



## Award Guide

# Sustainable Education Award

In recognition of the best practices that support achieving Sustainable Development Goal 4



Second Cycle 2025

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## Terminology:

Term	Definition
<b>UNESCO</b>	: United Nations Educational, Scientific and Cultural Organization
<b>Center</b>	: Regional Center for Educational Planning- under the supervision of UNESCO
<b>Center Management</b>	: Director and staff of the Regional Center for Educational Planning
<b>Award</b>	: The Sustainable Education Award for practices supporting the achievement of Goal 4 of the Sustainable Development Goals (SDGs), which includes different categories
<b>Goal 4 "Quality Education for All"</b>	: One of the SDGs aiming to ensure inclusive, equitable quality education and promote lifelong learning opportunities for all (as detailed in the Goal 4 section of the guide)
<b>Award Secretariat</b>	: The Award Secretariat includes members of the Regional Center for Educational Planning and some specialized experts
<b>Jury Committee</b>	: The group of experts who make final decisions about awarding or selecting winners after reviewing and validating evaluation results.
<b>National Commissions</b>	: Under the UNESCO, the National Commissions for Education, Science and Culture link between the organization and the Member State. They promote UNESCO's values and objectives within the country and assist in the implementation of its programs, and work collaboratively to advance education, science and culture



<b>Term</b>	<b>Definition</b>
<b>Gulf Cooperation Council (GCC) Countries</b>	It includes the United Arab Emirates, Bahrain, the Kingdom of Saudi Arabia, the Sultanate of Oman, Qatar, and Kuwait.
<b>Region</b>	: It refers to GCC countries and Yemen
<b>Submitted Work</b>	: It refers to the applied research or project/program. This term will be used in this guide to express any of the work submitted under the various categories of the Award
<b>Project/Program</b>	: Project: It is a temporary activity carried out to create a distinctive product or service with specific objectives. Program: It is a group of related projects that are managed in a coordinated manner to achieve specific objectives. Both terms are used in this guide, and wherever they are mentioned they refer to any activity (activities) or initiative with an action plan and specific allocated resources that are followed up to achieve specific goals.
<b>Applied Research</b>	: Research aimed at applying scientific theories and concepts to develop practical, actionable solutions or innovative methods for solving problems
<b>Assessor</b>	: An expert with competence and experience in evaluation and sustainable education, trained to assess submissions according to the award's criteria



## Regional Center for Educational Planning Overview

The Regional Center for Educational Planning (RCEP) is an educational organization established in accordance with the agreement signed between the Government of the United Arab Emirates and the United Nations Educational and Scientific Cultural Organization (UNESCO) in 2003. Under this Agreement, the objectives of the Center can be summarized in building national and regional capacities in the area of education planning, educational management and educational policies, in addition to producing and publishing knowledge related to such areas. The Regional Center for Educational Planning provides the necessary consultations and technical support to improve the education systems in the GCC and Arab countries to become more efficient, effective, of high quality, and linked to real life and work. The Regional Center receives technical support from UNESCO under partnerships in many education-related programs, projects, and initiatives.



## The Center's Vision

**An educational think-tank supporting the future of education**



## The Center's Mission

**Developing educational planning and building the future of education based on innovation and future foresight in the Arab Gulf region and the Arab countries, through supporting educational planning systems, developing the capabilities, producing and disseminating a knowledge base, and effective partnerships.**



## Award Overview

Education is a crucial driver for achieving human, economic and social development, and is considered a fundamental pillar for achieving Sustainable Development Goals (SDGs). From this standpoint, SDG 4 (Education 2030) was allocated to this Award, aimed to “**ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**”

The Education Framework 2030 was developed with a transformative vision proposed for roadmaps for all seven outcomes and 3 means of implementation focusing on access, equity, inclusion, quality and lifelong learning. It was launched in 2015, and in September 2022, the Transforming Education Summit was held with the aim of highlighting the importance of working to accelerate the achievement of SDG 4 targets. In line with these global trends, the Regional Center for Educational Planning (RCEP) established the “**Sustainable Education Award**” in recognition of the best practices for achieving SDG 4, with the aim of monitoring, encouraging and honoring the best practices that contribute to achieving SDG 4, promoting effective educational practices and supporting dynamic transformative changes in education.





