

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.uis.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
- **World Bank Open Data** : World bank data on global development.
data.worldbank.org
- **OECD data** : (Organisation for Economic Co-operation and Development) : Base de données mondiale sur le développement économique.
data.oecd.org
- **EUROSTAT** : European database.
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 :

Criteria	Existence of national institutions (schools, universities...)	Existence of organised structures (schools or other)	Identifying a specific target audience (age, population)	Education objective with clear intentionality (expected knowledge, programme)
Formal education	○	○	○	○
Non formal education		○	○	○
Informal education	<i>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.</i>			

Source : European Commission

« Further steps »

According to UNESCO (2004) :

Non formal education :

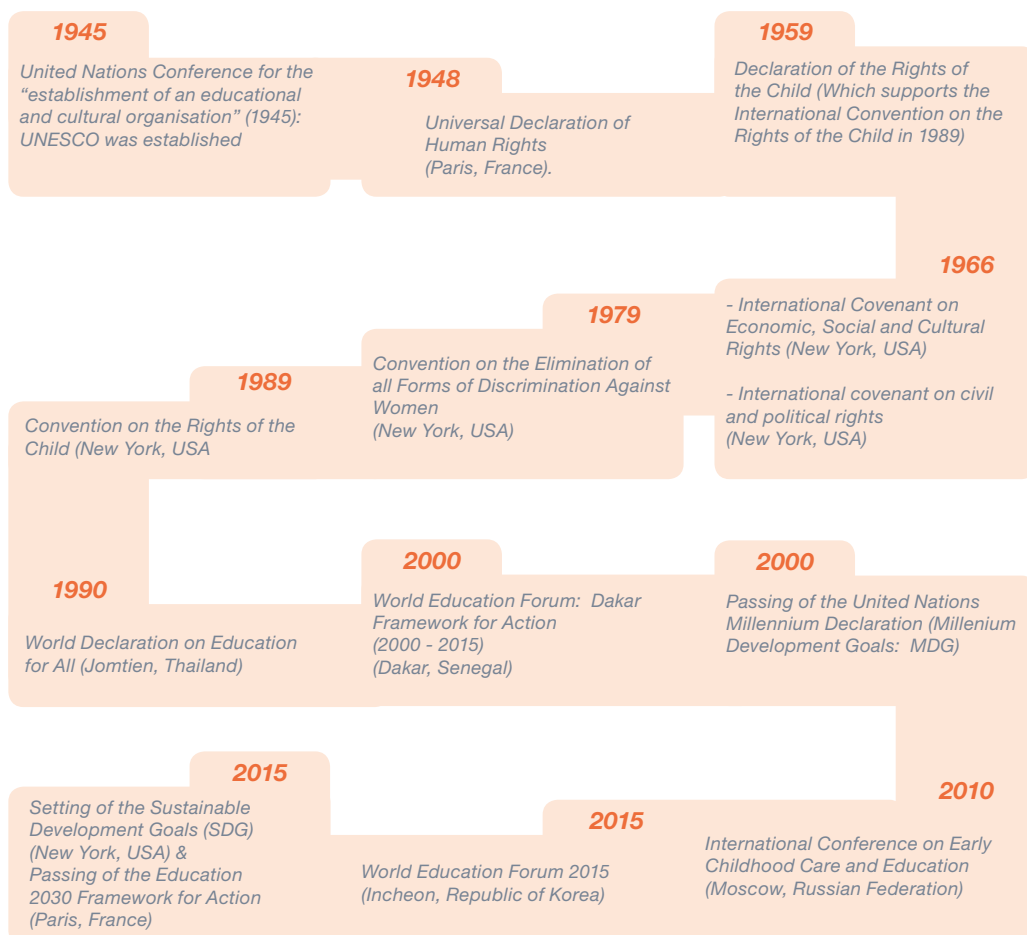
Teaching a specific subject within school or outside of it, as part of planned activities that are not explicitly designated as learning activities (in terms of objectives, time and resources) but that have a substantial learning component. Non formal learning is intentional on the part of the learner.

Informal education :

Learning that arises from daily life in areas such as work, family or hobbies. It is neither organised nor structured (in terms of objectives, time and resources). Informal learning is usually unintentional on the part of the learner.

2. Education timeline: forums and meetings

Understanding the timeline for international education



• 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).

