



## Infosessie: SDG 4 en de Belgische ontwikkelingssamenwerking

Op 26 oktober 2017 organiseerde Educaid.be een informatieve lunchvergadering voor parlementsleden en politieke adviseurs om de uitdagingen van SDG 4 voor inclusief kwaliteitsonderwijs – en de financiering hiervan – toe te lichten.

[Meer informatie](#)



## Educaid.be 2017 Lunch seminars

**9/11/2017** | Belgian launch of the 2017/8 Global Education Monitoring (GEM) Report 'Accountability in education: Meeting our commitments'

[Meer info & inschrijving](#) »

**13/11/2017** | Teacher education and improving learning opportunities for vulnerable children and youth: what role for development cooperation?

[Meer info & inschrijving](#) »

**7/12/2017** | Educaid.be Lunch Seminar | ICT-praktijkdag & Fyxxilab: Inspiring experiences of ICT in education

[Meer info & inschrijving](#) »



## 2018: Save the date!

**6 februari 2018: Ledenvergadering**

**8 of 17 mei 2018: Jaarlijkse conferentie.**

Thema: de link tussen onderwijs en gezondheid. In samenwerking met het platform [Be-cause health](#).

*De definitieve datum wordt binnenkort bevestigd.*



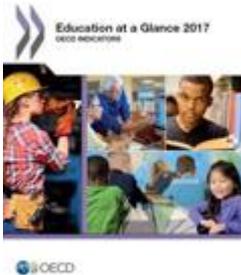
## Publicaties



### WDR 2018: LEARNING to Realize Education's Promise

The first ever World Development Report devoted entirely to education explores four main themes: 1) education's promise; 2) the need to shine a light on learning; 3) how to make schools work for learners; and 4) how to make systems work for learning.

[For links to the report and some reactions »](#)



### Education at a Glance 2017. OECD Indicators

This is the authoritative source for information on the state of education around the world. With more than 125 charts and 145 tables included in the publication and much more data available on the educational database, it provides key information on the output of educational institutions; the impact of learning across countries; the financial and human resources invested in education; access, participation and progression in education; and the learning environment and organisation of schools.

[Read more »](#)



### 2017/8 GEM Report - Accountability in Education: Meeting our Commitments

The report tracks the world's progress towards SDG4 and its targets. It also shows how important and relevant accountability is in education and reminds us that education is a shared responsibility and that we all have a role to play in contributing to SDG4. When accountability works, there are clear lines of responsibility and a roadmap for taking action when problems arise. When accountability is absent or weak, negligence and abuse can take hold. And when accountability is badly designed, there can be negative side effects that can put the achievement of our global goal at risk.

[Read more »](#)  
[Download the report »](#)



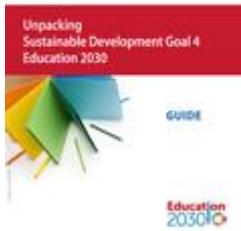
### Delivering the Learning Generation. Progress Report 2016-2017

One year after launching the Learning Generation report, the Commission delivers an update on progress made toward achieving this vision.

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## Unpacking Sustainable Development Goal 4 Education 2030 – Guide



This UNESCO guide provides overall guidance for a deeper understanding of SDG4 within the 2030 Agenda for Sustainable Development, in order to support its effective implementation. It outlines the key features of SDG4-Education 2030 and the global commitments expressed in the SDG4 targets as articulated in the Incheon Declaration and the Education 2030 Framework for Action. It also examines the implications of translating these global commitments within, and through, national education development efforts.

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## Meaningful Education in Times of Uncertainty



### Meaningful education in times of uncertainty. A collection of essays from the Center for Universal Education (Brookings)

This collection represents the outcome of discussions of top thought leaders in the fields of learning, innovation, and technology addressing the questions: how can we rapidly accelerate progress in education—not only to help marginalized communities catch up to where the privileged are today, but also to reach a more effective, holistic, and equitable education for every child in the world?

[Read more](#) »



### Realising the right to education through non-formal education

In her 2017 report to the Human Rights Council, the UN Special Rapporteur on the right to education, Ms Koumbou Boly Barry, considers how non-formal education may offer practical pathways to address some of the challenges faced by States with learners who are not being served by the formal education system. She also considers situations in which non-formal programmes have been effective and highlights some examples.

[Read more](#) »



### Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care

This OECD report takes a hard look at issues such as access and governance, equity, financing, curriculum, the teaching workforce and parent engagement. Key challenges for improving the ECEC sector are also identified.

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### The OECD Handbook for Innovative Learning Environments

This handbook makes good the ILE ambition not just to analyse change but to offer practical help to those around the world determined to innovate their schools and systems.

[Read more](#) »

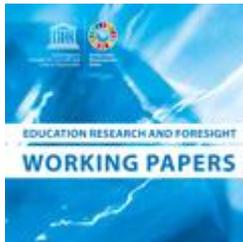


## Can We Leapfrog? The Potential of Education Innovations to Rapidly Accelerate Progress

Researchers from the Center for Universal Education at Brookings chart a new path forward in global education by examining the possibility of using innovations to leapfrog—rapidly accelerating educational progress to ensure that all young people develop the skills they need to thrive in a fast-changing world.

[Read more](#) »

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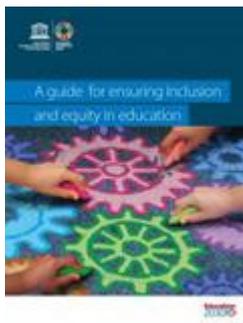


## Lifelong learning from a social justice perspective

Over the past two decades, a set of globally converging discourses on lifelong learning (LLL) has emerged around the world. These have been largely embraced by national and local education systems seeking to reflect local traditions and priorities. This UNESCO paper argues that they tend to look remarkably alike, converging into a homogeneous rationale in which the economic dimension of education predominates over other dimensions of learning, and in which adaptation takes pre-eminence over social transformation as a goal of LLL.

