



United Nations
Educational, Scientific and
Cultural Organization

UNESCO and EDUCATION

“Everyone has the right to education”



UNESCO and
EDUCATION

Published in November 2011 by the United Nations Educational,
Scientific and Cultural Organization
7, place de Fontenoy, 75352 Paris 07 SP, France

© UNESCO 2011
All rights reserved

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

Designed and printed by UNESCO
Printed in France on FSC certified paper

Photo cover:

© UNESCO/Ministerio de Educación. School children in Florida (Valle), in Colombia, 2011.

ED-2011/WS/30 – CLD 3539.11

Contents

Foreword	5
Education worldwide	6
UNESCO's education mission	7
International targets	9
Africa and gender: two priorities	11
Literacy, teachers and work skills	13
Strengthening education systems	16
Planning and managing education	20
Leading the international agenda	22
Networking and sharing knowledge	24

CHANGING
EVERY WOMAN, MAN AND CHILD
GENDER
MILLENNIUM DEVELOPMENT GOALS
LITERACY
CHILDREN
SYSTEMS
FULLER SOCIAL
PARTNERS
STAKEHOLDERS
POLITICAL
GUIDANCE
EFFORTS
EXCLUDED GROUPS
WORLDWIDE LIFELONG LEARNING
SUB-SAHARAN AFRICA
TEACHERS
EDUCATION
TO REACH MARGINALIZED
SKILLS
ADULT LITERACY
HEALTH
POLITICAL PARTICIPATION
POLICY-MAKERS
PRIMARY TO SECONDARY EDUCATION
QUALITY
MOVEMENT
INCLUSIVE
EARLY CHILDHOOD CARE AND EDUCATION
ALL DEVELOPMENT
GOALS MISSION
GLOBAL
BUILD

Foreword

A quality education throughout life is the birthright of every woman, man and child. In turn, education, particularly that of girls and women, aids progress across all development goals.

Since the adoption of the Education for All and Millennium Development Goals in 2000, remarkable progress has been made in education worldwide, and much of it in some of the world's poorest countries. Millions more children are in school, making the move from primary to secondary education, and gender disparities in primary and secondary school enrolments are narrowing.

However, the slowing of primary enrolments globally coupled with high dropout rates and a critical shortage of teachers – especially in sub-Saharan Africa – means much work remains to be done to protect and build upon those gains. The aftermath of the global economic crisis threatens to further erode the education advances made in the past decade.

Against this backdrop, increasing access to education requires strong political will and a corresponding improvement in quality, along with a workforce of well-trained and motivated teachers and targeted actions to reach marginalized and excluded groups.



UNESCO's mandate covers all facets of education. The Organization offers guidance and expertise to policy-makers and other stakeholders, and helps countries to plan, build and rebuild education systems that are responsive to a rapidly changing world. In particular, UNESCO leads the global Education for All movement, and promotes

a holistic and inclusive vision of lifelong learning that includes early childhood care and education, primary, secondary and higher education, youth and adult skills, adult literacy, gender parity and quality education.

In collaboration with its many partners, UNESCO is intensifying efforts to pursue this valuable mission to make quality education a reality for all, so that each and every one of us has the chance to realize our full potential and enjoy better health, improved living standards, and fuller social and political participation in society.

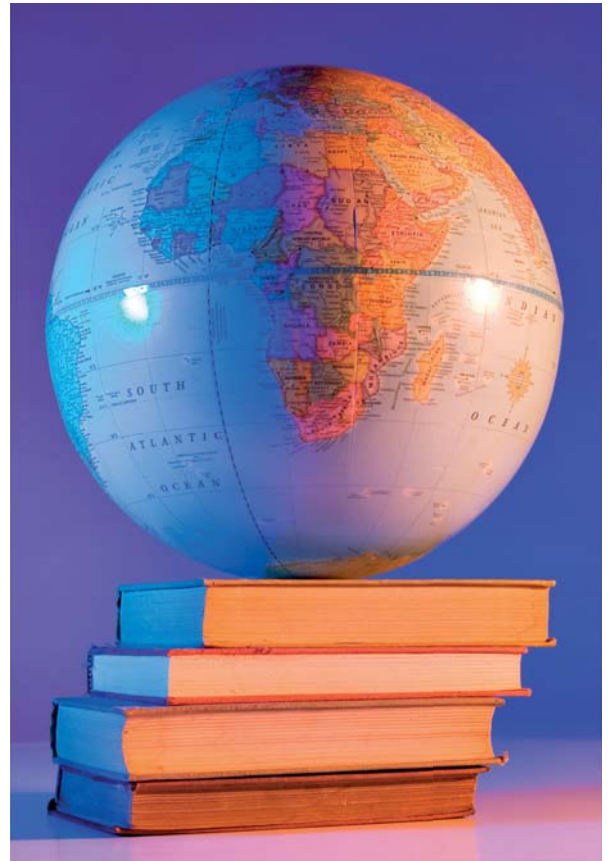
A handwritten signature in black ink, appearing to read 'Qian Tang'.

Qian Tang, Ph.D.
Assistant Director-General
for Education

Education worldwide

Worldwide, more people than ever before are benefiting from an education. Over 1.5 billion children and youth are enrolled in kindergartens, primary and secondary schools and universities. From 1999 to 2008, an additional 52 million children enrolled in primary school. The number of children out of school was more than halved in South and West Asia, and in sub-Saharan Africa enrolment ratios rose by almost one-third. Access to education is steadily expanding; across developing countries, enrolment in higher education has risen sharply, and innovative literacy and adult education programmes are transforming the lives of the disadvantaged.

But a number of obstacles, including poverty, still keep 67 million children of primary-school age out of school, 53 per cent of whom are girls and almost 43 per cent of whom are in sub-Saharan Africa. Enrolment rates are slowing and being eroded by dropout, particularly in countries affected by armed conflict where over 40 per cent of out-of-school children live. Gender disparities continue to hamper progress in education. Around 17 per cent of the world's adults – 793 million people, of whom two-thirds are women – still lack basic literacy skills. Millions struggle to learn in overcrowded classrooms, without textbooks or qualified teachers. An additional 2 million teachers will need to be recruited by 2015 to achieve universal primary education, more than half of them in sub-Saharan Africa.



UNESCO leads the global Education for All movement.

