Take action through education! Change the world!

EDUCATION IN INTERNATIONAL POLICY
This booklet is part of the “Take action through education! Change the world!” These publications act as a structure which reveals FICEMEA’s capacity to form a network - to be a network! They embody our vision for education and draw upon educational practices that are founded in reality and have a political viewpoint.
Yes, our ambition, our utopia is to change the world, by working at our level, every day, in a world that is complex and difficult but rich in humanity. We are explorers of what it means to be a human being, unconditional utopians, relentless dreamers. We have to be because our educational practices are grounded in reality, in our personal, complex life histories. We are taking action within our environment, as part of our social and political history. We are doing this in order to inspire ideas, make people want to take action, to create change, to dream, experiment, construct and understand the world.
We believe in the potential for change despite a context in which rights are being scaled back, political conservatism is at the fore and we are encountering irrationality on a daily basis. We believe in our collective ability to be the creators of social change which is more respectful of people, their choices and their freedom.
Education plays a central part in building the societies that we would like to build or strengthen.
To educate is the work of a goldsmith. It requires finesse when relating to others, analysis in order to take into account each person’s history and context. It requires determination too: to think in terms of pluralistic humanity.
The work is challenging. It requires sensitivity and a focus on one another. It involves seeing the world in sharp focus, analysing our individual and collective histories and putting our practices into perspective.
These are the little things that are hard to explain but are, at the same time, so very essential – and the foundation for all of our work.

The Take action with education, change the world! series features the following publications:

- An egalitarian communications guide (French)
- “Education against international sexism” analysis in French, English and Spanish.
- An introduction to educational policy at international and regional levels (in French and English)
- A module raising awareness of the commodification of education
- A mapping of the network in French, English and Spanish
- Action research to explore the FICEMEA network’s identity
EDUCATION IN INTERNATIONAL POLICY
INTRODUCTION

Ficeméa is an international network of organisations working to promote New Education. Our network acts at local, national and international levels via member organisations’ campaigns in the field. Alongside this, organisations carry out regional and international sometimes collaborative, projects. The network has focused on understanding the setting and increasing the visibility of international education policies as well as on how regional and international institution funding works.

The aim of this resource is therefore to contribute towards improving and enriching our understanding of the international education setting. Indeed, how international politics are implemented directly influences each country’s national politics. Many countries are currently active members of regional jurisdictions (European Union, Mercosur, Asean, African Union). These regional jurisdictions then develop common policies. Here, we’ll focus on educational, international and regional policies.

In terms of the Ficeméa network, it is important to understand how the international institutions work and how common policies are implemented in order to advance political campaigning on national, regional and international levels.

The Ficeméa network works to promote New Education by integrating it with Active Education teaching methods. We are looking to question national and international policies in order to improve the educational system.

All of the contributions are from the four regional commissions (Africa, Latin America and Caribbean, Europe and Indian Ocean) and the International Agora organised by Ficeméa.

« Further steps »

Which tools should be used to argue the case for political advocacy?

The facts
In order to argue a case, it is important to be able to source your facts using trusted and valid institutional resources.

Various databases provide figures relating to education throughout the world:

- UNESCO database: provides an online database that identifies education related data (schooling rates, state resources for education, literacy rates, intra-group disparities...) on a global, regional and national scale. [data.uii.unesco.org](http://data.uii.unesco.org)

- Perspectives Monde (Sherbrooke University): global data on countries’ economic and social situations. This site also has a data analysis tool. The university provides empirical analysis figures which enable an understanding of countries’ political and social context as well as a historical approach. [perspective.usherbrooke.ca](http://perspective.usherbrooke.ca)


- OECD data: (Organisation for Economic Co-operation and Development): Base de données mondiale sur le développement économique. [data.oecd.org](http://data.oecd.org)

- EUROSTAT: European database. [ec.europa.eu/eurostat](http://ec.europa.eu/eurostat)

Each country has its own statistics office. Some figures can be used in these databases. It is a question of knowing the national statistics office for the country in question.
1. Definitions of international education related terms

**Basic education, formal education and non-formal education**

**Basic education:**
According to the Jomtien Conference (Thailand, 1990) “Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs.”.

**What are the basic needs?**
According to the Declaration on Education for All (1990), these include essential learning tools (reading, writing, spoken communication, arithmetic, problem solving) and basic educational content (knowledge, aptitude, values). These fundamental needs are of a scalable nature and change according to the country and culture.

**Basic educational needs and different types of education:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Existence of national institutions (schools, universities...)</th>
<th>Existence of organised structures (schools or other)</th>
<th>Identifying a specific target audience (age, population)</th>
<th>Education objective with clear intentionality (expected knowledge, programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non formal education</td>
<td>0</td>
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<tr>
<td>Informal education</td>
<td>Does not take any of the criteria into account. Widespread education, acquired via an individual’s day to day experiences. This education take place outside of institutions and structured organisational settings. Range of learning settings.</td>
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</tbody>
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Source: European Commission
2. Education timeline: forums and meetings

Understanding the timeline for international education

**1945**
United Nations Conference for the “establishment of an educational and cultural organisation” (1945): UNESCO was established

**1948**
Universal Declaration of Human Rights (Paris, France)

**1959**
Declaration of the Rights of the Child (Which supports the International Convention on the Rights of the Child in 1989)

**1966**
- International Covenant on Economic, Social and Cultural Rights (New York, USA)
- International covenant on civil and political rights (New York, USA)

**1979**
Convention on the Elimination of all Forms of Discrimination Against Women (New York, USA)

**1989**
Convention on the Rights of the Child (New York, USA)

**1990**
World Declaration on Education for All (Jomtien, Thailand)

**2000**

**2000**
Passing of the United Nations Millennium Declaration (Millenium Development Goals: MDG)

**2010**
International Conference on Early Childhood Care and Education (Moscow, Russian Federation)

**2015**
World Education Forum 2015 (Incheon, Republic of Korea)

**2015**
Setting of the Sustainable Development Goals (SDG) (New York, USA) & Passing of the Education 2030 Framework for Action (Paris, France)

**Further steps**

Data on out-of-school children throughout the world (UNESCO data): data.uis.unesco.org

- **Dakar World Education Forum (2000):**
  Ten years after the World Declaration on Education for All, a review was carried out to identify factors that explained why certain objectives were not yet met. Report available (figures that show the progress made since the Jomtien conference). The participants (following on from the forum) gave themselves 6 objectives around Education for All to be achieved by 2015. These objectives were taken into account when the Millennium Development Goals were passed in 2000, in New York.

