4 QUALITY EDUCATION

Learning without Limits:

Lifelong Learning and Inclusive Education

22 MARCH 2019, 10:00-11:25
Room 4, International Conference Centre Geneva (CICG)
Interpretation in English, French and Russian

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)

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CASE STUDIES

The case studies will be presented in the following order:

- **Austria: "*Empowering older people to ensure their inclusion in the use of digital technologies*"**
  Older persons are less active on the Internet. However, anyone who is not online is excluded from participation in the society of the 21st century. A good practice in adult education for senior citizens is the project "Technology in brief: Tablets for everyone". The high-tech project follows an intergenerational approach through the training offered by young volunteers (aged 16 to 30 years) as so-called "tablet trainers". Until the end of 2018, more than 2000 persons learned with the modules. The oldest participant is 97 years old, he currently receives his training by a young man in a nursery home.
  Presenters: Ms. Erika Winkler, Chair of the UNECE Working Group on Ageing 2010-2017, and Mr. Christoph Angster, Senior Policy Officer, Federal Ministry of Labour, Social Affairs, Health and Consumer Protection, Austria

- **Serbia: "*Quality Inclusive Education in Serbia*"**
  The case study is summarizing the efforts of the Serbian Ministry of Education, Science and Technological Development to introduce and support the implementation of policies related to the enrolment of all children within the regular school system and supporting schools and teachers to provide relevant additional support in education for students with disabilities, students with learning difficulties and students with disadvantages.
  Presenter: Ms. Vesna Nedeljkovic, Assistant Minister, Ministry of Education, Science and Technological Development, Serbia

- **Romania: "*Reform of the assessment and evaluation in education for improved learning outcomes*"**
  The most recent revision of the assessment and evaluation in the national education system of Romania was comprehensive and covered not only student assessment, but also teacher appraisal, school evaluation and system evaluation. Based on the review, the Ministry of National Education developed an Action Plan in which it incorporated the policy recommendations formulated in the report. The review was conducted through a partnership of Ministry of Education with UNICEF and OECD.
  Presenter: Ms. Iris Constantin, Expert, National Commission of Romania for UNESCO, Romania

Key discussants for this round table will be **Mr. Alexis Rinckenbach**, Head of the European and International Affairs Unit of the Social Cohesion General Directorate, Minister of Health and Solidarity of France (case study: "IT training and education of elderly persons in France") and **Mr. Martin Amberger**, Deputy Head of Division, Federal Ministry for Family Affairs, Senior Citizens, Women and Youth of Germany (case study: "Empowering older people for digital inclusion through life-long learning").

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).

Large gaps in accessibility for students with disabilities remain

Selected countries: Proportion of schools with access to adapted infrastructure and materials for students with disabilities, low secondary, 2016 or 2017, percentage
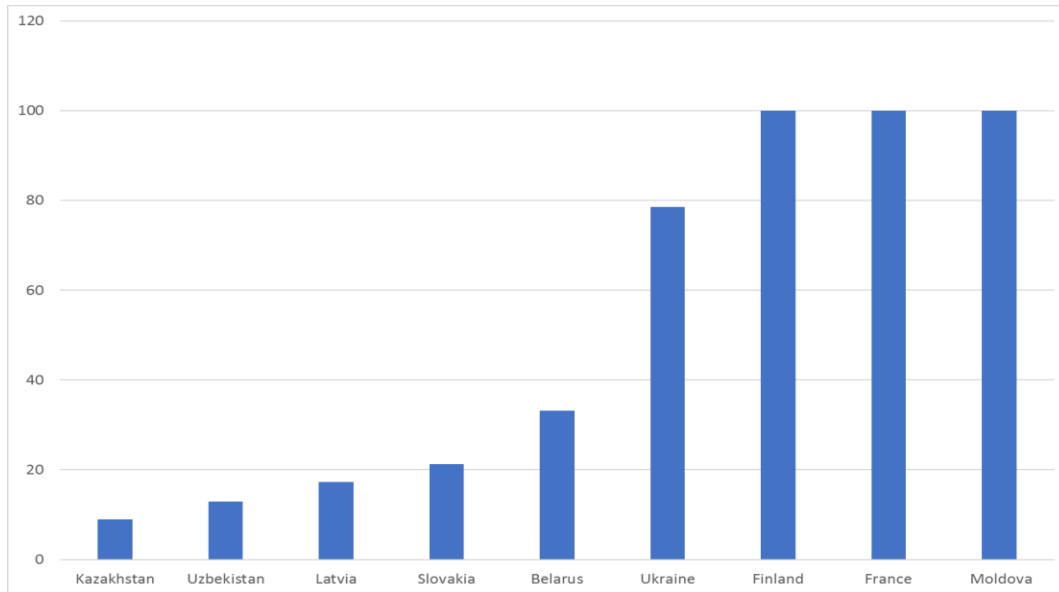
Lower socio-economic status has a strong influence on underperformance

