

International Organizations: Educational and Social Policies, Challenges and Achievements

Virginia Stergiou

Department of Mathematics, University of Patras, Patra, Greece

Email address

vir.stergiou@yahoo.gr

To cite this article:

Virginia Stergiou. International Organizations: Educational and Social Policies, Challenges and Achievements. *Psychology and Behavioral Sciences*. Special Issue: Dimensions of Human Effort. Vol. 7, No. 6-1, 2018, pp. 6-13. doi: 10.11648/j.pbs.s.2018070601.12

Received: January 10, 2018; **Accepted:** April 2, 2018; **Published:** August 8, 2018

Abstract: This paper describes briefly the programs of the following International Organizations: UNESCO, UNITED NATIONS DEVELOPMENT PROGRAM, WORLD BANK, UNITED NATIONS POPULATION FUND, and UNICEF, concerning early childhood care and education, especially for children whose development is at risk due to poverty, poor health, disabilities or emergency situations. In 1990, the above multilateral Institutions organized the world Conference on “Education for All” and remain the key international stakeholders in this campaign, which involves child’s protection as a significant concern in early childhood and beyond. There is also a concise report in the INTERNATIONAL ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD) programs in children’s education from Early Childhood to primary school which is considered a big step for all children. These International Organizations were selected among the others, due to their unique mission to provide a setting where governments can compare policy experiences, seek answers to common problems, identify good practice and coordinate domestic and international policies in this domain. This note is an effort to examine trends in equity access to good quality programs according to social needs of young children and their families, outlines goals, effectiveness, challenges and achievements of these policies and attempts to throw a glance to a review of early childhood across different countries, with a focus on children’s development. Moreover, the work includes a brief analysis on children’s education and care of marginalized groups in order to achieve equal opportunities in social inclusion and attempts to contribute to the reduction of the rates of children which stay out of school. The “child” is being socially developed through appropriate schematic perceptions and values linked to social environments. In this respect, this study affirms that expanding and improving comprehensive early childhood care and education from international perspective, wider social problems could be deflected.

Keywords: Early Childhood Care and Education, International Organizations, Good Quality Programs, Challenges and Achievements

1. Introduction

Education is a fundamental human right, it is a public good associated with increased environmental awareness, while cultural transmission from generation to generation is crucial. The term “education” is related to the process that begins at birth and carries through all stages of life. Education includes multiple learning pathways, school qualifications, incorporates in mental and social growth and cultivates the flexible skills and competences that prepare people for diverse challenges.

The contemporary conception of social growth is focusing on lifelong learning which comprises all activities to pursuit

of knowledge undertaken throughout life, aiming at improving knowledge, skills and competences in order to enhance social inclusion, competitiveness and employability. Moreover, education plays a significant role in innovation, concerning new technologies, as well as in their dissemination.

According to the official data of OECD (International Organization of Economic Development) lifelong learning and education of adults play also significant role to the social coherence and the contemporary construction of the social framework. Education’s advantage is the mental and social development of humans which assist the increment of their abilities. In this respect, education could be considered as a

channel of transmission of social patterns, preserve moral values and achieve social change and transformation. Finally, education contributes to the socialization of people while it supports them to face challenges of the contemporary labor market [1].

More specifically, the social growth of children at preschool age is related to the development of its individual characteristics, capabilities and capacities which aim at the integration and their access in the wider social space. Child is developed socially with the suitable configuration of perceptions, moral values and relations in the light of the influences of its social environment.

Plato, in his treatises [2] is referred to the role of the state as it has to educate children and young people from very early, making childhood virtuous and gifted people in order to become perfect citizens who will be able to master and stand upright. Later, Emil Durkheim, the French sociologist of the 20th century, considers education as the socialization of the younger generation and receives education as a continuous effort to impose on the child's way of seeing, acting and feeling.

Durkheim claims that [3] education has as one of its fundamental goals the impacting of all cultural expressions, from generation to generation and indicates that, all societies maintain themselves through their culture.