- **Education for All - EFA - (2000-2015):**
  After passing the World Declaration on Education for All, UNESCO was charged with coordinating EFA following the Dakar World Education Forum in Dakar (April 2000) and until 2015. This involved finding out about the various progress made in terms of education and establishing whether the objectives had been met.

- **Incheon World Education Forum, South Korea (2015):**
  South Korea (2015): after the Millennium Development Goals were set out by the United Nations Millennium Declaration in 2000, a new world forum was arranged to set new objectives for the next 15 years (2015-2030). Following this forum, the Declaration on the Future of Education was passed (2015, Incheon). This declaration enabled a framework for action to be determined in order to meet objective 4, which relates to education in the Sustainable Development Goals (2030 Agenda).
3. What these meetings mean for the right to education

How does international law work?
Each state has its own legal system (domestic law). However, international standards either recommend or compel states to set legislation within their domestic law: this is what is known as international law.

Why enact an international right?

- Maintain peace at an international level
- New treaties, international conventions
- Ensure that each State respects this in order to structure society
- Develop that right in line with societal changes

**LEGAL INSTRUMENTS**

**BINDING**

**CONVENTION**
Acts as a legal source that can be invoked within domestic law once it has been ratified. A convention can take the form of a bilateral or multilateral treaty. A state is a signatory of a convention in which standards are drawn up. A charter holds the same legal power as a convention when it has been signed and ratified by a state. Two distinct terms are used according to the situation (whether specific organisations are present, for instance) but they hold the same powers.

**TREATY**
Can be a set of conventions. As is the case with a convention or charter, its legal power only applies if ratified by a signatory country.

**RATIFICATION**
When the State incorporate the standards mentioned in the international convention as domestic law. Once a state ratifies a convention, international law can be applied. Furthermore, it depends on the legal purpose of the country: first one is the « monist position » which means that once the legal document has been ratified, it comes into effect (overrule domestic laws). In the second case, it is the « dualist position »: when the legal document has been ratified by the state, it is necessary to incorporate it into domestic law (domestic law have more legal power than international legal documents).

**NON-BINDING**

**DECLARATION**
Affirms and recognises the existence of rights that the state parties commit to respecting, upholding and fulfilling. It carries political and moral weight. States then adopt concrete measures to enact the rights proclaimed by the declaration. The declaration is not, in itself, legally binding.

Although states that are solely signatories have not ratified the instrument and are not legally bound by it, they do still have to act in good faith as far as the content of the text is concerned and, in particular, ensure that none of their actions contravenes the aims of the treaty.

**Further steps**

Educational pathway suggestions:
humanium.org/en/right-to-education & PDF of Solidarité Laïque
What is a protocol? A protocol is an add-on to an article in a covenant following the initial covenant signed by the states. For it to be effective, the signatory states for the convention ratify it retrospectively (within domestic law).

Although states that are solely signatories have not ratified the instrument and are not legally bound by it, they do still have to act in good faith as far as the content of the text is concerned and, in particular, ensure that none of their actions contravenes the aims of the treaty.
4. The international structure of the United Nations and its specialised agencies

**United Nations (UN)**

**Mission**
- Ensures the UN and its agencies operate well.
- The Secretariat submits studies and recommendations to different agencies in areas it feels are relevant or appropriate to put forward.

**Power**
- Advisory

**Composition**

**Members**
Member states elected by the General Assembly.

**United Nations General Assembly**
- Advisory power
- 193 member states
- 1 voice = 1 state
- Elects the Secretary General of the UN.

**UN Security Council**
- Executive power
- 15 members of which 5 are permanent with veto power
- Peacekeeping and international security.

**UN Economic and Social Council**
- Advisory power
- International economic and social cooperation
- 54 member states.

**International Court of Justice (ICJ)**
- Judiciary power in disputes between States
- 15 judges.

**UN Trusteeship Council**
- Administration of the United Nations trust territories
- Has not operated since 1994.

**UN Secretariat**
- Administrative role
- Manages UN operations
- Civil servants.

**Assembly General of the UN**
- Issue recommendations on peace and security
- Appoint the Secretary General of the UN (upon the recommendation of the Security Council), the non-permanent members to the Security Council, Economic and Social Council, the International Court of Justice and Human Rights Council.

**Power**
- Advisory
- Makes decision regarding the budget for new UN members.

**Composition**

**Members**
193 member states
UN specialised agencies, funds and programmes:

What are the differences between the UN specialised agencies and the UN’s funds/programmes?

Specialised agencies
- Legally independent agencies = agreements negotiated with the states and UN.
  A state can be a member of the institution without being a member of the UN (and vice versa).
- Voluntary and statutory contributions

Funds and programmes
Funded by voluntary (rather than statutory) contributions

- Own leadership
- Own budget
- Own member states

Specialised UN agencies
Each institution’s objective is to keep the peace throughout the world, via different dimensions. Some institutions existed before the United Nations were created and were then added on to the UN. Others were created to meet new needs. There are 15 specialised agencies including:

The World Bank

« In the texts »:
In the texts: “The World Bank’s mission is to reduce poverty and to improve living standards worldwide by providing low-interest loans, interest-free credit, and grants to developing countries for education, health, infrastructure, and communications. The World Bank works in more than 100 countries.”

