Education as a strategy for inclusive development

Context/ G20 Commitment

“We recognise the important role of vocational education and training, including quality apprenticeship in integrating young people into the labor market. In this regard, we acknowledge that is particularly effective when it provides coordinated high quality school-and work-based learning and when it is built on cooperation among governments, business communities and social partners” G20 2017 Leaders Declaration.

“Considering the G20 commitment to the 2030 fairness sustainable development agenda, aiming at inclusive and quality for all, Leaders need to push boundaries to implement robust skills policies to lifelong learning. (…) In addition, G20 Leaders should consider particular challenges and opportunities of developing countries, in order to design effective policies to reach the necessary stability require for sustainable development”. Overview af Argentina’s G20 Presidency 2018.

The Challenge

The recognition of education as a human right -universal, indivisible and enforceable- has different aspects which belong both to the field of economic, social and cultural rights, and to civil and political rights. In all cases, the State is the main guarantor, which allocates the necessary resources and adapts its legal framework and its political planning for that purpose. Thus, education is the "right of rights", a fundamental way to access other rights, such as work and social security. Quality and Equitable education is one of the ways it is one of the ways of social inclusion, access to decent work and rupture of the circuit of reproduction of poverty.

Unfortunately, "Today, there are 264 million children and young people who do not go to school, a failure whose solution we must tackle together because education is a shared responsibility and only with our combined efforts will the progress in this field be sustainable, which is essential for realizing the ambitions of the Sustainable Development Goal on education (SDG 4), which is part of the 2030 Agenda for Sustainable Development. (…) In order to advance, clear lines of responsibility are needed, to know when and where these lines are broken and what measures are necessary in response to that situation ”. (UNESCO, 2018)

Include implies recognizing that the starting points and social, cultural and economic conditions of each child, adolescent and young people are different and must be taken into account, in pedagogical terms. Agreeing with this perspective, we will say that there are no unique educational paths nor is it possible to standardize them by putting in the place of ‘failure’ a student without even questioning the system that must
guarantee -through its tools and pedagogical proposals- the access, permanence and certification of all its students. In line with this, evaluation systems must be designed, not with the purpose of excluding, but of integrating, recognizing, and reflecting so as to integrate interests and learning times in the recognition of diversity of skills, interests and learning times. All this oriented to the possibility of freely choosing where to participate, continue learning and make socially useful contributions, from formative proposals strongly rooted in local contexts, educational projects and motivations of the subjects.

We are facing the enormous challenge of facilitating dialogue between the world of education whose purposes - still unfulfilled - are equity, universality and quality; with the world of production and work oriented by selectivity, differentiation and competitiveness.

This historic failure results in exclusion and human inequality, particularly among young people who represent more than 35 percent of the world's unemployed population in 2017, according to the latest estimates. (ILO, 2017)

In short, we promote a quality education system, guarantor of the promotion of citizenship, the articulation between levels and educational modalities, and able of dialogue with a world of decent work for all.

Recommendations

- **Inclusion and Educational Permanence Support Policies** through a scholarship system/ income programs that facilitates especially scholarships for girls, adolescents and young women, particularly in rural / vulnerable areas. Child care systems for the children of adolescent and young students articulated with the education system.

- **Support and Follow up Policies on Educational Paths Policies** that recognizes itineraries of each student; accompaniment / tutors / facilitators; homologation of degrees at regional and global level that takes into account the migrant populations, and incentives / particular projects for the areas of greatest interest and / or capacity of the students.

- **Educational termination policies** for those who have been excluded from the educational system with flexible itineraries and associated with training for the world of work, in particular for young people over 18 years of age.

- **Financing policies for educational quality** that guarantee the universal right to access / educational completion and educational justice as a way of social inclusion and the infrastructure / school equipment appropriate to quality education.

- **Policies of linking students with the world of work** through internships in workplaces (social organizations, companies, cooperatives, universities, public administration, etc.) and strengthening of social emotional capacities.

- **Access policies** for vulnerable populations, particularly women, to technological and scientific training fields.

- **Policies for the universalization of the use of new technologies** in the education system.
- **Socioeducational policies** that link the education system with community organizations with the aim of promoting educational inclusion.

- **Policies to strengthen the teaching role and ongoing training** associated with a fair salary

**Supporting Information**

G20 2017 Leaders Declaration.

C20 2017 Recommendations.

The Value-Add and Tangible Impact of a G7 Declaration to Educate and Empower.


Informe de Seguimiento de la Educación en el Mundo 2017/18 (UNESCO, 2018)


**Contact Information**

C20 Sherpa:
Maria Emilia Berazategui

E-MAIL: meberazategui@civil-20.org

C20 Chair- Education, Employment and Inclusion Working Group:
Marcela Browne

E-MAIL: eeil@civil-20.org

C20 Co-chair- Education, Employment and Inclusion Working Group:
Valdinei Valerio

E-MAIL: eeii@civil-20.org