UNESCO's education mission

Since its creation in 1945, UNESCO's mission has been to contribute to the building of peace, poverty eradication, lasting development and intercultural dialogue, with education as one of its principal activities to achieve this aim. The Organization's other fields of action include the natural sciences, the social and human sciences, culture, and communication and information.

Today, UNESCO is committed to a holistic and humanistic vision of quality education worldwide, the realization of everyone's right to education, and the belief that education plays a fundamental role in human, social and economic development.

Setting standards

UNESCO's commitment to the right to education is enshrined in three key standard-setting documents.

Signed in 1948 in the aftermath of the Second World War, the Universal Declaration of Human Rights (Article 26) proclaims that: "Everyone has the right to education".

In 1960, the Convention against Discrimination in Education, adopted by the General Conference of UNESCO, stated that the Organization "...has the duty not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education". It was, and remains, the first international instrument with binding force in international law that develops the right to education in all its dimensions.

In 1989, the Convention on the Rights of the Child, in Articles 28 and 29, stipulated that primary education should be "compulsory and available free to all", and that it should allow children to reach their fullest potential.

Educational objectives

- ▶ supporting the achievement of Education for All (EFA)
- ▶ providing global and regional leadership in education
- ▶ building effective education systems worldwide from early childhood to the adult years
- ▶ responding to contemporary global challenges through education

How UNESCO works to meet these objectives

UNESCO is the only United Nations agency with a mandate to cover all aspects of education. Its work encompasses educational development from pre-school through primary, secondary and higher education, including technical and vocational education and training, non-formal education and adult learning. The Organization focuses on increasing equity and access, improving quality, and ensuring that education develops knowledge and skills in areas such as sustainable development, HIV and AIDS, human rights and gender equality. UNESCO works with governments, National Commissions for UNESCO and a wide range of other partners to make education systems more effective through policy change. It coordinates the Education for All movement, tracks education trends and raises the profile of educational needs on global development agendas. UNESCO is also an active and committed partner in UN reform, which aims to improve coordination, efficiency and delivery.

Promoting the right to education

The universal right to education proclaimed by the Universal Declaration of Human Rights (Article 26) is at the very heart of UNESCO's mission and is an integral part of its constitutional mandate. UNESCO's Constitution expresses the belief of its founders in: "full and equal opportunities for education for all [...] to advance the ideal of equality of educational opportunity [...]."



In a primary school in Adwa, Ethiopia.

UNESCO's Education Sector has five main functions:

- ▶ **Laboratory of ideas:** anticipating and responding to emerging trends and needs in education, and developing education policies based on research and country priorities.
- ▶ **Standard-setter:** developing standards, norms and guidelines in key education areas, and monitoring the implementation of relevant legal and normative instruments.
- ▶ **Clearinghouse:** promoting the development, implementation and dissemination of successful educational policies and practices.
- ▶ **Capacity-builder:** providing technical cooperation to develop the capacity of Member States to achieve their national education goals.
- ▶ **Catalyst** for international cooperation: initiating and promoting dialogue and exchange among education leaders and stakeholders.

Four ways UNESCO supports the right to education

- **Monitoring the implementation of the international normative instruments in this field**
- **Building and strengthening capacities and mechanisms and reporting**
- **Assisting Member States in reviewing and developing their national legal frameworks**
- **Mobilizing, developing and fostering global partnerships to raise awareness on key issues relating to the implementation of international normative instruments on the right to education**

International targets

In the year 2000, the international community signed up to the Education for All and Millennium Development Goals. Currently the two most influential frameworks in the field of education, they are an ambitious roadmap for the global community to follow, offering a long-term vision of reduced poverty and hunger, better health and education, sustainable lifestyles, strong partnerships and shared commitments.

Education for All (EFA)

The EFA movement is a global commitment led by UNESCO to provide quality basic education for all children, youth and adults. It began at the World Conference on Education for All (Jomtien, Thailand, 1990), which stressed education as a human right and outlined a holistic vision of lifelong learning. Ten years later, at the World Education Forum (Dakar, 2000), 164 governments pledged to achieve EFA and identified six goals with wide-ranging targets to be met by 2015.

The five multilateral institutions that organized the World Conference for Education for All remain the key international stakeholders in the EFA movement: United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Development Programme (UNDP), United Nations Population Fund (UNFPA), United Nations Children's Fund (UNICEF) and the World Bank.

As lead agency of the EFA movement, UNESCO focuses its activities on five key areas: policy dialogue, monitoring, advocacy, mobilization of funding and capacity development.



Education for All

The six Education for All Goals

- Goal 1. Expand early childhood care and education**
- Goal 2. Provide free and compulsory primary education for all**
- Goal 3. Promote learning and life skills for young people and adults**
- Goal 4. Increase adult literacy**
- Goal 5. Achieve gender parity**
- Goal 6. Improve the quality of education**

Millennium Development Goals

Also adopted in 2000, the eight Millennium Development Goals (MDGs) aim to halve poverty by 2015. Although MDGs 2 and 3 focus on achieving universal primary schooling, empowering women and eliminating gender disparities at the primary and secondary levels, education drives the achievement of all the MDGs. This is because it equips people with the knowledge and skills to break the cycle of poverty and shape their future life chances.

The eight Millennium Development Goals

-  **Goal 1. Eradicate extreme poverty and hunger**
-  **Goal 2. Achieve universal primary education**
-  **Goal 3. Promote gender equality and empower women**
-  **Goal 4. Reduce child mortality rate**
-  **Goal 5. Improve maternal health**
-  **Goal 6. Combat HIV/AIDS, malaria and other diseases**
-  **Goal 7. Ensure environmental sustainability**
-  **Goal 8. Develop a global partnership for development**

Three key UN initiatives

UNESCO currently leads three major initiatives within the UN family.



The **UN Literacy Decade** (2003–2012) aims to create a greater impetus for literacy, with stronger political commitment, improved programmes for youth and adults, and additional funding, in order to reduce the number of illiterate people.



The **UN Decade of Education for Sustainable Development** (2005–2014) encourages governments to incorporate the principles, values and practices of sustainable development into teaching and learning, so as to address social, economic, cultural and environmental challenges.

EDUCAIDS Launched in 2004, the **UNAIDS Global Initiative on Education and HIV and AIDS** (EDUCAIDS) works with more than 80 countries to promote, develop and support comprehensive educational responses to the pandemic.

