WORKSHOP 3

Lifelong learning and Inclusion

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Inclusive Education
Systems, Links and Transitions

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What is an inclusive society?

UNESCO’s Definition of Inclusion:

“Process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education.”[1]

What is an inclusive society?

- A society where individuals learn to live with diversity and learn to learn from difference, throughout the entire lifecycle in a variety of contexts.

- Inclusive education opens the path to inclusive society.
Not all types of education can lead to sustain inclusive society

An inclusive school system should be:

- A community in which excellence in learning is evident.
- Flexible and adjustable to individuals needs.
Not all types of education can lead to sustain inclusive society

Curriculum is a powerful tool for transcending cultural, religious, linguistic and other differences.
Not all types of education can lead to sustain inclusive society

An inclusive curriculum addresses the individual’s cognitive, emotional and creative development and should be based on the four pillars of education for the 21st century, contained in the “Delors Report”. At least another pillar should be added: “learning to change and take risks”.
Learning for Inclusion
How can LLL help?

- Adopting LLL as a new paradigm for education and learning in the 21st century is not adopting a slogan or opting for an abstract “edutopia”.

- It is enacting and comprehensive, open, equitable learning, making acceptable, accessible, adaptable and available opportunities for every individual and their collectives.
Learning for Inclusion: How can LLL help?

Cultural, linguistic and national diversities have to be respected and reflected in tailor-made, learner-centered strategies.
How can LLL help?

It implies defining for each particular context, even for each individual learner or group of learners

the kind of learning content

and

modalities and goals that are called for.
How can LLL help?

By:

- Connecting learning worlds: (Informal, Non-Formal, Formal).
- Bridging education and learning levels, to form an integrated continuum: (Elementary, Primary, Secondary, Higher).
How can LLL help?

By:

- Integrating content (General, Vocational, Technical).

and

- Valuing all kinds of learning and training achievements, no matter where and through which channels or modes acquired (including prior and experiential learning).
Examples promoting inclusion:

- Learning opportunities, pedagogic goals and achievements need to be highly diverse so as to reflect the diversity of learners.

- China, Ethiopia, Nigeria and Uganda: programmes for nomadic populations.

- Thailand: Hill tribes.

- Brazil: Lua Nova non-governmental project.
Examples promoting inclusion:

Multilingual educational approach in which language is recognized as an integral part of a student’s cultural identity:

- Burkina Faso
- Zambia
- Latin America (Bolivia, Brazil, Ecuador, Guatemala, Mexico, Nicaragua and Peru)
LLL is the answer:

- The central aim of LLL is:

  To address and secure the rights of education and learning of **ALL** learners throughout life.
LLL is the answer:

Any system of education that aims to be inclusive and to cater for the needs of all learners must embrace LLL.
Why is LLL crucial for inclusive education?

LLL: integral to a meaningful human life and capable of equipping people to tackle and anticipate whatever challenges they face throughout their lives.
Why is LLL crucial for inclusive education?

Through the development of different competencies and the promotion of values, LLL can help transform inequality, poor conditions of dependency and one-sided excessive behaviour.
However:

The role of LLL in solving the problem of social exclusion is complicated:

- Those who are most likely to experience social exclusion are also those who are least likely to participate in education.

or

- The so-called Mathew’s effect: those who have, are likely to have more.
Conclusion

Inclusion and LLL should be the guiding principle for UNESCO and other agencies’ interaction with governments and other providers within the Education for All initiative and the CONFINTEA movement.
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