increased their DRR knowledge and practical skills. 1,414 representatives and more than 18,738 children from 145 schools participated in the simulation exercises organized with support of UNICEF volunteers. DRR measures were carried out in 11 kindergartens, covering 1,839 children, 48 educators and administration staff. A training component on the prevention of gender-based violence (GBV) in emergencies for the school-based DRR context was developed, validated and included in the Manual on Disaster Risk Reduction for public schools of the Kyrgyz Republic.

This initiative mobilized active youth engagement and peer-to-peer learning in sharing knowledge on disaster risk reduction and management. To ensure sustainability, UNICEF closely worked with the Ministry of Emergency Situations, the Ministry of Education and Science and municipalities to formulate the Roadmap and develop local emergency response plans especially in disaster-prone areas. These approaches to promoting youth engagement and government ownership could be replicable to disaster risk reduction measures in other country contexts.

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Capacitating the system to create a safe teaching and learning environment

CHALLENGE

Africa is the youngest continent in the world, with 70 per cent of the population under the age of 30 – most of whom live in poverty. South Africa, like most African countries, faces myriad challenges that threaten the reciprocal relationship between education and health, thus potentially frustrating the opportunity presented by its youthful population. Furthermore, girls continue to be at risk as they disproportionately face individual, social and structural barriers. It is evident that governments need to provide enabling environments for all children.

TOWARDS A SOLUTION

As a response to these challenges, the 16 Southern African Development Community (SADC) Member States have adopted two integrated and influential regional South-South cooperation initiatives: Care and Support for Teaching and Learning and Future Life-Now!

The Care and Support for Teaching and Learning (CSTL) Framework was developed in the early 2000s as an approach to strengthen the education sector's ability to respond to the needs of the large number of vulnerable children and youth in the SADC Region. It provides a means of advancing human development, as it positions the education system as an effective vehicle through which to implement strategies that effect systemic and sustainable change. At school level, the CSTL approach facilitates the concept of schools as sites of integrated support, where child- and youth-friendly services are provided in support of health, gender, migration, food security, child protection and related challenges.

Since the adoption of the SADC Policy Framework on CSTL by education ministers in 2016, Member States have continued to demonstrate commitment to it as a framework to support the delivery of quality teaching and learning. In 2014, South Africa, like other Member States, developed a contextualized framework

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Angola, Botswana, Comoros, Democratic Republic of the Congo, Eswatini, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, United Republic of Tanzania, Zambia, Zimbabwe

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.1, 4.7, 5.1, 5.2

SUPPORTED BY

Government of South Africa

IMPLEMENTING ENTITIES

MIET Africa, National Education Collaboration Trust of South Africa

PROJECT STATUS

Ongoing

PROJECT PERIOD

2012 – 2025

URL OF THE PRACTICE

<https://bit.ly/3LMklAa>
<https://bit.ly/3LFJ8LT>

to guide the country's school-based care and support response. A SADC Technical Working Committee on CSTL comprising CSTL focal point persons from all SADC Member States, meet biannually and progress is monitored against the CSTL Results Framework.

The Future Life-Now! initiative was developed as a regional intervention to respond to the continuing development challenges facing youth in the SADC Region. Contributing to and building on the CSTL Policy Framework, the programme brings together two critical elements for human development — education and health — to address the persistent and interlinked challenges facing young people.

With the goal of supporting “empowered and capacitated youth in the SADC Region leading responses to twenty-first century development challenges, specifically those related to health, gender, climate change and unemployment”, the content is as follows:

- ▶ IF education systems in the SADC Region are strengthened to respond to the twenty-first century challenges, especially those presented by health, gender, climate change and youth unemployment,

AND

- ▶ IF knowledge relevant to the FutureLife-Now! goal is produced, shared and utilized to strengthen and expand implementation in the Region,

AND

- ▶ IF schools provide a package of support that prepares and supports youth to address issues related to health, gender equality and climate change,

AND

- ▶ IF young people have access to human immunodeficiency virus (HIV), sexual and reproductive health and rights (SRHR) and antiretroviral therapy (ART) adherence support and services through strengthened education and health sector partnerships and are given opportunity to exercise their agency,

THEN

- ▶ young people in the SADC Region will lead responses to the challenges of the twenty-first century, specifically those related to health, gender, climate change and unemployment.

FutureLife-Now! has contributed directly to SADC's vision of “ensuring that all people in the SADC Region enjoy a healthy sexual and reproductive life; have sustainable access, coverage and quality SRHR services, information and education; and are fully able to realise and exercise their SRH rights, as an integral component of sustainable human development in the SADC Region”.

The following is a summary of the Programme's contributions to date:

- ▶ Policy has been harmonized and strengthened through regional policy frameworks and strategies: for example, the Boys' Vulnerability Framework addresses the specific needs of boys and young men in order to promote gender equality and improved SRHR health outcomes for girls and boys; the SADC Child and Youth Agency Framework was endorsed by education ministers in June 2022; national climate change learning strategies that outline each Member State's commitment to addressing climate change.
- ▶ Annual learner surveys have shown improvements in learners' knowledge on HIV and SRHR.
- ▶ The Improved access to SRHR and HIV services and support have supported improvements on health outcomes through school-based delivery of health services.
- ▶ Results show youth-led climate action, improved knowledge and awareness of climate change

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Horizontes: Rural Education Programme in Secondary Schools in Peru



Widening horizons for better life plans for rural adolescents



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CHALLENGE

Latin American countries struggle with tremendous inequalities, where rural children and adolescents are the most excluded population. In 2018, in Peru, the transition rate from secondary to higher education was 35 per cent in urban areas, but 24 per cent in rural schools. While 15 per cent of adolescents achieved a satisfactory level of reading comprehension in urban schools, the rate in rural areas was barely two per cent. A large part of adolescents in rural areas belong to indigenous communities which adds to the complex picture of inequality and exclusion.

While adolescence is a critical phase in which students are seeking answers about their identity and future, traditional secondary education in Latin America focused strongly on academic subjects, without providing skills and capabilities to face life beyond basic school. Socio-emotional aspects are often not considered by schools and technical and vocational education and training (TVET) is rarely offered.

TOWARDS A SOLUTION

The Horizontes rural secondary education programme in Peru is an innovative initiative focused on rethinking the meaning of rural secondary schools and their contribution to the trajectory of rural adolescents. The programme's objective is to empower rural youth by allowing them to develop their potential, talent and professional projects. Since 2018, the programme has helped students complete their secondary education with a life plan based on a set of socio-emotional skills and TVET qualifications, expressed in a double certification (secondary and TVET).

The programme involved 5,275 students and 523 teachers and headteachers from 35 rural secondary schools in four regions of Peru. Although Horizontes is coordinated by UNESCO, the strategy involves a network of different local and national organizations including four Regional Governments, three local allies

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO) Peru

COUNTRIES/REGIONS/TERRITORIES

Brazil, Colombia, Peru

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.1, 4.3, 4.4, 4.5, 4.7 5.1, 5.2

SUPPORTED BY

Porticus

IMPLEMENTING ENTITIES

UNESCO Peru, Centro de Investigación y Promoción del Campesinado (CIPCA), Tarea, Vicariato de Jaén, Unión de Gestión Local (UGEL) Quispicanchi, UGEL Acomayo

PROJECT STATUS

Completed

PROJECT PERIOD

05/2018 – 12/2022

URL OF THE PRACTICE

<https://es.unesco.org/horizontes>

that implement the proposal (Centro de Investigación y Promoción del Campesinado (CIPCA), Tarea, and Vicariato de Jaén), and two organizations (CLAYSS and Ser Maestro) that contribute by providing training on project-based learning.

Horizontes actively participates in knowledge exchange and shared advocacy actions at regional level to facilitate South-South cooperation on promoting rural education. The main space for this is within two regional communities led by the Latin American Faculty of Social Sciences (FLACSO)¹, where programme specialists from Peru share their experience on policy advocacy in rural education with colleagues from Brazil and Colombia. These working groups have a monthly meeting space, and a web platform is being created to share resources on rural education policies and responses to COVID-19. Countries also exchanged best practices at the FLACSO 2022 seminar. Currently, a regional rural education programme is being developed with the incoming administration in Colombia.

As a result of the project, around 2,400 secondary education students are taking technical training towards 10 technical different careers. Additionally, over 360 registered teachers completed diplomas in socio-emotional skills, risk factors for teenagers, project-based learning, and school governance. Finally, 311 teachers obtained a certified diploma.

One of the main challenges that Horizontes faced was developing the programme during the pandemic. However, by 2021, 27 out of 35 Horizontes schools offered blended education, and in 2022 all the Horizontes schools were re-opened with face-to-face classes. Welcome back and emotional well-being activities were prioritized. In terms of advocacy, UNESCO provided inputs and technical assistance to the Ministry of Education to design the return-to-school policies and continued participating in the regional LATAM Community of Practice on Rural Education.

The promotion of gender equality is also a key element of the project. Horizontes has been a vital support for pregnant teenage girls by providing them with technical training. The national team organizes regular meetings and has an action plan to promote gender equality among its members and through the implementation of the programme. This has been complemented by special support to girls and the community for the prevention of gender-based violence, as well as extensive teacher training, development of teaching materials, and school management support.

1 The Latin American Faculty of Social Sciences (FLACSO for its acronym in Spanish) is an autonomous international educational organization for Latin America and the Caribbean, dedicated to research, teaching and dissemination of social sciences.



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One of the main lessons learned from Horizontes is to respond to the characteristics of the territories and local visions. While all the regions aim to accomplish similar objectives, each region has its specific strategies and complementary areas of intervention. This enriches the programme and allows for a community of learning and of practice.

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Creating a broader distance learning community to leave no one behind

CHALLENGE

The COVID-19 pandemic shook up the world's education systems. During the lockdown, it was difficult for countries to maintain pedagogical continuity and ensure the quality of teaching-learning. Countries' education systems faced numerous challenges such as the lack of qualified teachers and lack of knowledge in digital education, as well as the unavailability of high-quality locally developed digital resources, which hinders students' capacity to learn. It was a major struggle for UNESCO, Member States, and their partners to provide access to quality digital educational resources, strengthen education system resilience, and ensure pedagogical continuity emergencies and crises such as COVID-19.

TOWARDS A SOLUTION

The United Nations Educational, Scientific and Cultural Organization (UNESCO), in partnership with the International Organization of French-speaking countries, CONFEMEN, and the French Government, with funding from the Global Partnership for Education (GPE), launched the Imaginecole project in 2021. A regional platform for French-speaking West and Central African countries, Imaginecole has been implemented since September 2020 in 10 countries of West and Central Africa – Benin, Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Guinea, Mali, Niger, Senegal and Togo – followed in 2021 by Mauritania.

Imaginecole adopts a system-strengthening and cooperative approach to quality hybrid teaching and learning. The initiative allows students to learn wherever they want with a phone, a tablet or a computer, and provides a flexible approach to teaching and learning. This tool gives teachers the opportunity to create courses using digital tools and to share them with their students and other teachers. Imaginecole thus contributes directly to Sustainable Development Goal 4: Ensure equal access to quality education for all and promote lifelong learning opportunities.

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO)

COUNTRIES/REGIONS/TERRITORIES

Benin, Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Guinea, Mali, Mauritania, Niger, Senegal, Togo

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.1, 4.c 5.b

SUPPORTED BY

Global Partnership for Education, Ministry of Foreign Affairs of France; Réseau Canopé, France Education International, Conférence des Ministres de l'éducation des États et Gouvernements de la Francophonie (CONFEMEN)

IMPLEMENTING ENTITIES

UNESCO

PROJECT STATUS

Ongoing

PROJECT PERIOD

09/2020 – Ongoing

URL OF THE PRACTICE

<https://imaginecole.africa/>

Successful implementation of the initiative depended heavily on collaboration with and among national ministries of education and engagement with the policymakers responsible. This collaboration increased ownership of the work, raised awareness of local challenges, contributed to the programme's sustainability, and was a practical way to build government capacity in participating countries.

As part of the work in West and Central Africa, UNESCO established and trained multidisciplinary national teams from different government entities, associations and national education stakeholders. By strengthening national capacities, UNESCO and its partners managed to create an enabling environment for national and inter-regional cooperation, while ensuring that the process was directly led by national ministries of education. Ownership and national contextualization are key criteria in the ongoing process of digitalization of the national curriculum.

The initiative has managed to leverage additional funding while strengthening integration of the regional Imaginecole platform into the national digital education ecosystems. As an example, the platform is now fully integrated into the Senegal education portal and is being regularly consulted by primary and secondary school teachers and in Niger the platform has been integrated into the design of the Niger Education Portal (under development).

At the same time, innovative activities, such as the "Imaginecole Creathon," managed to create momentum around the platform, strengthen capacity of teachers and content-developers, and create an enabling environment for South-South cooperation among teachers on distance and hybrid teaching and on digital content development.

A first webinar to share knowledge and innovations in the implementation of the subregional learning platform (a collaboration between the Kix Africa 21 Programme and UNESCO's Imaginecole project) between countries for their mutual benefit was organized to address transnational development challenges that are difficult to overcome alone.

The results of the project include: 102 trainers of trainers trained; 5,776 teachers trained to use the platform; 1,376,519 students reached by the initiative; 250 winners of the pedagogical scenario contest; 45,000 educational booklets distributed in three countries (Niger, Chad and Mali) with internet dead zones.



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Inclusive Digital Transformation and Future Skills Development through the Digital Educational Learning Initiative Malaysia



Investing in a flourishing, diverse and equitable digital learning ecosystem in Malaysia

CHALLENGE

The school lockdowns and closures that followed the devastating impact of COVID-19 disrupted the education of some 5 million children and young people in Malaysia. As with most countries in the world impacted by the pandemic, the Government had to put in place alternative means of providing learning continuity for students, and building the capacity of education institutions and teaching staff to adjust to delivering education online. The Government responded quickly and, on 15 June 2020, launched the Digital Educational Learning Initiative Malaysia (DELIMa), a digital learning platform of the Ministry of Education of Malaysia, initially with Google Classroom, to enable teaching and learning online. It has expanded to include technological partners such as Microsoft and Apple as well, and has helped to maintain continuity of learning for 5.3 million users, i.e. teachers and schoolchildren in Malaysia. As of 4 August 2022, 99 per cent of teachers and 85 per cent of students have used DELIMa in their online teaching and learning.

TOWARDS A SOLUTION

With COVID-19 lockdowns and school closures disrupting learning for 5 million students, the Ministry of Education (MOE) of Malaysia launched and strengthened its strategic partnerships with the three main players in the technological world (Google, Microsoft and Apple) and a development partner, UNICEF, via the Digital Educational Learning Initiative Malaysia platform (DELIMa). DELIMa has kept over 4.3 million children learning during school closures and plays an important role as part of the country's approach of blending face-to-face and online learning. DELIMa highlights three key criteria for transforming education for the future: first, the platform offers multiple applications and services; second, there are multiple technological and other strategic partners involved in the platform; and third, it offers a single experience in online teaching and learning. In sum, the focus for DELIMa is to further enhance digital learning through the

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Malaysia

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.4, 4.7, 17.6

SUPPORTED BY

Ministry of Education of Malaysia, Google, Microsoft, Apple, UNICEF

IMPLEMENTING ENTITIES

Ministry of Education Malaysia, UNICEF, Google, DiGi Telecommunications, Malaysia Digital Economy Corporation and Arus Academy

PROJECT STATUS

Ongoing

PROJECT PERIOD

06/2022 – Ongoing

URL OF THE PRACTICE

d2.delima.edu.my

democratization of learning by providing options for teachers and students towards digital and lifelong learning.

A key part of DELIMa is the MOE-UNICEF-supported Teacher Digital Learning Community, which aims to build teacher capacity as effective remote online educators. To date, 3,999 teachers from 2,168 schools - of which 49 per cent are from rural schools - have participated in the online teacher training with a reach of over 100,000. It also includes accessibility features for teachers and children with disabilities and a resource bank of over 1,570 resources curated from teachers who have completed the online training. The resources have been accessed 153,478 times - thereby acting as a catalyst to accelerate digital transformation as teachers are now engaged in the delivery of digital learning and leveraging different technologies which they have opted to use with children. For scale-up and sustainability, content is being mainstreamed via the Ministry's Teacher Professionalism Division and Institute of Teacher Education which together oversee teacher development for both for in- and pre-service teacher education in the country.

Existing programmes and innovations for alternative and remote learning as part of Reimagine Education and Generation Unlimited involving mainstream and marginalized groups have also been pivoted via DELIMa. Future Skills for All (FS4A), in partnership with UNICEF, DiGi Telecommunications and Malaysia Digital Economy Corporation (MDEC), aimed at strengthening provision and reducing inequalities in digital and skills development, has ensured continuity of learning during COVID-19 with over 36,000 unique users, over 1 million page-views and a 41.3 per cent completion rate. Learning materials, including sign language interpretation (in partnership with Malaysia Federation of the Deaf) were produced, and co-creation workshops for offline learning kits were also organized with children with disabilities, indigenous children and undocumented children to ensure that the materials were accessible and inclusive. Introduction of future skills on TikTok, i.e. Guru Future Skills, where video content is co-created with children, has attracted 14,500 followers and a total of more than 3 million views. This has also led to future skills content being translated and expanded to the Philippines, Thailand and Indonesia with the aim of bringing micro:bit coding experience to marginalized students in those countries.

