

REACHING THE MARGINALISED

Reflecting on the Education for All Global Monitoring Report 2010

Fri 30th April 2010, Scottish Parliament



9:30 Registration (and tea/coffee)


10:00 **Welcome and seminar overview:** Joanne Orr (Chair of the UK National Commission for UNESCO Scotland) & Professor John Morgan (Chair of the UK National Commission)

Keynote Speaker 1: Keith Brown, Scotland's Minister for Skills and Lifelong Learning
Keynote Speaker 2: Olav Seim, UNESCO Director of Education for All International Coordination Team

10 :55 **Introducing the 2010 Education for All Global Monitoring Report**
Yusuf Sayed, Senior Policy Consultant, Education for All Global Monitoring Report Team, UNESCO and University of Sussex

11 :40 **Reaching the marginalised in Scotland**

 **Reaching Adults with low levels of literacy-** Lyn Tett, Professor of Community Education and Lifelong Learning (University of Edinburgh)

 **Reaching young people to ensure they have positive and sustained destinations-** Learning Teaching Scotland and Angela Baird, Qualifications Manager for Humanities & Social Sciences at the Scottish Qualifications Authority

 **Reaching Asylum seekers and Refugee children-** Dr Geri Smyth, Department of Childhood and Primary Studies (University of Strathclyde) and Manager of Refugees into Teaching in Scotland (RITeS)

Q & A and round-up of the issues by Professor Kay Livingston, Director International, Research and Innovation at Learning and Teaching Scotland and UKNC for UNESCO Scotland member

12 :45 **Networking Lunch**

13 :30 **Reaching the marginalised in the rest of the world**

 **Reaching children at risk-** Eric Slade, Education Advisor, Concern Worldwide

 **Reaching children affected by armed conflict-** Douglas Hamilton, Director of Save the Children Fund Scotland

 **Education in Emergencies-** Habib Malik, Head of Islamic Relief Scotland and Winner of the Robert Burns Humanitarian Award 2010

Q & A and round-up of the issues by Dr Gari Donn, International Education, University of Edinburgh and UKNC for UNESCO Scotland member

14 :35 **Panel discussion chaired by Olav Seim, Director EFA International Co-ordination Team – UNESCO**

15 :30 **Final round-up and concluding statement**



United Kingdom
National Commission for UNESCO






Background to the Scotland Education for All Seminar

The Education for All Global Monitoring Report (EFA GMR) is an independent publication commissioned by UNESCO (the United Nations Educational, Scientific and Cultural Organization)ⁱ. It is the prime instrument to assess global progress towards achieving the six 'Dakar' Education for All Goals to which over 160 countries committed themselves in 2000ⁱⁱ. It tracks progress, identifies effective policy reforms and best practice in all areas relating to Education for All (EFA), draws attention to emerging challenges and seeks to promote international cooperation in favour of education. The publication is targeted at decision-makers at the national and international level, and more broadly, at all those engaged in promoting the right to quality education – teachers, civil society groups, NGOs, researchers and the international community. Whilst the report has an annual agenda for reporting progress on each of the six EFA goals, each edition also adopts a particular theme, chosen because of its central importance to the EFA process.

The 2010 Education for All Global Monitoring Report focuses on *Reaching the Marginalised* (<http://www.unesco.org/en/efareport>)

All education systems, including that of Scotland, have to address problems of marginalisation. Chronic poverty, social exclusion, and inequalities linked to gender, race and ethnicity, conflict, location, and disability can interact to lock disadvantaged groups into extreme educational disadvantage. Education systems in many of the world's poorest countries are now experiencing the aftershock of the global economic downturn. The 2010 Education for All Global Monitoring Report, released on 19.01.10, argues that the crisis could create a lost generation of children whose life chances will have been irreparably damaged by a failure to protect their right to education. The Report examines who these children are and why they are being left behind, and shows that the cost of providing Education for All is much higher than previously estimated. The report looks at concrete solutions for making sure that no children are excluded from schooling

The GMR looks at distinctive characteristics that cause marginalisation, and consider their consequences for education opportunities. By looking beyond particular groups, it will also provide a comprehensive framework for understanding extreme marginalisation and the distinctive policy challenges that emerge, in the context of the prevailing economic climate. Through the analysis presented in the 2010 Report, the EFA GMR aims to achieve three distinctive goals:

-  Raise the profile of marginalisation as an obstacle to achieving the Dakar Framework for Action goals, and providing an analytical framework that goes from local to global
-  Link academic research and survey analysis more strongly to public policy debates
-  Set out a clear and strong agenda for overcoming marginalisation, informing and influencing national and international policy dialogue

Aim of the Scotland Education for All Seminar

This Scotland seminar aims :

1. To disseminate the EFA GMR 2010 and its findings in Scotland
2. To engage with Scottish stakeholders in a discussion about the root causes of education marginalisation by looking at programmes and policy solutions which are combating it, both at home and abroad
3. To identify how Scotland-based stakeholders can support progress in the areas covered by the report towards reaching the Education for All goals by 2015.

ⁱ **The United Nations Educational, Scientific and Cultural Organization (UNESCO)** was founded on 16 November 1945. For this specialized United Nations agency, it is not enough to build classrooms in devastated countries or to publish scientific breakthroughs. [Education, Social and Natural Science, Culture and Communication](#) are the means to a far more ambitious goal : to build peace in the minds of men. Today, UNESCO functions as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues. The Organization also serves as a clearinghouse – for the dissemination and sharing of information and knowledge – while helping Member States to build their human and institutional capacities in diverse fields. In short, UNESCO promotes international co-operation among its 193 Member States and six Associate Members in the fields of education, science, culture and communication. UNESCO is working to create the conditions for genuine dialogue based upon respect for shared values and the dignity of each civilization and culture. This role is critical, particularly in the face of terrorism, which constitutes an attack against humanity. The world

urgently requires global visions of sustainable development based upon observance of human rights, mutual respect and the alleviation of poverty, all of which lie at the heart of UNESCO's mission and activities.

Through its strategies and activities, UNESCO is actively pursuing the Millennium Development Goals, especially those aiming to:

- halve the proportion of people living in extreme poverty in developing countries by 2015
- achieve universal primary education in all countries by 2015
- eliminate gender disparity in primary and secondary education by 2005
- help countries implement a national strategy for sustainable development by 2005 to reverse current trends in the loss of environmental resources by 2015.

ⁱⁱ The World Education Forum (Dakar, Senegal, 26-28 April 2000) was the first and most important event in education at the dawn of the new century. By adopting the Dakar Framework for Action, the 1,100 participants of the Forum reaffirmed their commitment to achieving Education for All by the year 2015 and entrusted UNESCO with the overall responsibility of coordinating all international players and sustaining the global momentum. There are 6 internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

- EFA Goal 1 - [Expand early childhood care and education](#)
- EFA Goal 2 - [Provide free and compulsory primary education for all](#)
- EFA Goal 3 - [Promote learning, life skills for young people and adults](#)
- EFA Goal 4 - [Increase adult literacy by 50 per cent](#)
- EFA Goal 5 - [Achieve gender parity by 2005, gender equality by 2015](#)
- EFA Goal 6 - [Improve the quality of education](#)