
Transforming Education Summit - National Consultations Report

Survey response 1

Response ID
860
Date submitted
1980-01-01 00:00:00
Last page
1
Start language
en
Seed
1666447154

1. GENERAL INFORMATION

Country:
Uganda
Convenor's name
Ministry of Education and Sports
Number of consultations (if more than one consultation took place)
10
Basic information on all the consultations convened [Consultation 1][Title]
Young people
Basic information on all the consultations convened [Consultation 1][Date]
12th Aug
Basic information on all the consultations convened [Consultation 1][Type (e.g.: National, Subnational, etc.)]
National
Basic information on all the consultations convened [Consultation 1][Geographical scope]
Central
Basic information on all the consultations convened [Consultation 1][Number of participants]
33
Basic information on all the consultations convened [Consultation 1][Language used]
English
Basic information on all the consultations convened [Consultation 2][Title]
High level
Basic information on all the consultations convened [Consultation 2][Date]
23rd June
Basic information on all the consultations convened [Consultation 2][Type (e.g.: National, Subnational, etc.)]
National

Basic information on all the consultations convened [Consultation 2][Geographical scope]
Central
Basic information on all the consultations convened [Consultation 2][Number of participants]
60
Basic information on all the consultations convened [Consultation 2][Language used]
English
Basic information on all the consultations convened [Consultation 3][Title]
Gender Technical Working Group
Basic information on all the consultations convened [Consultation 3][Date]
6th July
Basic information on all the consultations convened [Consultation 3][Type (e.g.: National, Subnational, etc.)]
National and sub-national
Basic information on all the consultations convened [Consultation 3][Geographical scope]
Central
Basic information on all the consultations convened [Consultation 3][Number of participants]
31
Basic information on all the consultations convened [Consultation 3][Language used]
English
Basic information on all the consultations convened [Consultation 4][Title]
Inclusive Education
Basic information on all the consultations convened [Consultation 4][Date]
5th July
Basic information on all the consultations convened [Consultation 4][Type (e.g.: National, Subnational, etc.)]
National and Subnational
Basic information on all the consultations convened [Consultation 4][Geographical scope]
Central
Basic information on all the consultations convened [Consultation 4][Number of participants]
50
Basic information on all the consultations convened [Consultation 4][Language used]
English
Basic information on all the consultations convened [Consultation 5][Title]
Basic Educattion Working Group
Basic information on all the consultations convened [Consultation 5][Date]
3rd Aug
Basic information on all the consultations convened [Consultation 5][Type (e.g.: National, Subnational, etc.)]
National and Sub-national
Basic information on all the consultations convened [Consultation 5][Geographical scope]
Western
Basic information on all the consultations convened [Consultation 5][Number of participants]
56
Basic information on all the consultations convened [Consultation 5][Language used]
English

Basic information on all the consultations convened [Consultation 6][Title]
School Health and HIV
Basic information on all the consultations convened [Consultation 6][Date]
3rd August
Basic information on all the consultations convened [Consultation 6][Type (e.g.: National, Subnational, etc.)]
National and Subnational
Basic information on all the consultations convened [Consultation 6][Geographical scope]
Central
Basic information on all the consultations convened [Consultation 6][Number of participants]
30
Basic information on all the consultations convened [Consultation 6][Language used]
English
Basic information on all the consultations convened [Consultation 7][Title]
Teacher Education Working Group
Basic information on all the consultations convened [Consultation 7][Date]
15th July
Basic information on all the consultations convened [Consultation 7][Type (e.g.: National, Subnational, etc.)]
National and sub-national
Basic information on all the consultations convened [Consultation 7][Geographical scope]
Central
Basic information on all the consultations convened [Consultation 7][Number of participants]
60
Basic information on all the consultations convened [Consultation 7][Language used]
English
Basic information on all the consultations convened [Consultation 8][Title]
Federation of Education NGOs
Basic information on all the consultations convened [Consultation 8][Date]
22nd July
Basic information on all the consultations convened [Consultation 8][Type (e.g.: National, Subnational, etc.)]
Sub-national and national
Basic information on all the consultations convened [Consultation 8][Geographical scope]
central
Basic information on all the consultations convened [Consultation 8][Number of participants]
42
Basic information on all the consultations convened [Consultation 8][Language used]
English
Basic information on all the consultations convened [Consultation 9][Title]
SRHR Alliance
Basic information on all the consultations convened [Consultation 9][Date]
15th July
Basic information on all the consultations convened [Consultation 9][Type (e.g.: National, Subnational, etc.)]
National and subnational