The MOE-UNICEF multidisciplinary Global Citizenship Education (GCED) project-based lessons aimed at strengthening twenty-first century skills and growth mindset have been accessed over 19,000 times with COVID-themed projects resulting in a reach of over 80,000. Amplification of young people's voices via the Voices of COVID Generation (VOCG), in partnership with UNICEF and Arus Academy, received the UNESCO Wenhui Award Honourable Commendation for Innovative Educational Responses to COVID.

Some of the key lessons learnt are as follows:

1. Leveraging partnerships and programmatic innovations

Strengthened partnership with UNICEF and other partners has resulted in innovations for learning befitting an upper middle-income country such as Malaysia. This is evident through innovative programming: i) FS4A via Google Classroom and TikTok; ii) GCED via Google Earth; and iii) Teacher Digital Learning Community via Google Classroom and Telegram groups, and with Google Earth for creation of learning resources, Discord for alternative platforms, and Telegram bot for mobile learning.

2. Narrowing the digital divide

Online learning can exacerbate previous learning inequalities if it is not accessible to all teachers and learners. From the start, UNICEF adopted an equity approach striving to extend access to Future Skills for All for various groups of marginalized children, and access to Teacher Digital Learning Community for all teachers. As a result of these efforts, 50 per cent of the teachers participating in the learning community are now serving children in rural communities.

3. Investing in people as well as technology to keep learning at the centre

Technology can be a game changer, but only if designed and used skillfully. Establishing digital learning communities alongside platforms will maximize their successful and sustained use.

4. Seizing the opportunity to be inclusive

Online teaching and learning platforms that incorporate accessibility features and offline learning materials can be important ways to make education systems more inclusive, overcoming barriers for teachers and students with disabilities and other marginalized groups of children.

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Indonesia Early Grade Literacy Programme



Tackling learning inequities in Indonesia – Improving literacy for indigenous children in Papua and West Papua

CHALLENGE

The provinces of Papua and West Papua rank among the lowest in Indonesia across most human development indices. They are the provinces with the highest relative poverty, at 26.56 and 21.33 per cent respectively, as of March 2022.¹ In 2015, baseline data indicated that almost half of grade 2 and 3 students (48.5 per cent) in the two provinces were non-readers compared with 5.9 per cent nationally.² The lengthy closure of schools and disrupted school reopenings due to the pandemic, took a heavy toll on Papuan children's learning, as learning time in schools was missed, resulting in widespread learning loss on top of already weak learning outcomes.

Compared to other parts of the country, access to alternative digital or blended learning modalities is limited in Papua, and children are therefore likely to fall further behind. Key factors driving children's poor learning outcomes are poorly trained teachers, teacher and principal absenteeism, insufficiently contextualized curricula, and education being undervalued by students and parents.

TOWARDS A SOLUTION

The Ministry of Education, Culture, Research and Training of Indonesia (MoECRT), with the support of the United Nations Children's Fund (UNICEF) and the Department of Foreign Affairs and Trade of Australia (DFAT), launched the Early Grade Literacy (EGL) programme in Papua and West Papua provinces, aiming to improve teachers' skills and children's reading and comprehension skills. Key strategies of the EGL programme include teacher capacity development through training and mentoring; the provision of contextualized learning materials; community mobilization and policy advocacy for scalability, through the prioritization of local government resources to promote sustainability. Tailored instruction

1 Central Bureau of Statistics (BPS), 2022

2 Myriad Research (2015), Baseline Research for Rural and Remote Education Initiative

NOMINATED BY

United Nations Children's Fund (UNICEF) Indonesia

COUNTRIES/REGIONS/TERRITORIES

Australia, Indonesia

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.1, 4.5, 4.6, 4.a, 10.3, 17.3

SUPPORTED BY

Department of Foreign Affairs and Trade of Australia (DFAT)

IMPLEMENTING ENTITIES

UNICEF

PROJECT STATUS

Ongoing

PROJECT PERIOD

07/2015 – 02/2024

is a vital component of EGL, providing individualized support to marginalized children, an approach consistent with MoECRT's Emancipated Learning reform agenda.

To achieve SDG4 for inclusive quality education for all children in Indonesia, the EGL programme focuses on poor and lowest-performing learners in the early grades of primary school. The programme is designed to address key challenges to improving the quality and effectiveness of teaching and learning practices in the early grades by:

- ▶ improving teaching practices through the development of a structured pedagogy to teaching reading in early grades and providing intensive teacher training and mentoring;
- ▶ improving the learning environment for literacy through the development and provision of culturally relevant levelled children's reading materials, to be available for children in classroom reading corners;
- ▶ enhancing community participation by engaging parents and local community members in activities and events that increase the demand for education and improved learning outcomes, and providing fora for the community to support children's learning through reading;
- ▶ system strengthening for local governments to build capacities to plan and budget for the replication and scale-up of the programme, including through the enactment of local regulations governing planning and budgeting processes.

Following the success of the initial phase of the programme in six districts, UNICEF advocated for its expansion. As a result, four additional districts allocated budgets and initiated implementation of the programme. Furthermore, at national level, the Ministry of Home Affairs encouraged all districts in Indonesia to prioritize literacy through programmes such as the EGL programme.

Some results from the EGL programme include:

- ▶ From 2015 to 2018, the proportion of non-readers in lower-performing schools decreased from 62 to 26 per cent, while the proportion of adequate readers increased from 6 to 18 per cent in target schools. This will be updated with endline data in early 2024.
- ▶ Approximately 27,221 students (49 per cent girls) — the majority indigenous Papuan — have benefitted from improved teaching and learning.
- ▶ Nearly 1,600 teachers and principals, many indigenous, have improved their ability to provide tailored instruction to their students to better support literacy.
- ▶ Eight pre-service institutions are engaged on integration of an EGL module with at least 30 student teachers in their teacher training programme or a total of 240 by the end of 2023. Many of these trained student teachers undertake their practice teaching in the schools supported by the programme.
- ▶ Seventy seven contextualized and levelled reading books were developed. These books come with EGL instruction guides, teaching materials and student worksheets.
- ▶ Increased use of non-violent classroom management practices among teachers, using positive discipline and child-centred pedagogy.

To scale up the EGL programme, UNICEF developed a roadmap with concrete milestones to be achieved at school, district and system levels using available resources. A series of capacity-building workshops were held among local governments in Papua and West Papua to assist with implementing the roadmap. To date, this work has yielded over \$740,000 in committed local funds to replicate and scale-up the programme.

Although a systematic cross-country transfer of the innovation is yet to happen, the programme has been recognized as a good model by UNICEF East Asia and Pacific Regional Office (EAPRO) and Headquarters, with the potential for further replication, through South-South and triangular cooperation in other countries facing similar challenges.

Some of the lessons learned from the initiative include:

- ▶ Tailoring instruction to the learning levels of students is an effective way to improve learning. The EGL programme helped teachers to teach at the right level, leading to significant gains in children's reading skills.
- ▶ For the best learning outcomes, reading materials must be culturally relevant and age appropriate. Contextualized books are more compelling for teachers and students, and they encourage children to read.
- ▶ In rural and remote contexts, teachers need mentoring and detailed instructional materials to customize instruction and teach at the right level. In Papua, most teachers had never received literacy-focused pedagogy prior to EGL.
- ▶ Advocacy and contextualized support to each district are key to ensuring buy-in and longer-term sustainable implementation.
- ▶ Evidence generation through conducting baseline and endline student learning assessments is important to inform programme implementation, including key areas of focus. The research on good practices addressing teacher absenteeism has the potential to contribute to a policy to resolve a contributory cause of low learner performance.
- ▶ Leveraging other funding partner resources helped UNICEF expand the programme in three low-resourced districts outside Papua province.

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Latin American Laboratory for Assessment of the Quality of Education



Supporting Latin American countries to improve students' learning by monitoring their achievements and generating evidence to inform educational policy decision-making

CHALLENGE

The pre-pandemic results of the Regional Comparative and Explanatory Studies (ERCE) conducted by the Latin American Laboratory for Assessment of the Quality of Education (LLECE) show that more than 60 per cent of sixth graders did not achieve the expected minimum proficiency in literacy and mathematics. This worrying situation was aggravated by the effect of COVID-19. More than two years into the pandemic, the region's 170 million children and young people have gone through one of the longest school closures in the world. It is estimated that children who are back at school have fallen, on average, between one and 1.8 years behind.

In this context, the comprehensive measurements of learning outcomes and the development of national capacities to carry out an educational evaluation is more urgent than ever, to address the pressing needs of Member States to achieve the goals set for 2030 and to mobilize the agenda of transformation and educational recovery in the region

TOWARDS A SOLUTION

The Latin American Laboratory for Assessment of the Quality of Education (LLECE), coordinated by Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago) and founded in 1994, has developed and maintained contextualized and comprehensive measurements of the educational situation in the countries of the region. Its main purpose is to contribute to the improvement of the learning of primary school students, by monitoring learning achievements and their progress with respect to international agendas, currently the 2030 Agenda.



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NOMINATED BY

United Nations Educational, Scientific and Cultural Organization Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago)

COUNTRIES/REGIONS/TERRITORIES

Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.1, 17.6

SUPPORTED BY

Governments of Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela, Inter-American Development Bank (IDB) and United Nations Children's Fund (UNICEF)

IMPLEMENTING ENTITIES

UNESCO

PROJECT STATUS

Ongoing

PROJECT PERIOD

1994 – Ongoing

URL OF THE PRACTICE

<https://es.unesco.org/fieldoffice/santiago/projects/llece>

LLECE's main initiative, the Comparative and Explanatory Regional Studies (ERCE) are the largest and most representative assessments of learning in primary school in the Latin American and Caribbean region. Each new cycle of ERCE provides inputs of great relevance for feedback to educational systems and to generate reflections on their strengths and challenges that inform educational policy decision-making.

Since its inception, the Laboratory has assumed an important role in strengthening an evaluation culture in the region, working in coordination with the countries that participate in its studies. It maintains a close work agenda with the national teams to ensure the correct implementation of their studies, with the installation of technical capacities and the development of collaboration networks between the different countries as a working premise.

Unlike large-scale cross-regional studies, LLECE encourages cooperation between participating countries, allowing them to be active agents in technical and political decisions during the development of the studies. This is one of the most innovative features of this regional initiative. The Laboratory's commitment to and with the countries is characterized by responding to the suggestions and needs of each context, complementing the national efforts of educational evaluation and supporting the actions of each country aimed at improving learning. It is a space for discussion and debate in which the countries are the drivers of reflection, analysis and decision-making. This contributes to the generation of alliances and actions to improve learning opportunities that provide greater well-being to each student in the region.

LLECE's experience in the implementation of regional studies has generated relevant information for the global education agenda and contributes to the achievement of SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Furthermore, it represents the Region's mechanism for monitoring the implementation of the Education 2030 Agenda, since it is the main evaluation tool of primary education in the region.

In particular, the next cycle of ERCE (ERCE 2025) will make comparable information available following the end of the pandemic, when countries are making efforts in the implementation of programmes and public policies that allow ground to be recovered in educational matters, much of which was lost as a result of this global crisis. Additionally, this measurement will be made five years before 2030, the year in which the fulfilment of the Sustainable Development Goals of the United Nations 2030 Agenda will be reviewed. With this information, countries will have the opportunity to make new adjustments and prioritizations in their education policies, in the final stretch towards the agreed 2030 Agenda deadline. As in the previous cycles of the study, ERCE 2025 will include innovations in the area of educational measurement, because it has information in other domains of interest, and will expand the concept of educational quality and its monitoring.



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For the Laboratory to remain sustainable, it requires the support and contributions of countries and donors to carry out the ERCE 2025 regional study and other projects, so it is important to continue to have the support of countries and the contribution of new strategic partners. For ERCE 2025, the commitment of member countries will be sealed with an agreement signed for five years (2022-2026), which will secure their annual contribution for the duration of the ERCE 2025 Study.

There are currently at least two studies with similar characteristics: the Programme for the Analysis of Education Systems (PASEC) in sub-Saharan African countries, and Southeast Asia Primary Learning Metrics (SEA-PLM) in Southeast Asian countries. However, both studies were initiated at the initiative of pre-existing organizations in those countries (PASEC is coordinated by the Conference of Ministers of Education of French-speaking States and Governments (CONFEMEN), and SEA-PLM by the Southeast Asian Ministers of Education Organization (SEAMEO)). LLECE is the only initiative that emerged directly from the free coordination of the member countries coordinated by a UN agency. Regardless of this difference, the existence of other similar initiatives is proof that, with the political and financial commitment of the Ministries of Education, it is possible to replicate this initiative in other regions.

CONTACT INFORMATION

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Learning Bridges



National blended learning programme to recover and accelerate learning for over 600,000 students in Jordan

CHALLENGE

The Government of Jordan closed all schools in March 2020. When schools reopened in September 2021, nearly half of were still on rotation due to space restrictions necessitated by COVID-19. This meant that students attending these schools continued to lose in-person learning time.

During the school closures, education moved online through a newly created government portal, DARSAK, which provided students with televised lessons. However, many vulnerable students were unable to access the online portal due to lack of parental support, data, devices, or connectivity. Additionally, many teachers did not have the skills in blended pedagogy or resources to teach remotely.

TOWARDS A SOLUTION

To address this, the United Nations Children's Fund (UNICEF) partnered with the Ministry of Education (MOE) of Jordan to design Learning Bridges - a national blended learning programme that is paper-based, with additional resources online, and that engages parents and caregivers in their children's learning. Learning Bridges was launched in September 2020 as a response to an immediate need to keep students engaged in education during school closures, in such a way that their knowledge could be applied in their daily lives.

By the end of the 2021/2022 academic year, Learning Bridges had reached over 600,000 students (57 per cent female) in Grades 4 to 10 in over 70 per cent of public schools. In the 2022/23 academic year, the continued use of Learning Bridges at home and in the classroom fulfils the MOE's vision of blended learning as an ongoing component of the Jordanian education system and highlights the sustainability of the project. Learning Bridges activities are also available to



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NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Jordan

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.1, 4.6, 4.a, 17.6, 17.17

SUPPORTED BY

Global Education, United States Bureau of Population, Refugees, and Migration

IMPLEMENTING ENTITIES

Ministry of Education of Jordan, UNICEF Jordan

PROJECT STATUS

Ongoing

PROJECT PERIOD

09/2020 – Ongoing

URL OF THE PRACTICE

<https://www.unicef.org/jordan/education/learning-bridges>

download on the UNICEF Jordan Learning Bridges page in addition to the MOE's DARSAK online learning platform. Every activity pack has its own QR code linking to an online resource with audio content and extra resources. Teachers also receive weekly guidance and an online resource to support teaching. Audio files are embedded to provide accessibility to children with visual impairments or children who have difficulty reading.

UNICEF and MOE prepared an online training course to strengthen teachers' pedagogical understanding of blended learning. Learning Bridges champions in each directorate support teachers to be flexible and innovate in their delivery of the curriculum. This includes promoting the use of Good Practice padlets - large noticeboards of children's work for use by schools and supervisors which have had an average of 100,000 views a month.

The Learning Bridges programme is included in the Jordan Education During Emergency Plan – with budget committed – as a key strategy to support children's learning recovery. The initiative continues to be used in schools as a blended learning resource for teachers to recover and accelerate children's learning. Moreover, UNICEF, the Ministry of Youth and the Ministry of Digital Economy are piloting Learning Bridges Clubs in 20 community centres. These will create links between schools and the community, supporting students who lack devices, connectivity, or parental support. Building on the success of Learning Bridges in Jordan and the scale of potential learning loss globally, UNICEF Jordan has shared lessons learned and good practices from its experience. Learning Bridges was presented to Jordan's Education Sector Working Group (ESWG) to create awareness of how different organizations working with children and youth can get engaged. UNICEF Jordan finalized a Learning Bridges Impact Study in early 2022, in English and Arabic, which has been shared widely within Jordan and with all countries in the Middle East and North Africa (MENA). Through online launches of the Impact Study, recommendations and lessons learned were shared with a wide variety of stakeholders, including government, donors, international non-governmental organizations (INGOs) within Jordan as well as other countries in MENA. Furthermore, UNICEF presented the Learning Bridges programme more broadly, regionally and globally. UNICEF was asked to present Learning Bridges in China, with a focus on learning recovery. A presentation was also provided through the Connected Learning Centre in London: In Conversation with Jordan and Padlet, which had a global audience.

Learning Bridges supports the achievement of Sustainable Development Goal (SDG) 4 (Quality Education) by supporting children to recover and accelerate lost learning, therefore contributing to increased retention of knowledge and skills. It is an innovative approach which links textbooks and technology, school and home, and subject knowledge with applied learning. Learning Bridges is also an approach that can be easily replicated by ministries of education in developing countries, should they wish to develop a cross curricula blended learning programme. It requires subject experts in the Ministry of Education to work together to create curriculum linked resources that can be utilized by teaching teams in schools.



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The platform, Padlet, costs UNICEF less than a \$100 a year to provide a resource that can be accessed by up to 1 million students. This is also available to any country wishing to use a similar platform to host blended materials.