« Further steps »

UNESCO database available: recent data: 2017.
Data on out-of-school children throughout the world (UNESCO data):
data.uis.unesco.org

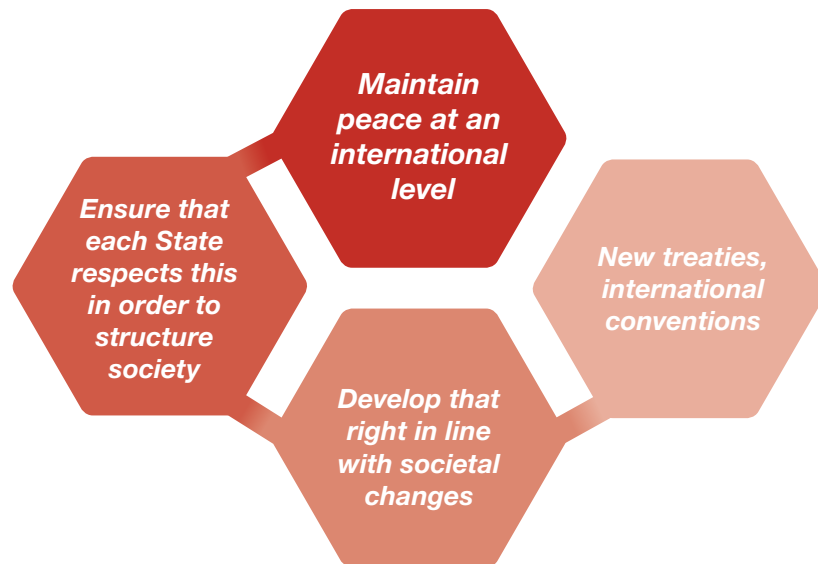
LEGAL INSTRUMENTS

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 ?



« Further steps »

Educational pathway suggestions:

[humanium.org/en/right-to-education](https://www.humanium.org/en/right-to-education) & PDF of Solidarité Laïque
<https://www.solidarite-laique.org/app/uploads/2014/07/Livret-Ne-l%C3%A2chons-pas-nos-droits.pdf>

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).

two international covenants adopted by the General Assembly of the United Nations have the same features as international conventions. These covenants were adopted in 1966. The member states wanted to adopt acts that would not be limited to non-binding international declarations. Consequently, in 1966, the Assembly of the United Nations adopted two covenants that came into effect in 1976. As is the case with a convention, this covenant must be ratified by the state for it to apply.

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.



" Is education a right ? "

Convention, charter, international covenant:
Must be ratified by the signatory state in order to be legally binding.

Convention relating to the status of refugees (1951)
Article 22 : right to education for refugees.

International declaration:
Not legally binding but politically and morally binding.
Declarative function

International covenant on civil and political rights (1966)
Adopted by the United Nations General Assembly.
Article 18 : the right to freedom of thought, conscience and religion and recognises the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

Convention on the elimination of all forms of discrimination against women (1979)
Article 10 : gender equality, ensure equal rights for all. Eliminate stereotypes

European Convention on Human Rights (ECHR - 1950)
Protocol 1 Article 2: " Everyone has the right to go to school. "

International Covenant on Economic, Social and Cultural Rights
Article 13 : right to education (right to free primary, secondary and higher education accessible to all.
Article 14 : State must undertake to adopt a plan of action to ensure free, compulsory primary education.

These 2 covenants, along with the Universal Declaration of Human Rights (1948), constitute the " International Bill of Human Rights ".

Convention on the Rights of the Child (1989)
International treaty adopted by the United Nations General Assembly. Ratified by 193 states (only Somalia and the United States did not ratify) **Article 28 & 29 :** right to education and access to free, compulsory primary education. Parents are free to choose the type of education.

United Nations Declaration on Human Rights Education and Training (2011)
Article 1 : " Everyone (...) should have access to human rights education and training. "

Universal Declaration of Human Rights (UDHR -1948)
Article 26 : " Everyone has the right to education ".

Convention on the rights of persons with disabilities (2006)
Article 24 : right to education, without discrimination and on the basis of equal opportunity. The state shall ensure an inclusive education system at all levels and lifelong learning.

Convention on the elimination of all forms of racial discrimination (1969)
Article 5 and 7 : right to education for all, without distinction as to race, colour, or national or ethnic origin.