« Further steps »
There are other specialised agencies within the UN. Some are expanded upon in Appendix 3: International Monetary Fund (IMF), Food and Agriculture Organisation of the United Nations (FAO), World Health Organisation (WHO) or International Labour Organisation (ILO).

« The facts »:
For example, the World Bank and IMF funded many dictatorial regimes in the 70s (Republic of Zaire, which became Republic of Congo). However, international institutions were aware that these loans would not serve the “poorest,” only a government that was in place at a specific point in history. This idea of “despicable debt” is still in vogue today and relates to the fact that some countries should have to repay debts contracted by dictatorial regimes. In the case of many countries in the South (Argentina, Mexico...), the IMF and World Bank wanted to liberalize markets and thus encourage debt in these countries.
Nowadays, civil society still questions the legitimacy of these debts which are commonly referred to as “illegitimate, illegal and unsustainable debts”. If you want to learn more about how “interest-free loans”, “illegitimate or despicable debt” works, you can consult the website of CADTM (Commission for the Abolition of Illegitimate Debts) website: cadtm.org

World Bank Group

International Finance Corporation (IFC)
For the private sector in developing countries

International Centre for the Settlement of Investment Disputes (ICSID)

World Bank

International Bank for Reconstruction and Development (IBRD)

Multilateral Investment Guarantee Agency (MIGA)

International Development Association (IDA)

What is the difference between a resolution and a UN decision?

Resolution: a formal expression of the opinion or will of the UN organs, particularly where funds are concerned.

Decision: UN procedural issue (elections, nominations, etc)
5. Regional organisations

Regional organisations: how they are established and their binding powers

African Union

Used to be known as the African Unity Organisation (1963 - 1999) including 32 states that came together after their independence. The African Union was set up in 2002 with 55 member states.

What is Agenda 2063?

“Agenda 2063: The Africa We Want” presents the prospects for delivering programmes and policies in order to promote the development of the African continent. This Agenda was adopted on the OAU/AU 50th Anniversary Solemn Declaration in Addis Abeba, Ethiopia in 2013. This Agenda links in with United Nation’s Sustainable Development Goals and puts forward concrete programmes, measures and policies to make the African continent more inclusive and economically autonomous. Implementing an initial ten-year plan from 2013 - 2023:

**Agenda 2063 has 7 aspirations:**

**Inclusive growth and sustainable development**
- Develop an African commodities strategy;
- Implement the Grand Inga dam project (guarantee access to clean, affordable electricity for all Africans);
- Set up an African economic forum (exchange between the various stakeholders).

**Integrated, united continent**
- Integrated high speed train network (link capitals and commercial centres in Africa);
- Creating a Single African Air Transport Market (SAATM);
- Establish African financial institutions.

**Good governance, democracy and respect for human rights**
- African passport and free movement of persons.

**Peace and security**
- “Silencing the guns by 2020”;
- Cyber security (data protection).

**Cultural identity and shared values**
- The Great African Museum (promote African culture).

**Capacity building**
- Virtual online African Museum (lifelong learning).

**Global influence**
- Create the African Continental Free Trade Area (AfCFTA);
- PANAFRICAIN e-network service-related project.

Source: African Union

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Constitutive Act: creating a new law or modifying previous position.

**1963:** The African Unity Organisation, with its 32 member States, is established in Addis Abeba, Ethiopia. Charter of the AUO.

**2002:** Constitutive Act: establishing the African Union in Durban, South Africa, with 55 member States.

**AU Constitutive Act:**
- Member State sovereignty
- Non-intervention in internal matters
- Respect territorial integrity and right to exist

Establishing regional agencies within the AU (economic, legal, judicial, human and people’s rights)

Opportunities for shared policies across the African continent: **Agenda 2063** (long term development vision).

**2013, Abidjan**
African, Caribbean and Pacific Group of States (ACP)

Agreements between the ACP and the European Union (EU)

- Lomé Convention (1975): European Union and 71 African, Caribbean and Pacific (ACP) countries. Has been renewed several times.
- Cotonou Agreement (2000): Grouping together of civil society and private stakeholders. Valid for 20 years. Agreements revised in 2005 (political aspects) and 2010 (with a focus on food security, tackling AIDS and climate change).

The grouping was institutionalised with the Georgetown Agreement, signed in Guyane (1975)


To find out more about the programmes set up between ACP countries, or between the ACP and the EU, please see the ACP group website: acp.int
**Institutional functioning of the ACP group**

**Government Heads of State Summit**
- Issues directives to the Council of Ministers.

**Council of Ministers**
- Elects the General Secretary for four years.

**General Secretary**
- Carries out tasks assigned by the Summit and the Council of Ministers.
- Oversees the implementation of the ACP-EU agreements.

**Economic Partnership Agreements (EPA):**
Following the Cotonou Agreement, put in place trade agreements to incorporate ACP countries into the global economy, which must be compatible with the World Trade Organisation. These agreements must take into account discrepancies between the different signatory countries (according to the social and economic development between the ACP countries and the European Union).

In 2001, obtained a WTO waiver for the trade chapter of the Cotonou Agreement.

**How does the European Union work?**

**European Union Council:**
Brings together EU member country ministers. Votes upon and adopts European laws.
*Members:* 1 minister per member state.

**European Parliament:**
Members are elected by universal suffrage by European citizens. Votes on the laws drafted by the European Commission.

**European Council:**
Brings together EU member country heads of state. It sets major policy to be implemented.
*Members:* Heads of state (28) + President of the European Commission + President of the European Council

**European Commission:**
Members elected by the European Council Mission: draft legislative proposals in accordance with European Council recommendations.
*Members:* 1 commissioner per member state + President Each Commissioner: 1 mission.