2. Education at Risk: The Impact of the Economic Crisis

In the last decade, educational systems have mainly received the consequences of the world's economic crisis, while the absence of extensive social protection systems drove millions of people into poverty. It should be remarked that in plenty countries of the world, the educational needs in terms of infrastructure, human resources, and research programs, are likely to be of secondary importance, so that the corresponding expenditure on education have decreased dramatically. Given that the well-being and prosperity of a state rely mainly on its social and economic policy, education is the mainstay of social policy while the risk of creating a lost generation of children is particularly visible in the poorest countries of the world where social conditions reduce access in education.

Considering that children's education should be an international priority, its quality, should be expressed through developmental research and educational programs. The phenomenon of heterogeneity in education and learning difficulties is mainly expanded in social groups experiencing difficulties of living, while the predominant in marginalization of education plays significant role both in school and family background.

Marginalization in education is a phenomenon that affects all countries even those that belong in the developed world. According to data from UNESCO Institute of Statistics (UIS) in June 2016, about 263 million children and youth were out of school.

This number corresponds to a quarter of the population of Europe. The total includes 61 million children of primary school age; 60 million of lower secondary school age and youth are more than four times as likely to be out of school as children, and more than twice as likely to be out of school as adolescents [4].

Although wealthy and powerful countries of the world such as G8 and G20 (G8 countries with the strongest economies and the G20 countries with the largest population on the planet) have contributed to saving huge amounts of money for economic growth and stabilization of economic systems, for the liberalization of markets and the upward pushing of global liquidity, however, the amounts allocated to the poorest countries of the world and vulnerable populations were insufficient, and it is estimated that this aid, just as much as two to three billion dollars a year, coming mainly from the IMF (International Monetary Fund). For example, the amount that finally disbursed to the sub-Saharan African countries was deficient, compared to the 80 billion dollars as it was decided to be allocated for 2009 and 2010 before the economic crisis respectively, this situation has removed many development goals and has had direct and dramatic effects on education.

Considering that opportunity in education is a fundamental right, which could relieve children of the world's poorest countries from poverty and push them to claim equal social and political rights, it is now coming to pay the price of the collapse of the world economies and the global economic slowdown. Such an unacceptable option should act as an incentive to activate the pattern of globalization, which has been legitimized to balance precisely these social inequalities. In the framework of the multicultural dimensions of the term "globalization", the international community needs to increase its support to the poorest countries, through the World Bank, the International Development Association, in order to secure the financial support from the International Monetary Fund on a flexible basis compatible with the achievement of education objectives and, above all, to fund education programs and the recruitment of qualified teachers.

Finally, rising malnutrition and hunger, which is one of the most unpleasant consequences of the economic crisis of the West in the developing countries of the world, not only threatens human lives and specifically children, but also, unfortunately, undermines the cognitive development of children and affects their ability to learning.

3. Educational and Social Policy by the International Organizations

Early childhood education is more than just a preparatory phase that contributes children's transition to formal education. It should be placed within a broader framework of social development, targeting both to gender equality and the fight of poverty. Social knowledge as a social learning mechanism strengthens child in learning and adapting its

behavior to socially accepted values and norms. In this respect, the following International Organizations were selected, among the others, on account of their participation in the 1990 campaign for children's education and training in order to provide education training and technical assistance, conduct research and evaluation and support corporate child care, in both high and low income countries of the world, by guiding clients through projects and planning processes that are ground in research. We underline that the existing early childhood education's programs, the local culture and constraints are helpful to design effective solutions and achieve the highest possible quality, performance and utmost impact.

1. UNESCO, as the United Nations International Organization for Education, Culture and Science, has been led by a political movement to steer the international community gradually into a modern education system that embraces the good practices already applied to some member States of the International Organization while supporting a holistic development policy for child, including health, nutrition, protection, well-being and education. The aim of the International Organization is, among other things, to support the development of policies and technical methods for the early childhood programs, aiming at establishing a solid foundation for lifelong learning for any individual. This effort is one of the targets of UNESCO's program "Education for All", which was adopted in 1990 in Thailand. More than 40 years ago, nations asserted that "everyone has a right to education" and recognize that every person- child, youth and adult must be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning contents (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

Pre-primary education is free and compulsory for at least one year in only 38 countries [5]. Children from the richest households are almost six times more likely to attend an early childhood education programs than those from the poorest. By the middle of the 20th century, there was a belief that maturation and learning mechanisms were sufficient to study and analyze aspects of child development.