Low to high socio-economic parity status index for achievement in mathematics, secondary education level (ratio),2015
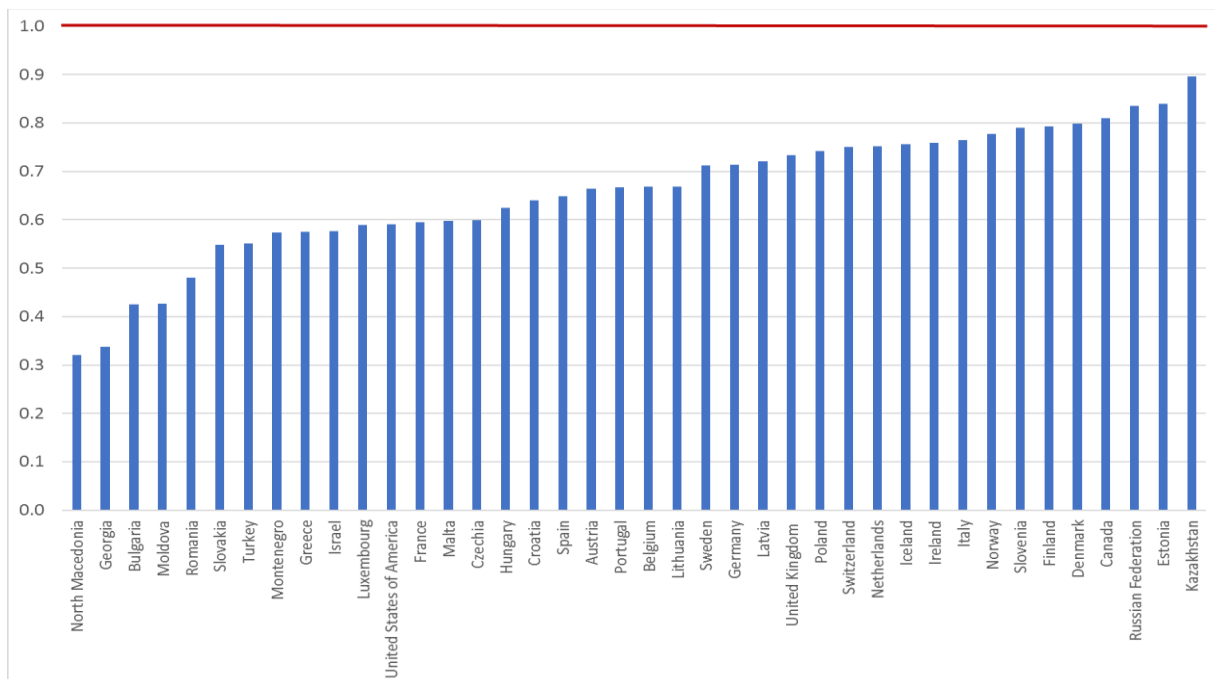
Source : *UN Global SDG Database // Please find further information in the SDG Snapshot Report [link]*

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.

CO-MODERATORS AND RAPPORTEUR

This round table will be co-moderated by Ms. Ana Luiza Massot Thompson-Flores, Regional Director of the United Nations Educational, Scientific and Cultural Organization (UNESCO), and Ms. Krista Pikkat, Director of the UNESCO Almaty Office.

The rapporteur for SDG 4 will be Mr. Roeland Van Raaij, Senior Policy Officer, Ministry of Agriculture, Nature Management and Food Quality of the Netherlands.

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).