**Legislative power**

**Further steps**

Other declarations have been signed between ACP countries:
- Declaration of Santo Domingo (1998): announced measures and strategic plans for the Council of Ministers to undertake.
- Nadi Declaration, Fiji (2002), recognises the Cotonou Agreement and expresses a willingness to implement the actions and for cooperation between signatory countries.
- Maputo Declaration, Mozambique (2004), impact of European politics on ACP countries and acknowledgment of the impact of different partnerships on an international level.
Who defines European Union laws?

The European Council, European Parliament or a citizen’s initiative can put forward a legislative proposal to the European Commission.

The European Commission drafts a legal proposal.

The European Parliament amends the Commission’s proposal.

The European Union Council can then adopt or not adopt the European Parliament’s proposal.

If the text is adopted, after the European Parliament and the European Union Council vote upon it, the states must enforce it. The commission is charged with ensuring the laws are applied. Otherwise the commission calls upon the Court of Justice of the European Union (CJEU).

The European Parliament has power of veto on European Commission nominations, EU membership and the signing of international agreements. The Council of the EU can block a decision if 4 countries that represent 35% of the total population of the EU protest. There are unanimous votes for certain issues such as foreign policy and Council of the EU taxation.

Source: European Union

What is the legislative power when adopting a text?

When a text is adopted by the European Parliament and the European Council, it can have several legislative aspects:

- If it is a regulation: a binding, legislative act, that must be implemented in its entirety.
- If it is a directive: legislative act that sets objectives for all countries but the countries are free to devise their own measures to implement it.
- If it is a decision: this applies directly and is binding for the recipients mentioned (a member country or a company, for example).
- If it is a recommendation: it is not legally binding, just a suggestion.

The citizens and member countries can call upon the European Union Court of Justice if they consider that an adopted text contravenes European treaties.

Education in the European Union

Most education and training policies are adopted by the European Parliament and the European Union Council.

In the case of these educational policies, the EU opts for making recommendations to states (to create better cooperation between member states) but leaves the member states sovereign where “teaching and organising their educational systems” is concerned. The EU applies the principle of subsidiarity.

What is the principle of subsidiarity?

This principle is mentioned in Article 5 of the Maastricht Treaty (1992). It exists to ensure that the EU’s decisions are “as close as possible” to the citizens. Its aim is to “bring decision making closer to ordinary citizens and to avoid centres of power being remote”. Therefore, this principle is in effect when the EU decides to intervene or to allow the State members to act of their own accord.
What educational policy is put forward by the European Union?

The EU encourages student and teacher mobility, promotes cooperation between teaching establishments, supports sharing information and experiences, encourages exchanges between young people and socio-educational youth workers, encourages young people to take part in Europe’s democracy.

(according to the Treaty on the Functioning of the European Union -1957).

**Lisbon Strategy**  
(proposed in 2000) from 2000-2010: “knowledge-based economy, sustainable growth and social cohesion”.

**Europe 2020 Strategy**  
(proposed in 2010) from 2010-2020 “smart, sustainable, inclusive growth, improve competitiveness and productivity”.

“Europe 2020 Strategy” is a reference framework for States:

5 major objectives, including Education: “Education 2020”, following on from the Lisbon Strategy:

- Bring the school dropout rate down to below 10%;
- Bring the percentage of the population aged between 30 to 34 having finished a university education up to at least 40%.

“Europe 2020” Strategy as a reference framework for the EU member countries.

National objectives so that the state members can check their progress in achieving European objectives.

The member states update on progress in yearly national reform reports. Eurostat publishes reports.

**Further steps**

The education budget is one of the smallest in the EU. In 2018, according to the European Commission, ERASMUS represented 1.38% of the total EU budget, compared to 38.6% for agriculture, fishing and the environment.

Within the 2020 strategy, there are different strategies: ERASMUS+, Youth on the Move...

African - European Union partnerships

What is a summit?

A summit is an international conference that brings together leaders from two or more countries to discuss a particular theme.

This meeting between different countries can result in new perspectives, developing new policies, programmes or agreements between countries.

In general, these conferences result in a declaration being adopted.

The Africa-EU Partnership was created during the 1st summit with government and State heads in Cairo, Egypt (2000). This had the objective of collaborating, talking and working together.

Government Heads of State Summit:

- **2000**  
  1st summit, Cairo, Egypt. Creating the partnership. Approach to coordination, dialogue and exchanges.

- **2007**  
  2nd Summit in Lisbon, Portugal. Adopting a joint strategy JAES.

- **2010**  
  3rd Summit, Tripoli, Libya. Working on a strategy to meet the Millennium goals.

- **2014**  

- **2017**  
  5th Summit, Abidjan, Ivory Coast “Investing in Youth”, youth mobility.
Each summit led to a declaration which was adopted by the members who were present at the summits. These declarations demonstrate cooperation and set out a framework for acting upon the objectives set. With the different summits between heads of state and government, the Africa-EU partnership has set up encounters with stakeholders in order to enhance stakeholders’ discussions out “in the field”.

**Civil society forum**

African and European civil society organisations.

**Europe-Africa Local and Regional Government Forum**

Develop exchanges between different governments and collaboration between decision makers.

**Africa-Europe Youth Summit**

Support youth participation in action frameworks.

**Business Forum UE - Afrique**

Develop exchanges between different companies regarding the “business climate”.

**EU-Africa Social and Economic Stakeholders Network Meeting**

Make Recommendations, build capacity share Knowledge.

**“ MERCOSUR Educativo ”:**

Coordination of the educational policies that unite MERCOSUR members and associate members around these objectives:
- Enabling mobility, exchanges and training to enhance “regional identity”;
- Obtaining quality education for all, paying particular attention to the developmental process;
- Social justice and respect for the cultural diversity of the people of the region with the aim of promoting peace and regional cohesion.