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Learning Coin for Equitable Education



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Building reading skills for underprivileged children and helping their families thrive economically through mobile learning and conditional cash transfers

CHALLENGE

While Thailand has nearly achieved a 100 per cent completion rate in primary education,¹ the secondary education completion rate stands at 91.1 per cent, indicating a significant number of students who are not completing secondary education. Among those enrolled in formal education, less than six out of 10 children in Thailand (57 per cent) in grades two and three have basic reading skills, and just about half (51 per cent) have basic mathematical skills, underlining the critical need for improving Thai literacy skills and enhancing reading habits for lifelong learning.² Latest figures show that an estimated 176,350 Thai youth aged 15-24 years remain illiterate.³

While motivating children and youth who have dropped out to return to their learning pathway is crucial, it is also indispensable to provide the necessary support to learners so that they can acquire better education, and to prevent learners, especially those who tend to acquire lower literacy skills and learning achievements, from dropping out.

The COVID-19 pandemic has exacerbated the situation and demands innovative approaches and partnerships to strengthen the access to and quality of the education provided to young people in Thailand.

TOWARDS A SOLUTION

In response to these challenges, since 2018, UNESCO in Thailand, through the Learning Coin pilot project, has been building the reading skills of underprivileged children and helping their families to thrive economically through mobile

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO), Thailand

COUNTRIES/REGIONS/TERRITORIES

Thailand

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.1, 17.6, 17.9

SUPPORTED BY

The Equitable Education Fund (EEF), Government of Thailand

IMPLEMENTING ENTITIES

UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok), Ministry of Education of Thailand, Chulalongkorn University, Thoughtworks, True Corporation

PROJECT STATUS

Ongoing

PROJECT PERIOD

04/2018 – Ongoing

URL OF THE PRACTICE

<https://bangkok.unesco.org/content/learning-coin-project>

1 UNESCO Institute for Statistics or UIS (2020).

2 Sixth Multiple Indicator Cluster Survey for Thailand (MICS 6), conducted by National Statistical Office and UNICEF (2020).

3 UIS, 2018).

learning and conditional cash transfers. With support from diverse partners, including the Equitable Education Fund of the Government of Thailand, POSCO 1% Foundation of the Republic of Korea, True Corporation, Lenovo Foundation and Lenovo Thailand, the Learning Coin project provides out-of-school and marginalized children and youth in Thailand with tablet devices with the digital library “LearnBig” pre-installed, through which learners can access more than 1,700 books and multilingual learning resources.

The LearningCoin project has successfully helped disadvantaged children and youth in Thailand to cultivate reading habits while supporting their families financially with monthly scholarships based on their reading achievements, which in turn enables learners to continue their basic education. That contributes to the achievement of Sustainable Development Goal (SDG) 4, on Quality Education, and specifically to SDG target 4.1.

Learners' daily reading data, including number of hours, reading consistency and answers submitted, are logged and analysed with algorithms of the LearnBig data and monitoring system, which calculates monthly scholarships for each learner or their parents. Learners earn monthly scholarships between 800 and 1,200 baht (approximately \$25-38), accounting for 10 percent of average family income.

To motivate learners to continuously improve their reading skills, learners who obtain higher scores than in previous months earn additional bonuses, resulting in increased scholarships.

The LearnBig application not only allows learners to reflect on their comprehension of the stories they have read by answering reading comprehension multiple choice questions through the app, but answers can be submitted and reviewed by teachers through the LearnBig online monitoring system as well.

In 2020, during the first phase of the pilot, the project assisted almost 500 out-of-school and marginalized children and youth including migrants, ethnic minorities and stateless children. Learners who earned the largest incentives read up to 23 hours per month, and those who spent more than 10 reading hours per month were likely to earn more incentives. UNESCO is currently exploring various opportunities to further expand the project to other countries in the region, including through the use of blockchain technology.

Analysing the impact of the LearningCoin project in the Mae Hong Son province of Thailand, 85.57 per cent of participating learners improved their reading skills and 79.38 per cent obtained higher academic achievements. In the Yala province, results of the Non-Formal National Education Test (N-Net) improved from rank 75 to rank 49. A study by Chulalongkorn University shows that the more frequently scholarships are paid to learners, the more likely they are to read.

In support of SDG 17, the project has brought together public and private partnerships and South-South cooperation to promote innovations for equitable access to education across Thailand and in the region.



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UNESCO is currently working to scale up the LearningCoin project and replicate it in other countries and contexts. UNESCO is currently identifying crowdsourcing and innovative financing approaches and modalities to expand the LearningCoin project and model to other countries in the region.

Knowledge-sharing through South-South and triangular cooperation of the LearningCoin project and model has taken place with countries including Myanmar, Indonesia, Korea and Qatar, among others, at various international conferences and networks: 2021 Bridge Conference, International Conference on ‘Literacy for a human-centred recovery: narrowing the digital divide’, the International Conference on Equitable Education 2020, WISE 2019 Conference, etc.

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Learning for Empathy



Teacher exchange and support programme for Bangladesh, Indonesia, Pakistan and Sri Lanka in cooperation with Japan



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CHALLENGE

Schools in the Asia-Pacific region are making efforts to achieve inclusive and quality education as a means of making societies more just, tolerant, and peaceful, but many of them still face various challenges regardless of their economic status. Countries in the region are still facing persistent poverty and inequalities and schools are impacted by marginalization, discrimination, lack of financial and human resources, socioeconomic inequalities, and the existence of negative stereotypes and prejudice in society.

More specifically, schools in the Asia-Pacific region are often characterized by a lack of teacher capacity, outdated curriculums, pedagogy or teaching materials, lack of shared vision by school personnel, absence of leadership by decision makers, lack of support for motivated teachers, and lack of opportunities to motivate students which lead to unemployment. Poor governance in the country as well as prolonged and unresolved conflicts can also impact education.

TOWARDS A SOLUTION

Schools should be considered a good, safe and responsible space for engaging in intercultural and interfaith dialogue, which is a critical factor for developing learners' competencies as active contributors to building peaceful social cohesion and embracing diversity. In order to make this a reality, the beneficiaries were invited and supported to revisit their school environment and teaching practices through the lens of SDG4, especially its Target 4.7.

This involved an exchange and support programme put in place in cooperation with the partners in Japan (Ministry of Foreign Affairs, Ministry of Education, Culture, Sports, Science and Technology, school communities and experts) as well as the partners in the beneficiary countries (ministries of education, schools, madrasa and their registration/administrative departments and provincial governments, etc.).

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO) Thailand

COUNTRIES/REGIONS/TERRITORIES

Bangladesh, Indonesia, Japan, Pakistan, Sri Lanka

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.7 17.6

SUPPORTED BY

Ministry of Foreign Affairs of Japan

IMPLEMENTING ENTITIES

UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok), UNESCO Dhaka, UNESCO Islamabad, UNESCO Jakarta, UNESCO New Delhi

PROJECT STATUS

Completed

PROJECT PERIOD

03/2019 – 03/2022

URL OF THE PRACTICE

<https://bangkok.unesco.org/theme/learning-empathy>

In the first phase, partners first identified additional pilot schools and participants; the respective national project team selected two additional schools (secondary level) to join, while the first phase pilot schools stayed on to be part of the project. The schools/teachers who took part in the first phase were invited to share their experiences with and guide the newcomers. UNESCO Offices facilitated the discussion and coordination with a view to expanding the network of partners in the country, and decided on the modalities of function/action in close working with the national project team.

In the second phase, the project involved orientation meetings for preparing new pilot schools. The implementation of Phase 2 was challenged by the travel restrictions due to the COVID-19 global pandemic, and the study visit to Japan could not take place as planned. The study visit was supposed to create a momentum where the participating teachers and education stakeholders would appropriate the project content and process. However, the Learning for Empathy project overcame this by organizing a series of orientation meetings with the help of the first cohort of schools and madrassas, and the participants discussed the school-level action plans on these occasions.

The project involved continued knowledge sharing, such as the exchange among the participants in the beneficiary countries, which was maintained through information and communication technologies (ICTs) and the progress and findings were shared more widely through UNESCO's and the donor's communication channels and relevant events related to SDG4.

An 11-minute highlights video was produced with the participation of students and teachers, and presented at the regional concluding meeting in March 2022. Furthermore, a project outcome brochure with concrete examples and testimonies from participating schools and students is currently being finalized, based on the in-depth report documenting the activities in the beneficiary countries. The Learning for Empathy project has successfully created enabling conditions for education professionals in Bangladesh, Indonesia, Pakistan, and Sri Lanka (school leaders/principals, religious seminary/madrassa teachers and non-religious teachers) to effectively address the challenges they face to make learning meaningful, motivating and empowering in their school context.

As part of scaling-up efforts, UNESCO Bangkok, Dhaka, Islamabad, Jakarta and New Delhi closely collaborated in identifying opportunities to link the initiative with the country's national education system-wide efforts for achieving SDG4 (policy formulation, curriculum review/reorientation, teacher training, etc.). This project aimed to encourage education authorities and schools to place more importance on the teaching and learning of knowledge, skills, values attitudes, and behaviours as promoted by SDG 4.7. This is the only way to sustain the impact of the project by mainstreaming Learning for Empathy at national and regional levels.



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Malawi's Multi-sectoral Programme to Improve Nutrition of Adolescents



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An integrated multisectoral approach to improve the nutritional status of school-age children and adolescents in Malawi

CHALLENGE

Although noticeable progress has been made in Malawi in reducing malnutrition since joining the Scaling Up Nutrition (SUN) Movement in 2011, poor nutrition in adolescents remains a public health challenge. The Malawi Demographic and Health Survey 2015/16 revealed that approximately 35 per cent of adolescent girls (15-19 years of age) are anaemic while 13 per cent are underweight. In addition, the prevalence of overweight among adolescent girls increased from 4 per cent in 1992 to 7 per cent in 2015/16. School-age children and younger adolescents also face nutritional challenges, with anaemia affecting 22 per cent and zinc deficiency affecting 60 per cent of this age group (National Statistical Office Malawi, 2017). Dietary quality for adolescent girls remains suboptimal with only 17 per cent of girls (10-19 years of age) meeting minimum dietary diversity for women (MDD-W) standards.

TOWARDS A SOLUTION

Despite significant progress in reducing the burden of undernutrition in children under 5 years of age, poor nutrition in adolescents (10-19 years of age) remains a public health challenge. Existing nutrition policies and interventions have traditionally focused on the first thousand days with less consideration given to the growth and development of adolescents, and non-pregnant adolescent girls were neglected from stunting reduction strategies in Malawi. In order to guide the implementation of nutrition programmes and interventions, a National Multi-sectoral Nutrition Policy (NMSNP) and a National Multi-sectoral Nutrition Strategic Plan (NMSNSP) 2018-2022 were developed. To prioritize nutrition programming for adolescents and ensure that they can contribute to economic growth and national development, evidence-based advocacy by various stakeholders led to the development of a National Multi-sectoral Adolescent Nutrition Strategy (NMSANS) 2019-2023 that aims to improve the nutritional status of both in- and out-of-school adolescents 10-19 years of age.

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Germany, Malawi, Norway

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

3.d, 4.1, 4.2, 4.a, 5.1, 10.2, 17.1

SUPPORTED BY

Ministry of Education of Malawi; Kreditanstalt für Wiederaufbau (KfW) Bank, Government of Norway; UNICEF

IMPLEMENTING ENTITIES

Department of Nutrition, HIV and AIDS, Department of Reproductive Health, Ministry of Health of Malawi

PROJECT STATUS

Ongoing

PROJECT PERIOD

01/2019 – Ongoing

URL OF THE PRACTICE

<https://bit.ly/3pzxScl>

In 2019, the Ministry of Health's Department of Nutrition, HIV and AIDS (DNHA) and Department of Reproductive Health, with the support of the United Nations Children's Fund (UNICEF), rolled out a pilot weekly iron folic acid (IFA) programme to adolescent girls. The programme targeted girls in schools and community settings, with each girl expected to take 50-52 IFA tablets per year. Following the approval of NMSANS, key messages were developed and awareness-raising was conducted with key district and community-level service providers, community leaders and adolescents to ensure programme acceptance prior to implementation.

In the European Union-supported nutrition sensitive agriculture (NSA) programme, in- and out-of-school adolescents 15 to 19 years of age have established nutrition demonstration plots where they learn diverse methods of food production and preservation to ensure the continued availability and variety of safe, seasonal, nutrient-dense foods in households. They are taught food preparation techniques through cooking demonstrations using local recipes and locally available foods provided by the community. To further ensure sustainability, community leaders have also contributed farming land for nutrition demonstration plots. Adolescents have contributed to the cooking demonstrations through crops harvested from the demonstration gardens and from the rearing of small stock. In the World Bank- and European Union-supported NSA programme, adolescent girls are also given IFA tablets.

The Government of Malawi developed various monitoring tools for the IFA programme to collect monthly data on coverage, compliance and dietary diversification practices at community and school levels. These tools showed that the weekly IFA supplementation programme reached 70 per cent of adolescent girls in 1,788 schools and 192 health facilities in 2019 and 47 per cent in 2020, due to COVID-19 related school closures. The preliminary results in 2020 revealed that over 36 per cent of adolescent girls achieved monthly compliance (girls consuming four or five tablets a month) for the six months that they received supplements before and after school closures.

For the NSA programme, a monitoring and evaluation framework was developed, the data from which contributes to the monitoring of national nutrition indicators. These frameworks revealed that out of a targeted 2,725 adolescent nutrition groups 2,013 were established between January 2019 and March 2021 with the establishment of groups continuing until December 2021. As of March 2021, over 55,903 adolescents were members of the adolescent nutrition groups and an estimated 378,995 adolescents have benefited from nutrition extension services including nutrition education, water, sanitation and hygiene (WASH) and reproductive health. Over 617 cooking demonstrations have been conducted, providing 7,492 adolescents with knowledge and skills around food preparation, preservation and utilization. Additionally, steady improvements in maternal dietary diversity for women have been demonstrated, increasing from 32 per cent to 47 per cent for adolescent girls between 2018 and 2021. By the end of 2023, the NSA programme aims to reach 392,559 adolescents across the 10 districts. To adjust programmes to respond to identified needs, UNICEF is also supporting the Government to carry out a landscape analysis of school-age and adolescent nutrition, which will inform plans to scale up integrated school health and nutrition interventions.



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The integrated multisectoral approach to improving the nutritional status of adolescents in Malawi has proved effective and promises to make a significant contribution to national development. On the one hand, weekly iron and folic acid supplementation was able to achieve high coverage across many schools before COVID-19. On the other, the NSA programme implemented in Malawi led to steady improvements in adolescent girls meeting minimum dietary diversity standards with the impact of COVID-19 being mitigated through creative learning solutions.

To ensure programme acceptance and success, and to maximize benefits, adolescent girls were carefully and intentionally involved in the design and implementation of the IFA intervention. The primary messages and information, education and communication materials for the intervention were designed by technical experts but reviewed by adolescent girls, whose recommendations were incorporated to make the materials more adolescent-friendly. In addition, the creation of adolescent nutrition groups has facilitated the inclusion of adolescents in nutrition programmes. Previously, Malawi lacked a standardized approach towards nutrition education for adolescents. However, through the development and roll-out of the adolescent NSA package, coherent and comprehensive nutrition education has been provided to adolescents using a counselling package for adolescent engagement. The success can be scaled up and replicated through experience-sharing with other developing countries facing similar challenges.

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National Diagnostic Assessment in Arabic and Maths for Grades 4 to 11 in Jordan



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Enabling teachers and the Ministry of Education to understand and respond to learning loss in Jordan post-COVID-19

CHALLENGE

In March 2020, the Government of Jordan closed all schools. When schools partially reopened in September 2021, nearly half were still on rotation due to social distancing requirements. This meant that students attending these schools continued to lose in-person learning time. During the pandemic, a national online learning platform was established, but many children were unable to progress in their learning.

Now children are back in the classroom, but many are not at grade expectations. Teachers urgently needed data on what children know and can do, as well as resources to target teaching at the right level. The Ministry of Education and partners also needed data on learning to inform the design of learning recovery programmes.

TOWARDS A SOLUTION

The National Diagnostic Assessment (NDA) was designed by UNICEF in partnership with the Ministry of Education (MOE) and implemented in all schools with grades 4 to 11 in Jordan in 2022. The aim was to provide teachers with information on what children know and can do in Arabic and maths in relation to the national curriculum grade level expectations. Online resources were provided for teachers on how to address common student misconceptions identified through the assessment. It has also provided the Ministry of Education (MoE) with national results to better understand the degree of lost learning. The national report included recommendations on how to improve the teaching and assessment of maths and Arabic.