The modern scientific community supports, however, the existence of other developmental mechanisms, which are related to the social experience of the child. Social knowledge as a social learning mechanism strengthens the child in learning and adapting his behavior to socially accepted values and norms. The first report of an educational program for early childhood care and education is marked in 1950 by the Non-Governmental Organization (OMEP- World Organization for Early Childhood Education) which introduces an educational program for children between the ages of few months and 8 years. UNESCO since the

beginning of 1970 has been dynamically entering the field of early childhood as well as parenting education.

At the 25th General Conference of UNESCO in 1989, the partners decided to further develop and coordinate the activities of the International Organization in pre-school and parental education. It has been found that millions of infants and toddlers worldwide have experienced extremely critical experiences both within the family and outside home, in various pre-school settings. At this general conference, the role of the family environment is emphasized and special emphasis is placed on learning the child through observation, imitation and promotion of appropriate standards. The social effects on the cognitive development of young children are also noted by Piaget and Vygotsky [6]. Although their theories differ in many ways, both consider that young children are curious and actively engaged in the discovery and interpretation of new data, starting from their family environment. Vygotsky, of course, considers that social contributions to the process of development are essential, while Piaget emphasizes on the self-discovery [7].

2. The UNITED NATIONS DEVELOPMENT PROGRAMME, will support governments around the world in tackling the new agenda and taking it forward over the next 15 years. More than 150 world leaders on 25 September 2015, in New York, adopted the new 2030 Agenda for sustainable development, including the Sustainable Development Goals (SDGs) [8]. This program was built on the eight Millennium Development Goals (MDGs) which would eradicate extreme poverty and hunger (goal 1), achieve universal primary education (goal 2), promote gender equality and empower women (goal 3), reduce child mortality (goal 4), improve maternal health (goal 5), combat HIV/AIDS, malaria and other diseases (goal 6), ensure environmental sustainability (goal 7), develop a global partnership for development (goal 8), all by the target date of 2015. The SDGs, have a more ambitious agenda, seeking to eliminate rather reduce poverty and include more demanding targets on health, education and gender equality. The international Organization considers a detailed roadmap to develop the needed curriculum, including methodologies, suggested materials, scaling and leveling of suggested materials, books, successful examples. The main purpose of the consultancy assignment will be to support Governments to establish standards, indicators, for holistic early childhood development for improving quality of learning and development opportunities including readiness for school.

3. The WORLD BANK supports the early childhood program in the area of social protection and nutrition. Supporting the Education Program Development Fund (EPDF) in partnership with sponsors, the World Bank launched in September 2008 an early childhood development and care program for Sub-Saharan African countries. The main objectives of the program are to create infrastructure in the relevant African countries to work methodically to achieve the targets of the "Education for All" program, while enhancing vulnerable children and children with special needs.

In August of 2010 during the United Nations General Conference, another resolution on the rights of early childhood was added to the "Convention on the Rights of the Child". This resolution refers to the obligations of adults, both individually and nationally, to protect preschool children in their survival and development. The Convention recognizes children as active members of society who deserve respect and is entitled to support. This World Bank's program also aims at the improvement of children's health, nutrition and education. In 2002, World Bank launched the EFA-FTI (Fast Track Initiative) program [9], a kind of agreement between developed and low-income countries, to accelerate the achievement of the Millennium Development Goals (MDGs- Millennium Development Goals). More specifically, the second goal concerns to the completion of universal primary education, so that all children should complete a full course of primary schooling, boys and girls by 2015. The immediate implementation of pre-school care and development programs are considered as an investment for primary and then secondary education. Unfortunately, according to the MDG's report in 2015, 57 million children of primary school age did not attend school. Moreover, compared to children in richest households, those in the poorest households are four times more likely to be out of school. Under-five mortality rates nearly twice as high for children in the poorest households compared to the wealthiest households. Finally, in 2016, the World Bank Group together with UNICEF launched "the Early Childhood Development Action Network (ECDAN)", a global network committed to the proposition that all young children, regardless of their circumstances, should achieve their developmental potential. ECDAN will coordinate action among diverse actors working to support children at global levels. Moreover, it is targeting to share knowledge across countries, including technical tools and resources, advocacy, and material.