Basic information on all the consultations convened [Consultation 9][Geographical scope]
Central

Basic information on all the consultations convened [Consultation 9][Number of participants]
54

Basic information on all the consultations convened [Consultation 9][Language used]
English

Basic information on all the consultations convened [Consultation 10][Title]
Bahai

Basic information on all the consultations convened [Consultation 10][Date]
12th Augu

Basic information on all the consultations convened [Consultation 10][Type (e.g.: National, Subnational, etc.)]
National

Basic information on all the consultations convened [Consultation 10][Geographical scope]
Central

Basic information on all the consultations convened [Consultation 10][Number of participants]
45

Basic information on all the consultations convened [Consultation 10][Language used]
English

Total number of participants
461

Number of participants by age range (insert number): [0-17][]

Number of participants by age range (insert number): [18-29][]

Number of participants by age range (insert number): [30-59][]

Number of participants by age range (insert number): [60+][]

Number of participants by gender (insert number): [Male][]

Number of participants by gender (insert number): [Female][]

Number of participants by gender (insert number): [Prefer not to say][]

Number of participants by sector (insert number): [Education][]

Number of participants by sector (insert number): [Child Protection][]

Number of participants by sector (insert number): [Health][]

Number of participants by sector (insert number): [Labour][]

Number of participants by sector (insert number): [Environment][<input type="checkbox"/>
<input type="text"/>
Number of participants by sector (insert number): [Finance][<input type="checkbox"/>
<input type="text"/>
Number of participants by sector (insert number): [Nutrition][<input type="checkbox"/>
<input type="text"/>
Number of participants by sector (insert number): [Communication][<input type="checkbox"/>
<input type="text"/>
Number of participants by sector (insert number): [Information Technology][<input type="checkbox"/>
<input type="text"/>
Number of participants by sector (insert number): [Social Protection][<input type="checkbox"/>
<input type="text"/>
Number of participants by sector (insert number): [Water, Sanitation and Hygiene][<input type="checkbox"/>
<input type="text"/>
Number of participants by sector (insert number): [Other (please specify below)][<input type="checkbox"/>
<input type="text"/>
Number of participants by sector (insert number): [Specify "Other"](<input type="checkbox"/>)
<input type="text"/>
Number of participants by stakeholder group (insert number): [Teachers, educators, facilitators, and professors][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Youth and students (including children and adolescents)][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [School leaders (e.g., from UNESCO ASPnet school network)][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [City and local government representatives][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Parents and caregivers][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Small/medium enterprises/unions][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Large national businesses][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Members of Parliament][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Multi-national corporations][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Local authorities][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Government and national institutions][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Public Servants][<input type="checkbox"/>
<input type="text"/>

Number of participants by stakeholder group (insert number): [Regional economic community][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [United Nations Organizations][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Local Non-Governmental Organizations][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [International and/or regional financial institutions][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [International Non-Governmental Organizations][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Private Foundations / Partnership / Alliance][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Indigenous people and community leaders][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Scientific community, academic, universities and research institutes][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Media][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Other stakeholder (specify below)][<input type="checkbox"/>
<input type="text"/>
Number of participants by stakeholder group (insert number): [Specify "Other stakeholder"][<input type="checkbox"/>
<input type="text"/>

2. PRINCIPLES OF ENGAGEMENT

How did you organize the consultation(s) to ensure the principles of multi-sectoral, multi-stakeholders, inclusive, and youth-inspired consultations?
<input type="text"/>

3. CONSULTATION FOCUS AND OUTCOMES

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes?

inclusive Education

weakness

Limited policy awareness and weak multi-sectoral coordination.