The NDA was implemented across all MoE schools, including refugee camp schools, from 28 February to 3 March 2022. According to MoE data, 78 per

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Jordan, Qatar

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.6, 4.5, 4.c, 17.6, 17.17

SUPPORTED BY

UNICEF, United States Bureau of Population, Refugees and Migration (BPRM)

IMPLEMENTING ENTITIES

Ministry of Education of Jordan, UNICEF Jordan

PROJECT STATUS

Ongoing

PROJECT PERIOD

02/2022 – Ongoing

cent of students (over 840,000 children) from Grades 4 to 11 had their results entered on a portal connected to the National Open Education Management Information Systems (EMIS). The results showed that most children were at least one or two grade levels behind grade expectations in maths and Arabic, with poorer results for the older grades. This shows the scale of learning loss post COVID-19 and the urgent need to remove policy barriers to teachers addressing learning recovery

Prior to the assessment, a national communication campaign informed students, parents and teachers of the purpose of the NDA and that it was not a high stakes examination. The national campaign, which included three animations that were broadcast on television and other social media platforms, was critical to ensuring engagement with and the success of the NDA's implementation in Jordan. Online training also prepared teachers to undertake the assessment and enter results for analysis. Directorate of Education supervisors provided support to teachers and schools across Jordan during implementation, as well as a helpdesk which was established within the MoE.

Undertaking an NDA is transformative as it allows teachers to understand what children know and can do post-COVID-19 extended school closures and provides the government with national outcomes. As part of the NDA in Jordan, all teachers have access to a dashboard with class- and student-level results. The approach for teachers marking the assessments was also innovative. The marksheets did more than tell teachers what was right and wrong - they also showed teachers different possible answers and why students made errors. This supported teachers in understanding students' misconceptions. Teachers could then use carefully linked online resources that gave them activities and ideas on how to teach students in a way that unpacked misconceptions and helped them to understand the concept correctly

National analyses of results are being used to inform the design of accelerated and remedial programmes by MoE and partners, and to identify schools that are particularly struggling. National grade level reports have been prepared by the MoE with UNICEF support, and district and school level reports are being made available.

The Ministry of Education of Jordan is considering whether to continue the NDA on an annual basis, which will enable tracking of learning recovery over time. The available data, portal and assessment tools are being considered as part of the national assessment strategy of the Ministry of Education.

Building on the success of the NDA's implementation in Jordan and the scale of potential learning loss globally, UNICEF Jordan is sharing lessons learned and good practices from its experience. In August 2022, UNICEF Jordan was approached by UNICEF Qatar through the Regional Office to provide professional development support to Qatar's Ministry of Education and school leaders. UNICEF Jordan prepared a presentation centred on professional development to support Qatar's Ministry of Education to better understand how to identify learning loss. Components of an NDA were explored, as well as what is involved in setting up an NDA. Participants were then introduced to ideas around



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how learning recovery programmes can be designed to accelerate and recover learning. The experience of Jordan in assessing student learning post-COVID-19 was also shared with UNICEF Ukraine to inform the design of that country's emergency education response. The results and approach have been shared with all countries in the Middle East and North Africa region.

Making data and resources available is only a first step; to be able to act on the data, teachers need to have policy barriers to learning recovery removed. As an example, they need to be able to cover materials from previous grades rather than progress with the grade level curriculum. Recommendations to inform decision-making by the MoE have been shared by UNICEF and discussed with the Ministry and partners. This requires dialogue across all departments, given the implications for curriculum, assessment, teaching and professional development.

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Network on Education Quality Monitoring in Asia-Pacific



Improving the quality of education through knowledge sharing, joint research and capacity-building in and for Asia-Pacific

CHALLENGE

Most countries in Asia-Pacific remain unlikely to achieve the SDG 4 targets in literacy and numeracy by 2030. This learning crisis has been evidenced by millions of children remaining illiterate, out of school, or failing to master basic literacy and numeracy foundation skills. The 2019 Southeast Asia Primary Learning Metrics (SEA-PLM) study found that only two of six Southeast Asian nations had more than half of children at the end of primary school meeting the minimum proficiency level in reading and mathematics. Similarly, the 2018 Pacific Islands Literacy and Numeracy Assessment (PILNA) found that across the 15 participating countries, on average less than 14 per cent of children met minimum proficiency levels for mathematics and less than 17 per cent for reading by the end of primary.

TOWARDS A SOLUTION

The Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) supports countries in Asia-Pacific in analysing and sharing good practices in assessment, curriculum and pedagogies in order to improve students' learning outcomes. The network is a response to the persistent learning crisis in the region and has the overarching goal of strengthening education systems' capacities to build effective and sustainable learning assessment systems and align these with curriculum and instruction. UNESCO's Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) serves as the NEQMAP Secretariat. NEQMAP members include ministries of education, assessment and evaluation bodies, universities, research centres, NGOs, foundations, and regional and subregional organisations, from all parts of the Asia-Pacific region. In 2022, NEQMAP includes 52 institutional members representing 27 countries across Asia-Pacific.

NEQMAP members work together and contribute to the three pillars of work of the network: capacity development, research and analysis and knowledge-sharing. Members collect and share good practices from their respective contexts



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United Nations Educational, Scientific and Cultural Organization
Asia and Pacific Regional Bureau for Education (UNESCO Bangkok)

COUNTRIES/REGIONS/TERRITORIES

Asia-Pacific region

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.1, 4.7

SUPPORTED BY

UNESCO Bangkok, Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) Steering Group members

IMPLEMENTING ENTITIES

NEQMAP, UNESCO Bangkok

PROJECT STATUS

Ongoing

PROJECT PERIOD

2013 – Ongoing

URL OF THE PRACTICE

<https://neqmap.bangkok.unesco.org/>

through case studies, contribute to seminars and webinars to exchange ideas, and share research and practical tools and guidelines on the NEQMAP Knowledge Portal. In the period 2018-2022, NEQMAP organized four regional capacity development workshops and developed one online training course in collaboration with the Australian Council for Education Research (ACER). NEQMAP published four regional research projects led by NEQMAP members and a series of case studies highlighting promising practices across the region. The network also organised knowledge-sharing webinars and seminars (about three per year) and four annual meetings to take stock of the work of network members and exchange ideas.

NEQMAP's collaborative approach helped create an active and engaged community of practice in the area of assessment in Asia-Pacific. Interest in NEQMAP continues to grow with new members and countries joining every year. This secures NEQMAP's position as an integral agent in building capacity across the region in education quality. NEQMAP members are taking more ownership of activities, as seen by requests for members to host workshops and meetings and contribute research and case studies.

The NEQMAP methodology and approach can be adapted to other regional contexts to foster collaboration and cooperation in the areas of assessment and monitoring of learning, curriculum and pedagogies.



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Organization for Women in Science for the Developing World PhD Fellowships



PhD fellowships for women scientists in science- and technology-lagging countries



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CHALLENGE

There is a limited number of opportunities in postgraduate research in science, technology, engineering, and mathematics (STEM) subjects available to women from the global South. These countries include all least developed countries (LDCs), as well as additional countries identified as science- and technology-lagging. Men and women in these countries lack access to the basic training, equipment, and resources needed to undertake scientific research at an advanced level and have limited opportunities to travel to institutes in other countries where more advanced training facilities and resources are available. Women face additional challenges because of cultural and social expectations, as well as the physical demands of childcare and related mobility issues.

TOWARDS A SOLUTION

Through its flagship PhD fellowship programme, the Organisation for Women in Science for the Developing World aims to support women in tackling these challenges. The programme allows them to travel and study abroad, so that when they return to their home countries they will be able to share the knowledge attained and contribute to building local STEM capacity and serve as role models for other women wanting to take up research in subjects traditionally with lower female representation. OWSD PhD fellowships are offered to women scientists from science- and technology-lagging countries (STLCs) to undertake PhD research in the natural, engineering and information technology sciences at a host institute in another developing country in the global South where more advanced training facilities and resources are available for them to undertake PhDs of a high standard.

This South-South mobility encourages capacity building at both the point of departure and destination, as well as allowing OWSD to offer more fellowships to more women (tuition, accommodation and stipend costs are typically much less

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO)

COUNTRIES/REGIONS/TERRITORIES

Afghanistan, Angola, Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Cameroon, Central African Republic, Chad, Comoros, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, El Salvador, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, The Gambia, Ghana, Guatemala, Guinea, Guinea-Bissau, Haiti, Honduras, Kenya, Kiribati, Lao People's Democratic Republic, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mongolia, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Paraguay, Plurinational State of Bolivia, Republic of the Congo, Rwanda, São Tomé and Príncipe, Senegal, Sierra Leone, Solomon Islands, Somalia, South Sudan, Sri Lanka, State of Palestine, Sudan, Syrian Arab Republic, Tajikistan, Timor-Leste, Togo, Tuvalu, Uganda, United Republic of Tanzania, Vanuatu, Yemen, Zambia, Zimbabwe

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.3, 4.5, 4.7, 4.b, 5.5, 5.c

SUPPORTED BY

The Swedish International Development Cooperation Agency (Sida)

IMPLEMENTING ENTITIES

Organisation for Women in Science for the Developing World (UNESCO OWSD)

PROJECT STATUS

Ongoing

PROJECT PERIOD

1998 – 2026

URL OF THE PRACTICE

<https://owsd.net/career-development/phd-fellowship>

than in the North and the countries can be closer both geographically and culturally). Since 1998, OWSD PhD fellowships have been awarded to 551 women scientists.

The main outcome of the OWSD PhD fellowships programme is a significant contribution to the pool of women graduates with PhDs in STEM subjects from STLCs and capacity-building of individual women scientists (+ 363 women have graduated (354 PhD and 9 MSc-only)). This is achieved not only through the provision of financial support and access to better resources, laboratories and equipment, but also with innovative elements.

The innovative elements include one-to-one support catering for the specific needs of women scientists, provision of targeted training which has demonstrably enhanced fellows' skills in writing and research, as well as soft skills such as leadership and communication. Fellows have also reported an increase in their ability to work in multicultural environments, to work in teams and to adapt. Additionally, in 2014, OWSD launched a PhD conference support fund to provide additional support for PhD fellows to attend academic conferences.

The good practices developed by OWSD since 1998 with this programme are replicable and adaptable to different contexts and organisations. They can easily be extended more widely and adapted in similar situations or settings by taking into account the OWSD model and lessons learned, particularly in relation to the specific adaptations needed to fully support women and to ensure low dropout rates. In fact, the success of the OWSD programme has been confirmed year-on-year by the relatively low dropout rate (only 9.5 per cent of all fellows who have started their PhD to date have interrupted their studies). The ongoing need for the programme is also evident in the steadily rising number of applications (in 2017, the number of eligible applications was 100; in 2018 – 116; in 2019 – 162; in 2020 – 176; and it dipped only slightly, despite the ongoing pandemic, to 168 in 2021) that reached a record high in 2022, when the OWSD Secretariat received 207 eligible applications.

A number of conditions need to be met to ensure the replicability of the programme: namely an in-depth understanding and appreciation of the challenges faced by women scientists; an effective but also flexible administrative structure; a transparent financial policy; clear guidelines and a willingness to explain these to fellows; as well as investment in building relationships and negotiating fellowship terms with host institutes.

The main lesson learned is also the main strength of the OWSD PhD Fellowship programme: the personal, tailor-made approach to awardees contributes to the low dropout rate and the impressive completion rates. This was especially notable during the pandemic, where high flexibility enabled awardees to remain on track. Such an individualized approach was also underlined in the OWSD mid-term evaluation report, which



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cited one of the key strengths of the programme: the highly effective management of the OWSD fellowship programmes by the Secretariat. Feedback collected from fellows through interviews and survey data confirmed a very high level of satisfaction on the overall quality of OWSD support (rated excellent by 94 per cent of respondents).

CONTACT INFORMATION

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Our Rights, Our Lives, Our Future (O3) Programme



The largest comprehensive sexual education programme in Africa



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CHALLENGE

Sub-Saharan Africa is home to 158 million youth between the ages of 15 and 24, a figure expected to rise to 281 million by 2050. This demographic dividend represents tremendous potential, but there are risks if the barriers to young people's health and education (including HIV, sexual and gender-based violence, adolescent pregnancy and child marriage) are not addressed. Africa's female youth face a disproportionately high risk of HIV infection. Three out of four new HIV infections among those aged 15–19 are among young women, and seven out of ten young women do not have comprehensive HIV knowledge. Early and unintended pregnancy and gender-based violence pose serious threats to young people's health and right to education. Investing in the education and health of adolescents and young people is critical for them to realize their rights to health, well-being, education and full and equal participation in society.

TOWARDS A SOLUTION

The Our Rights, Our Lives, Our Future (O3) Programme seeks to improve sexual and reproductive health (SRH) as well as gender and education outcomes for young people in sub-Saharan Africa, through sustained reductions in new HIV and other sexually transmitted infections, early and unintended pregnancy, and gender-based violence. It is the largest comprehensive sexuality education (CSE) programme in sub-Saharan Africa, covering 33 countries. It seeks to address SDG Target 4.7: Education for sustainable development and global citizenship.

The O3 Programme promotes and facilitates South-South learning and cross-fertilization of ideas through the CSE Regional Learning Platform, exchange visits and face-to-face meetings. The web-based CSE Regional Learning Platform seeks to connect different stakeholders across sub-Saharan Africa (such as policymakers, curriculum developers, teachers and health workers). The platform has resulted in a digital library with 300+ resources including curriculums, books, teachers' guides, COVID-19-related materials, and research and evaluation reports; an "Ask

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO)

COUNTRIES/REGIONS/TERRITORIES

Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Chad, Côte d'Ivoire, Democratic Republic of the Congo, Eswatini, Ethiopia, France, Gabon, Ghana, Guinea, Ireland, Kenya, Lesotho, Madagascar, Malawi, Mali, Mozambique, Namibia, Niger, Nigeria, Norway, Republic of the Congo, Rwanda, Senegal, South Africa, South Sudan, Sweden, Switzerland, Togo, Uganda, United Republic of Tanzania, Zambia, Zimbabwe

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

3.3, 3.7, 4.7, 5.6, 16.1

SUPPORTED BY

Governments of France, Ireland, Norway, Sweden and Switzerland, Packard Foundation

IMPLEMENTING ENTITIES

Governments of the 33 countries in sub-Saharan Africa, regional economic communities (Southern African Development Community (SADC) and East African Community (EAC)), networks of young people, civil society organizations

PROJECT STATUS

Completed

PROJECT PERIOD

2018 – 2022

URL OF THE PRACTICE

<https://learncse.online/>

and Share” forum where users can engage in discussions on key issues; and Connect with Respect, a tool which addresses school-related gender-based violence (SRGBV), initially piloted in only four countries in Eastern and Southern Africa and now being scaled up extensively across the region.

Furthermore, the O3 programme provides regional teacher training/capacity-building workshops that offer peer-to-peer experience for teachers and government officials from different countries. In 2021, more than 30 million learners were reached with CSE while more than 136,000 pre-service teachers and 188,000 in-service teachers have been trained on CSE since 2018. Since 2018, the programme has reached more than 30,000 parent-teacher associations and more than 20 million community members. Launched in 2021, the O3 Plus programme, which targets students in higher and tertiary education institutions (HTEIs) expects to reach more than 252,000 students in 33 HTEIs across eight countries in sub-Saharan Africa and to train more than 7,000 health care professionals and peer counsellors on providing youth-friendly sexual and reproductive health (SRH) services.

A CSE Community of Practice (CoP) is currently being established, as part of ongoing efforts to improve knowledge dissemination, facilitate learning and stimulate creativity. The CoP will provide an opportunity for teachers and other practitioners to share their knowledge, questions and achievements, and to search for latest evidence and recommendations regarding CSE delivery.

The O3 Programme has adopted the innovative approach of a three-tier country system of programme acceleration countries, focus countries and networking countries, where they all benefit from common regional activities, joint regional training and guidance materials, depending on their individual readiness to participate and their specific needs. This innovative approach enables the transfer of knowledge and experience across participating countries, allowing them to learn from each other. In- and cross-country research and evidence generated through the programme also enables decision makers to assess what has worked in other programme countries and consider applying a particular strategy locally as relevant.

When it comes to the sustainability of the project, the programme has secured political commitment from the Ministries of Education and Health, which is key to ensuring that CSE is institutionalized and budgeted for while also avoiding dependency on external assistance. UNESCO played a critical role in advocating for the endorsement by governments of the Eastern and Southern Africa Ministerial Commitment, which has proven crucial in advancing programme implementation. Furthermore, the incorporation of specific indicators on the delivery of CSE into education management information systems will ensure that data continues to be collected annually and used for planning purposes. Sustainability is further ensured by building the capacity of young people and communities, which ensures long-term support for comprehensive sexuality education.



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The Pacific Heads of Education System (PHES)



Collaborative education system strengthening

CHALLENGE

The Pacific is a vast region with countries and territories spread out across its length and breadth. The ministries of education of the small island developing states (SIDS) in the region work in isolation. Some have better access to technical resources, a few have better access to logistics and infrastructure to connect with others, and some have neither. Often international, regional, civil society and private sector organizations implement regional actions without having a mechanism to get the views, approval or concurrence of the heads of the education systems in the SIDS.

In such a context, exchange of experiences, learning from one another, collective decision-making, and professional development of the heads of the education system was not possible. Incoherences in development assistance models also hampered these processes.

TOWARDS A SOLUTION

The Pacific Heads of Education System (PHES) has its genesis in the Education Directors' Meeting and Pacific Consultative Meeting on Education since 1977. This major education platform has evolved to become a network for the 15 SIDS from among the UNESCO Member States in the Pacific and has created an interface between the Education Directors' Meeting / PHES, development partners and non-governmental organizations. The Member States take turns to Chair the PHES and co-host the meeting with funds from the Participation Programme and the facilitation of the UNESCO Office for the Pacific States as the host and the Secretariat of the Member States who comprise PHES.