A number of programmes have been put in place to promote student mobility within MERCOSUR member and associate member countries.

**Mercado Comun del Sur - Southern Common Market (MERCOSUR)**

**What is MERCOSUR ?**

An agreement between Latin American countries: Argentina, Brazil, Paraguay, Uruguay, Venezuela (suspended since 2016) and Bolivia (membership in progress). Set up: 26Th March, 1991 with the Treaty of Asunción Economic Bloc (“fluid movement of goods, services, factors of production between countries, “common trade policy” + free movement of people).

Mercosur is anticipating that the Andean community will join (Columbia, Equator, Peru, Bolivia) and also plans to incorporate Chile, Guyana and Suriname.

**The Africa - EU partnership website**

[afrique-eu-partnership.org](http://afrique-eu-partnership.org)
ASEAN:
Association of Southeast Asian Nations (ASEAN)

What is ASEAN?
A political, economic and cultural organisation comprising 10 countries in Southeast Asia (Indonesia, Malaysia, Philippines, Singapore, Brunei, Laos, Burma and Cambodia) Established: 1967, within the context of the cold war.
Objective: “Strengthen cooperation and mutual support between members, provide a space in which to resolve regional problems and act together in international negotiations.”

And how about joint educational policies?
The “ASEAN Foundation” was set up in 1971.

FOCEM:
Fondo para la Convergencia Estructural del MERCOSUR (Financing Fund)
This fund’s primary objective is to reduce imbalances within the union. Financing infrastructure investment projects, developing business competitiveness, and developing MERCOSUR countries.

How the fund works for development projects:
Public sector agencies (at a national level) present their projects to the national technical units.
If the national technical units approve: present the project to the Commission of permanent representatives of MERCOSUR.
The project application decision is granted by the Commission of permanent representatives of MERCOSUR.
To find out if the selected projects are eligible or not: see the MERCOSUR technical units.

Programme 1: Structural Convergence (Road improvements, access to electricity and water...)
Programme 2: Developing competitiveness (Tourism, car industry,...)
Programme 3: Social Cohesion (Housing, education,...)
Programme 4: Institutional strengthening and integration process

The projects sit under the “executive body”, an institution which is responsible for carrying out projects, which brings together public sector MERCOSUR States. Some projects can be delegated to different institutions but will still be under the responsibility of the “executive” body.
How the International Organisation of the Francophonie works

According to the French Language Observatory, in 2018, there were approximately 300 million French speakers worldwide.

What is La Francophonie?
This term can be used to talk about the use of the French language ("francophonie") as well as being the term used to describe la Francophonie institutions.

What are the objectives of La Francophonie institutions?
- Promote the French language;
- Build on links between French speaking countries, enable dialogue between cultures;
- Strengthen cooperation between countries, promote democracy.

La Francophonie institutional organisation

INSTANCES OF LA FRANCOPHONIE
- Summit of Heads of State and Governments of countries which have French in common;
- Ministerial Conference of La Francophonie;
- Permanent Council of La Francophonie.

DIRECT OPERATORS OF THE SUMMIT (PAF)
- Francophonie University Organisation;
- TV5;
- International Associations of Francophone Mayors (IAFM);
- Senghor University of Alexandria.

SECRETARY GENERAL
- Elected by the Heads of State and Governments Summit;
- Political action;
- Spokesperson.

PARLIAMENTARY ASSEMBLY OF LA FRANCOPHONIE
- Advisory assembly.

PERMANENT MINISTERIAL CONFERENCES
- Conference of the Ministers of Education of French Speaking Countries (CONFEMEN);
- French-Speaking World Conference of Ministers for Youth and Sports (CONFEJES): Summit follow-up and preparation.

INTERNATIONAL ORGANISATION OF LA FRANCOPHONIE (IOF)
- Legal and administrative seat of the Secretary General;
- Missions to improve populations' living standards;
- Research, information and coordination.

All of these institutions work together based around political recommendations, meetings with civil society and the implementation of programmes and projects, particularly via the IOF operators.

What is the International Organisation of La Francophonie?
Main objective:
"Improve populations’ living standards " with 4 main missions:

1. Promote the French language and linguistic and cultural diversity;
2. Promote peace, democracy and human rights;
3. Support education, training, higher education and research;
4. Develop cooperation for sustainable development.

Annual budget (2010-2013): 85 million euros, 75% of which are for programmes. The administrative institution of La Francophonie which oversees projects that are implemented and handles international cooperation. Agreements with regional institutions (such as the EU and the AU) and has links with Civil Society and the French speaking Conference of International Non-Governmental Organisations, which takes place every two years. Each conference with representatives from civil society is based around one or several focal points.

Charter of La Francophonie, 1970, Niamey.
Defines La Francophonie institutions.
The instances of La Francophonie prescribe policies to be implemented to meet the initial objectives.
6. 2030 Agenda brings together texts and institutions

In September 2015, the United Nations General Assembly adopted the 2030 Agenda to create “a better, more sustainable future”. This 2030 Agenda builds upon the Millennium Development Goals (which expired in 2015). The United Nations General Assembly therefore set 17 objectives. These are not legally binding but it is expected that each country will put together an action framework in order to meet the objectives.

**The 17 Sustainable Development Goals (SDGs)**

1. No poverty
2. Zero hunger
3. Good health and wellbeing
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent Work and Economic Growth
9. Industry, Innovation, and Infrastructure
10. Reducing inequality
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, justice and strong institutions
17. Partnerships for the goals


**Incheon Declaration.**

This declaration encourages countries to provide inclusive and equitable, quality education and promote lifelong learning for all. It is within the context of the writing of the 2030 Agenda and the United Nations Sustainable Development Goals.