World Declaration on Education for All (1990)

Declaration on the rights of Indigenous Peoples (2007)
Articles 14,15,17 and 21

Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992)
Article 4 : "may exercise fully and effectively all their human rights and fundamental freedoms."

International convention on the protection of the rights of all migrant workers and members of their families (1990)
Article 12, 30, 43 and 45 : right to education

« Further steps »

Some legal texts are expanded upon in Appendix 2

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

Charter of the United Nations, 26th June 1945 : 6 main organs of the United Nations are set up

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.

UN Trusteeship Council

- Administration of the trust territories
- Has not operated since 1994.

International Court of Justice

- Judiciary power in disputes between States
- 15 judges.

UN Secretariat

- Administrative role
- Manages UN operations
- civil servants.

The UN organs

UN Trusteeship Council

MISSIONS

- Administration of the United Nations trust territories.

POWER

Advisory

COMPOSITION

This council has not operated since 1994 when Palau became independent. The council can be reconvened in exceptional circumstances.

MEMBERS

Member states elected by the General Assembly.

UN Secretariat

MISSIONS

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

POWER

Administrative

COMPOSITION

International treaty adopted by the United Nations General Assembly. Consists of 250 civil servants.

UN Security Council

MISSIONS

- Deals with issues related to peacekeeping and international security
- Enforces international sanctions and military intervention

POWER

Executive

COMPOSITION

15 members of which 5 are permanent with veto power.

MEMBERS

- Permanent members: China, United States, France, United Kingdom and Russia.
- Non-member states are set out by geographical area (African States, Asia-Pacific, Eastern Europe, Latin America and Caribbean, Western Europe and Others).

UN Economic and Social Council (ECOSOC)

MISSIONS

- International economic and social cooperation issues under the umbrella of the United Nations General Assembly.
- Connected with different Non-Governmental Organisations (NGOs) and, dependent on the issues involved, can signpost NGOs to the specialist United Nations organs (WHO, for example).

POWER

Advisory

COMPOSITION

Members are appointed by the UN General Assembly, by geographic area, for a three-year term.

MEMBERS

54 member states

Assembly General of the UN

MISSIONS

- 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

Is made up of 5 representatives per member state and each member state has one voice. 1 state = 1 voice.

MEMBERS

193 member states

International Court of Justice (ICJ)

MISSIONS

- Settle disputes submitted by states. Non-member states can seek support from the ICJ under certain conditions. The court implements international law. Only states can bring matters to the ICJ. Not to be confused with the International Criminal Court (ICC) which sentences individuals and is not a UN organ.

POWER

Judicial

COMPOSITION

Composed of 15 elected judges who are elected for 9 years in a double vote by both the General Assembly and the UN Security Council.

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."

« 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

Multilateral Investment Guarantee Agency (MIGA)

International Bank for Reconstruction and Development (IBRD)

International Development Association (IDA)

« 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).

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.

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.

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

AU Constitutive Act :

- Member State sovereignty
- Non-intervention in internal matters
- Respect territorial integrity and right to exist

Opportunities for shared policies across the African continent: **Agenda 2063** (long term development vision). **2013, Abidjan**

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

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

African, Caribbean and Pacific Group of States (ACP)

Agreements between the ACP and the European Union (EU)

Yaoundé Convention (1963)

Between the European Union and 18 African countries (+ Madagascar): financial and economic aid.

Valid for : 5 years.

2nd signature in 1969. Valid for: 5 years.

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).

Green paper (1997)

Sets out an overview of the situation following various conventions.

Provides a framework for future agreements.

European Consensus on Development Statement (2005)

Incorporate signatory countries into the global economy.

The Cotonou agreement is to come to an end in February 2020. Negotiations have been in place since May 2018. In April 2019, the second phase of negotiations took place.

A new agreement is to be negotiated for democracy, growth, peace, migrations and tackling climate change.

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

79 members, signatories of the Cotonou Agreement (2000), linking them to the European Union (apart from Cuba): 48 Sub-Saharan African countries, 16 Caribbean countries and 15 Pacific countries.

African, Caribbean and Pacific group of states

PROGRAMMES

- Intra ACP Programme (agriculture, academic mobility)
- Technical Barriers to Trade (TBT programme)

OBJECTIVES

Sustainable development and progressive integration into the global economy as well as tackling poverty.