The main purpose identified by PHES members is to support coordination among the national education systems by identifying common solutions,



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NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO) Office for the Pacific States

COUNTRIES/REGIONS/TERRITORIES

Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Tokelau, Vanuatu

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

3.7, 4.1 to 4.9, 4.a to 4.c, 5.6, 8.6, 12.8, 13.3, 14.a, 17.18, 17.19

SUPPORTED BY

UNESCO Participation Programme

IMPLEMENTING ENTITIES

Ministries/Departments of Education in the Pacific Small Island Developing States (SIDS)

PROJECT STATUS

Ongoing

PROJECT PERIOD

1977 - Ongoing

facilitate SIDS-SIDS or South-South and triangular cooperation, support one another's professional development, and promote standards for education and education outcomes for the realization of the global and regional goals and targets for education. The tasks and responsibilities of PHES during its meetings also include advising one another, civil society organizations, private sector institutions and development partners on establishing the strategic priorities for education at regional level.

Mechanisms like the Pacific Heads of Education System improve coordination and overcome challenges by giving the national education leaders a strong voice and influence in decision-making on regional actions. At present, the Pacific Heads of Education System brings leaders together to ensure that their individual roles in improving quality and access to education is recognized, valued and supported while ensuring that the national governments drive the policy and planning at regional level.

For example, the twenty-fourth Consultation Meeting of PHES, entitled Building Resilience in Education Systems and Harnessing the Pacific Regional Collaboration, was co-hosted by UNESCO and the Ministry of Education of Papua New Guinea, and held online from 27 to 30 July 2021. This meeting was an opportunity to structure the event around plenaries and presentations, allowing participants to discuss common challenges and opportunities.

The Pacific Heads of Education System has resulted in collaboration between government, voluntary, community-, faith-, theme- and youth/ gender-based organizations, social enterprises, private sector and regional organizations, to network with each other in order to find out what is being done, what educational developments are taking place, how they can support one another, and how the development partners can support them. It has helped harmonize development assistance for education and created opportunities for intergovernmental decision-making and improved ownership and relevance of regional education initiatives.

Today, continued cooperation among the Pacific Member States and Associated Members and their mutual support are essential for ensuring the continued advancement of education systems in the Pacific region. In addition, since education systems in the Pacific continue to grow and change, emerging needs must be promptly identified and addressed in a coordinated manner, to ensure that developments in all areas are based on a common understanding in the Pacific. Education, training and professional development services must be responsive to cultural and linguistic diversities and should be a cooperative undertaking involving national, regional, and international organizations.

This long-standing SIDS-SIDS / South-South cooperation mechanism of the Pacific SIDS is now preparing for its twenty fifth Consultation Meeting, to be co-hosted alongside UNESCO by Tuvalu's Ministry of Education in 2023.



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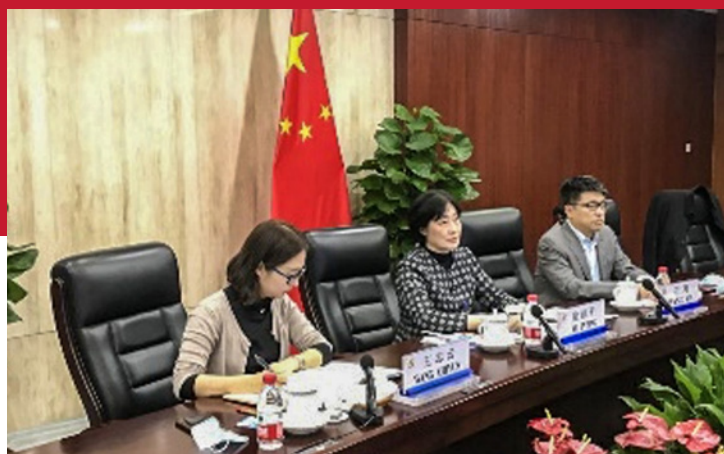
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The Promise and Challenge of Transforming Education in Africa



A whole-of-society and global initiative to ensure every African child's right to education



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CHALLENGE

The African continent has made significant progress in realizing children's rights to education. However, there were approximately 105 million children of primary and secondary school age out of school in Africa in 2019, 41 per cent of the overall total. The COVID-19 pandemic exacerbated this situation - in 2020, around 250 million students in sub-Saharan Africa saw their schools close.

In today's digital age, where connectivity is linked to access to learning opportunities, jobs, and social connectivity, millions of children and young people in Africa are in danger of being left behind – excluded from the modern digital world and associated educational opportunities. But as the youngest population in the world, the resolve to overcome these challenges is strong. A whole-of-society initiative of government, civil society and local and national partners come together to transform education for African children and young people. New technologies and an expanding digital world are a bright light at the end of a dark tunnel.

TOWARDS A SOLUTION

The Continental Education Strategy for Africa (CESA 2016–2025), in line with the African Union Agenda 2063, calls for multi-stakeholder partnerships to transform education for Africa's young people. In addition to governments, international and local civil society organizations (CSOs), as well as the private sector, are playing a significant role in supporting child and youth education programmes in Africa. Every year, UNICEF works with 4,000 CSO partners in countries all over the world. CSO partners also contribute notable financial, intellectual, human and other resources to joint programmes. In recent years, Chinese CSOs have started programmes in African countries to enhance people-to-people exchange in the areas of education, health and community engagement.

NOMINATED BY

United Nations Children's Fund (UNICEF) China

COUNTRIES/REGIONS/TERRITORIES

African countries, China

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.6, 17.3, 17.6, 17.17

SUPPORTED BY

China NGOs Network for International Exchanges (CNIE), China

IMPLEMENTING ENTITIES

CNIE, UNICEF

PROJECT STATUS

Completed

PROJECT PERIOD

12/2021

URL OF THE PRACTICE

<https://bit.ly/4252SD9>

Against this backdrop, UNICEF facilitates South-South and triangular cooperation (SSTC) between Chinese CSOs and partner countries in Africa. On the occasion of the China-Africa People's Forum 2021, the China NGOs Network for International Exchanges (CNIE) and UNICEF co-organized the seminar, "The Promise and Challenge of Education in Africa: Reimagining education for children", to strengthen solidarity and inform advocacy for greater recognition and support for achieving key results for children in Africa, especially focusing on education.

This SSTC initiative provided a platform to share current good practices and experiences in supporting children and young people's education; informed Chinese CSOs and private sectors about the needs for reimagining education: digital learning in Africa; and discussed potential ways of enhancing collaboration between African and Chinese CSOs and other stakeholders to achieve and accelerate Sustainable Development Goals (SDGs) for children in Africa.

"Education is one of the key priorities for Africa's cooperation with China and under the South-South cooperation framework. Africa is also working with international organizations such as UNICEF and CSOs in the implementation of the SDGs and the Continental Education Strategy for Africa (CESA)", said the Representative of the African Union to China.

Though education enjoyed huge success in response to the COVID-19 crisis, there is still a lack of connectivity and digital resources, so it is important to invest in digital education devices and content, qualified teachers, and better data production and usage. According to UNICEF's Senior Education Advisor, this is not to replace the current education services delivery but to complement it, in order to raise the quality of education and, in particular, to support teachers and support learners' holistic needs in health, nutrition, psychosocial safety etc., to keep them continuing in school.

CSO representatives from The United Republic of Tanzania and Niger shared their experiences in improving learning opportunities for children. The CSOs have been engaged in monitoring, evaluation and learning; they have supported skills, tools and content development; they have identified challenges and created solutions to address them so that they can make a real difference, as well as in advocacy and policy engagement.

Chinese CSO representatives discussed their education development projects, especially focused on bridging the gaps that children and young people are facing and ensuring that they have opportunities in education so that they can later change their lives by themselves. These projects include, but are not limited to: implementing a school feeding programme during the pandemic; providing clean water; donating a computer lab and solar lamps; and building schools to improve education quality and enrolment rates, especially for girls.

This dialogue provided a mutual learning opportunity for CSOs in China and African countries. It also served as a platform for Chinese CSOs and the private sector to gain a better understanding of the priorities and challenges in digital learning development in Africa. New initiatives for



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leveraging the Chinese private sector's support for digital learning programmes in Africa are under development.

In September 2022, during the seventy-seventh UN General Assembly, the African Union, UNICEF, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Food Programme (WFP), the European Union and other partners held a high-level side event on transforming education in Africa on the margins of the global Transforming Education Summit. It was a call to action to all national and international partners to join forces for Africa's future. An African proverb says "if you want to go fast, go alone; if you want to go far, go with others". Through South-South and triangular cooperation, partners will continue to strengthen knowledge exchange, solidarity and consensus-building for achieving key education results for children in Africa.

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Public Finance for Children (PF4C)



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Working with governments to promote adequate, efficient, effective, equitable and participatory finance for children

CHALLENGE

The decisions governments make about how to finance social policies and services are critical to children and to equitable development overall. If allocations are insufficient, concentrated on better-off groups, or used poorly, all children, and especially the most disadvantaged, risk losing access to services and programmes that enable them to survive and thrive. Many of the obstacles to improving child outcomes can be directly traced to public financial management challenges. For example, poor quality education is often a result of high teacher absenteeism, which itself may be due to delayed salary payments as a result of poor funding flows. Governments may see education as a priority, but they often fail to appropriately fund multisectoral interventions, including those in health and social services, needed to address the problem.

TOWARDS A SOLUTION

The United Nations Children's Fund's (UNICEF) work on Public Finance for Children (PF4C) seeks to achieve the realization of children's rights through the best possible use of public budgets. This requires identifying and addressing public financial barriers so that the public budget is sufficient, efficient, effective, equitable, transparent and accountable. The core actions of the UNICEF PF4C Programme Framework include: 1) supporting evidence generation to advocate for public investments in children; 2) engaging in budget processes to influence allocation decisions; 3) empowering communities in budget tracking and participation to strengthen financial accountability; and 4) supporting resource mobilization. PF4C is relevant to all areas of children's rights. In education, these efforts are mainly focused on advocacy and support for protecting, prioritizing, and strengthening public expenditure on education to ensure all children have access to quality education and fulfill SDG4, and to build transparent and resilient education systems.

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

All low- and middle-income countries

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

1.2, 1.a, 1.b, 2.2,3.2, 3.b, 3.c, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.a, 4.b, 4.c, 5.1,5.2,5.3, 5.c 6.1, 6.2,8.6, 8.b, 16.2, 16.6, 17.2, 17.3

SUPPORTED BY

UNICEF

IMPLEMENTING ENTITIES

UNICEF

PROJECT STATUS

Ongoing

PROJECT PERIOD

07/2013 - Ongoing

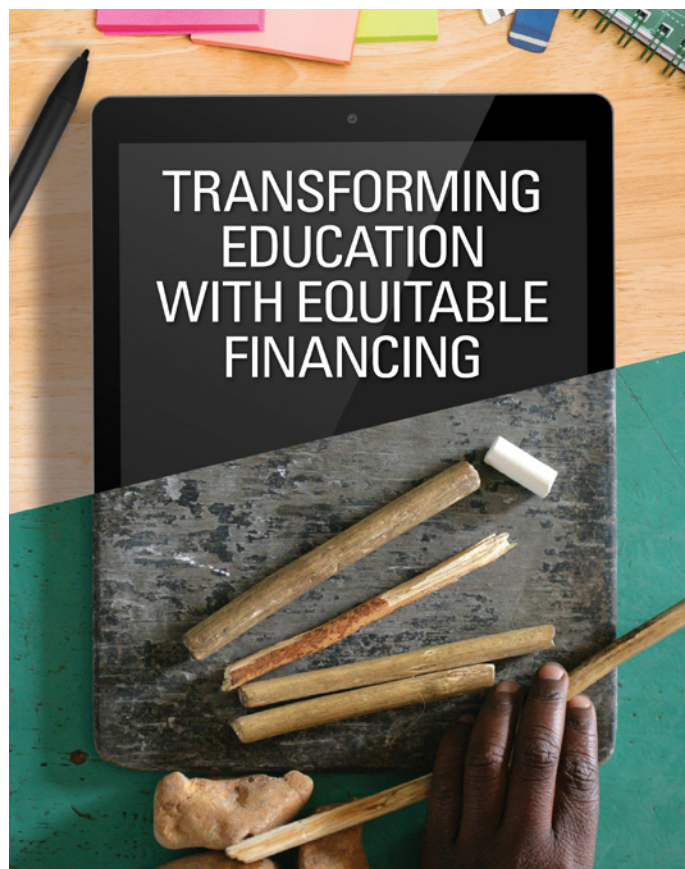
URL OF THE PRACTICE

www.unicef.org/social-policy/public-finance

This work often builds on or complements that of other public financial management (PFM) actors, including international financial institutions and bilateral agencies, leveraging existing PFM tools while adding a child lens. Activities at national level are increasingly complemented by engagement at subnational levels and are being carried out across all country types. UNICEF also works to create tools and support pilots to fill data and evidence gaps related to investments in children by building on others' initiatives, such as the World Bank's BOOST, which have worldwide applicability for knowledge sharing.

Nearly all UNICEF Country Offices engage in some aspects of PF4C, for the following purposes, among others: 1) better reflect child-related policy commitments in budget processes; 2) identify cost-effective and equitable ways to deliver services, and plan, cost and budget them; and 3) improve the flow and utilization of budgeted resources for service delivery. In 2022, a total of 144 UNICEF Country Offices were working on PF4C, with 89 focused specifically on PF4C programming for education. PF4C programming has achieved results for education spending and capacity-building in many countries. For example, in Cambodia, UNICEF contributed to capacity development of key education stakeholders in linking inclusive plans with budgets and in district- and school-level financial management. The increased capacity of school staff, especially in provinces with poor performance, paved the way for improved education provision, and UNICEF is following through by focusing on getting more resources to schools in poor provinces and supporting financial planning at the school level. In Malawi, UNICEF analysis and advocacy helped make education spending more equitable by eliminating school fees for the poorest and setting up a public fund for scholarships for girls. In Somalia, UNICEF worked with provincial governments to develop education sector plans and cost them using an activity-based, participatory approach, which resulted in stronger sub-sector financial plans and more adequate resourcing for implementation. These efforts contributed to a steady expansion of investments in education, from 6.7 to 12.0 per cent in Somaliland and from 2.0 to 8.0 per cent in Puntland between 2011 and 2013.

In 2022, more than 138 UNICEF Country Offices identified and addressed public finance-related bottlenecks to service delivery, ensuring available funds could be spent more efficiently and effectively. Successful examples such as this demonstrate how PF4C actions can offer a sustainable and replicable way to improve results for the education sector, and ultimately, for children, particularly among low-income countries. Challenges in service delivery in any sector cannot be solved by solely injecting funding into the problem areas, but instead require a multisectoral and multi-stakeholder approach. UNICEF's PF4C Framework focuses not only on the adequacy of spending, but also on efficiency, effectiveness, equity and transparency, addressing public finance challenges for concrete and sustainable results.



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Remote and Online Sport and Play-based Life Skills Programme



Innovatively using sport and play as effective programmatic tools for online life skills programming during the COVID-19 pandemic

CHALLENGE

It is widely accepted that sport has the potential to be used as a tool to deliver developmental programmes. These programmes aim to make sports and their related benefits accessible to those who could benefit (mentally, physically and socially). Sports are also used as a vehicle to teach life skills in an intentional and systematic manner (e.g. a sport- and play-based life skills programmes). This concept is referred to as sport-for-development (S4D).

During and for some time after the height of COVID-19, there were uncertainties around the prolonged state of disaster and recurring lockdowns in South Africa. This meant the return of learners to co-curricular activities was not possible, meaning engaging with learners via S4D programmes where sport and play are used in different and innovative ways in order to address and tackle social ills plaguing our communities continued to be restricted. In a period where reports emerged of children being victims and witnesses of violence within their confined spaces, including homes, and where research showed a direct relationship between the COVID-19 pandemic and rising levels of gender-based violence (GBV), violence against children (VAC) and other forms of abuse in South Africa, impactful and meaningful S4D programmes were required. Unfortunately, the restrictions on gatherings totally changed the dynamics of S4D programming and meant that S4D programming as we know it basically came to a complete halt, as most (if not all) programmes rely on social interaction between peers and facilitators.

TOWARDS A SOLUTION

This initiative by the United Nations Children's Fund (UNICEF) and partners supported the Department of Basic Education (DBE) of South Africa by supporting the design of innovative activities to keep learners engaged and learning with an S4D life skills curriculum. UNICEF delivered sport- and play-based dialogues/ sessions conducted through online media platforms and further supported by

NOMINATED BY

United Nations Children's Fund (UNICEF) South Africa

COUNTRIES/REGIONS/TERRITORIES

Germany, South Africa

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

3.3.1, 3.5.2, 4.7, 5.2.2, 10.3.1

SUPPORTED BY

Department of Basic Education, UNICEF South Africa, Media Monitoring Africa, Agape Youth Movement, German Agency for International Cooperation (GIZ)

IMPLEMENTING ENTITIES

Department of Basic Education, UNICEF South Africa, Media Monitoring Africa, Agape Youth Movement, German Agency for International Cooperation (GIZ)

PROJECT STATUS

Ongoing

PROJECT PERIOD

05/2020 – 12/2023

learners' engagement with online life skills content through an online Learning Management System .