This Declaration has no binding power for States but prescribes recommendations in order to achieve Sustainable Development Goals (SDGs) 4.

**Goal 4**: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”
17 recommendations and themes to achieve SDG 4:

- Peace for sustainable societies
- Transform learning and teaching with the use of technology
- Early childhood care and education
- Teachers
- Higher education
- Develop professional and technical skills
- Ensure access to quality education for all, on an equal footing, and promote lifelong learning opportunities
- SDG 4
- Protect from attack
- Maintain educational responses in a crisis
- Gender based violence within and around educational institutions
- Sex education
- Gender fairness and equality
- The relevance of education
- Policies and practices based on factual data
- Improve the quality of education
- Inclusive quality education for children with disabilities
- Early years and health
- Youth and adult literacy
- The national records are then analysed during yearly international meetings.

"High-level political forum".
Review progress and consider new policy approaches in line with this.

The Education 2030 agenda does not fall within the category of state responsibility but there are other solutions available to hold states accountable:
- Refer to international, regional and national human rights laws;
- Create partnerships (improve knowledge, build capacity and increase resources);
- Plead before the courts (need to understand the case, long and expensive process);
- Work with members of parliament to develop new policies;
- Work with the media in order to target and identify stakeholders and to enhance social cohesion in order to tackle political issues.

UNESCO coordinates the different monitoring processes and facilitates dialogue between the various stakeholders.
Publication of global education monitoring reports
Monitored at a national level. Countries submit their outcomes using the SDG indicators.
7. Financing the 2030 Agenda: focus on international organisations

What is the Global Campaign for Education (GCE)?
This movement was set up in 1999 as part of the preparations for the World Education Forum in Dakar.

Initial goals: providing a platform to unite and coordinate civil society “voices” in terms of the global education agenda.

Today: the GCE represents 100 national and regional education coalitions as well as international organisations. These independent stakeholders are committed to working towards the right to education.

Working towards free quality public education for all.

The GCE aims to create international campaigns around the right to education. These campaigns are put together as a result of exchanges between members of the coalition. Each member has to campaign for the right to education for all.

The GCE is therefore a network of stakeholders working to promote the right to education.

What is the Education Coalition?
The Education Coalition is a group of national organisations that are able to campaign and create citizen involvement around the issue of education.

The Education Coalition acts as a “messenger for the GCE” and is affiliated as a “national coalition”.

All countries can put in place a national coalition by contacting the Global Campaign for Education directly.

What is the Global Partnership for Education (GPE)?
The Global Partnership for Education (GPE) was established in 2002. Funds were provided by 21 countries who donated the money. Since 2017, the European Commission contributes towards the Global Partnership for Education funding. In addition, there has been private sector and charity funding.

The GPE’s mission is to “ensure every child receives a quality basic education, prioritising the poorest, most vulnerable and those living in countries affected by fragility and conflict”.

In order to carry out this mission, the GPE is looking to support the creation of education policies and to encourage developing countries (with support from the programme) to allocate more resources for education.

As a result, in order to get backing from the GPE, the applicant country must allocate at least 20% of its public spending budget.

One of the GPE’s priority focuses today is girls’ education.

The GPE is working in line with the Sustainable Development Goal 4.
The Global Partnership for Education supports more than 65 developing countries to ensure that every child receives a quality basic education, prioritizing the poorest, most vulnerable and those living in countries affected by fragility and conflict.

**GPE FOCUS AREAS**

- Knowledge and innovation exchange
- Girls’ education and gender equality
- Early childhood care and education
- Development effectiveness
- Children with disabilities
- Out-of-school children
- Countries affected by fragility and conflict
- Teaching and learning

**What is the connection between the GCE and the GPE?**

**Education sector grants**

- **Education sector plan development grants**
  Up to 500,000 dollars for strategic, consultative and analytical work to develop or revise its sector plan. Of the total grant, one half is to be used to carry out an analysis of the education sector, and the other half for additional studies or to develop the plan.

- **Program development grants**
  Up to 200,000 dollars or in exceptional cases US$400,000 to develop an educational programme which supports countries in implementing its national sector strategy.

- **Multiplier fund**
  Available to countries that can mobilize at least 3 dollars in new and additional external financing for every 1 dollar from the GPE Multiplier.

- **Education sector program implementation grants**
  Up to 100,000 dollars to finance a program that supports the implementation of their education sector plan, including among other things funding school construction and rehabilitation, textbooks, teacher training, school meals or sector management.

**Civil society grants**

- **Civil society education fund - managed by the Global Campaign for Education (GCE)**
  Global Programme supporting civil society engagement in education sector policy, planning, budgeting and monitoring. Supports advocacy activities, builds their capacity to strengthen planning, implementation and impact, and promotes cross-country learning and networking.
  US$29 million allocation from the GPE Fund for 2016-2018 (supports 62 coalitions or national networks around the world). The fund only supports one national education coalition in each country.
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- United Nations Educational, Scientific and Cultural (UNESCO): unesco.org
- United Nations High Commissioner for Refugees: unhcr.org
- UN-Women: unwomen.org
- World Bank: banquemondiale.org
- World Food Program (PAM): wfp.org
- World Health Organization (WHO): who.int
Appendix 1: Dictionary of international acronyms