## Award Principles and Values

The Award adopts fundamental principles and values through which it seeks to keep up with the fast-paced developments in all areas at the global level, especially in practices and actions that aim to achieve SDG 4.



### Innovation



### Agility



### Sustainability



### Wellbeing

1. **Innovation:** It demonstrates the ability to adopt an innovative and creative approach to face challenges. It reflects the innovative and creative approach to implementation, which contributes to accelerating the achievement of SDG 4 and reinforcing it.
2. **Agility:** It is related to the ability to retain results and achieve goals in the context of a changing environment, with a belief in constructive change, adaptation to new developments, and benefiting from learning opportunities during implementation.
3. **Sustainability:** Seeking sustainability in the social, financial, cultural, technological, and institutional aspects of the education context. It aims to ensure continuity and improvement of the results and impact achieved from applied projects and practices, taking into account the multiple and comprehensive aspects of positive impact.
4. **Wellbeing:** Focuses on creating a positive impact on the quality of life for students and educators by enhancing, motivating, and encouraging educational practices that contribute to achieving and enhancing the quality of education. It also aims to recognize and celebrate innovators in the field of education, thereby broadening the reach of distinguished and sustainable initiatives.



## Award Objectives

This Award aims to effectively contribute to achieving SDG 4, which is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” This contribution is manifested in strengthening initiatives that contribute to achieving SDG 4 in the GCC and Yemen region through the following means:

1. **Inspiring government, private sector and non-profit entities:** The Award aims to stimulate educational institutions and entities, semi-government agencies, non-profit organizations and institutions supporting the education sector to work hard and dedicate their efforts to enhancing and strengthen education to develop distinguished education models and practices to uphold the education sector.
2. **Accelerating initiatives and plans:** The Award aims to accelerate initiatives and plans designed to improve the quality of education in the countries of the region, which greatly contributes to achieving SDG 4.
3. **Promoting sustainable initiatives:** The Award model is a results-oriented model focusing on the outcomes of distinguished and sustainable initiatives that have made tangible educational achievements and enhanced the acceleration of achieving SDG 4.
4. **Enriching knowledge:** The Award seeks to identify and disseminate distinguished educational initiatives and practices. It contributes to the detection of successful and positive experiences that enhance education and support the achievement of educational targets in the region.



## Award Scope:

The Award targets the educational institutions and entities, semi-government agencies, and non-profit organizations and institutions supporting the education sector, contributing to strengthening and encouraging innovation in the field of education, promoting the quality of education, and upscaling education, with the aim of achieving SDG 4 in the GCC countries and Yemen. The GCC countries include the following member states: the UAE, Bahrain, the Kingdom of Saudi Arabia, the Sultanate of Oman, Qatar, and Kuwait.

### Exclusions:

The following categories are excluded from submitting nominations for the Applied Research and Distinguished Project/Program categories:

- Ministries of Education and their affiliated entities
- Public educational institutions of all types (schools, institutes, colleges, universities, etc.)
- Local/Federal educational authorities and similar entities in the targeted countries
- Public and private higher education institutions
- Regional and international organizations and their entities
- Regional offices of international organizations
- Individuals such as students, teachers, academics, etc.
- Nominations from outside the defined geographical scope of the award



## Goal 4 Targets:

When submitting nominations, candidates must highlight how the submitted work meets the requirements of Goal 4 "Quality Education" and mention one or more of the related targets listed below (as approved by the United Nations) to ensure achieving quality, inclusive, and equitable education, and promoting lifelong learning opportunities for all. The targets are as follows:

- 4.1 Basic Education: Ensure that all boys and girls complete free, equitable, and quality primary and secondary education by 2030.
- 4.2 Early Childhood Education: Ensure that all children have access to quality early childhood education and pre-primary education by 2030.
- 4.3 Technical and Vocational Education: Ensure that all women and men have access to affordable, quality technical, vocational, and higher education, including universities, by 2030.
- 4.4 Skills for Work: Increase the number of youth and adults who have the skills needed for decent work and entrepreneurship by 2030.
- 4.5 Gender Equality in Education : Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training by 2030.
- 4.6 Functional Literacy and Numeracy Skills : Ensure that all youth and a substantial proportion of adults, both men and women, are literate and numerate by 2030.
- 4.7 Sustainable Education : Ensure that all learners acquire the knowledge and skills necessary to support sustainable development, including education for sustainable development, sustainable lifestyles, human rights, gender equality, and fostering a culture of peace, non-violence, and global citizenship.

### Three Means of Implementation for Goal 4:

- 4.a Educational Infrastructure : Build and upgrade educational facilities that meet the needs of children, including those with disabilities and vulnerable groups, ensuring that these facilities are safe, effective, and inclusive.
- 4.b Scholarships: Expand the availability of scholarships for developing countries, particularly least-developed countries and small island developing states, to include higher education, including vocational training and programs in science, technology, engineering, and mathematics.
- 4.c Teacher Preparation : Increase the number of qualified teachers through international collaboration to support teacher training in developing countries, particularly in least-developed countries and small island developing states.

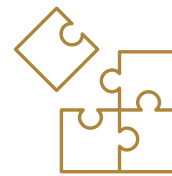


## Award Categories:

The Award aims to honor entities that apply outstanding practices, including programs, initiatives, and research in the field of achieving SDG 4 in the region. **The Award focuses on two main categories:**



**Outstanding Project/Program**



**Distinguished Applied Research**

## Award Periodicity:

The Award will be held yearly.

## Incentives and Rewards:

1. The award honors one winner for each category listed in this guide.
2. The award allows for the nomination of two winners in the same category according to the results of the judging panel. In this case, the prize allocated to the category will be divided equally between the two winners.
3. A monetary prize valued at 25,000 USD for each category will be awarded, along with a certificate of appreciation, a trophy, and an opportunity to publish the work regionally and globally.
4. The award secretariat has the right to withhold a category if the submitted works do not meet the required standards for winning.
5. The secretariat may provide special recognition for a particular research or project/initiative or honor an outstanding individual who has contributed to supporting the achievement of Goal 4 of the Sustainable Development Goals.



## Eligibility Criteria for Award Application:

**The works qualified to apply for the Award meet the following criteria:**

1. Applications are accepted from government institutions, semi-governmental bodies, and non-profit organizations supporting the education sector, with the scope of the work to be within the GCC countries and Yemen.
2. Applications must be submitted after gaining a written recommendation from the national committees of the GCC countries and Yemen. Self-nominations from any entity will not be considered.
3. The submitted work must be unique and not previously awarded any other prizes.
4. Nominations must be submitted within the time frame specified on the award's official website.
5. An institution can submit only one work in one of the award categories; multiple submissions are not allowed.
6. The work must be developed and implemented by the nominators themselves, and not commissioned or executed as a consultancy project by other entities.
7. Works funded by granting bodies are eligible, provided that the funding body's approval for participation in the award is attached.
8. **For the distinguished applied research category, the following conditions apply:**
  - Unpublished research is accepted.
  - Published research in scientific journals is accepted, provided the publication date does not exceed two years from the date of submission.
  - A summary of the research must be submitted, not exceeding 500 words, and in Word document format.
9. **For the distinguished project/program category, the program duration must be at least three years, demonstrating long-term impact with tangible results.**
10. The work should be submitted in either Arabic or English.
11. Nominees must agree to the terms and conditions in the online application form, which grants the Regional Center for Educational Planning (RCEP) the right to publish the winning works on its website and use them in its publications, media channels, and press releases.
12. Nominees must also commit to research ethics, academic integrity, and intellectual property rights, and acknowledge that the award secretariat has the right to withdraw the award from any entity found in violation of these terms.



