Main policy lines of international organisations, relevant for education councils

State of affairs December 2010 - May 2011

UNESCO

1. Gender and social inclusion

This booklet is about the combined effects of gender and social exclusion on student participation and performance in basic education. It concludes that simply raising the availability and quality of schools can help, but may not be sufficient. It notes that the most effective programmes are tailored to the specifics of socially excluded groups and of the countries themselves, and that programmes designed for targeting socially excluded girls require detailed demographic information that often is not available.
http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2010/EdPol_12.pdf

2. The hidden crisis: Armed conflict and education

Education For All Global Monitoring Report 2011

In 2000, six broad goals and a number of specific targets were set in Dakar, to meet by 2015. Ten years later, the overarching message of this EFA monitoring report is that governments around the world are falling short of their collective commitment.

Progress has been made: the number of children out of school is falling, gender gaps are narrowing and more children are moving from primary to secondary education and beyond.

Yet the gap between the Dakar declaration and delivery remains large; there are signs that it is widening. This failure will have far-reaching consequences on the achievement of the wider MDG's, Millennium Development Goals. The issue merits urgent attention; yet education has slipped down the international development agenda of the G8 or the G20.

The report has two parts:
- Part 1: A snapshot of the state of education around the world
- Part 2: Armed conflict in the world's poorest countries, one of the greatest barriers facing the EFA goals.

The report sets out an agenda for change aimed at combating
- failures of protection
- failures of provision
- failures of reconstruction
- failures of peacebuilding

http://unesdoc.unesco.org/images/0019/001907/190743e.pdf