**French**

ACP : Afrique Caraïbes Pacifique  
AID : Association Internationale de Développement  
ASEAN : Association des Nations de l’Asie du Sud Est  
BIRD : Banque Internationale de Développement  
BM : Banque Mondiale  
CIJ : Cour Internationale de Justice  
CJEU : Cour de Justice de l’Union Européenne  
CME : Campagne Mondiale pour l’Éducation  
CPJ : Cour Penale Internationale  
FMI : Fonds Monétaire International  
FNUAP : Fonds des Nations Unies pour la Population  
HCR : Haut Commissariat des Nations Unies pour les Réfugiés  
IEDDH : Instrument Européen pour la Démocratie et les Droits de l’Homme  
JAES : Stratégie commune UE-Afrique  
MERCOSUR : Marché Commun du Sud  
NEET : Ni formation, Ni diplôme, Ni Emploi  
NU : Nations Unies  
PAM : Programme Alimentaire Mondial  
PME : Partenariat Mondial pour l’Éducation  
PNUD : Programme des Nations Unies pour le Développement  
OCDE : Organisation de Coopération et Développement Économique  
ODD : Objectif du Développement Durable  
OIT : Organisation Internationale du Travail  
OMD : Objectif du Millénaire pour le Développement  
OMS : Organisation Mondiale de la Santé  
ONG : Organisation Non Gouvernementale  
ONU : Organisation des Nations Unies  
OSC : Organisation de la Société Civile  
UA : Union Africaine  
UE : Union Européenne  

**English**

ACP : African, Caribbean and Pacific  
IDA : International Development Association  
ASEAN : Association of Southeast Asian Nations  
IBRD : International Bank for Reconstruction and Development  
WB : World Bank  
ICJ : International Court of Justice  
CJEU : Court of Justice of the European Union  
GCE : Global Campaign for Education  
ICC : International Criminal Court  
IMF : International Monetary Fund  
UNFPA : United Nations Fund for Population Activities  
UNHCR : United Nations High Commissioner for Refugees  
EIDHR : European Instrument for Democracy and Human Rights  
JAES : Joint Africa-UE strategy  
MERCOSUR : Southern Commun Market  
NEET : Not in Education, Employment or Training  
UN : United Nations  
WFP : World Food Programme  
GPE : Global Partnership for Education  
UNPD : United Nations Programme for Development  
OECD : Organisation for Economic Co-operation and Development  
SDG : Sustainable Development Goals  
ILO : International Labour Organization  
MDG : Millennium Development Goals  
WHO : World Health Organization  
NGO : Non Governmental Organization  
UN : United Nations Organization  
FAO : Food Agriculture Organisation  
CSO : Civil Society Organization  
AU : African Union  
EU : European Union  
UNESCO : United Nations Educational, Scientific and Cultural Organization
Appendix 2: Various texts relating to the right to education

**International Covenant on Economic, Social and Cultural Rights (ICESCR), adopted by the United Nations in 1966.**
This international covenant aims to ensure economic, social and cultural rights are exercised. Article 13 of the covenant mentions the right to education with the progressive introduction of free secondary and higher education. This covenant was ratified by 164 states (in 2016). The United States only signed the covenant but did not incorporate it into domestic law. As a result, in the United States the covenant is not legally binding.

Drawing upon articles 28 and 29 of the Convention, UNICEF wrote “Every child has a right to education and the state has to make primary education compulsory and free for all, to encourage different types of secondary education to be made available for all children and to ensure higher education is available to all, according to each individual’s ability.” School discipline must be administered in a manner that is consistent with the child’s human dignity. States can call upon international cooperation.” Regarding education objectives, UNICEF has written: “Education shall be directed to the development of the child’s personality, talents and mental and physical abilities, to their fullest potential. It must prepare the child for responsible life in a free society and encourage the development of respect for the child’s parents, his or her own cultural identity, language and values, and those different from his or her own.”

**Jomtien Conference (Thailand) from 5th to 9th March 1990: “World Conference on Education for All: meeting basic learning needs”**
The United Nations agencies stated their responsibilities to implement educational policies at an international level “We (the World Bank, UNESCO, UNICEF and UNPD, will be the first to ensure that the least advanced, low-income countries, are resolved to meet this objective...that they can rely on vital outside contributions in terms of paper, textbooks and other essential educational equipment.”
After consulting the different members, the “World declaration on education for all” (1990): stated that education for all is a right and provided a framework for action to meet basic educational needs.

**Declaration on the Future of Education (Incheon, South Korea) - 2015**
This Declaration was adopted following the World Education Forum in Incheon in South Korea in 2015. This declaration enabled the United Nations to adopt the Sustainable Development Goals (SDGs) and the framework for action for the 2030 Agenda. The aim of this declaration is to supply a “road map” to international governments in order to identify effective policies and legal frameworks for education. After the United Nations adopted the 2030 Agenda, the States and governments could adopt some of the recommendations as part of their national policy. This declaration is not legally binding. It acts as advice/recommendations for States and international governments.
Loans & Economic growth

International Monetary Fund (IMF)
Established: 1945
“Promote international monetary cooperation, ensure financial stability, facilitate international trade, contribute to high levels of employment, economic stability and reduce poverty.”
- The International Monetary Fund ensures exchange stability to enable increased trade between countries. Consequently, it advises countries on the implementation of economic policy. The IMF can provide different States with loans in order to lessen the degree of “economic disequilibrium” so that they can put “structural adjustment” policies in place, enabling a stable national, regional and international economy.
- How the decision making process works: “1 $ = 1 voice.” In order to change the IMF charter, 85% of the vote is required. The United State currently has the highest number of votes.

International Bank for Reconstruction and Development (IBRD)
Established: 1945
“Coordinating responses to regional and global challenges.”
- It is a global “cooperative.”
- Supports the World Bank’s mission by providing loans, guarantees, risk management products and advisory services to middle-income and creditworthy low-income countries.

International Development Association (IDA)
Established: 1960
“Coordinating responses to regional and global challenges.”
- Same role as the IBRD, supporting the “poorest countries on the planet”, that are not creditworthy in their eligibility criteria for IBRD.
- The IBRD and IDA work in close collaboration with the three other institutions and the World Bank Group, as well as with public authorities and the private sector in developing countries in order to reduce poverty.