4. The UNITED NATIONS POPULATION FUND (UNFPA) aims at "*delivering a world where every pregnancy is wanted, every childbirth is safe and every young person's potential is fulfilled*". UNFPA supplies support countries with greatest needs, helping them to strengthen their supply claims, so that women and adolescent girls can access a choice of contraceptives no matter where they live. The program has a particular focus on 46 countries, in addition to providing support for reproductive health services in humanitarian crises. Although the world is facing the economic crisis, funding for international family programmes, is rather poor. These programmes are essential in supporting the rights and health of women everywhere. A pregnancy can have immediate and lasting consequences for a girl's health, education and income earning potential. The risk of maternal death for mothers under 15 years old, in low and middle income countries is double that of older females. Furthermore, UNFPA works to support the needs of married girls particularly in family planning and maternal health. According to the International Organization 830 women die every day from causes related to pregnancy or childbirth, which means about one woman every two minutes [10].

5. The UNITED NATIONS CHILDREN'S FUND (UNICEF) recognizes that maternal health is a common factor in these deaths, and that 99% of maternal and neonatal mortality is happening in the developing world, which characterizes the unequal or non-existent access of mothers and infants to quality care. Over the past decade, UNICEF has adopted a holistic policy to protect maternal health rights. These rights include the prevention of child marriages and increased girls' education, the abolition of female genital mutilation and the development of the teenage life skills of adolescents, especially women. The international community acknowledges that UNICEF's contribution to strengthening prenatal screening programs, preventing HIV and AIDS transmission from mother to child, and women's access to HIV treatment is enormous. At the same time, UNICEF supports, depending on the needs of the country, the programs for midwives training and post-natal care. UNICEF, in partnership with governments and partners, is promoting the education of girls, aiming at completing their primary education as a minimum resource for their lives and their future status as mothers. At the pre-school stage, UNICEF is working to ensure that children are well-nourished, to vaccinate all children from common childhood illnesses, protect themselves from curable diseases, strengthen programs to prevent and limit the spread of HIV / AIDS between young people, while supporting children and their families already infected with the virus to live their lives with dignity [11].

UNICEF promotes an integrated approach to early childhood development, which involves investing a protective environment for children when they are affected by natural disasters, civil wars and when they are threatened or exposed to violence, abuse or exploitation. Moreover, this approach is focusing on the multiple rights of individual children as it is the only way to ensure the best possible start in life for a child. Nevertheless, a careful observation of the implementation of social policies gives the impression that these policies emphasize on the protection motivated by emergency situations instead of being focused on rights of children [12].

Finally, as is estimated, early learning of pre-school children at the period up to six years (0-6), decisively determines their future process of development. Despite of promising development on early childhood care and education provision in different regions, indigenous and other minority children often face with difficulties to deliver gains, due to their socially marginalized status or their rural and remote locations. UNICEF considers that education of indigenous or minority children in gaining equitable access to life opportunities, is a challenge. Therefore, the goal of generating a broad base of civil support for initiatives and social inclusion for those children and their families should be achieved. [13].