PROGRAMMES

- ACP-EU cooperation programme (education, technology)

OBJECTIVES

Implementing and consolidating peace and stability in an environment of democracy and freedom.

PROGRAMMES

- ACP-EU Migration Action

OBJECTIVES

Building upon a sense of unity and solidarity between ACP states as well as a shared understanding among populations.

PROGRAMMES

- Global ACP - EU alliance on climate change

OBJECTIVES

Coordinating group activities

« Further steps »

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.

« Further steps »

Other declarations have been signed between ACP countries :

- Libreville Declaration in Gabon (1997): preparation for negotiations with the European Union
- 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.

How does the European Union work ?

4 large institutions that act as a foundation for European politics :

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 :

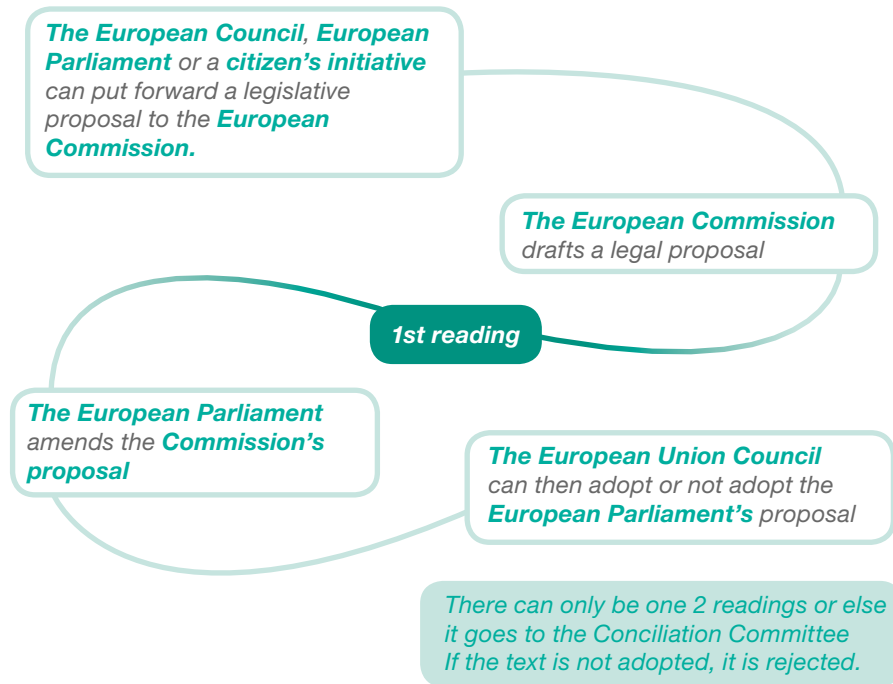
Members elected by the European Council Mission: draft legislative proposals in accordance with European Council recommendations.

Members : 1 commissioner per member State + President Each Commissioner: 1 mission.

Legislative power



Who defines European Union laws ?



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.

2017

5th Summit, Abidjan, Ivory Coast "Investing in Youth", youth mobility.

2014

4th Summit, Brussels, Belgium. Strategy for 2014-2017 with key priorities.

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.

Civil Society Forum :

There are steering committees that enable civil society to interact before the Government Heads of State Summit, in order to recommend certain measures/actions to the political decision makers.

Africa-Europe Youth Summit :

Promotes exchanges between young people, set up an Africa-Europe youth platform. Youth was one of the priority areas in the Abidjan Declaration in 2017.

« Further steps »

The Africa - EU partnership website
africa-eu-partnership.org

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.

“ 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.

FOCEM :

Fondo para la Convergencia Estructural del MERCOSUR (Financing Fund)
Set up: 2004. Running since 2006.

This fund’s primary objective is to reduce imbalances within the union.
Financing infrastructure investment projects, developing business competitiveness, and developing MERCOSUR countries.

FOCEM :

Mercosur Structural Convergence Fund

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

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**

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.

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.

The ASEAN Foundation, set up in December 1997, has as an objective :

increasing interaction and mobility within the region by putting programmes in place.

Education

- Schooling
- Academic exchanges
- Training and professional qualifications
- University research
- Internships and apprenticeships

Arts & Culture

ASEAN puppets exchange programme

Media

- “ ASEAN journalist ” programme for further information
- ASEAN video competition for young people

Community development

- Agriculture
- Business start up
- Volunteering
- Empowerment

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 (CONFESJES) : 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.