Appendix 3: Programmes & agencies

UN funds and programmes
Specialist UN agencies

Appendix 3: Programmes & agencies

Nutrition

Food and Agriculture Organization of the United Nations (FAO)
Established: 1945
“Zero hunger. It helps rich and poor countries to better manage resources.”
- Provides technical support to developing countries.
- Publish resources (information and standards on nutrition, agriculture, forests and fishing).
- Advise governments and provide an arena for multilateral discussion.
- Organise forums around the issue of food security.

World Food Program (WFP)
Established: 1961
“Eradicate world hunger and malnutrition”
- Provide urgent food aid and work with communities to improve nutrition and enhance resilience.
- The WFP mostly works in conflict zones and crisis situations.

International Development Association (IDA)
Established: 1960
“Coordinating responses to regional and global challenges.”
- Same role as the IBRD, supporting the “poorest countries on the planet”, that are not creditworthy in their eligibility criteria for IBRD.
- The IBRD and IDA work in close collaboration with the three other institutions and the World Bank Group, as well as with public authorities and the private sector in developing countries in order to reduce poverty.
**Education**

United Nations Children’s Fund (UNICEF)
*Established : 1946*

“Protect the rights of every child and to help them fulfill their potential from early childhood through to adolescence.”

- Formulate childhood-friendly national and local government policy.
- Awareness raising and information interventions
- Fundraising to increase resource

United Nations Educational, Scientific and Cultural Organization (UNESCO)
*Established : 1945*

“Contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.”

- UNESCO develops educational resources, builds links between nations, promotes scientific programmes, knowledge and cooperation exchange platforms. UNESCO defends freedom of speech and shares knowledge throughout the world and promotes cultural diversity.
- The Unesco Courier is a three-monthly United Nations publication which aims to promote the UNESCO ideals, act as a platform for debate between cultures and acts as a forum for international debate. It has been published since 1948, apart from a break in 2012, when UNESCO was experiencing financial difficulties.
- UNESCO also adopted a convention against discrimination in education as part of the right to education for all.

**Improving living conditions**

World Health Organization (WHO)
*Established : 1948*

“Working towards universal health coverage.”

The WHO trains, informs and raises awareness of health issues at an international level. The WHO puts in place health programmes, provides health and safety guidelines in order to limit health risks across the world.

United Nations Development Programme (UNDP)
*Création : 1966*

“Eradicate poverty, and reduce inequalities and exclusion.”

Aider les pays à élaborer des politiques, développer des compétences en “leadership”, et aptitudes en partenariat, renforcer leurs capacités institutionnelles.
**International Labour Organization (ILO)**

*Established: 1919*

“Work for social justice and promote human rights and rights at work internationally.”

The ILO sets international standards, puts together policies and programmes to promote the right to decent employment opportunities for all. The ILO is an institution that promotes tripartite debate (between the government, workers and employers). SGD 8 is to provide “decent employment” for all. The ILO is charged with the 2030 Agenda for decent employment and is therefore setting up programmes that focus on creating jobs, rights at work, social protection and social debate.

**UN-Women**

*Established: 2010*

“Accelerate progress on meeting girls’ and women’s needs worldwide.”

UN-Women expands upon the international policies and standards for gender equality. It builds capacity for resilience and economic autonomy for women and girls.

**United Nations High Commissioner for Refugees (UNHCR/HCR)**

*Established: 1950*

“Uphold the basic human rights of people who have been forced to flee.”

- The HCR helps refugees to return to their homes or to set up permanently in other countries. It also looks for sustainable solutions to their situations.
- The HCR’s mission is to prevent forced displacement by encouraging States and other institutions to create conditions that are favourable to the protection of human rights and the peaceful resolution of conflicts.

**United Nations Population Fund (UNFPA)**

*Established: 2010*

“Delivering a world where every pregnancy is wanted, every childbirth is safe and every young person’s potential is fulfilled.”

- The UNFPA raises awareness among individuals and communities of basic rights so that they can insist upon respectful treatment and the basic services to which they have the right.
- The UNFPA supplies data and analysis that provides evidence of weaknesses in countries, leverages resources and skills and takes action with government officials or in public forums either directly or via training and reporting.
We would like to thank the associations and people present at the various meetings for their valuable thoughts:

Algérie : Association nationale scientifique de jeunes «découverte de la nature» (ASJDN) / Graine de Paix (AGP)
Argentina : Crear
Belgium : Ceméa Belgique / Miroir vagabond
Bénin : Council for Educational Activities (CAEB)
Cameroon : Ceméa Cameroun
Comoros : Organisational Movement for Education and Equal Opportunities (MAEECHA)
Ivory Coast : Cemea Cote d'Ivoire
Spain : Asamblea de Cooperacion Por la Paz (ACPP)
France : Ceméa France
Gabon : Ceméa Gabon
Greece : Polis
Haiti : Ceméa Haiti
Hungary : Gyerakparadicsom
India : Natya Chetana
Italy : FIT Ceméa
Madagascar : Ceméa Madagascar
Martinique : Ceméa Martinique
Mauritius : Centre d'Éducation et de Développement des Enfants Mauriciens (CEDEM)
Mayotte : Ceméa Mayotte
Mexico : Titijisol
Niger : Niger Early Childhood Organisation (ONPPE)
Portugal : Clube intercultural
Québec : Mouvement d'Éducation Populaire Autonome du Québec (MEPACQ)
Democratic Republic of Congo : Ceméa Congo
Réunion : Ceméa Réunion
Russia : Centre d'assistance à la diffusion des méthodes d'éducation
Sénégal : Ceméa Sénégal
Seychelles : Seychelles Association for Youth and Animation (ASJA)
Switzerland : AS Ceméa / Ceméa Tessin
Togo : Ceméa Togo
Tunisia : Association of Friends of Belvédère (AAB)
Uruguay : Educacion Solidaria El Abrojo