6. THE INTERNATIONAL ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD) recognizes that the early childhood education and care program should be priority. According to the data

obtained from a survey of the international organization, the implementation of the program, leads to most social and economic benefits such as prosperity through learning, increasing labor mobility from generation to generation and equitable participation of women in employment, reducing poverty and in general it promotes more economic development and equitable social rehabilitation. These positive benefits are inherent in the "quality" of the program. OECD is leading since June 2001 [14], a research program entitled "Encouraging Quality in Early Childhood Education and Care" to identify the factors that determine quality, policies which can promote and improve it and how these policies can effectively be put into results. This program adopts a broader and more holistic approach which differs from previous studies of the International Organization and provides a comparative analysis of the major issues and policy making among the following dozen countries of the OECD: Australia, Belgium, Czech Republic, Denmark, Finland, Italy, Netherlands, Norway, Portugal, Sweden, United Kingdom and United States -with emphasis on innovative approaches and proposing policies that can adapt to different national frames. In 2006, the OECD describes the social, economic, conceptual and research factors that affect pre-school children in twenty countries [15].

Finally, according to Starting Strong II: Early Childhood Education and Care program [16] policy makers can organize children's services in a manner that serves important social and economic objectives, such as, the increasing participation of women in the labor market, which seeks to harmonize between work and family. Well-organized services will support parents in childrearing, provide opportunity to women to work and help to include low-income and immigrant families in the community and society. Concerning women, while addressing the demographic challenge and aging of the population in OECD countries, it is studying the issues of access, quality, cultural diversity, child poverty and the disadvantages of the educational process. Another study on the course of the program was published in January of 2010 [17]. This publication also focuses on qualitative issues, and in particular, aims at identifying and defining the concept of quality and describes the five-point policy making that will act as leverage for strengthening the program, while emphasizing that poor quality in this program will have long-term detrimental effects on child development.

The above study showed that Early Childhood and Development programs through appropriate policies can directly shape with multiple benefits at individual level across the wider society. Malnutrition which affects approximately 178 million young children each year should activate the international awareness, so that social health and education will be their principal target. UNICEF underlines that access to an improved health system for young children and their mothers is of great importance for education and public health. According to the international policy-makers, physical growth of children is a future social investment. Through this ambitious process we will achieve, basic

education for all, especially for girls, gender equality, ensure inclusive, equitable education and promote life-long learning opportunities for all by 2030 [18].

Furthermore, UNESCO points out that poverty is the factor which conduces to the erosion of education while also having a serious impact on the physical development of children. Early childhood is not only a period of physical growth but also contributes to their spiritual development. Cognitive skills related to memory, logic, problem solving is developed during childhood. Quality programs of pre-school education, as noted in many modern surveys, can act as a helper for the cognitive development of children and in the long view contribute to their academic success. In fact, the first experiences of a person in the early childhood phase are responsible for the amount of intellectual development that will acquire during his lifetime and public benefits of education are well-known [19]. Experiences of infants at the beginning of their lives shape not only the development but also the person's inclination towards learning, behavior and health [20].

However, children who have participated in these programs show higher intelligence quotients and improvements in practical reasoning, eye and hand coordination, hearing and speech, and reading readiness. Grade repetition and dropout rates are lower, performance at school is higher, and the probability that a child will progress to higher levels of education increases. Nevertheless, it should be noted that brain development of young children may be affected by biological or environmental risk factors such as malnutrition, infectious diseases or even teratogenesis, lack of water, food and lack of elemental hygiene. Aside from the above factors, brain development of children can also be affected by social risk factors such as tenderness or diligence of kindergarten teachers, as well as by other relevant risk factors (psychological) such as maternal depression or exposure to violence. According to the statistical elements of UNESCO, it is estimated that some 200 million children from developing countries under the age of five are never able to reach their developmental potentiality [21]. Among the most well-known risk factors in the world, are the lack of cognitive motivation and the delay of physical growth due to avitaminosis and iron deficiency anemia in the proportion of 20-25% of children in third world countries. Thompson and Nelson (2001) also note that the process of brain development and maturation of children has a tremendous influence on their lifelong process [22].

Children's development is due to a sequence of interdependent skills that are shaped in the successive stages at sensitive age, such as: the socio-emotional, linguistic, cognitive and communicative skills that are evident in the early years of the child's life. The linguistic progress of children includes the development of mental skills. More specifically, the language development of children includes intellectual skills forming for problem solving, memory and concentration, possibility of knowledge of numbers, symbols, language recognition, basic literacy and at least recognition of basic personal information, such as name, address and

other personal information. A major stumbling factor for the cognitive development of children in developing countries is poverty and child labor. According to UNESCO's measurements it is estimated that, working children worldwide in 2010, were over 116 million aged five to 14 years old [23].