Africa and gender: two priorities

Africa

Africa is a top priority for UNESCO and education is key to the region's development. The past decade has seen marked advances towards EFA in sub-Saharan Africa. Indeed, the region has increased primary net enrolment ratios by almost one-third, despite a large rise in the school-age population. Gender gaps have narrowed at the primary level, more children are moving from primary school to secondary education and real expenditure on education has increased by more than six per cent each year.

But major challenges remain. Sub-Saharan Africa is unlikely to reach the EFA literacy target set for 2015. It is home to almost 43 per cent of the world's out-of-school children, levels of learning achievement are low and gender disparities are still considerable. It also has the largest share of the world's population infected with HIV, with 90 per cent of the world's two million children living with the virus in sub-Saharan Africa. UNESCO works with the African Union, which has defined development goals for the region through the New Partnership for Africa's Development and the Second Decade of Education for Africa (2006-2015). UNESCO supports the Decade through its core initiatives in support of EFA as well as through sector analyses, national education support strategies, monitoring and evaluation.

The importance of quality



Democratic Republic of the Congo:
A prizewinning UNESCO literacy
project, Collectif Alpha UJUVI.

The Basic Education in Africa Programme supports the holistic and comprehensive reform of basic education and an uninterrupted nine to ten years of quality basic education, including early childhood care and education (ECCE).

The Pôle de Dakar supports African countries with sectoral diagnoses, development of educational strategies, implementation of educational policies, and facilitating external technical and financial support. It conducts studies and syntheses, and carries out training in partnership with other institutions, with a view to strengthening the skills of national education officers.

Gender

“Girls’ secondary schooling carries a cascade of lifetime benefits: higher incomes, higher agricultural productivity, lower child and maternal mortality, lower fertility, delayed age of marriage, better prevention against HIV and AIDS. This is the right moment for empowering young women.”

Irina Bokova, Director-General of UNESCO

Gender inequality is still an obstacle to Education for All. Two out of three countries in the world face gender disparities in primary and secondary education, and as many as half will not achieve the goal of gender parity in education by 2015, according to the 2010 *Global Education Digest* – the flagship publication of the UNESCO Institute for Statistics.

The Organization has developed a set of gender mainstreaming training tools to build gender equality considerations into policies and programmes and sensitize educators. Within the UNAIDS family, HIV prevention education has a strong gender dimension: the Organization’s Gender and HIV and AIDS series seeks to bolster the self-confidence of girls – and boys – in tackling issues of reproductive health. Education to counter discrimination and promote human rights also engages with the issue of gender-based violence.

In 2010, UNESCO was a signatory to the UN Joint Statement on Accelerating Efforts to Advance the Rights of Adolescent Girls, an expression of commitment to empower the millions of young individuals to hold the keys to a better future.



West Bengal, India: The gender gap in secondary school enrolments is narrowing in many countries.

Better Life, Better Future

UNESCO’s new global partnership for girls’ and women’s education seeks to address the distinctive barriers both face in accessing learning, and in particular secondary education and adult literacy. The partnership will scale up global advocacy for girls’ and women’s education and introduce programmes aimed at stemming the drop-out rate of adolescent girls in the transition from primary to secondary education and in lower secondary schools, and focus on scaling up women’s literacy programmes through stronger advocacy and partnerships, including with the private sector.

Literacy, teachers and work skills

Literacy

Literacy is a fundamental right and the foundation for lifelong learning. It imparts knowledge, skills and the self-confidence to transform lives, leading to better health and income as well as fuller participation in the community.

UNESCO helps Member States to increase their literacy rates by motivating governments and civil society to focus on literacy, formulate solid policies and develop capacities to deliver good quality multilingual programmes.

Its major initiatives are the United Nations Literacy Decade (2003-2012) and the Literacy Initiative for Empowerment (LIFE, 2006-2015) a ten-year global initiative to accelerate literacy in the 35 countries with the biggest literacy challenges.

The UNESCO Institute for Lifelong Learning (UIL, Hamburg, Germany) is an international research, training, information and publishing centre for literacy, adult education and non-formal education. Its documentation centre holds more than 60,000 items, including a unique collection of literacy materials from 120 countries in more than 160 languages. By linking advocacy, networking, educational research, policy and practice, UIL works to improve the environment and quality of lifelong learning for all worldwide.

The Literacy Assessment and Monitoring Programme (LAMP), developed by the UNESCO Institute for Statistics (UIS, Montreal, Canada) is a tool to help Member States measure levels of literacy achievement.

UNESCO International Literacy Prizes

Each year on 8 September, UNESCO celebrates International Literacy Day and awards prizes in recognition of excellence and innovation in promoting literacy throughout the world. The UNESCO King Sejong Literacy Prize is sponsored by the government of the Republic of Korea and the UNESCO Confucius Prize for Literacy is sponsored by the government of the People's Republic of China. Themes include women's empowerment (2010) and literacy for peace (2011).



Venezuela: Participating in the successful national literacy programme.

Literacy begins at home

The Females for Families programme in Egypt, winner of the 2010 UNESCO Confucius Prize for Literacy, took 120 girls from the remote Egyptian town of Abu-Ashur and gave them six months' training as community leaders. Many families in the town live on less than US\$60 a month and suffer from inadequate health and education services. The girls established family-based literacy classes and imparted information on health, hygiene and family planning; trained people in cooking, crafts and agriculture; accompanied them on medical appointments, encouraged drop-outs to return to school and helped secure small loans. In addition, the town was given a permanent resource centre staffed with a doctor, a vet, an education specialist, a loan officer and other professionals. In raising literacy levels, the girls also helped remove prejudices about women in public life.

Teachers

Teachers help to empower people, build peace and develop societies, yet many suffer from poor status, wages and working conditions, and carry out their vital work in deprived and dangerous settings. Without sufficient numbers of qualified teachers – men and women – the EFA and MDG targets will be hard to meet.

The current teacher shortage is acute. The number of teaching staff has simply not kept pace with the unprecedented surge in primary school enrolment since 2000. Globally, a total of 99 countries will need at least 2 million more teachers in classrooms by 2015 to provide quality primary education. More than half of these new teachers are needed in sub-Saharan Africa.

There are also important qualitative challenges to face such as the training, deployment and motivation of teachers.

UNESCO provides global leadership on teachers and their status, recruitment, training and professional development, based on the UNESCO/ILO Recommendation concerning the Status of Teachers (1966), which is applied in parallel with the

Recommendation concerning the Status of Higher Education Teaching Personnel (1997).

