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

State of affairs September – November 2010

### UNESCO

#### **1. World Conference on Early Childhood Care and Education (WCECCE),**

27-29 September 2010

During the conference, one plenary session was devoted to each of the following themes. Additional discussion around these themes is reflected in the special events and national and regional experiences that are also scheduled throughout the Conference programme.

Main Conference themes are:

- ECCE as development imperative
- Global state of the art in ECCE
- Policy, finance, legal and institutional frameworks for scaling up ECCE
- Quality and responsiveness of ECCE
- Exclusion and marginalisation in ECCE
- Monitoring and evaluation of ECCE at national and international levels

Conference website: [www.unesco.org/new/en/world-conferenc-on-ecce/](http://www.unesco.org/new/en/world-conferenc-on-ecce/)

#### **2. 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 reports (full international, regional reports and technical report together with the database) were released on 23 November 2010. The ICCS Encyclopedia will be published in 2011.

### **Key results of the study**

The study found large differences in pupils' levels of civic knowledge, both between and within countries.

- Pupils in European countries scored higher, on average, in civic knowledge than the international average. They also scored highly in knowledge of basic facts about the European Union, but there was greater variation in their in-depth knowledge about EU laws and policies. Pupils from Finland and Denmark were among those showing the strongest results overall in the civic education tests.
- Most pupils endorsed democratic values, gender equality, and equal rights for ethnic or racial groups and immigrants, as well as freedom of movement of citizens within Europe. Large majorities of pupils in Europe had a strong sense of European identity. Most pupils also expressed pride in the fact that their country was an EU member.
- In general, pupils were more interested in domestic political and social issues than in European or international politics.
- 75% of pupils in the EU reported that they could understand or communicate well in languages spoken in other European countries. Most also said that their schools provided opportunities to learn about other European countries, though few had participated in activities or groups directly related to European integration.

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

- The ICCS European Report "[Civic knowledge, attitudes, and engagement among lower-secondary students in 24 European countries](#)"
- The ICCS International Report: [Civic knowledge, attitudes, and engagement among lowersecondary school students in 38 countries](#)"
- More about the [ICCS 2009 \(International Civic and Citizenship Education Study\)](#)

### **3. Enhancing learning of children from diverse language background: Mother tongue-based bilingual or multilingual education in the early years.**

Basic Education Division

This report informs policy makers of existing research and practices in mother-tongue instruction in early childhood and early primary school years; and raises awareness of the value of maintaining the world's languages and cultures by promoting and resourcing mother tongue based education for young children.

Enhancing learning of children from diverse language background: Mother tongue-based bilingual or multilingual education in the early years.

<http://unesdoc.unesco.org/images/0018/001869/186961E.pdf>

### **4. Building a more sustainable World through education**

United Nations Decade of Education for Sustainable Development 2005-2014 (DESD)

The vision of DESD is to create a World in which everyone has the opportunity to benefit from education and to learn the values, behaviour and lifestyles required for a sustainable future. The IAC (Inter Agency Committee for DESD) brings together UN agencies (presently 17 in Total) that are committed in achieving the DESD goals.

<http://unesdoc.unesco.org/images/0018/001899/189977e.pdf>

### **5. 2010 UNESCO Science Report**

This report depicts a rapidly changing landscape. While investment in Research and Development is growing globally, emerging economies are clearly gaining strength in science and technology. The USA, Europe and Japan may still be leading the global research and development effort, they are increasingly challenged by emerging economies, especially China.

[http://www.unesco.org/science/psd/publications/sc\\_rp\\_10.shtml](http://www.unesco.org/science/psd/publications/sc_rp_10.shtml)

### **6. New projections on the global demand for teachers**

According to new UIS projections, 99 countries will need at least 1.9 million more teachers in classrooms by 2015 to provide quality primary education for all. The UIS releases new projections each year on World's Teachers Day (5 October) in order to help policy makers identify and evaluate the recruitment challenges and budgetary implications.

[http://www.uis.unesco.org/template/pdf/EducGeneral/Infosheet\\_No%205\\_Teachers\\_EN.pdf](http://www.uis.unesco.org/template/pdf/EducGeneral/Infosheet_No%205_Teachers_EN.pdf)