Including all children in quality learning

This website presents UNICEF’s Regional Education Agenda in Central and Eastern Europe and Central Asia. We want to bring a critical mass of countries in the region together – working toward including all children in quality learning. And our priority focus is on the most marginalized groups: children with disabilities and Roma children.
Every child in school

Urgent action is needed to ensure the inclusion and timely completion of a full cycle of basic education for all children, including the most disadvantaged. Education systems must be equipped to identify children out of school, dropping out or at risk of dropping out and to handle diversity and respond to all children’s needs while respecting their identities.

- Working closely with parents and families
- Transition to upper secondary education and school to work transitions
- Alternative and second chance education
- More inclusive policies and school practices
- Holistic support to children at-risk through national and local cross-sector collaboration
- Social protection to support school retention

Identification mechanisms for out-of-school children and students at risk of dropping out

INCLUDING ALL CHILDREN
Countries in Europe need to improve the quality of their education systems to ensure that all young people leave school with the knowledge and skills necessary for the 21st century and relevant to their lives.

- Inclusive school culture
- Inclusive teacher education
- Improved learning assessment systems
- Greater use of ICT
- Empowered parents
- Child-centered teaching & learning
- Competency-based curricula
Every child learning early and enrolling on time

Early childhood education is the most powerful equalizer of inequalities in school access and learning. Urgent action is needed to expand access to early childhood education, to monitor and improve the quality of services and to put in place policies that ensure that all children begin primary school at the age of 6.

- Universal access to ECE, ideally at the age of 3
- Start primary school on time, at the age of 6
- Professionalizing pre-school teachers
- One year free and compulsory for all children
- Two years for the most disadvantaged
- Involve and empower parents
In order to reduce the numbers of out of school children, in particular early school leavers, urgent action is required to reform governance systems and financing mechanisms that address the needs of disadvantaged children. Investments in quality and inclusiveness can be offset by efficiency gains within existing budgets and can further generate savings.

- Bring education spending back to pre-2009 levels
- Additional resources for disadvantaged students
- Clear accountabilities at all levels
- Improve teacher’s status and working conditions
- Effective decentralization
- Re-invest savings in quality and equity

SCHOOL ATTENDANCE DATA
The challenges

Millions of children and adolescents out of school

- 2.5m children of primary and lower secondary school age
- 1.6m children of pre-primary school age
- 3.6m children with disabilities

Millions of children and adolescents not learning

- Half of 15-year-olds do not master basic skills in maths, reading and science
The challenges

Millions of children and adolescents out of school

- 2.5m children of primary and lower secondary school age
- 1.6m children of pre-primary school age
- 12m adolescents
- 3.6m children with disabilities

Millions of children and adolescents not learning

- Half of 15-year-olds do not master basic skills in maths, reading and science

Children from the poorest quintile score on average almost one year behind their peers from the wealthiest quintile and children living in rural areas achieve about two years behind their urban peers.
The challenges

Millions of children and adolescents out of school

There are also millions of children and adolescents who are excluded from national data and thus are invisible in education indicators.

- 2.5m children of primary and lower secondary school age
- 1.6m children of pre-primary school age
- 12m adolescents
- 3.6m children with disabilities

Millions of children and adolescents not learning

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CALL FOR ACTION

Watch the video

Download
Watch video

Read the Key Actions document

Every child in school
Every child learning
Every child learning early and enrolling on time
Every child supported by effective and efficient governance
Including all children in quality learning

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Watch the video

Visit the education equity website

Read the Key Actions document

Download
Every child in school

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- Improve parental, family and community involvement in school, children’s learning and drop-out prevention and response interventions.
Every child in school

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- Consider increasing the length of compulsory education up to twelve years.
- Support transitions to upper secondary education and school to work transitions through alternative vocational pathways.

Identification mechanisms for out-of-school children and students at risk of dropping out

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More inclusive policies and school practices

Holistic support to children at-risk through national and local cross-sector collaboration
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- Design and provide alternative and second chance education using innovative approaches and harnessing the potential of information and communication technology (ICT), including distance learning opportunities.
Every child in school

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- Strengthen social benefits and protection programmes to ensure that no child is excluded from education as a result of direct or opportunity costs for households.

Identification mechanisms for out-of-school children and students at risk of dropping out
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- Develop, improve and enforce legislation and policies that are more inclusive of all children and that are non-discriminatory and responsive of children's various needs, including children at risk of not enrolling, attending or completing a full cycle of basic education.

- Support schools and teachers to adopt inclusive practices and develop drop-out prevention and response interventions.

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- Improve national and local cross-sector collaboration between ministries and vertical coordination between central, district and municipal levels.