Policies and guidelines

UNESCO helps countries to develop comprehensive teacher policies, with attention to training, status, working conditions and accreditation. In Latin America and the Caribbean, it has produced studies on key areas such as teacher evaluation, innovative pre-service teacher training programmes, health and working conditions. In the Asia-Pacific region, the Organization has taken the lead in the use of information and communication technologies, both for teachers' professional development and to support classroom teaching. UNESCO's International Bureau of Education (IBE, Geneva, Switzerland) develops teacher guidelines for curriculum change with teams from Ministries of Education in various countries, while the UNESCO International Institute for Educational Planning (IIEP, Paris, France) has reviewed teacher management practices and highlighted successful strategies in countries greatly affected by HIV and AIDS.



Teaching and learning Arabic in a primary school near Rabat, Morocco.

Training

The Teacher Training Initiative for Sub-Saharan Africa (TTISSA) aims to improve national teacher policy and strengthen teacher education in the region. UNESCO's International Institute for Capacity Building in Africa (IICBA, Addis Ababa, Ethiopia) assists Member States in Africa with open and distance learning and face-to-face

training of trainers. At the international level, the Task Force on Teachers for EFA, a global alliance of partners, coordinates and reinforces global efforts to close the teacher gap for the achievement of all EFA goals.

World Teachers' Day

World Teachers' Day, held annually on 5 October since 1994, commemorates the anniversary of the signing in 1966 of the UNESCO/ILO Recommendation concerning the Status of Teachers. It is an occasion to pay tribute to the vital role of teachers and to advocate for improvements in their status and working conditions.

Work skills

Technical and vocational education and training (TVET) plays an essential role in helping reduce poverty and promote growth as well as in ensuring the social and economic inclusion of marginalized communities.

In an era of global economic integration and rapidly evolving technologies, training for the world of work has never been more important. However, many governments are not giving sufficient priority to the basic skills and learning needs of youth and adults. Quality TVET programmes are urgently needed to bridge the gap between school and work.

A strategy to support TVET in Member States

In cooperation with a range of partners, UNESCO has established a strategy to support TVET in Member States from 2010 to 2015. The strategy focuses on three core areas:

- providing upstream policy advice and related capacity development
- conceptual clarification of skills development and improvement of monitoring of TVET
- acting as a clearinghouse and informing the global TVET debate

Focus on relevance

UNESCO promotes TVET and skills for work as part of lifelong learning, concentrating on secondary and post-secondary training in formal and non-formal settings. It helps Member States to develop long-

term strategies and solutions based on inclusive and rights-based approaches. To counter the perception of TVET courses as a safety net for failing or poor students, UNESCO works to improve their quality, status and employment value, making sure they are relevant to social and economic needs.

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (Bonn, Germany) helps Member States strengthen and upgrade their TVET systems. The UNEVOC network consists of 282 specialized institutions, known as UNEVOC Centres, in 167 UNESCO Member States. It includes government ministries, research facilities, planning and training institutions.

An Interagency Group on TVET was established in 2009 on the initiative of UNESCO. Its members include ILO, OECD, the World Bank, the European Training Foundation, the European Commission and the Asian Development Bank. The objective of the group is to share knowledge on TVET issues and to promote cooperation at global and country levels. A specific working group on indicators, also involving the UNESCO Institute for Statistics, was established to develop TVET indicators for policy monitoring and evaluation.

The Inter-Agency Task Team (IATT) for the revitalization of TVET in the Economic Community of West African States (ECOWAS) was established in August 2009. Through the IATT, UNESCO is creating partnerships with agencies including UNDP, ILO and the Association for the Development of Education in Africa (ADEA), to support the development of skills for youth employment.

Five countries, five years to improve job skills in Southern Africa

A five-year project to revitalize TVET, which began in autumn 2011, targets five Southern African countries: Botswana, Democratic Republic of the Congo, Malawi, Namibia and Zambia. The project is based on comprehensive research carried out on the status of TVET in countries in the Southern African Development Community, as part of a UNESCO capacity-building initiative funded by the Government of the Republic of Korea.

Strengthening education systems

As the lead agency for Education for All, UNESCO's top priority is to speed up access to quality learning. The Organization helps countries to develop inclusive, holistic and balanced education systems from early childhood to the adult years.

Early childhood care and education

Early childhood care and education (ECCE) programmes prepare children for school, mitigate the effects of household deprivation, break the cycle of educational disadvantage between parents and children, and strengthen prospects for economic growth.

UNESCO advocates for holistic ECCE programmes that include health, nutrition and security. The multi-faceted nature of ECCE presents the challenge of coordinating policy development and implementation across different sectors (education, social affairs and health). Following the first World Conference on ECCE held in Moscow in 2010, UNESCO is leading an interagency project to develop a Holistic Early Childhood Development Index, with UNICEF as a major partner.

Primary and secondary education

Because of the increase in primary school enrolments, many countries have broadened the concept of basic education to include lower secondary education.

For low-income countries, secondary education for all is a difficult target to achieve.

Most high-income countries are close to universal secondary education, with a large share of the population progressing to the tertiary level, but marginalized groups still struggle and face further discrimination in the job market. Through second-chance programmes, young people who failed to complete primary education can acquire the skills and knowledge needed to expand their livelihood choices.

To ensure quality and relevance are maintained during rapid expansion, UNESCO's Secondary Education Regional Information Base contains policy-relevant data on secondary education in the Asia region to help education practitioners in developing policies and reforms.

Higher education

Demand for higher education has risen sharply, with the number of tertiary students increasing six-fold in the last 40 years. Internationally mobile students are expected to multiply by about 12 per cent annually. Rapid globalization has led to a diversification of providers, creating the need for reinforced accreditation and quality assurance systems.

As the only UN agency with a mandate for higher education, UNESCO helps Member States and their institutions widen access to quality higher education through diverse modes of provision adapted to local development needs. Initiatives to inform policy include Global Fora on essential issues such as university

rankings (2011), graduate employability (2012) and diversified provision and financing of higher education (2013). Normative instruments are in place to support international mobility of students and graduates. UNESCO is in the process of revising the Regional Conventions on recognition of higher education qualifications as well as exploring possibilities to establish a Global Convention for all Member States. Further activities promote quality assurance in higher education, support institutions and states, reduce brain drain, and enhance inter-institutional cooperation and networking through the UNESCO Chairs and UNITWIN programmes.

