Main Policy Lines in Education and Training

(November 2014 – April 2015)

1. **UNESCO**
2. **Fixing the broken promise of education for all**

Findings from the Global Initiative on Out-of-School Children, UNICEF report, 19 January 2015

Despite the international community’s pledge that every child would complete primary school by 2015, about 121 million children and young adolescents are denied their right to education, according to this new report from the UNESCO Institute for Statistics and UNICEF. The report draws on studies from a diverse group of countries participating in the [Global Initiative on Out-of-School Children.](http://allinschool.org/) It serves as a roadmap to improve the data, research and policies needed to catalyse action for out-of-school children as the world embarks on a new development agenda for education.

[The full report](http://www.uis.unesco.org/Education/Documents/oosci-global-report-en.pdf) and the [Executive Summary](http://allinschool.org/wp-content/uploads/2015/01/OOSC-EXECUTIVE-Summary-report-EN.pdf)

1. **A guide for gender equality in teacher education. Policy and practices.**

February 2015

This guide has been conceived as a tool to introduce the gender perspective to all aspects of teacher education and training, notably policy and planning, administration and management, gender-responsive budgeting, curriculum development, pedagogy and instructional materials, support services, monitoring and evaluation. Gender equality in and through teacher education is the ultimate goal of this guide.

<http://unesdoc.unesco.org/images/0023/002316/231646e.pdf>

1. **ICT in primary education**

UNESCO IITE (Institute for Information Technologies in Education)

This 2014 ‘Analytical survey volume 2: Policy, Practices and Recommendations’ is a continuation of the first report of the IITE project ‘ICT in primary education’ launched in 2011. The goal of the project is to facilitate the policy dialogue and to build a foundation for effective primary education through ICT. The report describes a number of emerging technologies and new pedagogical methods; it presents examples of promising practices. In this second stage of the project, the set of sample schools was extended to 37 schools from 20 different countries.

[The report](http://iite.unesco.org/pics/publications/en/files/3214735.pdf)