The initiative aims to build the capacity of learners and engage them with the purpose of equipping them with information, knowledge and skills related to violence against children, self-esteem, social skills, communication skills, human immunodeficiency virus and acquired immunodeficiency syndrome (HIV & AIDS), gender equity and equality, setting and achieving goals, cyber ills, stereotypes, peer pressure, and other social skills, while also becoming digitally literate citizens. The initiative also aims to ensure that girls and boys, especially those in under-resourced communities, are provided with inclusive and equitable developmental and learning opportunities in safe and secure learning environments for effective learning, personal empowerment, active citizenship and/or employability.

Initially conceptualized as a COVID-19 response initiative where the programme was offered in a digital/blended approach to learning and participation, the curriculum and sport/play-based activities of an S4D programme were adapted and digitalized/animated for remote programming, including uploading to the Learning Passport, and made available as a self-learning and e-learning course . The online S4D sessions are offered in an interactive format where, after initial training and onboarding, learners are supported with mobile data to join remote sessions and the trained facilitators are responsible for creating safe online spaces and for encouraging exchange of knowledge, information and open dialogue stemming from animated sport/play videos played during the sessions. These sport/play videos are an animation of the activities that learners would perform in a typical in-person S4D session. Ultimately these online sessions use sport- and play-based activities as a vehicle to teach life skills in an intentional and systematic manner (i.e. a sport-based life skills programme)

To achieve this, learners enrol on the five-week programme by: (1) attending the programme orientation; (2) participating in all online sessions; and (3) completing the self-learning/e-learning curriculum on the Learning Passport. Learners are supported with mobile data to ensure their full participation and they are responsible for ensuring that they have access to a compatible device where they can download the relevant apps that they need to participate at the time they are required to.

The conceptualization of the intervention involved various partners, including Media Monitoring Africa, Agape Youth Movement, and the German Agency for International Cooperation (GIZ), which contributed technical expertise and resources. This included the development of curriculum, training, advocacy and facilitation. To date, the achievements of the initiative include:

- ▶ 132 online S4D life skills sessions hosted;
- ▶ 534 learners supported to participate in online S4D life skills sessions;
- ▶ 108 Educators participated and supported learners in sessions;
- ▶ 35 facilitators supported to lead online S4D life skills sessions;

In the post-COVID era, UNICEF and partners continue to support DBE in rolling out this innovative comprehensive life skills intervention.

In 2022, a S4D Life Skills Remote/ Online Programme Monitoring and Evaluation toolkit was developed to assess and measure if the participation in an online life skills intervention leads to certain intermediate impacts on young people. These include: (1) positive psycho-social behavioural changes in areas such as personal development, aspirations, commitment, interaction, communication, self-esteem, relationships, trust, sense of belonging and other social skills; and (2) other life skills information, knowledge and skills.

The initiative has been adopted by the government of South Africa (DBE) and has now become part of mainstream youth engagement and life skills programming in schools

This initiative is replicable, and its approach and implementation methodology can be easily adapted for other remote life skills interventions. The logistics of rolling out such an intervention are not complicated as all that is required is a mobile device, mobile data/Wi-Fi and consent from parents for learners' participation. If these three elements are in place, then learners can participate wherever they are and at any time. The biggest challenge in South Africa was the high costs of mobile data, as this pushes up the cost of programming significantly. In a country or region where access to Wi-Fi and/or mobile data costs are lower, this intervention can be implemented at large scale. The intervention can also be adapted and offered in a blended approach to suit the needs of programme beneficiaries, governments, donors, UN agencies and civil society organizations (CSOs).

The migration of programmes to online platforms highlighted the importance of access to the internet and concomitantly the need for critical digital literacy skills. A lesson learned was that as the South African school system accelerated towards online learning, and as children engage in more online activities, the importance of children having the necessary skills to move forward in a post-COVID scenario cannot be overstressed. It is therefore important that online and remote programme conceptualizers include a digital literacy component in their interventions to create digital citizens who know how to use the internet responsibly and encourage their peers to do the same improving children's digital literacy skills.

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Scaling up Rural Households' Use of Renewable Energy and Energy-Efficient Technologies in Cameroon



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Solar Mamas: the Women bringing power and light to their villages

CHALLENGE

In Cameroon, approximately 63 per cent of households have access to electricity. The Far North and North regions are characterized by low energy supply, with only about 22 per cent having access to electricity. Those households that do have access to electricity face frequent power outages, commonly referred to as load shedding, due to insufficient electricity production. In rural areas, the majority of the population uses oil lamps for lighting and wood for cooking.

In these two regions, forest biomass represents more than 95 per cent of the energy used by households. At least 80 per cent of this biomass comes from illegal logging and is transformed into charcoal through an inefficient process. The savannah ecosystem that covers these regions is highly exposed.

In addition, the majority of women in these regions are disproportionately affected by the lack of education, energy, and employment opportunities, especially in rural communities where they are often denied access to education and relegated to domestic roles.

TOWARDS A SOLUTION

The Scaling up Rural Households' Use of Renewable Energy and Energy-Efficient Technologies in Cameroon (PUERTEM) project aims to improve access to energy in rural areas of the Far North and North regions of Cameroon, through the promotion of renewable energy and energy-efficient technologies. It is supported through the India-UN Development Partnership Fund, which provides funding for South-South cooperation projects. This project also aims to promote the empowerment of rural women and address SDG 7: Access to clean energy for all and SDG 4.5: Gender equality and inclusion.

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO) Senegal

COUNTRIES/REGIONS/TERRITORIES

Cameroon, India, Senegal

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.3, 4.4, 4.7, 5.5, 5.b, 7.1, 7.2, 7.3

SUPPORTED BY

India-UN Development Partnership Fund

IMPLEMENTING ENTITIES

UNESCO and Ministry of Water and Energy of Cameroon

PROJECT STATUS

Ongoing

PROJECT PERIOD

02/2020 – 12/2022

URL OF THE PRACTICE

<https://fr.unesco.org/fieldoffice/yaounde>

Barefoot College International (BCI) and UNESCO Cameroon entered into an agreement at the beginning of 2021 in the framework of the India-UN Fund Project, with a focus on solar electrification in local communities. As a result of this agreement, five rural women were selected to receive training in solar engineering at the Senegal Barefoot Vocational Center (BVTC) and Barefoot College International (BCI) in Dakar. These women, commonly known as the Solar Mamas, were trained to transfer skills and provide sustainable energy solutions in their respective communities.

The project implemented an innovative pyramid training system facilitated by the cooperation and partnerships between UNESCO and the participating countries. UNESCO trained the 36 household trainers, who are responsible for training project beneficiaries and popularizing the project's technologies in their respective communities. The household trainers, who are mostly young and active leaders, then mobilize and train other non-beneficiary households and villages. The Solar Mamas of the PUERTEM project then raise awareness and train women in their locality to assemble, use and maintain solar panels and raise awareness on environmental protection.

As a result of the project, the Solar Mamas trained about 100 women back in their localities who are now able to introduce a sustainable source of energy into their families that improves the learning environment of students and facilitates the development of income-generating activities to strengthen their empowerment. At the end of the training, the Solar Mamas had a good understanding of self-awareness and leadership, human rights and civic responsibility, rights of the child, awareness of violence against women, health and nutrition, digital literacy and financial inclusion, micro-enterprise and livelihoods, and environmental stewardship. They also had good ability to handle solar equipment and understand the importance and benefits of clean energy.

The objective of the project was originally to impact 6000 people in the use of renewable energy technologies. In the implementation, the project has impacted more than 12,000 people in rural areas who now use renewable energy technologies, including solar energy, improved stoves and ecological briquettes.

This innovative practice in South-South cooperation has changed the destiny of all these women. The exchanges were very enriching for rural women themselves, who travelled outside their country for the first time, and have now become leaders and are respected in their communities. The project has been sustainable because it empowers communities to take command of their own development in the long term.

This initiative was widely appreciated by all the actors involved in the implementation of the project. Given its success, UNESCO is already planning a second phase of the project, to replicate its methodology in other regions of Cameroon and Africa through South-South and triangular cooperation.



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Second Asia-Pacific Education Ministers' Conference (APREMC-II)



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Towards an effective learning recovery for all and transforming education in Asia-Pacific

CHALLENGE

The COVID-19 pandemic caused unprecedented disruption in education globally and in the Asia-Pacific region in particular, severely impacting education delivery, learning outcomes, student engagement and health and well-being, and resulting in a significant setback in progress towards achieving SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Learners in the region experienced learning loss and dropout rates drastically increased, impacting particularly the most vulnerable and marginalized groups.

While the situation is diverse between and within countries in the Asia-Pacific region, the COVID-19 pandemic not only exacerbated pre-existing inequalities in access to education and a pre-existing learning crisis but also exposed significant weaknesses in the current education systems and their resilience to shocks. The pandemic revealed the urgent need to take immediate action in ensuring that all learners return to school and recover lost learning, and to strengthen and prepare education systems for future crises. The pre-existing weaknesses of the current education systems also revealed the need to reimagine education that is resilient, equitable, inclusive and responsive to shifting learning and training requirements.

TOWARDS A SOLUTION

Against the backdrop of COVID-19's impact on education, the Second Asia-Pacific Education Ministers' Conference (APREMC-II) was held in Bangkok from 5 to 7 June 2022 - a critical moment, as most countries in the region had recently reopened their schools, set up learning recovery measures, and reflected on broader transformations of their education systems, including through national and regional processes leading up to the Transforming Education Summit in September 2022. The APREMC-II Conference sought to address SDG 4.2 Equal access to quality

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO) Thailand

COUNTRIES/REGIONS/TERRITORIES

Thailand

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.2, 4.3, 17.6, 17.9, 17.17

SUPPORTED BY

Ministry of Education of Thailand, Ministry of Education, Culture, Sports, Science and Technology of Japan

IMPLEMENTING ENTITIES

UNESCO, United Nations Children's Fund (UNICEF)

PROJECT STATUS

Completed

PROJECT PERIOD

06/2021 – 06/2022

URL OF THE PRACTICE

<https://apasdg4education2030.org/>

pre-primary education, 4.3 Equal access to affordable technical, vocational and higher education, and SDG 17 Partnerships.

APREMC II was co-organized by the UNESCO Asia and Pacific Regional Bureau for Education and the UNICEF Regional Offices for East Asia and the Pacific and for South Asia, co-hosted by the Ministry of Education of Thailand and organized with the support of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan. The conference was convened under the umbrella of the Asia-Pacific Learning and Education 2030+ (LE2030+) Networking Group, which is the UN's Asia-Pacific regional education coordination mechanism.

The APREMC-II Conference successfully provided a platform for Member States and education stakeholders to share lessons learnt and good practices in COVID-19 education responses, to identify common challenges and possible solutions in terms of learning recovery and transforming education, and to foster partnerships for future collaboration in the region. It was innovative in involving meaningful youth engagement as an important dimension of the conference. Inputs from the youth conference organized in late May 2022 informed the Youth Statement presented to the Ministers during the youth presentation, "My Education, My Future", delivered at APREMC-II.

The APREMC-II Conference was a successful South-South and triangular cooperation mechanism that resulted in the Bangkok Statement 2022, which was adopted by Ministers/Vice-Ministers of Education as well as 300+ key education stakeholders from the Asia-Pacific region. The Bangkok Statement 2022 sent powerful messages pertaining to the joint recognition of the need to take urgent collective action, and expressed the commitment of Member States and education stakeholders. It also recognized the need for strengthening regional collaboration and cooperation between countries and partners.

As a result of the APREMC-II Conference, the adoption of the Bangkok Statement 2022 was an important first step and the region is now in the process of following up on the recommendations that emerged. The APREMC-II conference paved the way forward and created a regional momentum for action and cooperation towards learning recovery and the transformation of education systems, leading to the Transforming Education Summit (TES), convened by the United Nations Secretary-General in September 2022.

In light of the commitments adopted, several regional initiatives will be implemented as a follow-up to the Conference. For example, "Strengthening National Capacity for Diagnostic Assessment and Remediation and Catch-up Measures" is an initiative that builds on the key findings and concrete policy pointers from the conference. It will provide assessments of individual students' learning levels, and will produce guidelines and toolkits for teacher training. Another regional initiative that resulted from the APREMC-II Conference was "Strengthening national capacity for education system transformation", which will have a special focus on building the capacities of countries in education policy and sector, with a view to implementing the priority areas listed in the Bangkok Statement.



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The Learning and Education 2030+ (LE2030+) Networking Group continues to lead the coordination of the implementation and monitoring of SDG 4 in the region. As a follow-up to APREMC II, the group is committed to strengthening regional South-South and triangular cooperation (SSTC) while forging stronger collaboration to pursue priority areas identified by and in the region.

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South-South Cooperation to Ensure Children's Right to Education



Ensuring children's right to education during the cyclone Idai humanitarian operations in Malawi



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CHALLENGE

Cyclone Idai, which hit in March 2019, was the worst natural disaster in Southern Africa in nearly two decades. The cyclone affected 270,000 people, including 129,600 children left in need of life-saving support. In Malawi, the heavy rains and fierce winds associated with the severe weather system resulted in serious flooding across 15 districts, affecting an estimated 869,000 people, including 443,000 children in Nsanje and Phalombe, which were the most affected districts. Most of the flood-affected areas were within the same geographical area and target population, as those locations were of pre-existing food insecurity.

Electricity and water supplies and other critical infrastructure were also seriously damaged. Education was interrupted since schools in the affected areas were being used as sites for temporary shelter for Internally displaced persons (IDPs), thus putting pressure on water, sanitation and hygiene (WASH) and other facilities at the schools and further increasing the risk of cholera and other water-borne diseases.

TOWARDS A SOLUTION

In response to the country's appeal for humanitarian assistance, in October 2019 the China International Development Cooperation Agency (CIDCA) and the United Nations Children's Fund (UNICEF) signed an agreement to provide \$1 million in humanitarian assistance for populations impacted by Cyclone Idai in Malawi. The project was funded by China's Global Development and South-South Cooperation Fund,¹ previously the South-South Cooperation Assistance Fund, and was an example of South-South cooperation in action between China and the Government of Malawi.

NOMINATED BY

China, Malawi

COUNTRIES/REGIONS/TERRITORIES

United Nations Children's Fund (UNICEF)

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

1.a, 4.2, 4.5, 5.1, 17.6, 17.7

SUPPORTED BY

Government of China, Government of Malawi, UNICEF

IMPLEMENTING ENTITIES

UNICEF

PROJECT STATUS

Completed

PROJECT PERIOD

12/2019 – 05/2021

URL OF THE PRACTICE

<https://bit.ly/43IBUPp>

<https://bit.ly/41IBAoa>

¹ Global Development and South-South Cooperation Fund was upgraded from South-South Cooperation Assistance Fund by the Government of China in June 2022.

UNICEF, with the generous contribution from China, provided humanitarian assistance in Malawi addressing the people's urgent need in education, WASH, nutrition, child protection and health.

Among the objectives, to support the resumption of quality education services in pursuit of SDG 4, UNICEF procured and distributed 225 school-in-a-box kits to flood-affected schools in Chikwawa, Nsanje, Phalombe, Mulanje and Zomba districts. The school-in-a-box kit has become part of the UNICEF standard response in emergencies, used in many back-to-school operations around the world. The kit contains supplies and materials for a teacher and up to 40 students. In addition to basic school supplies, such as exercise books, pencils, erasers and scissors, the kit also includes a wooden teaching clock, wooden cubes for counting, a wind-op/solar radio and a set of three laminated posters (alphabet, multiplication and number tables). The kit is supplied in a locked aluminium box, the lid of which can double as a blackboard when coated with the special paint included in the kit. Using a locally developed teaching guide and curriculum, teachers can establish makeshift classrooms almost anywhere.

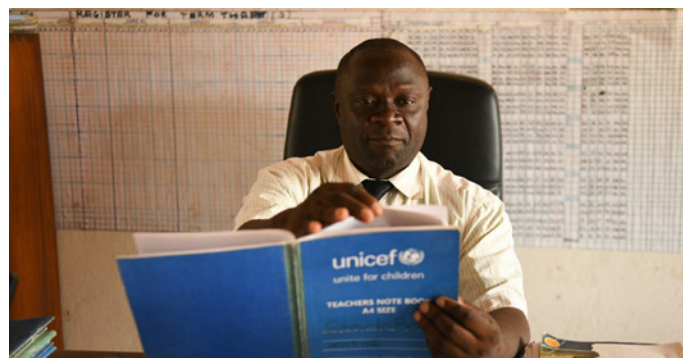
This support equipped a total of 13,860 (7,069 boys and 6,791 girls) primary school-age children with the required materials to support their learning after schools reopened on 12 October 2020. In addition, 41,780 primary school children (20,172 boys and 21,608 girls) accessed play and materials following distribution of 245 recreation kits which enabled them to participate in play and recreational activities. Additionally, 12,250² children (6,737 girls, 5,513 boys) in 100 Early Childhood Development (ECD) centres in Chikwawa, Mulanje, Nsanje, Phalombe and Zomba districts accessed and used play materials. A total of 245 ECD kits were procured and distributed for this purpose.