Reconstructing education after disaster and conflict

A significant proportion of the 67 million children out of primary school worldwide live in countries affected by war and natural disasters. Achieving EFA requires ensuring learning opportunities for these children. It is increasingly recognized that education must be a major part of any humanitarian response. Conflict and disaster-affected communities themselves prioritize education, often even before more immediate material needs. Education restores routine and gives people hope for the future. It can also serve as a channel both for meeting other basic humanitarian needs, and for communicating vital messages that promote safety and well-being. Rebuilding education systems is an essential element in restoring peace and laying the ground for long-term sustainable development. The Inter-agency Network for Education in Emergencies (INEE) is an open global network of practitioners and policy-makers working together to ensure quality education in emergency situations. It brings together UN agencies and NGOs and places education firmly on the agenda as part of the initial response to an emergency.



Debris, including classwork, Port-au-Prince, Haiti, where the January 2010 earthquake destroyed over a thousand schools.

Back to school after the Haiti earthquake

Immediately after the Haiti earthquake in 2010, UNESCO opened up its premises to host the Minister of Education and his cabinet, whose buildings were destroyed, and helped carry out a damage and needs assessment of education institutions. With close to 90 per cent of schools in the country's West Department damaged or destroyed, and more than 450,000 children displaced, an urgent priority was to open temporary schools and provide learning materials. By the time schools reopened, an emergency curriculum had been developed and disseminated with UNESCO's support. To equip educators with the skills to recognize trauma and alleviate stress-related symptoms, UNESCO with its partners trained over 3,000 secondary school teachers and other educational personnel on learner-centred psycho-social support. A nationwide census of all TVET centres was launched, and the first five centres are now being reconstructed and equipped. Another UNESCO initiative, "Un livre pour un enfant d'Haiti" (A book for a child in Haiti), launched in collaboration with NGO *Bibliothèques sans frontières* (Libraries without Borders), collected 6,000 books which were circulated in 12 camps and 22 schools.

Education and disaster risk reduction

Climate change, including a rise in extreme weather events, is contributing to a reduction in communities' coping capacities. A growing global population, particularly in urban areas with poor infrastructure and lack of emergency procedures, compounds these risks, increasing the number of people vulnerable to hazards. Disaster risk reduction (DRR) aims to build society's resilience and ability to cope. Education has a central role to play in equipping people with life-saving and environmentally sustainable knowledge and skills. Both in the immediate aftermath of disasters and before, UNESCO supports Member States to integrate DRR into their education sectors.



A half-finished classroom in the Mugosi Primary School near Kahe refugee camp, Democratic Republic of the Congo.

UNRWA – Educating against the odds

With its 19,000 teachers and educators, the UN Relief and Works Agency for Palestine Refugees (UNRWA) is one of the largest school systems in the Middle East. UNRWA and UNESCO collaborate with four ministries in providing basic education and training for half a million Palestinian refugee children in Jordan, Lebanon, the West Bank, Gaza and Syria. Following four different national curricula is one of UNRWA's main challenges. UNRWA teachers and students work in extremely challenging circumstances, with 70 per cent of UNRWA schools operating on double shifts, many in unsuitable buildings.

HIV and AIDS

With an estimated 6,800 people newly infected with HIV every day, prevention education must be at the forefront of any response to the epidemic. School-based HIV education offers a very cost-effective approach to prevention, as the right message can reach large numbers of young people from diverse backgrounds.

Sexuality education is key to HIV prevention

A seminal study undertaken by UNESCO into the cost-effectiveness of sexuality education programmes provides a solid economic basis for the argument that such programmes play a key role in HIV prevention amongst young people. The study provides the data and analysis necessary to make a stronger and better informed case for investing in school-based sexuality education programmes, particularly in those countries most affected by the epidemic.

The UNAIDS Global Initiative on Education and HIV and AIDS (EDUCAIDS) helps countries to respond to the epidemic by giving particular attention to children and youth, especially the most vulnerable, within a sector-wide approach.

This work is reinforced by UNESCO's efforts to support HIV prevention through sexuality education, based on the *International Technical Guidance on Sexuality Education* published in 2009 in partnership with UNAIDS, UNFPA, UNICEF and WHO.

The UNAIDS Inter-Agency Task Team (IATT) on Education was created in 2002 to support faster and better education sector responses to HIV and AIDS. Convened by UNESCO, the IATT promotes education as an essential element for the prevention of HIV and the mitigation of the impact of AIDS.



Pakistan: Mobile learning, or m-learning, is taking off among the newly literate. UNESCO's Mobile Phone Literacy project aims to empower women and girls.

Information and communication technologies in education

UNESCO works towards the inclusion of all learners, through the reinforcing of quality education and training and lifelong learning through the integration of locally-relevant information and communication technologies (ICT) into teaching and learning. This includes, in particular, open access modalities, communities of practice, global digital libraries and resource centres, and digital learning tools.

The integration of ICT in education policies, the use of mobile technologies for learning and ICT as a tool for literacy, with particular attention to women, are some of the topics that currently form part of UNESCO's education programme. The Organization collaborates with partners such as the Commonwealth of Learning to expand understanding of Open Educational Resources and promote their wider use.

Monitoring learning achievement

Gains made in access to education cannot be sustained without a parallel improvement in quality. International learning assessments reveal marked global and national disparities in learning achievement. UNESCO works with a range of partners to improve capacity to assess and monitor quality and learning achievement. The Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) involves 15 ministries of education and produces cross-national studies on the quality of education and schooling. The Latin American Laboratory for Assessment of the Quality of Education (LLECE) aims to assess the quality of education and factors associated with students' experiences and development. UNESCO Beirut, in collaboration with the Australian Council for Educational Research, is developing an Arab States initiative to help monitor learning achievement and strengthen national education systems, while UNESCO's International Bureau of Education (IBE) supports countries in the development of quality curricula for EFA.

Planning and managing education

To generate sustainable, large-scale improvements in education systems, governments must be able to plan for and manage school enrolments, assign teachers to areas where they are most needed, promote the use of relevant, up-to-date curricula and materials, and facilitate pathways between the different levels and settings of education. Improving their capacity to do all this will ensure that education systems respond to the real needs of societies.

Policy and planning

UNESCO helps national decision-makers to develop and carry out solid and relevant education policies and strategies. This support can come in various forms: technical assistance with the design of education sector development plans; the use of simulation models or information systems; review of education policies; assessment of national planning and management and development of capacity development plans; reinforcement of capacities; contribution to sector dialogue at country level; and the mobilization of donors to support national educational priorities. UNESCO's International Institute for Educational Planning plays a key role in reinforcing capacities in educational planning and management.

