Main policy lines of international organisations, relevant for education councils

June - September 2010

UNESCO

1. Concept paper on Marginalization

Tenth meeting of the Working Group on EFA (Education for All), Paris, December 2009

This paper explains concepts of marginalization and inclusive education. Recommendations are formulated in the field of

- Measuring and understanding marginalization (The new DME Data Set (Deprivation and Marginalization in Education)
- Policies and programmes to address educational marginalization and support inclusion (make education affordable; ensure that schools are accessible; develop inclusive learning environments)
- Holistic and multi-sectoral responses to level the playing field

http://www.unesco.org/education/EFAWG2009/session4/Ethiopia_casestudy.pdf

2. Concept paper on the Impact of the Economic and Financial Crisis on Education

Tenth meeting of the Working Group on EFA (Education for All), Paris, December 2009

Recommendations are formulated in the field of

- Social protection approaches to protect the most vulnerable populations
- Monitoring the impact of the crisis in the education sector
- Scaling-up financing and improving aid effectiveness to deliver in countries with the greatest need

http://unesdoc.unesco.org/images/0018/001886/188677e.pdf

3. Early Childhood and Family Policy Series

A series of reports were commissioned by UNESCO within the framework of the Caring and Learning Together: a study on the integration of Early Childhood Care and Education within Education. It aims by to generate a better understanding of the policy by looking at the experiences of five countries – Brazil, Jamaica, New Zealand, Slovenia and Sweden – and one municipality – Ghent in Belgium Flanders.
http://unesdoc.unesco.org/images/0018/001878/187818E.pdf

4. World Conference on Early Childhood Care and Education (WCECCE), 27-29 September 2010

Conference Concept Paper, June 2010, 'Building the Wealth of Nations'

The concept paper explains the goals and objectives of the conference. The benefits of Early Childhood Care and Education are summarized. The progress on ECCE provisions notwithstanding, critical challenges still persist.

Conference website: www.unesco.org/new/en/world-conferenc-on-ecce/

5. 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.
The report will be released later in 2010.
http://www.iea.nl/icces.html

6. Education for intercultural understanding.

Reorienting teacher education to address sustainable development: guidelines and tools.

Six principles emerged from the international documents to form the basis for education for intercultural understanding:

- Identity, language and cultural heritage
- Social justice, equity and human rights
- Valuing diversity and creativity
- Unity and solidarity in diversity
- Fostering tolerance, peace and social harmony
- Cultural inclusiveness and cultural appropriateness and sensitivity in education.

Another section attempts to outline what learners need to know in order to live together in a culturally diverse world, and the skills they need. Pedagogical approaches to Education for Intercultural Understanding are described; examples are provided of ways in which intercultural understanding may be integrated into subjects in the school curriculum.

http://unesdoc.unesco.org/images/0018/001890/189062e.pdf