## Application mechanism:

1. The candidates are required to register on the Sustainable Education Award website and attach the attested written recommendation letter from the national committee of their respective countries, which should include a summary of the work and its results.
2. Self-nominations from any entity will not be considered without a written recommendation from the national committee in their respective countries.
3. The application form must be completed online by the submitted work's team leader, with all required documents attached before the submission deadline. Late nominations will not be accepted.
4. The award secretariat will review and evaluate all nominations to ensure they meet the eligibility criteria and standards.
5. The award secretariat reserves the right to request additional information or data, if necessary.
6. Final shortlist candidates will be required to prepare a presentation about their work, present supporting evidence, and answer questions from the assessment team.

## Nomination Journey:

1. Submit the application through the electronic form on the Sustainable Education Award website.
2. A team of expert assessors, selected by the award secretariat based on clear criteria, will review all nominations and exclude those that do not meet the eligibility criteria and nomination process.
3. Eligible applications will be evaluated using a standardized, approved assessment process, with strengths, areas for improvement, and scores based on the established criteria, followed by a team discussion of the results and final shortlists.
4. Finalists will be interviewed to review further details and supporting evidence to ensure accuracy.
5. The jury committee will review the final results, confirm them, and submit their recommendations for winners to the award secretariat, which will review and approve the recommendations after completing the necessary administrative procedures.



## Applicant's Journey

**24 Jan**

Submission opening on the International Day of Education



**30 June**

Submission Closure



**July**

Start of the assessment process and the submission of recommendations on the outcome



**August**

Announcing the Award's results



**October**

Honoring Ceremony- the date will be announced through the Center's official channels







## Award Criteria

Each award category consists of a number of criteria that are used during the evaluation and judging processes, ensuring fairness, equality and transparency. The criteria and sub-criteria cover the most important principles that must be followed in the work submitted for the award that qualifies it to be one of the best practices applied in the field of education in the region. Each criterion is explained below and the most important guiding points are clarified.

### 1. Distinguished Applied Research

Criterion	Weight
Precision and quality in scientific research methodology	20%
Contribute to the enrichment of knowledge	20%
Creativity and innovation	20%
Partnerships and cooperation	10%
Impact and sustainability	30%



## 1. Accuracy and quality of research methodology

The research should be based on high-quality research methodologies, including the clarity of the research objective, the process of defining and selecting it, and determining the extent to which the applied research focuses on one or more of the goals of SDG 4 related to quality education, as mentioned on page 12 above. It follows the best standards in designing and selecting the appropriate research methodology and data analysis. The distinguished research adheres to ethical principles and standards and is free from errors.

It also includes sub-criteria that can guide the preparation of the application, as follows:

- Mention the reliable and scientifically validated research methodologies used, along with the research objective.
- How to ensure the accuracy of the data and sources used in the research.
- Mention the tools and methods used for analyzing and verifying the results.

## 2. Contribute to the enrichment of knowledge

The research should contribute significantly to advancing knowledge in the education sector, with its recommendations having a positive impact on the development of the education ecosystem. It should influence the change and development of trends and policies in the field. The high-quality research is expected to produce new and important findings that can be adopted by relevant educational authorities and used in the development of future plans and initiatives. This may include research results being utilized, planned for discussion, or incorporated into various activities such as conferences or educational workshops.

It also includes sub-criteria that can be guided when writing the application, which are as follows:

- Mention new information / insights that contribute to the development of knowledge in the field of research
- Mention the most prominent scientific journals, research platforms, forums and workshops through which the results of the research were published.
- The impact of research in the fields of education and unique recommendations and trends emanating from it.

## 3. Creativity and innovation

The research should apply the concepts of innovation and creativity in its implementation strategies to address the challenges facing education systems and enhance learning opportunities in the region. This may include new research methodologies, interventions, or solutions that promote



transformation and improve learning outcomes. The research also reflects the uniqueness of its application tools, methodology, and results.

