## Main policy lines of international organisations, relevant for education councils

## State of affairs January - May 2010

## UNESCO

# 1 Education for All global monitoring report 2010: Reaching the marginalized

This edition of the EFA Global Monitoring Report 2010 comes at a time of great uncertainty; we are at crossroads.  Either we continue with business as usual, or we use this crisis as an opportunity to create sustainable systems that promote inclusion and put an end to all forms of marginalization.

The report underscores that there is a long way to travel.  There are still at least 72 million children who are missing out  on their right to education because of the simple fact of where they are born or who their family is.

Ten years have passed since the adoption of the six EFA goals in Dakar in 2000.  While much has been achieved, many of the world's poorest countries are not on track to meet the 2015 targets.

The 2010 Report is a call to action.  Only inclusive education systems, reaching the marginalized, have the potential to harness the skills needed to build the knowledge societies of the twenty-first century.

In the first chapter, the report focuses on the impact of the financial crisis on education; in the second chapter progress on the six EFA goals is monitored.  Chapter 3 argues why overcoming marginalization in education should be a high policy priority for all governments. Chapter 4 insists on the fact that increased international aid remains critical for achieving human development goals.  In Chapter 5 a ten-step plan for overcoming marginalization in education is presented.

www.efareport.unesco.org

## 2 Projecting the global demand for teachers: meeting the goal of universal primary education by 2015.

 UNESCO technical paper

Teachers are recognised for their central role in ensuring learning achievement for all.  The shortage of primary teachers is an issue in all parts of the world –amongst poor and rich countries alike.

Projections of teacher supply and demand are one way to anticipate prospective teacher shortages and surpluses.  Projections can provide a global pictures, and they can also be used to identify specific countries with inadequate numbers of primary teachers, especially in the context of meeting their own education goals.

Full paper: http://unesdoc.unesco.org/images/0018/001863/186397e.pdf

Information sheet:

http://www.uis.unesco.org/template/pdf/EducGeneral/Infosheet_No3_Teachers_EN.pdf


## 3 Guide to measuring information and communication technologies (ICT) in education

UNESCO technical paper

This manual presents a comprehensive set of internationally comparable indicators on the use of ICT in education, along with standardized definitions of key concepts, detailed measurement specifications and practical guidance on appropriate interpretation of the indicators.  It is designed to assist Member States in developing their capacity and monitoring national goals in this aria.  Systematic revisions to this guide will be produced by the UIS (UNESCO Institute for Statistics).

http://www.uis.unesco.org/template/pdf/cscl/ICT/ICT_Guide_EN.pdf


## 4 Globalization, economic crisis and national strategies for higher education development

UNESCO Research papers, IIEP, international institute for educational planning

This paper argues that higher education in the context of globalization has become a market)-determined process, replacing the near monopoly enjoyed by the state.  The growth of private and cross-border higher education reflects this change.  The paper discusses cross-border education through three different forms – through the mobility of institutions, of students, and of teachers.

This paper points out that leaving the education sector to markets may not be a good option. It argues for active state intervention in higher education.  There is a need to redefine the role of the state in the changed circumstances.

http://unesdoc.unesco.org/images/0018/001864/186428E.pdf

## 5  Global report on adult learning and education

This first-ever Global report on adult learning and education is based on 154 National Reports submitted by UNESCO Member States on the state of adult learning and education, five Regional Synthesis Reports and secondary literature.
Its purpose is to provide an overview of the trends in adult learning and education as well as identify key challenges.
The report is organised into six chapters.
1. How is adult education considered in the international educational and development policy agenda.  It indicates the need to situate adult education within a lifelong learning perspective and adopt a capability approach.
2. Developments in policy and governance.
3. The provision of adult education (with a typology for understanding the variety of provision in the sector).
4. Participation and equity in adult education
5. Quality in adult education
6. The financing of adult education.