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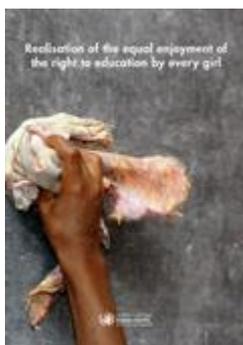


## A guide for ensuring inclusion and equity in education

With this Guide, UNESCO seeks to offer practical support to Member States to review how well equity and inclusion currently figure in existing policies, decide what actions need to be taken to improve policies, and monitor progress as actions are taken. An assessment framework is proposed to accompany countries in this review exercise, by taking into account four key dimensions: concepts, policy statements, structures and systems, and practices.

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## Realisation of the equal enjoyment of the right to education by every girl

This report by the UN High Commissioner for Human Rights underlines the multiple and intersecting obstacles that limit effective and equal access of girls to education and highlights good practices to address those barriers. It also contains recommendations on appropriate measures to ensure the equal enjoyment of the right to education by every girl and, in that context, eliminate all gender disparities in education by 2030, in fulfilment of the commitment made in SDG4.

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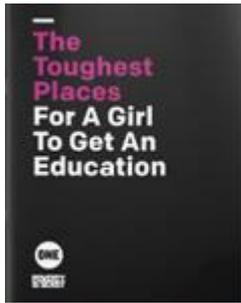


## A human rights-based approach to gender responsive public schools

This contribution to the UNGEI blog by David Archer offers a gender-based analysis of ten core education rights as well as a view on what gender-responsive financing of public education should look like.

[Read more](#) »

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## The Toughest Places for a Girl to Get an Education

This ONE report reveals the ten toughest countries and highlights some of the many unique barriers girls face. The rankings were compiled using global data on 11 factors that reflect girls' experience of education, including school completion rates, female literacy and pupil-teacher ratio. ONE's analysis shows that nine of the 10 toughest countries are in Africa, and all are fragile states.

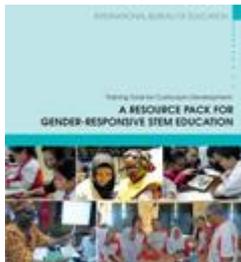
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## Still left behind: Pathways to inclusive education for girls with disabilities

This UNGEI report brings to light the persistent and significant gaps in research regarding education and disability, and in particular the need for more attention to the experience of girls with disabilities.

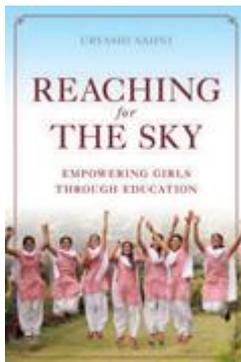
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## Training Tools for Curriculum Development: A Resource Pack for Gender-Responsive STEM Education

The overarching objective of this IBE UNESCO Resource Pack is to share a broader understanding of the theory and practice of gender-responsive STEM education, in order to support its effective development at the policy, school, classroom and community levels. The Resource Pack provides comprehensive guidance for national policymakers, curriculum specialists and developers, teacher educators, teachers, school leaders and district level administrators.

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## Reaching for the Sky: Empowering Girls through Education

Since 2003 a privately funded high school has provided desperately needed education for girls from impoverished families in Lucknow, the capital and largest city in Uttar Pradesh, in northeast India. Urvashi Sahni, the founder of Perna Girls School, tells the stories of how the school has changed the lives of more than 5,000 girls and their families. Most important, this book tells those stories from the perspectives of the girls themselves, rather than through a remote academic perspective.

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## Early and unintended pregnancy: recommendations for the education sector

The education sector has a clear and compelling role in preventing early and unintended pregnancy and ensuring the right to education for pregnant and parenting girls, through good quality comprehensive sexuality education that includes content on gender equality, and linkages with services ensuring the availability of contraceptives. When a girl becomes pregnant, re-entry and school resuming policies need to be put in place and should be well implemented to allow pregnant and parenting girls to fulfil their right to education.

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## Capitalisation des actions de formation-insertion des jeunes conduites par les organisations non gouvernementales

Cette capitalisation par l'AFD et l'IRAM sur les actions de formation et insertion des jeunes conduites par les ONG a pour principal objectif d'être un outil au service de la qualité et de l'efficacité de l'action des ONG, en valorisant les « pratiques » de ces dernières susceptibles d'être réinvesties dans l'action future.

[En savoir plus](#) »

## Agenda

- 6-9/11/2017 | Global Education Conference 2017  
[Meer info](#) »
- 9/11/2017 | Belgian launch of the 2017/8 Global Education Monitoring (GEM) Report 'Accountability in education: Meeting our commitments'  
[Meer info](#) »
- 13/11/2017 | Educaid.be Lunch Seminar: Teacher education and improving learning opportunities for vulnerable children and youth: what role for development cooperation?  
[Meer info](#) »
- 14-16/11/2017 | WISE Summit 2017 | Co-Exist, Co-Create: Learning to Live and Work Together  
[Meer info](#) »
- 7/12/2017 | Educaid.be Lunch Seminar | ICT-praktijkdag & Fyxxilab: Inspiring experiences of ICT in education  
[Meer info](#) »
- Symposium series: Philanthropy in Education: Global Trends, Regional Differences and Diverse Perspectives  
[Meer info](#) »
- 6-8/12/2017 | OEB 217 - Learning Uncertainty  
[Meer info](#) »
- 21-24/01/2018 | The Education World Forum  
[Meer info](#) »