It also includes sub-criteria that can be guided when writing the application, which are as follows:

- New/innovative research ideas and solutions
- The most prominent modern techniques / methods used in research
- How research encourages creative thinking and non-traditional research experiments

#### 4. **Partnerships and cooperation**

Partnerships and cooperation are essential to ensure the conduct of distinguished research in cooperation with a diverse range of stakeholders, such as academic institutions, policy-makers, and communities. Research are characterized by utilizing partnerships to develop research in innovative ways, whether in selecting topics, obtaining data, analyzing data, recommendations, or resource utilization.

It also includes sub-criteria that can be guided when writing the application, which are as follows:

- Mention the collaborating parties in the applied research activity, the mechanism for their selection, and how to involve experts and specialists in the field of research
- Mention the optimal use of available resources and data
- The most prominent areas through which the research encourages international cooperation or between different sectors, with the mention of outputs and recommendations

#### 5. **Impact and sustainability**

The research should reflect clear and quantifiable results about its impact on education systems and learning outcomes. The findings and recommendations should reflect the scalability of their implementation, and the mechanisms for expanding the application should be practical in terms of scope or recurrence.

It also includes sub-criteria that can be guided when writing the application, which are as follows:

- How to measure the actual impact of research on the community, segment, or field covered by the research
- State current results, applicability and long-term scalability
- Mention the most prominent recommendations or strategies addressed by the research to ensure the continuation of the resulting benefits



## Assessment Tool – Distinguished Applied Research

Criterion	Weight	Weak evidence 10-25%	Average evidence 26-50%	Good evidence 51- 75%	Excellent evidence 76-100%
Accuracy and quality in scientific research methodology	20%	The work provided very limited and simple evidence of applying scientific research methodology.	The work demonstrated some basic evidence of applying scientific research methodology in certain stages of the research.	Most of the evidence provided by the work reflected the application of a scientific research methodology in the research stages.	The work provided clear evidence of adhering to proper scientific methodology in the research stages.
Contribute to the enrichment of knowledge	20%	The research did not provide sufficient evidence of its contribution to enrichment of knowledge in educational sector.	To research some efforts in enriching knowledge in the educational sector, it has been published in many periodicals and scientific journals, and has been circulated, published or discussed its recommendations in many forums and forums	The research made some efforts to enrichment of knowledge in the educational sector, as it was published in many periodicals and scholarly journals, and its recommendations were discussed in numerous national forums.	The research provided clear evidence of making a significant, unique, and distinct addition to the knowledge of educational sector. Its recommendations captured the interest of educators in many national and regional forums and workshops.
Innovation and creativity	20%	The research did not provide sufficient evidence of employing innovation and creativity in the applied methodology.	The research was able to reflect some basic evidence of employing innovation and creativity in the applied methodology.	The research was able to reflect many evidence demonstrating the utilization of innovation and creativity concepts in the applied methodology.	The research clearly reflected the concepts of innovation and creativity in the applied methodology to address challenges in education and enhance learning opportunities in the region.



Criterion	Weight	Weak evidence 10-25%	Average evidence 26-50%	Good evidence 51- 75%	Excellent evidence 76-100%
Partnerships and cooperation	10%	The work did not provide sufficient evidence of involving stakeholders in some stages of the research implementation.	Some basic evidence was demonstrated reflecting the involvement of stakeholders and partnership with certain entities in the research implementation.	Some evidence was provided regarding the utilization of partnerships in most stages and aspects of the planning and execution of the research.	Excellent and clear evidence was presented regarding cooperation with relevant entities in its execution stages, adding an innovative dimension to the research in most aspects.
Impact and sustainability	30%	The research reflected a limited number of achieved results, and its impact on educational systems was not clearly evident.	The research was able to reflect some basic impact on the educational process, but it did not demonstrate their continuity and sustainability in the long term.	The research was able to reflect many outstanding and novel impacts on the educational process, but on a limited scale, while its recommendations were not generalizable on a larger scale.	The research contributed to achieving exceptional results in the educational process, and the research recommendations were applied, clearly impacting the quality of education. Its recommendations can be generalized on a larger scale.