Whereas in many cases children are trying to combine work and school, as it was noted by UNESCO's research in Latin America, this situation has a negative effect on learning performance. Often the working hours are too many, so that children are excluded completely from any access to knowledge.

Finally, socio-cultural factors that impact on cognitive development of children in many societies create inequalities between sexes, resulting in the exclusion of girls from the school environments and turn them only in housekeeping. A dominant role in children's life is playing the socio-emotional development, which is consisting of growing social values such as responsibility, respect, or by creating social skills such as participation in teamwork (game), management of the social perception, behavior and feelings, self-control and ability to develop dialog with other children. In this point, it should be kept in mind that the characteristics of cognitive and socio-emotional development vary in different cultures of people; therefore the statistical indicators that measure child development are formed mainly in local contexts. Children with low cognitive or socio-emotional development, or even those that have sensitive health, those who are usually absent from school, eventually often fail to complete primary education. Unfortunately, these children face significant social problems such as poverty or marginalization. The research also demonstrates that the programs of early childhood care and education differ significantly in format, content and duration in many countries of the world [24].

In Europe, the European Commission also aims at improving access to the quality of early childhood education and care services through development policy guidance as well as promoting the most effective use of European funding, in collaboration with International Organizations and other stakeholders. In this sense, "Early Childhood Education and Care" is necessary to achieve lifelong learning, social integration, and personal development to recruit appropriate employment. Complementing the primary role of the family, pre-school education has a profound and profound impact on children's development and is the basis for all of their remaining education. Moreover, it helps children from disadvantaged backgrounds, contributes to better social inclusion and reduces early school leaving rates. Research shows that poverty and family dysfunction have a strong correlation with low educational outcomes, and there are wide variations in cognitive, social and emotional development among children from a rich and poor social background. According to the 2010 European Commission report, if solid foundations are established in the early years of a child's life, their subsequent access to learning and knowledge is much smoother and more effective and will

probably continue throughout their lives" [25, 26].

The European Union's action focuses on enhancing services for preschool children in order to make it easier for parents, especially mothers, to compete on the labor market. In the year 2002 in Barcelona, Portugal, the European Council agreed to provide full-day child-care in formal education by state Institutions to at least 90% of the children aged three to the age of compulsory education and respectively the age under of three in at least 33% of children. This program was tested by 2010, but it did not have the expected results. It is worth noting that in 2008, Greece had almost the lowest participation in the program, with 68.2% holding the pre-final position before Poland. With regard to the implementation of the program in the (0-3) age group, only five of the Member States of the European Union exceeded 33% of the target, five just approached, and eight of the Member States only reached 10%, while coverage under 70% of the target was observed in almost one third of EU Member States [27]. Pre-school, care and development programs are the sole responsibility of the Member States, so EU countries have decided to work closely together to select good practices that have already been successfully implemented, aiming at ensuring access to quality education and providing care for all children without exception. This decision will mainly benefit children from poor social strata, children with disabilities, children of migrants and children belonging to socially excluded groups such as the Roma. At the same time, proper management of children's developmental potential, according to their age, through appropriate curricula, will substantially contribute to the development of their social skills. Finally, staffing, which must be properly qualified, is one of the key challenges facing the EU countries today. Personnel skills often come second because training is often given to lower-skilled staff, with lower pay rates, which leads to discontinuity in child care and education, and is not likely to be the same job opportunities for preschool staff in relation to vocational training and continuous professional development of teachers in the next levels of education. The EU supports and promotes the development of innovative policies through the exchange of views by coordinating its Member States, developing transnational networks and programs, encouraging Member States to invest in early childhood through the Structural Funds, providing support and promoting Pre-school research areas under the 7th Framework Programme for Research and Technological Development [28].