- Identification mechanisms for out-of-school children and students at risk of dropping out

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- Improve data collection and management systems to support the identification of children out of school and leaving education before completing a full cycle of basic education.
- Develop child-seeking mechanisms for the referral and case management of children out of school or at risk of dropping out.
Countries in Europe need to improve the quality of their education systems to ensure that all young people leave school with the knowledge and skills necessary for the 21st century and relevant to their lives.

- Promote a school culture that is conducive to learning, respectful of diversity and where attendance and participation matter.

Inclusive school culture
Inclusive teacher education
Improved learning assessment systems
Greater use of ICT
Empowered parents
Child-centered teaching & learning
Competency-based curricula
Every child learning

Countries in Europe need to improve the quality of their education systems to ensure that all young people leave school with the knowledge and skills necessary for the 21st century and relevant to their lives.

- Improve pre- and in-service education training, including induction and mentoring, and professional development of all education staff: teachers, directors and auxiliary staff.

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- Inclusive teacher education
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Countries in Europe need to improve the quality of their education systems to ensure that all young people leave school with the knowledge and skills necessary for the 21st century and relevant to their lives.

- Improve formative learning assessment systems and their regular use also as diagnostic tools so that students have multiple opportunities to develop an educational trajectory that suits them rather than focusing on high-stakes tests.
Every child learning

Countries in Europe need to improve the quality of their education systems to ensure that all young people leave school with the knowledge and skills necessary for the 21st century and relevant to their lives.

- Expand the use of ICTs and introduce universal design to improve learning.

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Countries in Europe need to improve the quality of their education systems to ensure that all young people leave school with the knowledge and skills necessary for the 21st century and relevant to their lives.

- Empower parents to support and be actively involved in their children's learning.

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Inclusive teacher education
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Empowered parents

Competency-based curricula
Child-centered teaching & learning
Countries in Europe need to improve the quality of their education systems to ensure that all young people leave school with the knowledge and skills necessary for the 21st century and relevant to their lives.

- Reform and increase the relevance of curricula by defining learning outcomes based on competencies and by developing teaching and learning standards that are in line with inclusive education principles.
Every child learning

Countries in Europe need to improve the quality of their education systems to ensure that all young people leave school with the knowledge and skills necessary for the 21st century and relevant to their lives.

- Focus on the learning experience of students through flexible curricula, differentiated pedagogy and responsive teaching methods that address the unique needs and learning styles of diverse students.

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Every child learning early and enrolling on time

Early childhood education is the most powerful equalizer of inequalities in school access and learning. Urgent action is needed to expand access to early childhood education, to monitor and improve the quality of services and to put in place policies that ensure that all children begin primary school at the age of 6.

- Universalize access to inclusive early childhood education, which should ideally start at age 3, especially for the most disadvantaged.

- One year free and compulsory for all children

- Start primary school on time, at the age of 6

- Professionalizing pre-school teachers

- Two years for the most disadvantaged

- Involve and empower parents
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- Put in place policies that ensure that all children start primary school education on time, ideally at age 6.
- Universal access to ECE, ideally at the age of 3
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- Promote the professionalization of early education teachers and staff through the development of qualification frameworks, pre- and in-service training opportunities and improved working conditions.

- Every child learning early and enrolling on time
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- Involve and empower parents to be partners in the development and education of young children.
- One year free and compulsory for all children
- Universal access to ECE, ideally at the age of 3
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- Prioritize one year of free and compulsory pre-primary education for all children.

Universal access to ECE, ideally at the age of 3

Professionalizing pre-school teachers

One year free and compulsory for all children

Start primary school on time, at the age of 6

Two years for the most disadvantaged

Involve and empower parents
Every child supported by effective and efficient governance

In order to reduce the numbers of out of school children, in particular early school leavers, urgent action is required to reform governance systems and financing mechanisms that address the needs of disadvantaged children. Investments in quality and inclusiveness can be offset by efficiency gains within existing budgets and can further generate savings.

- Increase national education spending as percentage of GDP to a limit that allows sufficient investment in education quality and equity.

**Bringing education spending back to pre-2009 levels**

- Additional resources for disadvantaged students

- Clear accountabilities at all levels

- Improve teacher’s status and working conditions

- Effective decentralization

- Re-invest savings in quality and equity
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- Allocate additional resources to students, schools and regions with the greatest needs and improve financial incentives.

- Bring education spending back to pre-2009 levels
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- Improve overall financial management, anticorruption measures and accountability through better use of information, transparency and participation of parents, communities, practitioners and the civil society.

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Go to top
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- Improve teacher recruitment, deployment, retention, payment, motivation, status and working conditions.

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- Ensure that decentralization is supported by clear identification of responsibilities and adequate capacity, and that proper oversight mechanisms are established at all levels for a greater enforcement of national laws and policies pertaining to equity and inclusion. The state should remain the primary duty bearer for the realization of the right to education for all children.

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- Redirect the resources liberated from the demographic dividend to improve the quality and equity of education systems.

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