

Advocacy report 2018

GWI advocacy goals

1. 100% of UN Member States commit to policy, legislation, budget and infrastructure to facilitate transition of girls from primary to secondary school and ensure gender parity and gender equality throughout secondary education by 2030.
2. By 2030 100% of UN low income Member States have increased access to tertiary education for girls and women by 50%.
3. 100% of UN Member States commit to and implement policies for continuing education to empower women throughout the life course, within the formal and informal economies.

Dominique CIAVATTI

Meeting attended: (place, date, time, name of meeting)

MEETING 1 23 02 2018 PARIS

MEETING 2 12 03 2018 PARIS

Subject of meeting:

DEBATES STRATEGIC 2018

HIGHER EDUCATION AS WELL COMMON OF HUMANITY EDUCATION

UNESCO PARIS

Refers to SDG no #: (please reference)

ODD 4 novel agenda education

Relevant treaties/conventions/resolutions:

10 eme strategy mid term

Unesco report

Summary of meeting

1st debate: socio-emotional skills and the agenda for the Education 2030

Education in crisis? ... Millions of young people do not master the basics of reading, writing and calculation, better teach these "Fundamentals" is it enough? Debate. The importance of the cognitive dimension, but also of "emotional" factors which refer to five skills to develop appropriately different ages and cultures: self-control (emotional stability), the application (be careful). the kindness, open-mindedness, and openness to others. Certainly, it must go beyond the obvious, or reductive ideas to achieve quality Education, this great objective of the agenda to 2030 (ODD 4).

At the opening of the strategic debates of IIEP 2018 cycle, Ms. Suzanne Grant Lewis, Director of IIEP, held to specify the vision "to go beyond the obvious":

"There is unanimity on the issue: we are in the presence of a global crisis in education, with millions of children and of youth unable to perform basic tasks like reading, writing and calculating." However, there is debate about what it should be to teach the children and providing a quality education for all, allowing a rapid evolution of the situation. To achieve the goal of sustainable development 4 - ODD 4 learning objectives, we must go "beyond the obvious" and discuss new ideas and strategies that will establish a new definition of learning while ensuring that all have access. This is endeavour IIEP in his strategic debates 2018.

The first debate, led by Dirk Van Damme, responsible division within the Department of education and skills of the OECD, was about the fundamental role of socio-emotional skills. For him, count, read, write, are obviously the basic skills that the children must acquire at school, but why not add the concern for a job well done, the ability to interact with others in a suitable way, open-mindedness or the management of emotions?

Dirk Van Damme these essential, non-cognitive faculties that can be grouped under the term of 'socio-emotional skills', must be integrated and treated with equal importance in modern educational systems of the twenty-first century, In addition to cognitive skills.

They are part of the learning objectives of the ODD4. Thus, the reference to the "meaningful achievements" in the 4.1 target and the «youth and [adults] who have the skills [...]» necessary for employment, obtaining decent work and entrepreneurship" in the target 4.4 refers to cognitive skills but also to the non-cognitives faculties such as problem solving, critical thinking, work teamwork and conflict resolution.

They are crucial in working life and research has also shown that they have a significant impact on the health, social progress, happiness and even mortality of human beings.

The psycho-sociological research have identified five broad categories of socio-emotional skills, the 'Big Five': the emotional stability (emotional stability), being conscientious (conscientiousness), friendliness (agreeableness) , openness (openness to experience), the fact to be Extrovert (extraversion).

Several conclusions emerge from this research. These five major socio-emotional skills is possible (they will also evolve with age, experience, and the course of life). All learning (cognitive and non-cognitif) is inherently social and emotional. The five socio-emotional skills can be evaluated across cultures: they are comparable across cultures. Research based on the five skills were conducted in a wide range of countries and cultures, the domains and subdomains of the five competencies have been identified in almost all cultures, the main differences are indicated in the internal composition of the model.

Based on these findings, the Centre for research and innovation in Education (CERI) of OECD has launched an international survey on the social and emotional skills aimed at assessing students at 10 and 15 years in several cities and countries in the world integer, by identifying the conditions and practices that promote or hinder the development of these critical skills. This survey aims to assess the levels of skills, to identify the contextual factors to show that such a study is possible and to create instruments for the following cycles. The results of this survey will be available in 2019.

If it is obvious that the socio-emotional skills have a fundamental role to play in education today, and that they are part of any learning process, officials and other actors in the education sector are not always aware their importance. As we have heard during the debate, these skills should be assessed in the same way as others to ensure that they are actually acquired by all children and young people, helping them to adapt quickly and successfully to a future uncertain.

Carmel Gallagher, specialist at the international Bureau of education (IBE) of UNESCO and sound during the debate, said that, while not defending the idea of an evaluation (in the general sense of the term), she would accept it without penalty if it could contribute to ensure the education and well-being of children in a holistic perspective, for overall social progress.

2 th Debate: who has higher education,,,? Is it a public or private property?