Low participation in public and private partnerships

Inadequate financing

- Unfriendly teaching and learning environment
- Inadequate capacity and professionalism of teachers.
- Lack of an inclusive assessment framework
- Challenges of accounting for every child in the education system in Uganda
- Inadequate timely gender and inclusive data
- Limited support supervision and monitoring of school management
- Irrelevancy of the education curriculum to the issues affecting young people
- Inadequate consideration of children with special needs in planning and budgeting, learning needs of SNE
- Limited participation of stakeholders in education policy development
- High costs of Education services
- High rates of school drop outs among adolescents and learners due to teenage pregnancy, child labor, child marriage
- Lack of prioritization to mental health and psychosocial support in education.
- Moral Decay.
- Poor parenting and socialization
- Negative social norm and practices
- Limited government support and prioritization in the provision of ECCE.
- Over-centralized procedures and lack of broader teacher participation except in subject panels, in contradiction to accepted decentralization policies
- Lack of quality assurance procedures and strategies in the orientation to and implementation of the new curriculum
- Inadequate training of teachers and approaches with lack of involvement at district levels where classrooms are based curriculum development or piloting could be organized

Teachers, teaching and the teaching profession

- Failure to professionalize the teaching profession.
 - Inadequate implementation of policies.
 - Inadequate teacher wellbeing.
 - Inadequate integration of ICT in teaching and learning (Access, capacity and infrastructure)
 - Inadequate monitoring and supervision of the teaching and learning profession.
 - Uncoordinated teacher unions.
 - Lack of a Teacher data base
 - Inadequate financing
 - Unfriendly teaching and learning environment.
 - Inadequate capacity of teachers to use learner centered methodologies.
- Limited opportunities for continuous professional development

Learning and skills for life

- Inadequate career guidance
- Limited opportunities for apprenticeship
- Inadequate engagement of the private sector
- Curriculum which is more theoretical than practical
- Lack of capacity to incorporate vocational skills into the primary and secondary curriculum
- Inadequate capacity to deliver hands on skills
- Limited public awareness about the importance of TVET as a career option for children
- Inadequate training facilities and equipment
- Limited context specific skills for unique settings
- Inadequate awareness of policies

Digital learning infrastructure

- High cost of digital tools/ infrastructure
- Inadequate capacity among teachers
- Technophobia (negative perceptions about technology)
- Online sexual abuse
- Lack of a clear policy on digital learning.
- Low uptake of digital learning
- Limited data for planning
- Limited consideration for SNE.
- Limited integration of ICT in the teaching and learning environment

Financing Education

- Decreasing budget allocation to the education sector.

-
- ❑ Inadequate planning and budget allocation to education in emergency.
 - ❑ Inadequate planning data.
 - ❑ Inadequate accountability mechanisms/systems.
 - ❑ Lack of a regulatory framework for private financing of education.
 - ❑ High population growth rates.

What are the main outcomes regarding the four key components of the national consultation(s)?

A. Ensuring full recovery from covid-19 educational disruption

All stakeholder groups consultations conducted emphasized importance of ensuring full recovery after COVID -19 pandemic, while building a resilient education system as a top urgent priority in transforming education in Uganda. Any remote or blended learning interventions should prioritize equity interventions for learners most vulnerable to learning loss due to school closures. The following emerged as key areas of action:

6.1 Technology -Enabled Education:

The crisis starkly highlighted the inequalities in digital access and that 'business as usual' will not work for delivery of education to all children. Uganda should leverage the power of technology to accelerate learning and skills development.

- The sector should consider the provision of digital infrastructure – connectivity, devices (learning gadgets) and software that can allow for digital learning.

- Supportive Human infrastructure in terms EdTech - Teacher capacity, student skills and parental support. The capacity of teachers to navigate digital content and facilitate digital learning should be built.

