



Learning without Limits:

Lifelong Learning and Inclusive Education

22 MARCH 2019, 10:00-11:25

International Conference Centre Geneva (ICCG)



OBJECTIVES

The objectives of this round tables are:

- to provide a mutual learning space where participants from governments can interact with their peers and other relevant stakeholders in order to exchange experiences, propose solutions to address identified problems and anticipate future developments concerning SDG-4 (Quality Education); and
- to identify main lessons and compile a set of key messages that can be shared with a wider audience to mainstream, accelerate and provide policy support to the regional and national implementation of SDG-



GUIDING QUESTIONS

1. Understanding the learning challenges across the lifecycle and in different marginalized groups

What are some of the best practices and lessons learnt in assessing gaps in learning and the needs of the different learners; generating credible evidence to monitor progress and to inform the development of the next cycle of national Education strategies by 2030? (4.1; 4.2; 4.5)

2. Translating priorities into action

Which programmes and interventions are proving to be effective in addressing equity gaps in access to learning and inclusion for the most marginalized groups of learners, and at all levels of education? (4.1; 4.2; 4.5)

3. Skills for employability

Which approaches are proving to be effective and innovative in creating opportunities for young people and adults to stay on the path of learning (in formal and alternative pathways) to acquire skills for employability, vocational education and training, and lifelong learning? Are there good examples of these approaches that are based on multi-stakeholder partnerships (including government, non-government, private sector and civil society organisations)? (4.3; 4.4; 4.6)



BACKGROUND

The countries of Europe and Central Asia have achieved, on average, high rates of participation in basic education, with the main issues in the region relating to inclusion and quality. However, within countries, disparities based on income, location, gender, immigration or minority status and disability affect children and young people in accessing and participating in good quality education. Significant inequalities persist across and within countries in terms of learning outcomes, quality of education, and mismatches between skills demanded by the labour market and those of graduates, especially young labour market entrants.

Adequate access to pre-primary, upper secondary and higher education remains a challenge in many countries, particularly for the most marginalized, including children and young people with disabilities, ethnic and linguistic groups such as the Roma, and children and young people from the poorest households. Cost, distance to school and negative social attitudes limit smooth transitions from primary to lower secondary education for the most marginalized children. In most countries with Roma populations and other ethnic and migrant minorities, the participation rates of their children and young people in schooling are lower than the mainstream enrolments. Children and young people with disabilities are suffering too from social attitudes that stigmatize. The above marginalized groups are often excluded from data collection and thus invisible in national indicators.

In terms of gender equality, in the region there are contrasting patterns per country and level. The expansion of pre-primary education is expected to help improve the transition to the next levels, as new cohorts of pupils will be better prepared for primary school. The curricula should reflect these trends, while integrating the issues such as Global Citizenship Education and Preventing Violent Extremism through Interreligious and Intercultural Dialogue.

Quality lifelong learning for all at all levels is required to incorporate the flexible pathways between formal, non-formal and informal education and diverse training models to cater for all children, youth and adults in and out of school.

Education policies and practices need to strengthen skills and competencies for life and work and include focus on increasing equitable access to quality Technical and Vocational Education and Training (TVET) that encompasses entrepreneurship, employability, capacity building, retraining and versatility. There is a need to better assess and anticipate changing skill needs, strengthening skills development to increase, reinforce and value the education and training in the informal economy, and further enhance Public-Private Partnerships (PPP).



SDG LINKAGES

The implementation of SDG 4 (Quality Education) will enable, in one way or another, ensuring progress in the other 16 SDGs, in particular SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities) and SDG 16 (Peace, Justice and Strong Institutions).



PARTICIPANTS

This round table will target a multi-stakeholder audience, including education policy-makers, practitioners and academia, civil society and others.



ORGANIZERS

This round table is organized by the United Nations International Children's Emergency (UNICEF) and United Nations Educational, Scientific and Cultural Organization (UNESCO), in cooperation with the International Telecommunication Union (ITU), United Nations Population Fund (UNFPA), Office of the United Nations High Commissioner for Refugees (UNHCR) and United Nations Economic Commission for Europe (UNECE).