Actually, Horizon 2020 and the 7th Framework Programme for Research and Technological Development from European Commission, include European research initiatives for employment, growth and competitiveness in Europe. It completes (Framework Programme for Competitiveness and Innovation) (CIP), Education and Training Programmes (LLP) and structural funds. This is the main instrument for funding research in the EU at the European level and covers the period 2014-2020. The budget for seven years is 70.2 billion.

Concluding, in this report, pre-school age requires special care and special education. Multiple International Organizations emphasize on holistic development programs in order to support children at this age for their smooth transition to formal education and their integration into school. UNICEF focuses its services on growth but mainly on children's survival. Every year, tens of millions of babies lack love, care, upbringing, health and nutrition they need to survive in one way or another. Nearly 10 million children die by the age of five, and over 200 million children are not able to develop their capabilities. Infant mortality has declined over the last decades, however, the rates of infant deaths on the first day of their lives remain high, and indeed a quarter of the world's population is in South Asia and India and the poor Countries of sub-Saharan Africa.

4. Conclusion

The development model and the twenty-first century perspectives include cultivation of multiple skills and require deep knowledge and adoption of the best practices from the rich and successful societies of the world. In the domain of education is required systematic and careful approach on information, statistics data and processing into the contemporary didactical models.

The educational skills and the technical and vocational training through programmes of lifelong learning are vital to develop professional competences, to face challenges of the current labor market and adjust into the new reality. Multilateral International Organizations, together with governments, development agencies, civil society and the private sector are working together to achieve the objectives of the Sustainable Development Goals by 2030, recognizing the important contribution of the Global Education.

More specifically, we recognize education as the basic key to achieve full employment and poverty eradication. We should focus our efforts on access, equity and inclusion, quality and learning outcomes within a lifelong learning approach. Furthermore, we note with serious concern that development and welfare is depending on the well-being of mothers, the rates of illiteracy of adults, the rates of spread of the virus HIV and AIDS to people aged from 15-49 years old (the percentages of women are very important) and the indicator of maternal mortality. Parenting habits should include developmental care of the infants in every period of their life and we underline the importance of mother's breastfeeding.

It is pursued and monitored the total participation in pre-school education for boys and girls, the full participation them in primary education and the reduction of the rates of rejecting schooling of children everywhere in the world. Health services are at great importance, such as the vaccination of all children for their protection from preventable diseases. Also vitamin and health care administration should be provided to all children. Moreover, serious attention should be given to the protection of children from forced labor, the marriages of minors, the trafficking in

babies, the genital amputation, the family violence and coercion and the sexual exploitation. Finally, the reduction of poverty is noted as a priority for all the humanitarian International Organizations.

Concluding, the basic criteria for the preschool education for the achievement of the objectives of education are the following:

- a. The learning environment should motivate children and visually encourage their autonomy. Emphasis should be given on the use of spoken language in order to develop communication and social skills through active groups or individual games, but always under staff's supervision. Moreover, simple mathematical concepts and some information of literacy attempt to the development of physical activities of children, encourage them to explore their surrounding world in order to enter into the formal school environment.
- b. Institutional framework: The current alternative education standards should be focused on different or renewed policies in learning and teaching of formal education programs. We underline the importance of sustainable development and the creation of new skills for the preschool children.
- c. Programming to achieve early development and universal pre-primary education by 2030, ensure that girls and boys have access to quality early childhood development, so that they are ready for primary education.
- d. Strict control of qualifications of staff - the claim of pedagogical qualifications. Investing in education by taking advantage of the experience of teachers, design and development of cognitive standards, early childhood protection from marginalization in education and enforcement of high quality curricula at all levels of education, we can envision a model of social and academic development for all citizens.