http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/GRALE/grale_en.pdf


## 6  Out of school adolescents
UIS (UNESCO Institute for Statistics)

This paper presents new global, regional and country-level estimates for the number of out-of-school adolescents at lower secondary education.  It examines the progress made in reducing levels of exclusion since 1999, especially with regard to gender disparities.  It also analyses lower secondary participation as increasingly being recognised as being part of compulsory education.

http://www.uis.unesco.org/template/pdf/EducGeneral/OOSA_EN.pdf


## 7  Global Education Digest 2009: comparing educational statistics across the world.

This edition of the Global Education Digest (GED) explores the changing patterns in higher education, while presenting indicators that extend the entire scope of the education sector. The main aim of the digest is to help identify the potential for further expansion of the tertiary sector. In this context, the digest expands reporting on upper-secondary education graduates to 70 countries, which helps forecast the number of potential entrants into tertiary programmes.
The digest analyses the rising demand for higher education, and investigates how many attain tertiary qualifications, and in which fields of education they are, figuring out the trends of participation. In addition, it examines international student mobility, and also provides information about levels and sources of financing for tertiary education. Moreover, it introduces additional time series data on tertiary education to assess long-term progress.
The main findings of the digest are:

- there is unprecedented growth in the number of tertiary students; much of this growth is due to changes in Asia
- there are now more tertiary students in low-income and middle-income countries, while the opposite was true three decades ago
- cross-nationally comparable data are vital to formulating policies, benchmarking progress and learning from experiences in other countries
- broadening access to tertiary education has massive cost implications for governments, especially in developing countries, which brings attention to the important role of private sector in this relevance
- by understanding the composition of graduate outputs, which is shaped by a complex web of factors, policymakers can make strategic decisions on how to invest limited resources within their own tertiary systems
- it is essential for policymakers to understand the types of programmes that attract mobile students; this helps them better identify deficits in their local tertiary systems.

# 8   Literacy and Empowerment: a contribution to the debate

Background study commissioned in the framework of the United Nations Literacy Decade, September 2009

This paper seeks to contribute a synthesis of recent ideas in the field of adult literacy.  It proceeds in two parts: a definition of empowerment in the context of literacy and a presentation of the research evidence regarding empowerment outcomes derived from literacy.

In summary, there is an urgent need to reconceptualize adult literacy, all the way from programme design to instructional approaches, from objectives to criteria for successful impact, from instructor/facilitator training to provision of graduated reading materials.  The emergence of an empowered identity should be a critical consideration, especially if one of the ends of literacy is indeed to contribute to the foundation of a democratic culture, which requires both informed and assertive individuals.

http://unesdoc.unesco.org/images/0018/001876/187698e.pdf

# 9   The implications of the Global Financial Crisis for NGOs Working towards the Achievement of Education for All.

Regional report: Europe and North America, December 2009

This paper gives a contextual overview of the effects of the financial crisis in the region, both on the education systems and on the NGOs.
- overview of socioeconomic effects
- overview of effects on education and marginalised groups
- overview of effects on NGOs

Seven conclusions are formulated, as well as six recommendations arising from the analysis if progress towards the EFA goals is to be maintained.

http://unesdoc.unesco.org/images/0018/001878/187844e.pdf

# 10 International Civic and Citizenship Education Study (ICCS 2009)

The purpose of the International Civic and Citizenship Education Study (ICCS) is to investigate the ways in which young people are prepared to undertake their roles as citizens in a range of countries. The study builds on the previous IEA study of civic education (CIVED) undertaken in 1999. It will report on student achievement on a test of conceptual understandings and competencies in civic and citizenship education.  It will also collect and analyze data about student dispositions and attitudes relating to civic and citizenship education. Teacher and school questionnaires will gather information about teaching and class management practices, school governance and climate, and others.
There are three regional modules: Asian, European and Latin American modules.
The population to be surveyed will include all students enrolled in the grade that represents eight years of schooling, counting from the first year of ISCED Level 1, provided the mean age at the time of testing is at least 13.5 years.  For most countries the target grade would be the eighth grade, or its national equivalent.

http://www.iea.nl/icces.html