- There should be continuous efforts to digitalize learning content with improved access to offline versions that do not need internet connectivity

- Capacity building of teachers and learners to navigate digital learning content

- Improve access to the digital content (offline versions) that do not need internet data.

- Utilize and expand existing digital platforms such as KOLIBRI, Edu-Tech that have been innovated to support learning.

- Equip schools with ICT infrastructure and re-tool teachers on ICT skills to promote digital learning at all levels in response to COVID-19 challenges

6.2 Teacher and Learner Wellbeing

The pressure on teachers after the COVID -19 pandemic is enormous. The wellbeing of teachers has an impact on the classroom environment and directly impacts the learners/students they teach. All stakeholder groups pointed to the need to focus on teacher and learner wellbeing. The following action areas were proposed:

- Given the impact of the pandemic on wellbeing, attention should be paid to the wellbeing and mental health of learners and teachers.

- It is necessary to improve the conditions for teachers' work, not only through monetary compensation but through reducing class sizes, improving school safety, strengthening professional recognition and legitimacy, increasing institutional support, and fostering cultures of collaboration

- Support psychosocial support for teachers

- Recovering from the pandemic and building a more sustainable and resilient world will require policies that tackle several challenges at once through system-level approaches. Systems for ensuring the learning environment is safe and conducive, school feeding and school health programs must be prioritized as they can produce high returns in learning performance, equity, health, social protection, as well as economic empowerment.

- Implement a whole-school approach by strengthening the participation of parents and communities in school activities.

6.3 Curriculum Reforms

The Ministry of Education and Sports is still struggling to help children recover the learning they lost during the school closures to date, while still addressing the causes of the learning crisis that existed before the pandemic. Children who were struggling to learn before the pandemic and those from disadvantaged communities are at the core of the learning challenge. Therefore, government of Uganda should conduct much-needed reforms to better align curricula with pressing education needs of the population.

Ensuring broader professional participation (organized, e.g. through teacher training Institutions) in the process of curriculum renewal and development, locating change firmly in the daily reality of overcrowded and under-resourced schools

Following through on training and orientation with appropriate support mechanisms at the local, district level is essential

Building qualitative change into the reform process, basing innovation on research and evaluation findings. iv. Integrating primary curriculum change into the program of teacher education, in-service and pre-service would enhance understanding of the new curriculum by teachers.

Developing more user-friendly curriculum materials which simplify the teachers' task and enhance pupil learning opportunities is critical in curriculum reform.

For curriculum review to succeed, the implications of new curriculum should be clearly worked out and adequate provisions made for the resources required.

Considering the possibility of school choice in the selection of additional subjects (i.e., from volume 2) and the impact on children's learning may be one option of introducing flexibility to address local situation and ensuring relevance at the local level.

Strengthening the linkages between curriculum change and assessment procedures is critical.

Planning implementation more carefully and involving interest groups in the actual implementation modalities should be considered to ensure more effective curriculum reforms

Factors Affecting Performance

- Targeted professional development and continuous mentoring support to improve skills and competencies of Teachers to

designing and delivering learning recovery programs.

- Think about remedial learning methodologies including already abridged curriculum, long school terms, reduction of out of class activities, reduced tests, more learner centered approaches,

- Track children who have dropped out of school and enroll them into relevant short-term skilling programs

- ☐ Introduce and integrate skilling programs into the primary and secondary school curriculum, assessment and certification by DIT. The skilling programs should be relevant to the context and needs of the communities in which the beneficiaries are located
- ☐ Develop strategic partnerships with the private sector for internships, apprenticeships and placements
- ☐ Digitalize teaching, skilling and learning.
- ☐ Address issues of learning space- classrooms, Trs, furniture, WASH facilities
- ☐ Employ innovative learning approaches and strengthen the capacity of teachers to be innovative and strengthen learners' independent learning skills and agency.