Partnerships are essential. UNESCO collaborates with the Global Partnership for Education (formerly the Education for All Fast Track Initiative) to support countries facing acute challenges to achieve the EFA goals, including post-conflict and post-disaster countries.

Financing education

The aftershocks of the 2008 global financial crisis threaten to deprive millions of children of an education in the world's poorest countries. It is estimated that donors will have to bridge a financing gap of US\$16 billion a year to meet the goal of universal primary education by 2015. Governments are coping with the crisis in different ways, from countercyclical measures to social safety net schemes, but many countries risk falling behind target.

Innovative financing

UNESCO is a member of the Task Force on Innovative Financing for Education, which explores new and creative ways of financing development and meeting international objectives.

In addition to multi-stakeholder partnerships, the idea of a levy – for instance, of 0.005 per cent – on transactions between four major currencies could be explored. This could raise US\$30 billion a year. Education bonds in local currency could also be considered in order to better guarantee the financing of education sector projects. A venture fund for investment in innovative education is another idea being investigated.



The Global Partnership for Education, of which UNESCO is a member, provides an international, multilateral framework for cooperation in education.

New donors

The influence of middle-income and developing countries as South-South Cooperation (SSC) partners and funders of development assistance has grown, along with that of the private sector, as a key factor in reducing poverty. New support includes foreign direct investment, donations from philanthropists, foundations, corporations and non-governmental organizations, and aid from new donors such as China, India and the Gulf States.

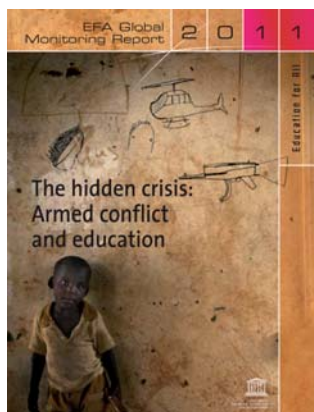
Targeted support

UNESCO has provided targeted support to countries considered among those least likely to achieve EFA. In the 2010-2011 biennium, 20 priority countries were thus given special support in the areas of literacy, teachers, TVET or sector-wide policy and planning, in order to speed up progress towards EFA. These countries are Afghanistan, Angola, Bangladesh, Burundi, Cambodia, Chad, Democratic Republic of the Congo, East Timor, Ethiopia, Guinea, Haiti, Lao People's Democratic Republic, Lesotho, Madagascar, Malawi, Mali, Mauritania, Rwanda, Togo, and Yemen.

UNESCO is targeting some 15-20 additional countries in the 2012-2013 biennium, while continuing to support the 20 initial priority countries through extrabudgetary resources.

Leading the international agenda

The EFA Global Monitoring Report



The annual *EFA Global Monitoring Report* (GMR) is the world's foremost publication on progress towards education for all. It is the work of an independent team of researchers, and produced and published by UNESCO.

Serving as a unique policy tool for decision-makers, the Report aims to inform, influence and sustain commitment towards EFA, and to urge governments and donors to rise to the challenge of meeting education goals. Each year, it focuses on a specific theme of particular relevance, for example education and armed conflict (2011) or skills development (2012). The Report is funded jointly by UNESCO and multilateral and bilateral agencies, and benefits from the expertise of an international advisory board.

EFA global partnerships

The success of the EFA movement lies in its wide-ranging partnerships, which bring together key stakeholders in national governments, international and regional aid agencies, civil society, the private sector and

non-governmental organizations. The five multilateral institutions that organized the World Conference on Education for All in 1990 remain the key international stakeholders in the EFA movement: UNESCO, UNDP, UNFPA, UNICEF and the World Bank.

Capacity building for EFA

UNESCO's Capacity Development for EFA programme (CapEFA) helps countries improve the effectiveness of their education systems using pooled funding from Denmark, Finland, Italy, Norway, Sweden and Switzerland. The Programme is providing extra-budgetary support to the Education Sector's 20 target countries for education (see box p. 21).

CapEFA works alongside national counterparts to assess their existing strengths, identify the priority areas for action and design strategies for reinforcing essential capacities.

UNESCO's Member States identify country and regional priorities for the programme themselves, with the thematic focus being in line with UNESCO's education priorities.

Education for global citizenship

Education for global citizenship embraces the ideas of peace, tolerance and mutual understanding, human rights education and related educational themes. It provides a framework for preventing violence in schools and promoting intercultural understanding, inter-faith dialogue, respect for diversity and empathy.

With partners including its 9,000 Associated Schools, UNESCO has developed and tested pedagogical and practical tools for teachers, and encouraged school-level initiatives. The Organization has produced guidelines for the prevention of school violence, and worked with directors and teachers to adapt them to social and cultural contexts. Prevention work includes a manual produced by UNESCO working with the Organization for Security and Co-operation in Europe and the Council of Europe on issues including anti-Semitism and discrimination against Muslims in education. Educating about the Transatlantic Slave Trade, the Holocaust and other forms of genocide aims to help students be more vigilant about violations of human rights. UNESCO continues to play a major role in the implementation of the World Programme for Human Rights Education.

Education for sustainable development

Education for Sustainable Development (ESD) promotes efforts to rethink educational programmes and systems in order to create sustainable societies. Through its Climate Change Education

for Sustainable Development programme, UNESCO aims to make climate change education a central and visible part of the international response to climate change. The programme works by strengthening the capacity of Member States to provide quality climate change education; encouraging innovative teaching approaches to integrate this education in schools; and enhancing non-formal education programmes through media, networking and partnerships.

UNESCO leads the UN Decade of Education for Sustainable Development (2005-2014), which seeks to mobilize the educational resources of the world to help create a more sustainable future.

Visions of education beyond 2015

As the target date for achieving the EFA goals approaches, international development partners and think tanks have already begun to articulate new visions for education and learning beyond the 2015 targets set by the EFA movement.

UNESCO, as an international laboratory of ideas, is taking part in this process by mobilizing global knowledge and forward-looking research to identify, understand, and anticipate the challenges for the future of education in an increasingly complex world.

Building on its landmark 1972 *Learning to Be* and 1996 *Learning: The Treasure Within* reports, UNESCO is engaged in a process of defining new paradigms that can guide thinking on education across the world beyond 2015.