## 2. Outstanding Project/Program

Criterion	Weight
Integrated methodology in implementation	15%
Equity and inclusiveness	15%
Technology and innovation	20%
Partnerships and Collaboration	20%
Impact and sustainability	30%



## 1. **Integrated methodology in implementation**

The project follows a clearly defined action plan and outputs, and clarifies its linkage to one or more of the objectives of the SDG 4 of quality education mentioned on page 12 above, through which the resources necessary for implementation, whether financial or human resources, are identified, in addition to the potential risks of the project with plans to deal with them, to achieve quality education that ensures high-quality education opportunities for all categories of learners.

The following sub-criteria are also provided to guide the application process:

- Describe the methodology and steps followed to implement the project/program
- Define objectives and standard indicators for the success of the project/program with documentation of potential risks
- Tools and processes used to ensure integrated and coordinated project/initiative implementation

## 2. **Equity and inclusiveness:**

The project should ensure that all individuals have access to quality education regardless of their background or circumstances. It should contribute to addressing issues of inequality and discrimination in education, particularly those related to disability, race, socioeconomic status, and gender. It may involve providing solutions for remote areas or groups that have not had access to educational opportunities due to certain circumstances.

It also includes sub-criteria that can be used as a guide when writing the application, which are as follows:

- How the project/programme ensures equal opportunities for all
- Actions taken to ensure inclusiveness of target groups including marginalized groups, people with special needs, people with disabilities, etc. and how to address gender disparities in project implementation
- Effectiveness of the supported solutions described.

## 3. **Technology and innovation**

The project should adopt the latest technologies and innovations to provide new learning opportunities for everyone. It should utilize emerging technology to enhance the quality of education and make learning more accessible and engaging. These technologies should have proven their effectiveness in technological advancement, contributing to addressing the challenges facing educational systems at the institutional, school, or learner levels. This may include specialized



learning platforms and non-traditional teaching methods that have positively impacted the quality of education.

The following sub-criteria are also provided to guide the application process:

- Modern technologies used in the implementation of the project/program
- How to ensure that innovation contributes to improving project/programme outcomes
- Innovative and unconventional solutions applied to achieve project objectives

#### 4. **Partnerships and cooperation**

The project should engage stakeholders in creating a distinctive value, exerting high-efficiency effort, and delivering outcomes to achieve SDG 4 and education targets in the countries of the region. Some examples of partnerships include those established with government institutions, local community organizations, private companies, international organizations, and others. Partnerships and cooperation with stakeholders can lead to innovative solutions, efficient resource utilization, reinforced shared responsibility, and the development of knowledge in the field of education.

It also includes sub-criteria that can be used as a guide when writing the application, which are as follows:

- Identification of the main project/program partners and their selection mechanism.
- Impact of collaboration with partners in achieving project/program objectives.
- Mechanisms used to ensure effective communication and coordination between partners.

#### 5. **Impact and sustainability:**

The project should demonstrate a significant impact on learning outcomes and make a substantial contribution to achieving SDG 4, such as increasing access to quality education, improving learning outcomes, reducing educational disparities, or enhancing educational infrastructure. Additionally, an outstanding project should show its sustainable impact in the long term, which may include the possibility of expanding the project's application and replication in other areas or fields, or extending its impact and effects in the long run.

It also includes sub-criteria that can be used as a guide when writing the application, which are as follows:

- Impact measurement of the project/program on beneficiaries and the community, including the results achieved and their importance.
- Strategies to ensure the long-term sustainability of project/programme results
- Contribution of the project/programme to the achievement of the SDG4





