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Main policy lines in education and training June – October 2012

UNESCO

1. Institute for lifelong learning annual report

UNESCO Institute for Lifelong Learning, annual report 2011

The UNESCO Institute for Lifelong Learning (UIL) is one of the seven education institutes of UNESCO. It has played an important role in 2011 in assisting Member States in the promotion of lifelong learning policies and practices, with a special focus on adult and continuing education. UIL made significant strides in advancing literacy as a foundation for lifelong learning and in monitoring the implementation of the Belem Framework for Action, which provides concrete guidelines for strategic action in harnessing the potential of adult learning and education in building a viable future for all.

The report gives an overview of actions of the UIL , globally and per continent related to the four following objectives:

- Advancing ideas and cultivating perspectives
- Disseminating knowledge and promoting research
- Reinforcing capacities and developing tools
- Building partnerships and ensuring synergies

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2. UNESCO guidelines for the recognition, validation and accreditation of the outcomes of non-formal and informal learning

UNESCO Institute for Lifelong Learning, 2012

The demand for the recognition, validation and accreditation (RVA) of all forms of learning was expressed through the Belém Framework for Action adopted by 144 delegations of UNESCO Member States in December 2009. The RVA of non-formal and informal learning will be a key lever in making LLL a reality. It may help to integrate broader sections of the population into an open and flexible education and training system and to build inclusive societies.

The aim of the guidelines is to propose principles and mechanisms that can assist Member States in developing and/or improving structures and procedures to recognise the outcomes of all learning, particularly those of non-formal and informal learning.

These are the key areas of action at national level:

- Establishing RVA as a key component of a national LLL strategy
- Developing RVA systems that are accessible to all
- Making RVA integral to education and training systems
- Creating a coordinated national structure involving all stakeholders
- Building the capacities of RVA personnel
- Designing sustainable funding mechanism

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3. Shanghai consensus ‘Transforming TVET: Building skills for work and life’

Recommendations of the Third International Congress on Technical and Vocational Education and Training, Shanghai, May 2012

The congress recommends that governments and other TVET stakeholders in UNESCO’s Member States consider implementing the following actions in response to the challenges identified during the Congress

- Enhance relevance of TVET
- Expand access and improving quality and equity
- Adapt qualifications and develop pathways
- Strengthen governance and expand partnerships
- Improve the evidence base
- Increase investment in TVET and diversify financing
- Advocate for TVET

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4. Interactive eAtlases

UIS, June 2012

The UNESCO Institute for Statistics (UIS) has launched a new series of interactive eAtlases providing users with data and indicators on critical policy issues in the fields of education, science and technology.

The following eAtlases are now available for consultation:

- UNESCO eAtlas of Research and Experimental Development. It also includes historical data to track trends over time and measure the impact of policies. Many indicators are disaggregated by sex to better evaluate the role of women in science.
- UNESCO eAtlas of Gender Equality in Education is a companion to the [print edition](#) of the World Atlas of Gender Equality in Education released earlier this year.
- UNESCO eAtlas of Out-of-School Children. Indicators are disaggregated by sex to better evaluate educational inequalities faced by girls and boys.

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5. Mobile learning

The UNESCO series on Mobile Learning seeks to better understand how mobile technologies can be used to improve educational access, equity and quality around the world.

5.1 Mobile learning for teachers in Europe

UNESCO working paper, Exploring the potential of mobile technologies to support teachers and improve practice.

The proliferation of mobile devices in Europe represents an opportunity to explore the potential of mobile learning – learning facilitated by mobile technologies – to enhance education. This paper identifies and describes the major mobile learning initiatives that use mobile phones (in combination with other technologies) to support teachers and improve teaching practices in Europe. The initiatives were selected to demonstrate the wide range of current activity (local and small-scale as well as larger projects) in mobile learning throughout Europe. The paper contains a presentation of the initiatives as well as a comparative analysis and a concluding chapter with success factors and barriers.

[Read more](#)

5.2 Mobile learning for teachers. Global themes

UNESCO working paper

The paper is situated in the context of the global teacher crisis: the world needs to accomplish two very difficult tasks simultaneously in order to seriously address the global teacher crisis: it must raise both the quantity and the quality of the

global teacher workforce. Mobile technology can help move countries closer to both of these goals, improving educational efficiency.

Key findings:

- Mobile technology can expand educational access
- Mobile technology can support instruction, administration and professional development
- Teachers are crucial to mobile learning efforts
- Mobile learning provides an opportunity to promote student safety online and elsewhere
- Educational content, software platforms and pedagogical models need improvement

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6. Education for sustainable development (ESD) sourcebook

UNESCO Education Sector, 2012

The purpose of this publication is to describe ways in which education for sustainable development can be integrated into primary and secondary schooling. The target audiences are primary and secondary teachers and teacher educators and mid-level decision makers.

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