In addition, 40,542 adolescent girl learners in the two project districts, Phalombe and Nsanje, received Iron and Folic Acid (IFA) supplements and had a conducive environment for them to achieve higher learning outcomes. Since December 2020, the girls are benefiting from 21,082 packets (100 tablets per packet) of weekly IFA supplements. They received the IFA tablets on a weekly basis for 52 weeks as per programme guidelines, to achieve adolescent girls' yearly compliance intake of 50-52 tablets in a year.

To maximize the gains from the teaching and learning materials provided, a total of 350 teachers and caregivers (about 30 per cent male) from Chikwawa, Mulanje, Nsanje, Phalombe, and Zomba districts were trained and oriented on how to use the school-in-a-box, ECD and recreation kits. The training helped learners and teachers to effectively use the materials for learning, cognitive development and play. It also helped ECD learners to better prepare for primary schools and made them more likely to actively participate and complete their education.

Through this project a total of 85,572 child learners (63,106 girls and 22,466 boys) were supported to achieve higher learning outcomes through enabling and conducive environment. The beneficiaries include

2 This estimation assumes that one ECD kit is designed for 50 ECD children.



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45,030 children (22,564 girls, 22,466 boys) from five disaster-affected districts that were provided with teaching and learning materials. Out of the 45,030 children, 32,780 are primary school children (16,953 girls, 15,827 boys) from 24 schools in Chikwawa and Nsanje districts and 12,250 are preschool children (6,737 girls, 5,513 boys) from five districts.

Headteacher Patrick Bishop at Bangula Full Primary School in Nsanje district praised the impact of the school-in-a-box kit on the learners. "It has improved the attitude of learners at the school. The box comes with notebooks, slates and chalks which really helped the school get back on its feet after the effects of Cyclone Idai... the enrolment of girls has already improved. We currently have 1,747 girls against 1,849 boys who are enrolled in the school and the difference is very minimal", he explains.

To ensure children's rights in humanitarian operations, cross-cutting approaches are critical to address challenges in all aspects during a crisis. In this project, services including nutrition, health, WASH, and education are integrated to benefit children comprehensively. UNICEF's global coordination on supply and logistics secured the procurement of vital nutrition supplements and educational kits to be delivered to the most vulnerable children in Malawi. Apart from the in-kind donation, capacity-building activities organized for teachers maximized the effectiveness and efficiency of using resources to achieve results for children.

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Strengthening Institutional Capacities for Successful Inclusion of Children with Disabilities in the Education System



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Modelling inclusive schools to spark inclusive actions on education

CHALLENGE

The Nicaraguan public education system has traditionally provided education services to children with disabilities in “specialized institutions”. Integration or inclusion in regular schools has been sought in recent years, with integrated classrooms, integrated schools, etc. Teachers have been provided with basic knowledge and tools on how to deal with disabilities in the classroom. Some good practices have been developed, particularly with children with hearing disabilities in specific secondary schools. However, these efforts are sporadic and there is still a tendency in the school community to believe that children with disabilities should be part of a segregated education system for them to be successful in school.

Genuine inclusion would only happen when all members of the school community are working together to ensure that schools are ready to provide school services to all children, regardless of their specific learning needs or styles.

TOWARDS A SOLUTION

The project aims to equip the Ministry of Education of Nicaragua (MoE) with tools, resources, technology and specially a comprehensive approach to what an inclusive school should be, so that all children, regardless of their specific learning needs or styles, benefit from learning spaces where they can interact together and learn from each other’s potential and capabilities. In doing so, the project contributes to Sustainable Development Goal (SDG) 4, target 4.5, as it facilitates the access of children with disabilities to inclusive, equitable, quality education and lifelong learning opportunities.

The project is in its second year of implementation. One key element that promises to make the project successful and sustainable is the level of ownership that the MoE is demonstrating, by taking the lead in the project. Also, the fact that

NOMINATED BY

United Nation Children’s Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Brazil, Colombia, Jamaica, Nicaragua, Paraguay, Uruguay

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.5, 4.a, 4.4, 4.6, 4.7, 10.2, 10.3; 17.3, 17.7

SUPPORTED BY

United Nations Office for South-South Cooperation (UNOSSC), Eleva Foundation

IMPLEMENTING ENTITIES

Ministry of Education of Nicaragua, Nicaraguan National Autonomous University (UNAN), Zamora Terán Foundation +

PROJECT STATUS

Ongoing

PROJECT PERIOD

01/2021 – 12/2024

URL OF THE PRACTICE

<https://uni.cf/3ITzJk0>

<http://bit.ly/3iLgoqA>

the project is looking at different components, such as teacher training, accessible infrastructure, production of accessible learning materials and the use of technology for inclusion purposes, and social and behavioural change communication make the initiative interesting, engaging and mostly effective in meeting the goal of having learning spaces that are comprehensive in their approach.

The initiative is supported by the involvement of at least 4 actors – the Ministry of Education (MINED), the National Autonomous University (UNAN), the Zamora Terán Foundation and UNICEF – each contributing with their pedagogic, technological, academic/knowledge management and technical expertise. The participation of persons with disabilities is also ensured to guide the intervention.

Particularly in the production of learning materials, the project has taken advantage of the experience that other countries in Latin America (and elsewhere) have developed. For instance, Paraguay, a country that is ahead of Nicaragua in the production of digital and accessible textbooks, has been sharing its experiences and best practices in the production of a prototype and its field testing. Uruguay, Jamaica and Colombia are also working on digitally accessible textbooks, and periodic virtual meetings are organized for all parties to share their developments and learn from each other's experiences.

Working on digital and accessible textbooks and other learning materials is one of the most innovative areas of the Strengthening Institutional Capacities for Successful Inclusion of Children with Disabilities in the Education System Initiative. The initiative brings knowledge of pedagogy, publishing, technology and disabilities together to create a digital application to respond to all learning needs and styles. Specially in a post-COVID-19 context, having access to such technology would make the country, and the education system, better prepared to serve students with education more effectively. Significant investment in technological equipment will be required to scale the project up as, ideally, every child should have access to personal equipment. However, technology is becoming more and more accessible, and in neighbouring countries this is already a reality. Nicaragua may be ready to roll out the use of personal equipment to every child and having school textbooks already digitalized and in an accessible format will make having a personal computer, a tablet or even a smartphone, much more useful.

So far, lessons learned in the first three semesters of the project include:

1. Technology with a purpose is what the education system needs to open up and welcome an initiative that may entail important changes in the way education has been delivered to the public.
2. Bringing together different sectors (academia, technology, private sector, public sector) ensures complementarities that are needed to achieve the goals.
3. Being open to experiences around the globe, especially in contexts that are similar to one's own - other developing countries similar to Nicaragua where the initiative is also taking place - supports and validates what is being done, and provides an environment in which all involved feel comfortable and optimistic about the final results.



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Strengthening Teaching in the Sahel Region



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Facilitating equitable access and quality of education through strengthening teachers' management and training

CHALLENGE

In recent years, the Sahel region has been facing insecurity related to terrorism, political turmoil and internal or cross-border population displacement that undermines the social cohesion of local communities. The effects of climate change, with less predictable rains and more powerful storms, floods and droughts for months at a time, are also affecting thousands among the local populations. Recurring social tensions around access to natural resources (water, pasture and land) compound existing vulnerabilities.

The region has some of the worst indicators pertaining to education, with over 10.5 million children out of school. The increasing school-age population translates into increasing demands on education resources. Current data from the UNESCO Institute of Statistics (UIS) also demonstrate a wide gap between the number of trained teachers and the school-age population. The lack of trained teachers is a major challenge, with, for example in Mali, only 5.4 per cent of primary school teachers qualified. In Chad, only 24.4 per cent of primary school teachers are trained, while in Niger only 9.5 per cent and 13 per cent of, respectively, first cycle and second cycle secondary education teachers have received training. Despite the fact that there are disparities of context between countries, a regional approach provides a framework that can be adapted to the local context and needs, while operating from a human-rights based approach and ensuring fulfilment of global and regional conventions, and at the same time ensuring equitable access to primary and post-primary quality education for all children of these five Sahelian countries.

TOWARDS A SOLUTION

The Strengthening Teaching in the Sahel Region project aims to improve learning outcomes for all students of compulsory school age in the G5 Sahel countries – Burkina Faso, Chad, Mali, Mauritania and Niger. To achieve this objective, the project focuses on improving the governance and management of teachers

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO)

COUNTRIES/REGIONS/TERRITORIES

Burkina Faso, Chad, Mali, Mauritania, Niger

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.c, 8.8, 17.6

SUPPORTED BY

European Union, UNESCO

IMPLEMENTING ENTITIES

UNESCO, Ministries of Education in involved Member States

PROJECT STATUS

Ongoing

PROJECT PERIOD

12/2020 – 08/2024

URL OF THE PRACTICE

<https://fr.unesco.org/fieldoffice/dakar/enseignement.sahel>

and improving the relevance of their initial and in-service training. The project also aims to improve gender equality in the teaching profession and to integrate gender-sensitive approaches into teaching practices. Actions are targeted and reflect the specific context and needs of each country.

The project has two components:

- ▶ technical and financial support at national and regional level (Sahel region) to improve teacher governance and management policies, which will be implemented in all five countries; and
- ▶ technical and financial support at national level to improve pre-service and in-service teacher training, which will be implemented in three countries where circumstances (existing, needs, time frame, consistency with other ongoing reforms) require project support.

In order to strengthen and improve the quality of teaching, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has built upon work that took place years ago, in collaboration with the Economic Community of West African States (ECOWAS) and the Economic Community of Central African States (ECCAS) to develop a common curriculum framework for teachers in the five Sahel countries targeted by the initiative.

The project places great emphasis on the availability of appropriate standards for the professionalization of teachers. The project's ambition in this regard is to build on the previous work of UNESCO and various partners on the establishment of a common framework for the ECOWAS and the ECCAS countries, in order to provide the target countries with a reference document for the development or revision of their curricular orientation framework relating to the professionalization of basic education teachers. A common framework ensures a certain consistency in training, not only within each of the states but also between these states, so that a level of mobility of teachers between regions and between states is possible.

With technical support from UNESCO and UNESCO's International Bureau for Education (IBE), each country prepared an analytical paper aimed at understanding the characteristics of national curriculum frameworks for teachers. UNESCO and IBE then prepared an analysis of the different teacher curriculum frameworks and proposed a Common Curriculum Framework for Teacher professionalization for all countries. This draft framework was then supplemented by the contributions of each country through the task teams appointed to work on the initiative and finally validated at the Regional Workshop of Niamey in October 2022.

The framework officially adopted by all five countries provides them with a common reference to strengthen the quality of teaching and the preparation of teachers. The Common Teachers' Curriculum Framework is intended to guide countries to adopt reforms of the teaching profession's norms and establish minimum standards for pre-service teacher training across the five countries. Similar mechanisms exist in other regions and sub-regions of the world, but this was the first time these Sahel countries came up with a commonly built tool, through South-South cooperation and exchange, in order to improve the quality of education.



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Following the Niamey adoption of the Common Teachers' Curriculum Framework, countries will develop national road maps to strengthen their national teacher curriculum. This new phase is again led by countries and will be technically and financially supported by UNESCO, IBE and other development partners between 2023 and 2025.

The adoption of a Common Orientation Framework for the professionalization of teachers was perceived by countries as an initiative positioned at the crossroads of the pedagogical paths of the five Sahelian countries. These countries share a common will to provide their respective education systems with professional standards in the recruitment and training of basic education teachers.

Through this concerted action in defining their vision of educational policy, Burkina Faso, Mali, Mauritania, Niger and Chad have chosen to drive a process of educational transformation first and foremost by strengthening the responsibilities of the teacher, but also their status within the broader framework of the governance of their respective education systems. In this regard, the challenge for the future lies in the implementation within each of the countries concerned, but also in the Sahel and the development of national road maps.

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UNESCO-CODEMAO Youth Coding Initiative in Africa and Asia



Code for borderless world

CHALLENGE

Countries in Africa and Asia are accelerating digital transformation and building innovative and value-oriented industries. The national education departments have strengthened the development of educational and human resources in Information and Communication Technology (ICT) education. However, they are challenged by insufficient resources and fragmented practices. There is a lack of data on ICTs in schools. Digital learning materials and users of online educational services are few and scattered. ICT resources and trained teachers for elementary and secondary education are not widespread in institutions outside metropolitan areas. In higher education, there are limited media and information literacy programmes such as the ethics of using technologies. Furthermore, with the adoption of open-source applications, 5G, programming and artificial intelligence, the digital divide in ICT skills and information literacy education is likely to become even wider, especially between urban and rural areas. Finally, the access of young women to education and employment opportunities requiring STEM skills is likely to be restricted.

TOWARDS A SOLUTION

In April 2021, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and its strategic and financial partner CODEMAO, the largest kids' coding online education platform in China, jointly launched the UNESCO-CODEMAO Youth Coding Initiative in primary and secondary schools in Kenya, Namibia, Republic of the Congo and Thailand. In line with UNESCO's Operational Strategy for Priority Africa in 2022-2029, the major objective of the initiative is to promote the inclusive and safe use of technology to advance equitable education in Africa and Asia. It aimed, through a certifying training, to strengthen teachers' methodological and pedagogical skills in coding, with the final objective of developing the digital competencies of African and Asian youth. Notably, the activity introduced



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NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO)

COUNTRIES/REGIONS/TERRITORIES

China, Kenya, Namibia, Republic of the Congo, Thailand

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.7, 17.6

SUPPORTED BY

CODEMAO Coding for Kids, UNESCO Priority Africa and External Relations (PAX), UNESCO Institute for Information Technologies in Education (IITE), field offices and National Commissions

IMPLEMENTING ENTITIES

Secondary schools in the target countries with the coordination of UNESCO Field Offices and National Commissions

PROJECT STATUS

Ongoing

PROJECT PERIOD

12/2021 – 12/2025

URL OF THE PRACTICE

<https://bit.ly/3NPNp1Z>

the “Kitten Editor” to teachers, a programming platform with a variety of coding blocks, and provided teachers with the necessary teaching and learning materials to begin teaching coding in an interactive way in the classroom.

The initiative, planned for a four-year duration, is coordinated by the Priority Africa and External Relations Sector’s Contextual Analysis and Foresight Unit and co-implemented in close collaboration with CODEMAO, the UNESCO Institute for Information Technologies in Education (IITE) based in Moscow (Russia) and four UNESCO Field Offices in Republic of the Congo, Kenya, Namibia and Thailand.

In collaboration with the Field Offices, IITE and CODEMAO jointly launched the project’s pilot phase in December 2021. A series of coding webinars were provided to around 100 teachers from more than 30 secondary schools. As part of their learning activities, teachers used the Kitten Editor to create personalized coding projects. This activity allowed them to apply the skills they had learned throughout the training. The organizers received 99 projects from participants in four target countries, with 45 per cent of projects prepared by female teachers. The overall feedback on these projects was very positive, highlighting a solid grasp of the learning materials and a high level of creativity.

At the beginning of 2022, teachers received 10 lesson plans and other teaching materials provided by CODEMAO for teaching coding to their students. From January to March 2022, trained teachers developed personalized coding projects using the graphical coding platform, with 51 per cent of these projects submitted by female teachers. They then used and adapted the materials to teach coding to their students. In parallel with their coding lessons in the classroom, teachers took an evaluation to assess the range of coding skills they had acquired throughout the training.

From 2022 to 2025, the project will launch a series of coding trainings for secondary school students and teachers in four countries; establish Artificial Intelligence (AI) labs in local schools; develop customized pedagogical content and lesson plans for teachers; organize international activities for student knowledge-sharing; create a sustainable network for coding education; and foster a more global understanding of the ethical principles related to AI in Africa and Asia.

Overall, by providing teachers with basic coding trainings and teaching materials, the project initially aims to establish a “training-of-trainer” model in local schools and continue to maintain the transnational schools’ network through regular pedagogical support to teachers and their students for higher-level trainings after completing the previous levels. Over the four years of the project, youth from different schools and countries will have the opportunity to communicate and establish networks with each other by participating in national and international coding competitions. Ultimately, this project will contribute to creating a sustainable environment for coding education in Africa and Asia.

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UNESCO Judges' Initiative: South-South and Triangular Cooperation with Brazil and Portuguese-Speaking Countries in Africa



Strengthening the role of judicial actors in protecting freedom of expression, access to information and the safety of journalists in Portuguese-speaking countries in Africa

CHALLENGE

Freedom of expression and access to information are fundamental freedoms as well as enablers ensuring the rule of law, and human rights more broadly. However, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO) observatory of killed journalists¹, over 1,200 journalists were killed between 2006 and 2021, with close to nine out of 10 of these cases remaining judicially unresolved. In this context, and as recalled in the 2013 UN General Assembly Resolution A/RES/68/163², it is especially important to raise the awareness and capacities of the judiciary to enhance freedom of expression and freedom of the press.