Networking and sharing knowledge

Education publications

As part of UNESCO's role as a publishing house, the Education Sector produces titles covering all of the Sector's programmes ranging from toolkits to monographs, global reports and high-level policy documents. They are used by policy-makers, education professionals, development agents, students and the general public. UNESCO publishes in the six official languages of the Organization as well as in a range of other languages.

South-South Cooperation in Education

UNESCO launched the South-South Cooperation Programme for Education in 2007, with the establishment of a South-South Cooperation Fund. This is the only fund in the UN System to support developing countries to meet the EFA goals and MDGs. The Fund supports educational exchanges on a South-South basis, as well as triangular cooperation with more developed countries.

The E-9 Initiative was launched in 1993 as a forum for the nine most highly-populated countries of the South, Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, to discuss and exchange best practices in education.

The network represents more than 60 per cent of the world's population and has become a powerful lobby for EFA.

University Twinning and Networking

The UNITWIN/UNESCO Chairs Programme advances research, training and programme development by building university networks and encouraging inter-university cooperation through the transfer of knowledge across borders. The programme has 675 UNESCO Chairs and 68 UNITWIN Networks, involving over 795 institutions in 127 countries. It helps to promote North-South and South-South cooperation and capacity development, and serves both as think tank and bridge between the academic world and civil society, local communities, industry and the media.

International Bureau of Education

UNESCO's International Bureau of Education (IBE) is a global centre and knowledge base specializing in curriculum development. It produces the World Data on Education (WDE) database, which gives access to more than 160 profiles of education systems worldwide. The Institute's Digital Library of National Education Reports on the Development of Education is another unparalleled source of information about educational trends. The IBE's journal, *Prospects: Quarterly Review of Comparative Education*, is published five times a year.

UNESCO Associated Schools

Founded in 1953, UNESCO's Associated Schools Project Network (ASPnet) is one of the largest global networks of schools in the world, with 9,000 educational institutions in 180 countries ranging from pre-school to teacher training institutions. It acts as a powerful tool to achieve UNESCO's priorities and increase the Organization's visibility. ASPnet's priorities are to promote EFA and disseminate examples of quality education in practice, with an emphasis on education for sustainable development, peace and human rights, and intercultural learning. The network further serves as an international laboratory for new educational practices which reinforce the humanistic, ethical and international dimensions of education.

UNESCO Institute for Statistics

The UNESCO Institute for Statistics (UIS) was established in 1999 to meet the growing needs of UNESCO Member States and the international community for high quality statistics in the fields of education, science and technology, culture and communication. Based in Canada, the Institute gathers statistical information to help Member States analyse the efficiency and effectiveness of their programmes and to inform their policy decisions. It monitors progress towards Education for All and the education-related Millennium Development Goals through the annual UIS education survey, which covers all education levels and a range of issues such as gender parity, teachers and financing.

Updated three times a year, the UIS education database is the most comprehensive in the world, from primary school enrolments to tertiary graduation rates, and its data are used by international, intergovernmental, non-governmental and regional organizations, as well as by research institutes, universities and other relevant bodies. It is the primary education data source for the UNESCO *EFA Global Monitoring Report*, the World Bank *World Development Indicators* and the UNDP *Human Development Report*.

UNESCO Institute for Lifelong Learning

The UNESCO Institute for Lifelong Learning (UIL) promotes lifelong learning policy and practice with a focus on adult and continuing education, literacy and non-formal education, as well as alternative learning opportunities for marginalized groups. UIL addresses the concerns of all Member States and regions, providing technical support to enhance lifelong learning through advocacy, networking, research and capacity-building. Its activities are geared towards achieving the EFA goals and the MDGs, notably in line with the objectives of the International Conference on Adult Education (CONFINTEA) series, the United Nations Literacy Decade and the UNESCO Literacy Initiative for Empowerment (LIFE).

International Institute for Educational Planning

The UNESCO International Institute for Educational Planning (IIEP) is a centre for training and research, specialized in educational planning and management. The IIEP trains and provides technical support to UNESCO Member States to develop robust individual and institutional capacity. IIEP's technical assistance provides direct support to ministries of education so that they can plan and manage their education systems more effectively and develop more inclusive education policies and programmes, including from a gender perspective. The Institute creates knowledge packages on education policy and planning techniques. It disseminates and shares information on educational planning, practice and management to equip all stakeholders in education with the knowledge they need.

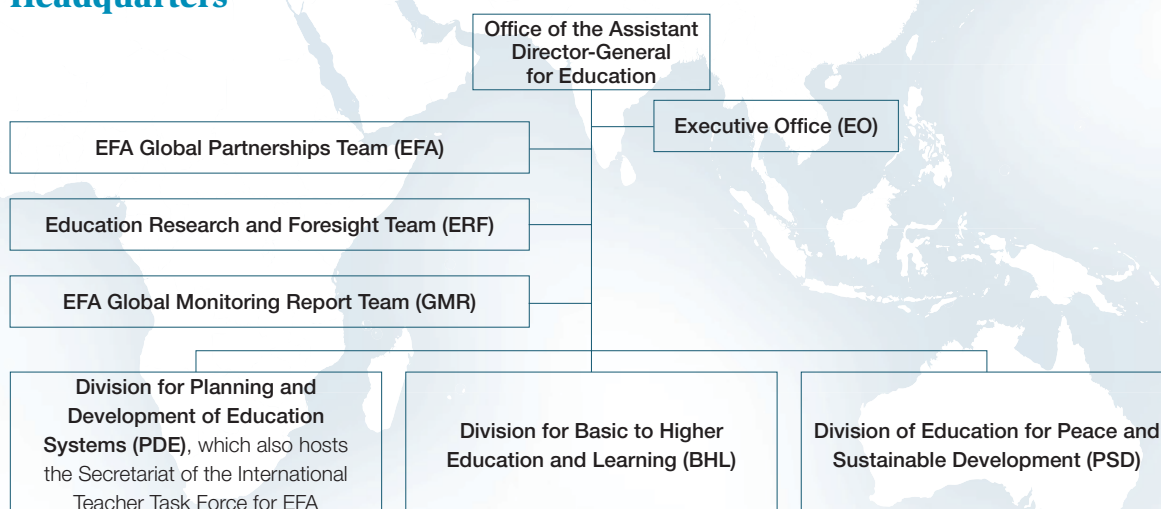
UNESCO around the world

How UNESCO's Education Sector is structured

A global network

UNESCO's Education Sector is led by the Assistant Director-General for Education. It comprises Divisions and Teams at UNESCO Headquarters in Paris, seven Education Institutes and Centres, four Regional Bureaux for Education, as well as education staff working in the UNESCO field offices. There are also seven education Centres established and funded by Member States under the auspices of UNESCO.