References

- [1] Finch, J. (1984), *Education as Social Policy*, London, Longmans.
- [2] Tsatsos K., *The Social Philosophy of Ancient Greeks*, Eds. Estia, Athens, 1970 (in Greek).
- [3] Grace M. Barnes "Emile Durkheim's Contribution to the Sociology of Education", *The Journal Thought (JET)/Revue de la Pensée Educative* Vol. 11, No. 3 December, 1977, pp. 213-223.
- [4] <http://uis.unesco.org/en/topic/out-school-children-and-youth>.
- [5] UNESCO, 2011. Alfredo R. Tinsjero and Anaos Loizillon, Review of Care, education and Child Development Indicators in ECCE, Desk Review prepared for UNESCO on existing indices and indicators.
- [6] Daniels Harry, Vygotsky and Pedagogy, 2001, pubs. Routledge Falmer, London.
- [7] Differences between Piaget and Vygotsky cognitive development: <https://study.com/.../differences-between-piaget-vygotskys-cognitive-development-the>.

- [8] United Nations: «Transforming our world: the 2030 Agenda for Sustainable Development». Resolution adopted by the General Assembly on 25 September 2015. Seventieth session Agenda, items 15 and 116, 21/10/2015.
- [9] Education for All- Fast Track Initiative Program – World Bank Projects:
<http://projects.worldbank.org/P111470/education-all-fast-track-initiative-program?lang=en>.
- [10] <http://www.unfpa.org/maternal-health>.
- [11] UNICEF at a glance: <https://books.google.gr/books?id=hsl-LN3iCOAC>.
- [12] A Guide to General Comment 7 “Implementing Child Rights in Early Childhood”, United Nations Committee on the Rights of the Child United Nations Children’s Fund and Bernard van Leer Foundation, 2006. pp. 12-16.
- [13] Lessons in Educational Quality, Successful Approaches to Intractable Problems Around the World, eds. Jody Heymann & Adele Cassola, 2007., pp. 295-299.
- [14] Starting Strong I: Early Childhood Education and Care, pub. 11-06-2001.
- [15] The countries which participated in this research: Australia, Austria, Belgium, Canada, Czech Republic, Danish, Finland, France, Germany, Hungary, Ireland, Italy, South Korea, Mexico, Holland, Portugal, Switzerland, Great Britain, United States of America.
- [16] Starting Strong II: Early Childhood Education and Care, pub. 11-09-2006, p. 444.
- [17] Starting Strong III - A Quality Toolbox for Early Childhood Education and Care, pubs 10-01-2010.
- [18] United Nations Association, “The Sustainable Development Goals 2015-2030”.
- [19] Hertzman, C. (1999). Population health and human development. In: D. P. Keating and C. Hertzman (Eds.), *Developmental Health and The Wealth of Nations. Social, Biological, and Educational Dynamics* (41-54). New York: The Guilford Press.
- [20] Hertzman, C. and Boyce, T. (2010). How experience gets under the skin to create gradients in developmental health. *Annual Review, Public Health*, volume 31.
- [21] UNESCO, 2010, EFA, Global Monitoring Report, Summary, “Reaching the Marginalized” Unesco Publishing, Paris.
- [22] Thompson, R. A. and Nelson, C. A. (2001). Developmental science and the media: early brain development. *American Journal of Psychology*, 56 (1):5-15.
http://www.pitt.edu/~strauss/GradInf%20Thompson_Nelson2001.pdf, pp. 8, 9.
- [23] UNESCO, 2010, EFA, Global Monitoring Report, Summary, “Reaching the Marginalized” Unesco Publishing, Paris.
- [24] Alfredo R. Tinsjero and Anaos Loizillon, Review of Care, education and Child Development Indicators in ECCE, Desk review prepared for UNESCO on existing indices and indicators, 2011, pp. 9.
- [25] Commission Communication “Efficiency and Equity in Education and Training Systems” (COM (2006) 481).
- [26] Commission Communication “An Agenda for new skills and jobs: A European contribution towards full employment”. (COM (2010) 682).
- [27] Commission Staff Working Document “Implementation of the Barcelona objectives concerning childcare facilities for pre-school age children” (SEC (2008) 2524).
- [28] Ugur Muldur, Fabienne Corvers, Henri Delanghe, Jim Dratwa, Daniela Heimberger, Brian Sloan, Sandrijn Vanslembrouck, “A New Deal for Effective European Research Policy, the Design and Impacts of the 7th Framework Program”, Springer eds. 2006.