Main Policy Lines in Education and Training

(April 2015 – September 2015°

1. **UNESCO**

# Rethinking education – Towards a global common good?

UNESCO, 2015

This publication has been released at the occasion of the World Education Forum 2015 in Korea. Its main objective is to stimulate public policy debate on the purpose of education. It is a call for dialogue inspired by a humanistic vision of education and development. This vision is grounded in principles of respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and shared responsibility for a sustainable future.

It proposes to consider education and knowledge as global common goods, in order to better reconcile the purpose and organisation of education as a collective societal endeavour in a complex world.

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Cairo/images/RethinkingEducation.pdf>

# Global Citizenship Education. Preparing learners for the 21st century.

UNESCO, 2014

GCE is a framing paradigm which encapsulates how education can develop knowledge, skills, values, attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. It recognises the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. It acknowledges the role of education in moving beyond the development of knowledge and cognitive skills, to build values, soft skills and attitudes among learners, which can facilitate international cooperation and promote social transformation.

A holistic approach to GCE deals with formal and informal approaches, curricular and extracurricular interventions, conventional and unconventional pathways to participations.

The publication describes ongoing tensions, explores enabling conditions for the promotion and implementation of GCE.

<http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>

# Education for All 2000 – 2015: Achievements and challenges

UNESCO, 2015

The report takes stock of the progress towards EFA goals:

Goal 1: Early childhood care and education. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2: Universal primary education. Ensuring that all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

Goal 3: Youth and adult skills. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

Goal 4: Adult literacy. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5: Gender equality. Eliminating disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.

Goal 6: Quality of education. Improving all aspects of the quality education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

For each goal, there is a report card 2000 -2015, with a global score, information on successes, efforts made, persistent challenges, and recommendations for post-2015.

Conclusions: The focus on universal primary enrolment meant less attention to other crucial areas. Not even the target of universal primary education was reached, and the most disadvantaged continue to be the last to benefit. But there have been achievements that should not be underestimated. In the end, the EFA movement can be characterized as a qualifies success, but the lesson is that, while technical solutions are important, political influence and tractation are more so, and are essential for realizing the reform.

<http://en.unesco.org/gem-report/report/2015/education-all-2000-2015-achievements-and-challenges#sthash.ws5iay8w.dpbs>