Headquarters



Regional Bureaux for Education

Africa: Dakar, Senegal

Arab States: Beirut, Lebanon

Asia and the Pacific: Bangkok, Thailand

Latin America and the Caribbean: Santiago, Chile

Field offices by region (as of November 2011)

Africa*

Abuja, Nigeria

Accra, Ghana

Addis Ababa, Ethiopia

Bamako, Mali

Brazzaville, Republic of Congo

Bujumbura, Burundi

Dar es Salaam, United Republic of Tanzania

Harare, Zimbabwe

Kinshasa, Democratic Republic of the Congo

Libreville, Gabon

Maputo, Mozambique

Nairobi, Kenya

Windhoek, Namibia

Yaoundé, Cameroon

* A new field structure is being implemented in the Africa Region in the 2012-13 biennium

Arab States

Amman, Jordan
Cairo, Egypt
Doha, Qatar
Iraq (based in **Amman**, Jordan)
Khartoum, Sudan
Rabat, Morocco
Ramallah, Palestinian Territories

Asia and the Pacific

Almaty, Kazakhstan
Apia, Samoa
Beijing, China
Dhaka, Bangladesh
Hanoi, Viet Nam
Islamabad, Pakistan
Jakarta, Indonesia
Kabul, Afghanistan
Kathmandu, Nepal
New Delhi, India
Phnom Penh, Cambodia
Tashkent, Uzbekistan
Tehran, Iran

Europe and North America

Moscow, Russian Federation
Venice, Italy

Latin America and the Caribbean

Brasilia, Brazil
Guatemala City, Guatemala
Havana, Cuba
Kingston, Jamaica
Lima, Peru
Mexico City, Mexico
Montevideo, Uruguay
Port-au-Prince, Haiti
Quito, Ecuador
San José, Costa Rica

Two UN liaison offices

Geneva, Switzerland
New York, USA

UNESCO Education Institutes (Category I)

The International Bureau of Education (IBE), Geneva, Switzerland, works to enhance curriculum development and educational content.

The International Institute for Educational Planning (IIEP), Paris, France and Buenos Aires, Argentina, helps countries design, plan and manage their education systems.

The UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany, promotes lifelong learning policy and practice, with a focus on adult education literacy and non-formal education.

The Institute for Information Technologies in Education (IITE), Moscow, Russian Federation, assists countries in the use of information and communication technologies in education.

The International Institute for Capacity Building in Africa (IICBA), Addis Ababa, Ethiopia, helps strengthen Africa's educational institutions with a focus on teachers.

The International Institute for Higher Education in Latin America and the Caribbean (IESALC), Caracas, Venezuela, promotes the development of higher education in the region.

UNESCO Education Centre

The International Centre for Technical and Vocational Education and Training (UNEVOC), Bonn, Germany, works on improving education for the world of work.

Centres funded by Member States under the auspices of UNESCO (Category II)

International Research and Training Centre for Rural Education (INRULED), Baoding, China

Asia-Pacific Centre of Education for International Understanding (APCEIU), Seoul, Republic of Korea

Guidance, Counselling and Youth Development Centre for Africa (GCYDCA), Lilongwe, Malawi

Regional Centre for Educational Planning (RCEP), Sharjah, United Arab Emirates

International Centre for Girls' and Women's Education in Africa (CIEFFA), Ouagadougou, Burkina Faso

South-East Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD), Manila, Philippines

Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE), Damascus, Syrian Arab Republic

More on UNESCO's work in education

Contact us



United Nations
Educational, Scientific and
Cultural Organization

· Education Sector
· UNESCO
· 7, place de Fontenoy
· 75352 Paris 07 SP
· France
· <http://www.unesco.org/education/>
· edknowledge@unesco.org
·

Follow us on



<http://www.youtube.com/user/unesco>



<http://twitter.com/UNESCOnow>



<http://www.facebook.com/pages/United-Nations-Educational-Scientific-and-Cultural-Organization-UNESCO/51626468389>

Subscribe to the Education Sector Newsletter, EduInfo



EduInfo

Education Sector Newsletter

<http://www.unesco.org/new/en/education/resources/online-materials/newsletters/eduinfo/>

UNESDOC

Consult publications and documents on education. Most documents can be downloaded free of charge.

▶ <http://www.unesco.org/new/en/education/resources/online-materials/publications/>

Education Statistics



The UNESCO Institute for Statistics covers all education levels and addresses key policy issues such as gender parity, teachers and financing:

- ▶ <http://www.uis.unesco.org/Education/Pages/default.aspx> for a selection of reports and data from the UIS



Progress towards EFA. The *Education for All Global Monitoring Report* is the world's foremost publication on progress towards EFA:

- ▶ <http://www.unesco.org/en/education/efareport>

Order publications

Order our publications from the online bookshop in English, French, Spanish, Russian and Arabic published or co-published by UNESCO. These include books, multimedia (DVDs, CD-Roms, VHS videos), periodicals, and scientific maps for professionals: <http://publishing.unesco.org/default.aspx>

Apply for job vacancies

Temporary services (Appointments of Limited Duration and Consultancies) enable the Sector to deal with a short-term overload of work or to bring in outside expertise as needed. To consult these offers: <http://www.unesco.org/new/en/education/about-us/how-we-work/job-vacancies/>

Photo Credits:

Page 6 © Kineticimagery/Dreamstime.com

Page 8 © UNESCO/Niamh Burke

Page 11 © Daniel Musaka

Page 12 © Bgopal/Dreamstime.com

Page 13 © UNESCO/Ramon Lepage

Page 14 © UNESCO/Abdelhak Senna

Page 17 © UNESCO/Fernando Brugman

Page 18 © UNESCO/M. Hofer

Page 19 © UNESCO Islamabad Office

Page 21 © Trista Weibell

UNESCO's mission is building peace, eradicating poverty and promoting sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

Education empowers people with the knowledge and skills to improve themselves. UNESCO aims to make the right to quality education a reality for every child, youth and adult.



United Nations
Educational, Scientific and
Cultural Organization



**Education
Sector**