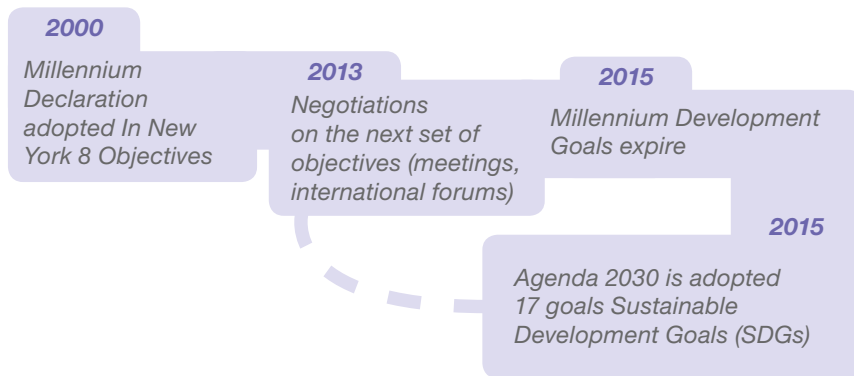
Charter of La Francophonie, 1970, Niamey. Defines La Francophonie institutions.

The instances of La Francophonie prescribe policies to be implemented to meet the initial objectives.

The Special Multilateral Fund is set up along with a call for projects.

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.



Progress towards the objectives is monitored via the United Agencies statistical divisions (at an international level), as well as regional and national offices.

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			

Education 2030 Agenda :

World Education Forum in the Republic of Korea (2015) : adopts a new declaration on “The Future of Education”.

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 :



Education 2030 Agenda follow-up

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.

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.

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.

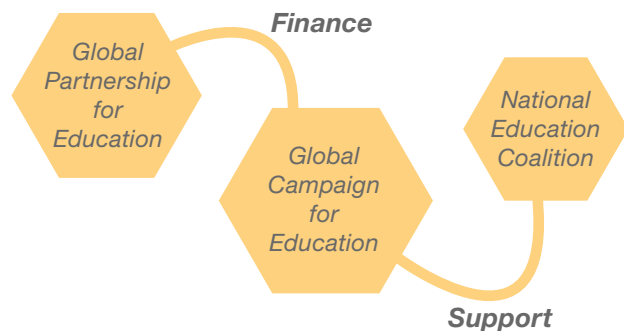
Global Partnership for Education

“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



What is the connection between the GCE and the GPE ?



The range of Global Partnership for Education (GPE) grants.

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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- 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
CUEJ : 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 International du Travail
OMD : Objectif du Millénaire pour le Développement
OMS : Organisation Mondiale de la Santé
ONG : Organisation Non Gouvernementale
ONU : Organisation des Nations Unies
ONUAA : Organisation des Nations Unies pour l'Alimentation et l'Agriculture
OSC : Organisation de la Société Civile
UA : Union Africaine
UE : Union Européenne
UNICEF : Fonds des Nations Unies pour l'Enfance
UNESCO : Organisation des Nations Unies pour l'Education, la Science et la Culture

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 Governemental Organization
UNO : United Nations Organization
FAO : Food Agriculture Organisation
CSO : Civil Society Organization
AU : African Union
EU : European Union
UNICEF : United Nations International Children's Emergency Fund
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.

New York Convention on the Rights of the Child (1989) by the United Nations General Assembly

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”

Conference representatives: United Nations Programme for Development (UNPD), UNESCO, United Nations International Children’s Emergency Fund (UNICEF) and the World Bank.

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.

Appendix 3 : Programmes & agencies

UN funds and programmes

Specialist UN 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.

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.

Education

United Nations Children's Fund (UNICEF)

Established : 1946

“ Protect the rights of every child and to help them fulfil 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.

Social Justice

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 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.*

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.*

We would like to thank the associations and people present at the various meetings for their valuable thoughts:

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Comoros : *Organisational Movement for Education and Equal Opportunities (MAEECHA)*

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Russia : *Centre d'assistance à la diffusion des méthodes d'éducation*

Sénégal : *Ceméa Sénégal*

Seychelles : *Seychelles Association for Youth and Animation (ASJA)*

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