As a result, consultative meetings were launched by Brazil with all the African Countries with Portuguese as an Official Language (PALOPs) (Angola, Cabo Verde, Guinea-Bissau, Mozambique, São Tomé and Príncipe and, Equatorial Guinea) to receive feedback from their national judicial training schools. These consultations highlighted that issues related to freedom of expression, access to information and the safety of journalists were not a sustained integral part of the pre-service and in-service training for judges.

TOWARDS A SOLUTION

The UNESCO Judges' Initiative aims to foster freedom of expression, public access to information and the safety of journalists by reinforcing the capacities and knowledge of judges, prosecutors, lawyers and other actors of judicial systems on international and regional standards, taking advantage of South-South cooperation strategies. This initiative between UNESCO and the Brazilian National

1 <https://bit.ly/42BTR0u>

2 <https://bit.ly/3M3oWVE>

NOMINATED BY

United Nations Educational, Scientific and Cultural Organization (UNESCO)

COUNTRIES/REGIONS/TERRITORIES

Angola, Brazil, Cabo Verde, Equatorial Guinea, Guinea-Bissau, Mozambique, São Tomé and Príncipe

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

4.7, 16.10

SUPPORTED BY

UNESCO, Brazilian National School of Judges (ENFAM)

IMPLEMENTING ENTITIES

UNESCO, Brazilian National School of Judges (ENFAM)

PROJECT STATUS

Ongoing

PROJECT PERIOD

11/2021 – Ongoing

URL OF THE PRACTICE

<https://bit.ly/3VJYLXh>

School of Judges (ENFAM)³ is part of the broader global UNESCO Judges' Initiative, which has already trained over 24,000 judicial actors in over 150 countries since 2013.⁴ It aims to apply the lessons learned from the overall Judges' Initiative to develop triangular cooperation between the PALOPs and different judicial human rights systems. At the heart of this initiative is the goal of enhancing the international human rights legal framework and contributing to the achievement of Agenda 2030 and SDG 16, (Peace, justice and strong institutions), as well as Goal 11 of the African Union Agenda 2063, The Africa We Want (Democratic values, practices, universal principles of human rights, justice and the rule of law entrenched).

UNESCO and ENFAM jointly organized a regional training-of-trainers for judicial actors from PALOPS,⁵ in Brasilia, Brazil, in May 2022. During the course, participants had the opportunity to discuss the importance of protecting freedom of expression, including in the digital ecosystem, and exchanged on the fundamental role that judges and magistrates play in contributing to building a fairer world by applying international human rights standards in their decisions.

Following this regional training, UNESCO, in partnership with the Legal and Judiciary Training Centre of Mozambique and ENFAM, organized a national training for judicial actors⁶ in Maputo, Mozambique in July 2022, which gathered and reinforced the knowledge and skills of 30 judges and prosecutors - including two magistrates who had participated in the training in Brasilia.

Along with these initiatives, UNESCO also signed Memorandums of Understanding (MoU) with regional human rights courts and judicial institutions, including with the Ibero-American Judicial Summit⁷ (November 2016); the African Court on Human and Peoples' Rights⁸ (August 2018); the ECOWAS Court of Justice⁹ (May 2019); the Inter-American Court on Human Rights¹⁰ (October 2019); and the East African Court of Justice¹¹ (December 2021). The enhanced dialogue with these courts and institutions has reinforced the outreach for UNESCO's specialized training of judicial officials in the concerned regions and has promoted exchange of good practices.

As a result, the crystallisation of partnerships with judicial institutions, including judicial schools, associations of judges and regional human rights courts, is not only a fundamental reason for the sustainability and replicability of the project, but also an outcome in itself. The initiative aims to keep creating innovative cross-border networks of judicial actors, fostering a sense of community and collegial support for various actors in justice systems who continue to exchange on specific national, regional,

and thematic issues beyond the scope of the UNESCO course. This network of judicial actors can then act as the key driver of enhanced awareness of international jurisprudence and human rights standards on freedom of expression, access to information and the safety of journalists, making the project sustainable and replicable in other PALOP countries. This approach has further enabled UNESCO to advance South-South and Triangular cooperation, through constant interaction with a variety of actors within the judicial sphere, such as regional courts, national schools of judges, prosecutors and associations of attorney generals, particularly in the Latin American and African regions.

3 <https://bit.ly/3M37T67>

4 <https://bit.ly/3LKntBL>

5 <https://bit.ly/3piaHmU>

6 <https://bit.ly/42BYSqe>

7 <https://bit.ly/3O6Uxaz>

8 <https://bit.ly/42D67hB>

9 <https://bit.ly/41aXAB7>

10 <https://bit.ly/42dyUt3>

11 <https://bit.ly/3pbyG78>

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Using Digital Technology to Reimagine Learning



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Fostering children's spontaneous learning through digital technology

CHALLENGE

When schools and kindergartens closed in February 2020 due to the COVID-19 pandemic, the Government of Mongolia responded swiftly in order to maintain educational services by transforming all levels of classroom teaching into a virtual, televised format. This shift in educational modality affected total of 900,000 children in pre-primary and general education. A study conducted by the United Nations Children's Fund (UNICEF) revealed that the tele-lessons often failed to capture the learner's attention and lacked engagement, resulting in increased risk of learning loss. 2021 statistics from the Mongolian Ministry of Education and Science (MoES) highlight that 178,577 children in general education, roughly one third, have experienced learning loss due to school closure and 47,478 children did not return after schools reopened on 1 March 2021. Moreover, many other vital aspects of the distance learning environment were still absent, such as a learning management system for the pre-primary and general education sector, which further exacerbated the impact of COVID-19.

TOWARDS A SOLUTION

Against this backdrop, UNICEF, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Population Fund (UNFPA) launched a joint initiative led by UNICEF to support critical education services during school and kindergarten closures with funding from the UN Multi-Partner Trust Fund, as well as the Government of Japan. The joint project produced and delivered 104 exemplary interactive educational contents designed to supplement ongoing tele-lessons with a learner-centred approach using highly visual multimedia elements. To ensure access for all children, the interactive contents were made available also in the ethnic minority languages of Kazakh and Tuvan, as well as in sign language, and they were also adapted to meet the needs of visually impaired children. This initiative presents digital learning opportunities for Kazakh and Tuvan people to learn in their own mother tongue, to safeguard their language and culture and to progress towards their academic fulfilment. The

NOMINATED BY

United Nations Children's Fund (UNICEF)

COUNTRIES/REGIONS/TERRITORIES

Mongolia

SUSTAINABLE DEVELOPMENT GOALS TARGET(S)

1.4, 4.1, 4.2, 4.5, 4.6, 5.1, 5.b, 10.2, 10.3, 17.3, 17.17

SUPPORTED BY

UN Multi-Partner Trust Fund and Maßvoll Stiftung, under the aegis of the Fondation de Luxembourg

IMPLEMENTING ENTITIES

UNICEF Mongolia

PROJECT STATUS

Ongoing

PROJECT PERIOD

06/2020 – 06/2026

URL OF THE PRACTICE

<http://medle.mn/>

initiative is not limited to ethnic minorities in Mongolia but more broadly to the Kazakh and Tuvan people of Kazakhstan, as well as those living in Kyrgyzstan, Russia and China.

Since the launch of the interactive content in November 2020, the site has received almost 360,000 pageviews, boosting confidence that expanding the initiative to the entire curriculum would be a resounding success. UNICEF, with the funding support of Maßvoll Stiftung, under the aegis of the Fondation de Luxembourg, is further expanding the interactive contents with 60 new modules for pre-primary and primary education and a pilot test of a full-feature game designed for a mobile platform for the upcoming 2022-2023 academic year.

Although UNICEF Mongolia is steadily expanding the interactive contents, content development requires significant time and funding. On the other hand, local capacity to implement such projects is limited to a handful of specialized content developers. For the initiative to successfully become the foundation of self-directed learning for children would depend ultimately on a sufficient number of contents being available for each unit of the official curriculum. Therefore, in the long run this has the potential to become a cross-country good practice for children's digital learning, and to be replicated through South-South exchanges.

In addition, to address the learning needs of remote herder families and underprivileged children without access to TV or the Internet, UNICEF has developed audio content utilizing the teaching by storytelling method. This initiative transforms learning objectives into scenario- and story-based learning to create empathy and personal meaning that drives engagement and accelerates the time to expertise on a given task through simulation of learning through experience. As a result, 30 exemplary audio contents have been developed for children aged 4 to 7 and the contents have been disseminated through audio devices to 1,300 children in four target provinces and one district of Ulaanbaatar. The contents were also disseminated through Mongolian National Radio, as well as children's content apps such as Marchaahai, with an access rate of more than 500,000 users. Based on the positive feedback of the beneficiaries, UNICEF further expanded the initiative with a further 60 contents and reached 2,500 children in Bayankhongor, Govi-Altai, Zavkhan, Umnu-Govi province and in the Bayanzurkh district of Ulaanbaatar, by distributing custom audio players. In contrast to the standardized curriculum, which often stymies the learner's creativity, these digital learning contents are intended to attract the learner's attention and enthusiasm with a more natural aesthetic experience.

The apparent absence of a standardized learning management system (LMS) in the Mongolian general education sector has taken a toll on teachers and children, with scrambled efforts to come up with ad-hoc solutions to maintain essential educational services through distance education. Hence, UNICEF, in collaboration with the Ministry of Education and Science, has implemented a provisional solution to upgrade the current educational content delivery portal from econtent.edu.mn to Medle.mn, an integrated system that provides key LMS features such as user segregation, assessment, communication, grading and reporting, which drastically improved current capacity to enable effective digital learning.



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UNICEF will continue to provide support for the Government of Mongolia to build on the success of the project and incorporate digital innovation in learning for all children, as well as to share its experiences with other countries in the global South. These initiatives are in accordance with Vision 2050 policy and the Education Sector Medium-Term Development Plan 2030 to support Open Education.

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List of SDGs and targets



SUSTAINABLE DEVELOPMENT GOALS

- 1 NO POVERTY**
- 2 ZERO HUNGER**
- 3 GOOD HEALTH AND WELL-BEING**
- 4 QUALITY EDUCATION**
- 5 GENDER EQUALITY**
- 6 CLEAN WATER AND SANITATION**
- 7 AFFORDABLE AND CLEAN ENERGY**
- 8 DECENT WORK AND ECONOMIC GROWTH**
- 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**
- 10 REDUCED INEQUALITIES**
- 11 SUSTAINABLE CITIES AND COMMUNITIES**
- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION**
- 13 CLIMATE ACTION**
- 14 LIFE BELOW WATER**
- 15 LIFE ON LAND**
- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS**
- 17 PARTNERSHIPS FOR THE GOALS**



End poverty in all its forms everywhere

Targets

- 1.1** By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
- 1.2** By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
- 1.3** Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
- 1.4** By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance
- 1.5** By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters
- 1.a** Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions
- 1.b** Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions



End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Targets

- 2.1** By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round
- 2.2** By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons
- 2.3** By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment
- 2.4** By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality
- 2.5** By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed
- 2.a** Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries
- 2.b** Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round
- 2.c** Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility



Ensure healthy lives and promote well-being for all at all ages

Targets

- 3.1** By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births
- 3.2** By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births
- 3.3** By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
- 3.4** By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
- 3.5** Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
- 3.6** By 2020, halve the number of global deaths and injuries from road traffic accidents
- 3.7** By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
- 3.8** Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all
- 3.9** By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination
- 3.a** Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate
- 3.b** Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all
- 3.c** Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States
- 3.d** Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets

- 4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- 4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- 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
- 4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- 4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- 4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- 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
- 4.b** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- 4.c** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States



Achieve gender equality and empower all women and girls

Targets

- 5.1** End all forms of discrimination against all women and girls everywhere
- 5.2** Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- 5.3** Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- 5.4** Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- 5.5** Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
- 5.6** Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- 5.a** Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- 5.b** Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
- 5.c** Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels



Ensure availability and sustainable management of water and sanitation for all

Targets

- 6.1** By 2030, achieve universal and equitable access to safe and affordable drinking water for all
- 6.2** By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
- 6.3** By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally
- 6.4** By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity
- 6.5** By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
- 6.6** By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
- 6.a** By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies
- 6.b** Support and strengthen the participation of local communities in improving water and sanitation management



Ensure access to affordable, reliable, sustainable and modern energy for all

Targets

- 7.1** By 2030, ensure universal access to affordable, reliable and modern energy services
- 7.2** By 2030, increase substantially the share of renewable energy in the global energy mix
- 7.3** By 2030, double the global rate of improvement in energy efficiency
- 7.a** By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology
- 7.b** By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Targets

- 8.1** Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 percent gross domestic product growth per annum in the least developed countries
- 8.2** Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors
- 8.3** Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
- 8.4** Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead
- 8.5** By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- 8.6** By 2020, substantially reduce the proportion of youth not in employment, education or training
- 8.7** Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms
- 8.8** Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
- 8.9** By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products
- 8.10** Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all
- 8.a** Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries
- 8.b** By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization



Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Targets

- 9.1** Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all
- 9.2** Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries
- 9.3** Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets
- 9.4** By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities
- 9.5** Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending
- 9.a** Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States
- 9.b** Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities
- 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



Reduce inequality within and among countries

Targets

- 10.1** By 2030, progressively achieve and sustain income growth of the bottom 40 percent of the population at a rate higher than the national average
- 10.2** By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
- 10.3** Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
- 10.4** Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality
- 10.5** Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations
- 10.6** Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions
- 10.7** Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies
- 10.a** Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements
- 10.b** Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes
- 10.c** By 2030, reduce to less than 3 percent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 percent



Make cities and human settlements inclusive, safe, resilient and sustainable

Targets

- 11.1** By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
- 11.2** By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
- 11.3** By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
- 11.4** Strengthen efforts to protect and safeguard the world's cultural and natural heritage
- 11.5** By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
- 11.6** By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
- 11.7** By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities
- 11.a** Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
- 11.b** By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels
- 11.c** Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials



Ensure sustainable consumption and production patterns

Targets

- 12.1** Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries
- 12.2** By 2030, achieve the sustainable management and efficient use of natural resources
- 12.3** By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses
- 12.4** By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment
- 12.5** By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
- 12.6** Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle
- 12.7** Promote public procurement practices that are sustainable, in accordance with national policies and priorities
- 12.8** By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
- 12.a** Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production
- 12.b** Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products
- 12.c** Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities



Take urgent action to combat climate change and its impacts*

Targets

- 13.1** Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
- 13.2** Integrate climate change measures into national policies, strategies and planning
- 13.3** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
- 13.a** Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly \$100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
- 13.b** Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.



Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Targets

- 14.1** By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution
- 14.2** By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans
- 14.3** Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels
- 14.4** By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics
- 14.5** By 2020, conserve at least 10 percent of coastal and marine areas, consistent with national and international law and based on the best available scientific information
- 14.6** By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation
- 14.7** By 2030, increase the economic benefits to small island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism
- 14.a** Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries
- 14.b** Provide access for small-scale artisanal fishers to marine resources and markets
- 14.c** Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of The Future We Want



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Targets

- 15.1** By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements
- 15.2** By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally
- 15.3** By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world
- 15.4** By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development
- 15.5** Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species
- 15.6** Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed
- 15.7** Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products
- 15.8** By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species
- 15.9** By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts
- 15.a** Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems
- 15.b** Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation
- 15.c** Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Targets

- 16.1** Significantly reduce all forms of violence and related death rates everywhere
- 16.2** End abuse, exploitation, trafficking and all forms of violence against and torture of children
- 16.3** Promote the rule of law at the national and international levels and ensure equal access to justice for all
- 16.4** By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime
- 16.5** Substantially reduce corruption and bribery in all their forms
- 16.6** Develop effective, accountable and transparent institutions at all levels
- 16.7** Ensure responsive, inclusive, participatory and representative decision-making at all levels
- 16.8** Broaden and strengthen the participation of developing countries in the institutions of global governance
- 16.9** By 2030, provide legal identity for all, including birth registration
- 16.10** Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
- 16.a** Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
- 16.b** Promote and enforce non-discriminatory laws and policies for sustainable development



Strengthen the means of implementation and revitalize the global partnership for sustainable development

Targets

Finance

- 17.1** Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection
- 17.2** Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 percent of ODA/GNI to developing countries and 0.15 to 0.20 percent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 percent of ODA/GNI to least developed countries
- 17.3** Mobilize additional financial resources for developing countries from multiple sources
- 17.4** Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress
- 17.5** Adopt and implement investment promotion regimes for least developed countries

Technology

- 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
- 17.7** Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed
- 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

Capacity-Building

- 17.9** Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation

Trade

- 17.10** Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda
- 17.11** Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020
- 17.12** Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access

Systemic issues

Policy and Institutional coherence

- 17.13** Enhance global macroeconomic stability, including through policy coordination and policy coherence
- 17.14** Enhance policy coherence for sustainable development
- 17.15** Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi-stakeholder partnerships

- 17.16** Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries
- 17.17** Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

- 17.18** By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts
- 17.19** By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries

Good Practices in South-South and Triangular Cooperation

Transforming Education and Delivering on SDG 4

This publication is the product of joint collaboration between the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), and the United Nations Office for South-South Cooperation (UNOSSC). It presents around forty innovative solutions from around the world which showcase how South-South and triangular cooperation can support the development of more efficient, equitable and resilient education systems that are adapted to the challenges of the 21st century.

