



United Nations
Educational, Scientific and
Cultural Organization



ALCALDÍA DE
SANTIAGO DE CALI



La educación
es de todos

Mineducación

International Forum on Inclusion and Equity in Education

Every learner matters

11-13 September 2019, Cali, Colombia

Organized by UNESCO in cooperation with the Ministry of Education of Colombia and the City of Cali

Draft Programme (as of 31st July 2019)

11 September 2019

From 07:30

Registration

08:45 – 10:30

Inaugural ceremony by Colombia and UNESCO

10:30 – 11:00

Coffee break and official photo

11:10 – 12:30

Ministerial Round Table

12:30 – 13:45

Lunch Break

13:50 – 14:30

Inaugural Conference

- Recall the concepts - what do we mean by inclusion in education?
- Salamanca 25+ where do we stand?

14:30 – 16:00

- **Inclusion and Equity in and for Sustainable Development Goal 4 (SDG4).** This panel will review progress and remaining challenges on SDG4-Education 2030 from the inclusive and equitable perspective.

16:00 – 16:45

- **Young People taking the floor**

Young people will share with the audience the main messages from the UNESCO Youth Campaign “Why inclusion in education matters...”

12 September 2019

08:45 – 10:00

SESSION 1: Developing and adopting legislative, planning and policy frameworks that lay the foundation for inclusion and equity

Plenary session

Only when the right to education is given full effect and is recognized and exercised without discrimination of any kind, will inclusion and equity become a reality. Solid national legislative, planning and policy frameworks, covering all levels of education including pre-primary, are needed to create the foundation and conditions for the delivery and sustainability of inclusive and equitable quality education for all.

Introduction: Global Education Monitoring Report (GEM Report) representative to present cross-country findings from country profiles on inclusive education policies (for each plenary session).

10:05 – 10:25

Coffee Break

10:30 – 12:00

Breakout sessions

Panel discussion 1

- **Ensuring sustainability in public policies by inclusive and equitable planning and financing:** This session will discuss planning and financing at different levels of education for effective delivery of equitable inclusive quality education.

Panel discussion 2

- **Strengthening educational pathways for inclusion and equity:** This session will discuss the factors that ensure the lifelong learning and the transition from basic to tertiary education for the most marginalized and vulnerable groups, including efforts to support the transition from primary to secondary and technical and vocational education.

Panel discussion 3

- **Information systems for inclusive and equitable education:** This session will discuss the importance of disaggregated data to respond to the different forms of exclusion as such to overcome statistical invisibility and how data can be used to inform and measure the implementation of inclusive and equitable education policies.

Panel discussion 4

- **Development and implementation of inclusive and equitable education policies: the experience of Cali**

<p>12:10 – 13:10</p>	<p>SESSION 2: Rethinking teaching and learning processes to respond to diverse learning needs</p> <p><i>Plenary session</i> <i>Inclusive education systems take steps to recognize and respond to the diverse needs of students, accommodate different styles and rates of learning, and ensure quality education for all through appropriate curricula, organizational arrangements, teaching strategies, assessment methods, equitable resource use and partnerships with their communities.</i></p> <p>Introduction: Short presentation of cross-country findings from country profiles on inclusive teaching and learning processes.</p>
<p>13:10 – 14:25</p>	<p><i>Lunch Break</i></p>
<p>14:30 – 16:00</p>	<p><i>Breakout sessions</i></p> <p><i>Panel discussion 1</i></p> <ul style="list-style-type: none"> - Teachers and educational personnel’s capabilities - changing the pedagogical practices: This panel will discuss various ways to strengthen teachers and educational personnel’s capabilities, so that they are well-trained, committed, confident and equipped to implement inclusive pedagogies and classroom practices. <p><i>Panel discussion 2</i></p> <ul style="list-style-type: none"> - Inclusive curriculum and assessment to respond to learners’ diversity: This Panel will discuss the strategies that work to ensure the development and use of inclusive and intercultural curriculum and learning materials, which respond to diverse situations and needs throughout the education cycle regarding the Universal Design for Learning. It will also examine how assessment methods have been revised to support and accompany learners with diverse abilities and educational needs. <p><i>Panel discussion 3</i></p> <ul style="list-style-type: none"> - Information technologies and artificial intelligence for inclusion in education - Innovations, partnerships and best practices: This panel will discuss how information and communication technologies are expanding accessibility, improving teaching and learning, and creating enabling environments. It will also explore the system changes needed to harness the potential benefits of such technologies. <p><i>Panel discussion 4</i></p> <ul style="list-style-type: none"> - Intercultural and multilingual education to promote inclusion: This panel will investigate what needs to be done to promote awareness and differentiation of language instruction to accommodate students’ diverse learning needs and styles, as well as their cultural, ethnic, and linguistic backgrounds. It will also discuss how to develop inclusive learning environments that respect indigenous languages.
<p>16:05 – 16:20</p>	<p><i>Coffee Break</i></p>
<p>16:25 – 16:50</p>	<p>Discussions on sessions 1 and 2 in plenary</p>