Higher education has grown exponentially these last forty years. Registrations have more than doubled in ten years (with 214 million students by 2015 compared to 100 million in 2000), far exceeding the population or GDP growth rate in the world. Public funding for higher education could not follow this increase and they are more and more students and their families who bear a larger share of the costs[2]. Today, about a third of the students are enrolled in private institutions.

Who are the responsibility of the costs of higher education[3]. To answer this question, it should first to consider two substantive topics:

- who has higher education,,,?
- Is it a public or private property? ?

Simon Marginson, Professor and Director of the Center for Global Higher Education, was at the IIEP 12 March 2018 to illuminate this problem as part of the series of 2018 policy debates organized by the Institute.

According to a solid body of studies, the individual tire number of benefits of higher education. On the other hand, it is more difficult to demonstrate and measure the benefits for the community, be they economic, social or educational. Mr. Marginson defended the position that higher education leads effectively on collective benefits, by relying on the notion that he is both a public good and a common good. The understanding as a 'common good' according to him is the most relevant approach, because we understand better so its multiple assets for society and the international community. [4]

The bulk of the debate however did not on this idea of 'common good' but on the notion of "public good." Mr. Marginson pointed out that in economics, the public good is defined as having two properties: it can be eaten without run out (non-rivalry) and consume it prevents anyone else to have access ("nonexcludability"). In cases where public goods, like certain types of research, are by-product on economic markets, public investments are justified: it is to ensure that their production contributes to global well-being.

On the other hand, some other property, as explained by Mr. Marginson, can be seen as public or private, for example teaching positions and places available in institutions, according to the system which includes access to higher education: is it competitive or laminate, resulting in benefits for students? We can deepen the definition with a different meaning of 'public', which is 'produced by the State. To illustrate the different ways of understanding educational goods depending on their context, Mr. Marginson said a chart containing four boxes representing four different situations, including two extremes (higher education as commercial market - quadrant 4 and as social democracy - quadrant 2).

In many countries, higher education systems have led to a hierarchy in terms of career opportunities: elite institutes, at the top, provide their graduates to the individual benefits in terms of careers and salaries. reinforcing social stratification. Mr. Marginson suggested an alternative model, under which higher education is considered to be a good common which offers a maximum of persons of equal

opportunities in the interest of a more equitable society, United and rights-based. This vision does not necessarily imply that all forms of higher education should be provided or funded by the State, but on the other hand, private institutions should be subject to regulations to ensure that they contribute to the character of public utility of higher education.

Worldwide, countries organize their system of higher education based on different traditions and designs of what is public and common. M.

Marginson thus cited the example of the Republic of Korea, where higher education is before all private but tightly regulated.

Mr. Marginson found on the idea that higher education should be seen as a good global common. [5] in the context of increasing globalisation, the institutes of higher education interact beyond national borders and have become spaces of research and learning interconnected. However, there is no global state that would evenly distribute the benefits and ensure truly global production of a common good. There are good reasons to call international organizations to assume this role, insofar as their financing and their position allow.

Michaela Martin, the IEP program specialist teaching superior, pointed out that in this area, the boundaries between private and public are increasingly thinner, with a share always more private investment. According to her, to streamline the debate on the origin of the funds, it would be useful to determine and measure more clearly the benefits of higher education, at the same time economic, social, educational, and both individual and collectives. Educational benefits are too often neglected; students enjoy their studies not only because they provide better professional opportunities, but also because they contribute to their personal and intellectual education.

Intervention by GWI rep: (what you did)

GWI insists on a comprehensive and inclusive approach to education for women and girls by 2030. To implement real equality between the sexes in access to primary, secondary and higher education, especially in the poorest countries, girls and women must be provided not only with the "minimum" ie basic knowledge, but also be taught to use specific tools appropriate to their environment. The issue being to know how to behave, how to manage relationships, before knowing who they want to become.

How this serves GWI members:

First of all, there is a growing awareness in the international community of the need to give an education to girls, as well as to those adult women who up to now haven't had sufficient opportunity to acquire basic knowledge.

Even if the mobiles are not always disinterested, often in direct relation with the concerns of the male part of the family (a woman who knows how to read, write and count is precious in the back office, in the management of a shop etc. .) this is more than a first step ahead.

B) The national associations (NFAS) especially, and GWI, must identify, each in its field of action, the feminine and affective skills of the school girls and female students they meet and make them aware of what influence these skills may have in their professional life.

C) In the NFAS mainly, they ought to get in contact with national and regional authorities of the relevant ministries (education, social affairs, women's rights) to push for a concerted action of the 3 ministerial departments to pursue these objectives.

Next steps:(what needs to be done)

They should not confine themselves to events such as symposia, conferences, which mainly concern members and senior women settled in life, but focus their action on female student youth who encounter more obstacles than their elders to find their own way and development.

As a model for younger rising classes, coaching and counsel missions should be carried out by NFAS members.