6.4.1☐ Main strategic transformations and levers for reimagining education and accelerating progress towards shared education goals

The stakeholder consultations indicated the need to transform the education system through innovation, data and evidence and making the system relevant, as well as the commitment and leadership at all levels, from national to local government to schools. The following are the proposed key action areas:

6.4.1.1☐ Policy Awareness, Multi-Sectoral Partnerships & Coordination

- ☐ Increase education policy awareness, dissemination and inclusive policy dialogue by ensuring that all key stakeholder groups participate in the policy development processes and that policies are fully disseminated to all groups with much easier versions. This also includes regulations, guidelines and standards.
- ☐ Creation of education related campaigns that increase the understanding of the value of education to children and learning outcomes is essential. The Promotion of social dialogues with all relevant education stakeholders
- ☐ Multisectoral coordination and Partnerships - Education is no longer the business of one sector, seeking shared roles and appropriate collaborations among all stakeholders as well as coordination for effective education service delivery.
- ☐ Consistent Planning, Monitoring and Policy Dialogue: support and strengthen different aspects of planning, monitoring and coordination
- ☐ Implement and provide guidelines for the Public-private partnership framework for the education sector to clearly define the roles of Government and private sector in the provision of education services.

6.4.2☐ Teacher Professional Development

One of the prerequisites for achieving quality education as a tool for human capital development is the availability of competent and effective teachers. Teacher Professional Development (TPD) emerged as a key area for major transformation. The action change areas included:

- ☐ Teacher education needs to be rethought to align with educational priorities and orient better towards future challenges and prospects.
- ☐ Develop the action plan to disseminate and operationalize teacher policy and other related policies, CPD Framework, Teacher social dialogue framework
- ☐ Establish and operationalize the National Teacher Council as a key reform under the National Teacher Policy
- ☐ Development of the action plan to operationalize the Continuous Professional Development Framework
- ☐ Development of the Standards for Teacher Training and registration into the profession
- ☐ Development and implementation of standards for teaching, institutional leadership and a Teacher Qualification Framework that can be harmonized with the regional frameworks.
- ☐ Develop the curriculum frame work and guidelines to guide the initial teacher training in institutions

6.4.3☐ Making Education Relevant

In order for children to benefit maximally from the education they are given, they need quality education that is relevant to their personal, contextual, and cultural dispositions. This does not only help them to get purpose in what they learn but also gain skills that can be easily applied in their settings which in the long run reduces deficits and strengthens the economy: stakeholders emphasized the need for more relevant education for students as below;

6.4.4☐ Vocationalization of education to make it relevant

- ☐ Develop and implement a policy on skilling for Out of School Children including skilling for graduates
- ☐ Curricula, pedagogy and assessments to deliver the skills demanded by the labor market
- ☐ A focus on 21st century skills such as the ability to think critically, communicate effectively, collaborate with diverse peers, solve complex problems, adopt a global mindset and engage with information and communications technologies.
- ☐ Review curriculum to map, revise, re-align and develop skills of the 21st century that match the demands of the Labour market.

6.4.4☐ Early childhood care and education

- ☐ Increase access to equitable, quality, inclusive and sustainable ECCE services.
- ☐ Government should review and strengthen national efforts to increase the investment, political will and capacity needed to expand equitable access to quality and relevant pre-primary programmes through Public Private Partnership and strengthened coordination of government, civil society and private provision of pre-primary education
- ☐ Government should consider and adopt a needs-based approach to provide a basic package of ECCE services in areas without or with very limited access to ECCE. As such, adapted and customized learning packages should be developed and offered to the different communities and these should put into consideration the unique needs of each community.
- ☐ The registration of ECCE centres should be used rigorously as a quality control tool and existing unregistered and unlicensed ECCEs should be supported and fast-tracked to upgrade to registration status.
- ☐ To address the ad hoc nature of ECCE quality assurance and the unclear enforcement machinery, the Ministry should operationalize the quality standards regulation and enforcement framework as provided in the Education Act (2008).