## Assessment Tool – Outstanding Applied Project/Program

Criterion	weight	Weak evidence 10-25%	Average evidence 26-50%	Good evidence 51- 75%	Excellent evidence 76-100%
Integrated methodology in implementation	15%	The work provided a very limited evidence regarding the application of a scientific methodology in project/program management.	The work presented some basic evidence of applying a scientific methodology in implementing the project/program at certain stages.	Most of the evidence provided by the work reflected clear and documented application of a scientific methodology in implementing the project/program in most stages.	The work presented clear evidence reflecting its adherence to proper scientific methodology in implementing the project/program in all stages.
Equity and inclusiveness	15%	The work did not provide sufficient evidence of its contribution to applying the concepts of equity and inclusivity in education.	The work made a modest contribution to partially applying the concepts of equity and inclusivity in education.	The work reflected some efforts in applying the concepts of equity and inclusivity in education, and it was adopted as a key principle in the planning and implementation.	The work provided clear evidence of making a significant, original, and distinct contribution to the application of the concepts of equity and inclusivity in education. It has captured the interest of educators in many national and regional forums and workshops.
Technology and innovation	20%	The work did not provide sufficient evidence of employing innovation and creativity in the adopted methodology or implementation stages.	The work was able to provide some basic evidence of employing innovation and creativity in the applied methodology.	The work was able to reflect many evidence demonstrating the utilization of innovation and creativity concepts in the applied methodology, resulting in its distinction in planning and execution.	The work clearly reflected concepts of creativity and innovation in the methodology followed in planning and execution. It garnered interest and praise from stakeholders in the region.



Criterion	weight	Weak evidence 10-25%	Average evidence 26-50%	Good evidence 51- 75%	Excellent evidence 76-100%
Partnerships and Collaboration	20%	The work did not provide sufficient evidence of engaging stakeholders.	Some basic evidence was demonstrated reflecting the involvement of stakeholders and partnership with certain entities in the planning of the work.	The work demonstrated many evidence of employing appropriate partnerships in most stages and aspects of planning and execution. However, it did not add any innovative aspect to the work.	Excellent and clear evidence was presented regarding the extent of cooperation with relevant stakeholders involving effective partnerships in all stages of the work, especially regarding the addition of an innovative aspect to the work in most of its aspects.
Impact and sustainability	30%	The work did not provide sufficient evidence of the achieved outcomes, while its impact on educational systems was not clearly evident.	The work was able to present some basic impact on educational systems, but did not reflect their continuity and sustainability in the long term.	The work was able to reflect many outstanding and novel impacts on educational systems, but on a limited scale that was not feasible for implementation on a larger scale.	The work contributed to achieving an exceptional impact on educational systems, while its influence on the quality of education was clearly demonstrated and can be implemented on a larger scale.



## General Governance Framework of the Award

The application of governance principles and steps helps enhance trust, transparency, and integrity in the distribution of awards, leading to better achievement of the desired objectives and ensuring their positive impact. The governance framework includes the following characteristics:

### **Transparency:**

- Ensuring that all steps and information related to the award are clear and accessible to everyone.
- Sharing information regarding the evaluation and selection processes with stakeholders and concerned parties.

### **Fairness and Equality:**

- Ensuring that all applicants have equal opportunities to win the award.
- Avoiding any bias or discrimination in the evaluation process.

### **Accountability:**

- Taking responsibility for decisions and actions taken throughout all stages of the award process.
- Providing mechanisms for submitting and effectively addressing complaints.

### **Integrity:**

- Ensuring that all assessors and members of the jury committee act with the highest level of professionalism and ethics.
- Preventing any potential conflicts of interest.

### **Confidentiality and Disclosure:**

- Candidate information, both direct and indirect, is protected under the ethical guidelines of the evaluation process and must not be shared or used for purposes other than those related to the award.
- Results will not be disclosed without prior permission from the award administration and according to their instructions.
- Any conflicts of interest must be disclosed immediately before the evaluation process begins, by all relevant parties.
- Signing a commitment to ensure the security and confidentiality of information and data by all parties involved in the award evaluation process..



## Award Guide Review:

The award secretariat will review and amend the award guide, if necessary, based on feedback from all partners and stakeholders, as well as updates to UNESCO's plans and programs related to achieving SDG 4, ensuring that the award criteria and categories align with the general direction, guidelines, and strategy of the organization.



**“We Design the Future of Education”**

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