<p>08:45 – 10:00</p>	<p>SESSION 3: Cultivating approaches for learner-friendly inclusive learning environments for all learners</p> <p><i>Plenary session</i></p> <p><i>A learner-friendly inclusive learning environment should be physically safe, emotionally secure and psychologically enabling. It does not discriminate, exclude or marginalize any learner based on gender, socio-economic background, ethnicity, abilities or disabilities, or other characteristics. It should facilitate learning and foster learner’s psychosocial and socio-emotional competencies, such as positive self-concept, empathy and resilience. Such an environment assists children and young people in developing positive ideas about themselves and others and provides the setting for introducing activities about differences and creating fair and inclusive communities.</i></p> <p>Introduction: Short presentation of cross-country findings from country profiles on inclusive learning environment.</p>
<p>10:00 – 10:25</p>	<p><i>Coffee Break</i></p>
<p>10:30 – 12:00</p>	<p><i>Breakout sessions</i></p> <p><i>Panel discussion 1</i></p> <ul style="list-style-type: none">- A learning environment that welcomes every learner: The session will discuss how to make learning environments welcoming and accessible for every learner, whatever their health status. <p><i>Panel discussion 2</i></p> <ul style="list-style-type: none">- Promoting respect in the learning environments for inclusion: The session will show what actions are effective in tackling school violence and bullying. <p><i>Panel discussion 3</i></p> <ul style="list-style-type: none">- Inclusive learning environments in the context of crisis and conflicts: The session will look at how to include people on the move in inclusive learning settings. <p><i>Panel discussion 4</i></p> <ul style="list-style-type: none">- Ensuring gender-responsive learning environments: This panel will concentrate on efforts to establish inclusive gender-responsive learning environments that build knowledge, skills, confidence and that promote gender equality.

<p>12:10 – 13:10</p>	<p>SESSION 4: Exploring innovative ways to engage multi-sectoral partnerships to ensure inclusion and equity in education</p> <p><i>Plenary session</i> <i>Coordination among sectors (e.g. education, health, social affairs, finance, planning) and among stakeholder groups (e.g., government, civil society, NGOs, media, private sector, development partners) is key for ensuring inclusion and equity in education. Inclusion and equity also entail active involvement of children, young people, families and communities.</i></p>
<p>13:10 – 14:10</p>	<p><i>Lunch Break</i></p>
<p>14:15 – 15:45</p>	<p><i>Breakout sessions</i></p> <p><i>Participatory workshop</i></p> <ul style="list-style-type: none"> - Building inclusion through local empowerment: This workshop will show participatory ways to build community engagement, in order to foster innovative solutions to promote inclusive learning settings. <p><i>Panel discussion 1</i></p> <ul style="list-style-type: none"> - Engaging multi-sectoral partnerships: This panel will bring to light the multi-sectoral strategies that work to ensure educational opportunities, starting from early childhood. <p><i>Panel discussion 2</i></p> <ul style="list-style-type: none"> - Fostering new partnerships: This panel will bring to light how the private sector and the media can provide new strategies of inclusion and equity in education. <p><i>Panel discussion 3</i></p> <ul style="list-style-type: none"> - Culture, sport and art for inclusion and equity: This panel will show the role of culture, sports and arts in reaching out the most marginalized groups and engage them in the learning journey.
<p>15:50 – 16:15</p>	<p>Final remarks and presentation of the Outcome Document</p>
<p>16:15 – 16:30</p>	<p>Closing Session</p>