6.4.7 Stronger data systems that consistently collect & track data

One of the most important reforms for Uganda is the strengthening education systems by making use of accurate, timely and comprehensive data to design and implement effective education policies, and track progress. The availability of data has been a consistent challenge. The Key actions from the stakeholder consultations include:

- Revamping the EMIS with a view of making it functional, integrated, and sustainable, capable of delivering quality management information to facilitate planning based on accurate information
- Utilisation of other digital platforms that collect data on a more regular basis to support the data gaps
- Adopt and popularize value and rights-based approach to education while emphasising grassroots structures and beneficiaries.
- Curriculum review with the aim of integrating skilling in the curriculum.

6.4.8 Safe learning environments and keeping girls in school

Stakeholders emphasized that ensuring a safe learning environment for children to learn is an urgent imperative, especially after the COVID -19 pandemic. Key actions include:

- Use of schools as a platform to empower girls and boys through education, life skills, health education (e.g. nutrition, reproductive health), gender-based violence awareness and prevention.
- Adoption of peer-to-peer approaches, Life skilling for adolescents and vocational skilling including digital literacy skills.
- Ensuring continued dissemination and sensitizing of teachers, and school managers child safety policies.
- Build the capacity of teachers in Gender Responsive Pedagogy
- Establish Communities of Practice on girl child education and safe to learn score card developed to track implementation of guidelines

6.4.9 Ensuring strengthened and more sustainable public financing of education

All stakeholders pointed to the need for better financing of education as the most significant transformation needed for Uganda. The key actions included:

- Prioritize education during the budgeting processes and increase budget allocation.
- Advocate for multi-year donor financing
- Developing and strengthening the sector resource mobilisation strategy
- Enhance accountability and transparency
- Parental involvement and continuous engagement (Massive sensitization of parents and communities about the value and rights of education to their children and the national to ensure their support to the education sector.)
- Popularizing and strengthening of programs-based budgeting planning and implementation. (Emphasises and intersectoral and multisectoral approach)
- Evaluation of plans and budgets for scale-up and identification of gaps for easy backstopping.
- Mobilize funding and resources towards SDG4

6.5 Raising the ambition of national education targets and benchmarks

The Government of Uganda recently convened a stakeholder dialogue to review the targets and benchmarks for the Sustainable development goals, represented by all sectors. During the consultations to inform the Education summit, stakeholders raised key issues to consider while reviewing the benchmarks and the following key issues were raised in this regard:

- The National Development Plan (NDP) III stresses that investing in early childhood development helps to set the foundation for the required human capital. NDP III also sets a target to increase Learning Adjusted Years of Schooling (LAYS) from 4.5 to 7 years, which requires an increase in both access and quality of education especially at the pre-primary, primary and lower secondary levels of education. The NPD III objectives also include Integration of migration and refugee planning and all other cross cutting issues in national, sectoral and local government plans. These benchmarks are well aligned towards the SDG 4 and reflect the maximum level of ambition towards the SDG 4 goals.
- The Education sector recently started implementing the Education sector strategic Plan with clear targets for improvement under each level of education. These targets are key to the implementation of the SDG goal 4.
- The sector is also developing the Education Response Plan for Refugees with set targets and benchmarks that are well aligned to the ESSP
- National Targets include targets on gender equity which have been disaggregated
- Each of the SDG 4 Benchmarks have been further elaborated through the ESSP, under each level of education.
- The key targets that stakeholders proposed should further be discussed and agreed upon included benchmarks on: Invest in ICT for all levels of Education, beyond Secondary i.e. both preprimary and primary and the operationalization of the digital agenda for Uganda.
- Stakeholders also emphasized the challenges in tracking achievement of targets due to data availability.
- They recommended the need for Annual review of the SDG4 targets by relevant stakeholders

Please upload any additional file about the process and outcomes of your country's national consultations. You can also send the additional report to tes.nationalconsultations@unesco.org

filecount - Please upload any additional file about the process and outcomes of your country's national consultations. You can also send the additional report to tes.nationalconsultations@unesco.org

0