

## **Recommendations**

### **Post-2015 educational agenda in Latin American and the Caribbean**

*Mexico, January 29-30, 2013*

We, the Ministers and representatives of the Ministries of Education of Latin America and the Caribbean, gathered in Mexico City, on 29<sup>th</sup> - 30<sup>th</sup> of January 2013, at the extended 3<sup>rd</sup> Board Meeting of the Regional Education Project for Latin America and the Caribbean:

1. Reaffirm education as a fundamental human right, as stated in Article 26 of the Universal Declaration of Human Rights, in Articles 28 and 29 of the Convention of the Rights of the Child, and in other international instruments, and as a means to exercise other rights.
2. Acknowledge the internationally recognized educational progress achieved by the region towards meeting the six Education for All (EFA) goals and the Millennium Development Goals (particularly education) by 2015, while recalling that important challenges remain to fully reach these goals by 2015.
3. Recognize that the major pending task in the region is inequity and its consequences on the progress of countries. We agree that the guiding principle of the post-2015 educational agenda is thus the reduction of inequity and poverty through the provision of quality education for all that contributes to making societies more inclusive.
4. Appeal for the post-2015 educational agenda to take into consideration national and sub-national realities and specificities, so that the educational strategies and policies are pertinent and relevant to the social, economic and cultural contexts in the countries, in their quest for social equity.
5. Considering the magnitude of the tasks ahead between now and 2015, and especially beyond, acknowledge the importance of generating strategic alliances and coalitions in the broadest sense, in support of educational progress in the region.
6. Advocate for an integrated post-2015 development agenda, which considers innovative approaches and in which education plays a preponderant role, given that its impact is essential on sustainable human development.

We identify the following challenges as relevant to the region for the design of the post-2015 educational agenda:

## **Part I. Challenges towards achieving the education goals by 2015:**

7. In relation to the six EFA goals, quality of education at all levels of the education system as well as all teacher-related issues, are determinant factors to improve education systems and to establish more inclusive schools where better learning outcomes will be achieved.
8. As a priority, the continued expansion of early childhood care and education services, including informal ones, while ensuring overall quality improvement and emphasizing the holistic development of children.
9. Access to and completion of quality compulsory education cycles, with emphasis on the skills and competencies required to continue education, for a proper transition from school to adult life, and in response to both illiteracy and functional illiteracy, with the purpose of a decent job in the work place for full personal development.
10. Beyond numerical parity, progress towards better gender equity by addressing the causes of unequal learning achievements and by reducing school drop-outs, child labor, the number of adolescent mothers and other social phenomena.
11. Progress towards quality education for all, using, among other instruments, periodic evaluation systems including learning metrics to also assess soft and non-cognitive skills. The evaluation cycles need to be carried out within timeframes that allow for pertinent evidence-based decision-making.
12. Promote national regulatory frameworks to support the achievement of the quality education for all goals.

## **Part II. Emerging trends that impact on educational development and go beyond 2015**

13. Innovative programmes and curricula on citizenship education focusing on young people, for a culture of peace through “coexistence”, civic education, physical education and sports, sexuality education, students’ participation, respect for teachers and families, and conflict resolution.
14. Expansion of ICTs in teaching, learning and in education management, to improve learning outcomes, reduce the digital gap and to facilitate the insertion of young people in the workplace.
15. Beyond the traditional concept of education, programmes that focus on lifelong learning thus generating multiple opportunities for training, competency-based education (basic, transferable, technical/professional), as well as permanent training opportunities for decent work.

16. Consolidate the expansion of tertiary and higher education with quality programmes and the strengthening of institutions so that they accompany scientific and technological production, thus contributing directly to local and national development.
17. Develop comprehensive intercultural/multicultural education programmes, in cultural, pedagogical, linguistic and institutional terms.
18. Enrich the education systems with contents and methods on sustainable development, green practices, climate change and disaster prevention concepts, as a follow-up to Rio+20.
19. Improve significantly educational planning in its broadest sense for the design of sound, evidence-based education policies, relevant to national and sub-national contexts.

### **Ministerial validation of the recommendations for a post-201 educational agenda**

We, the Ministers and representatives of the Ministries of Education of Latin America and the Caribbean:

20. Request the convergence of the post-2015 educational agenda and the post-2015 development agenda, through improved interagency coordination and joint work planning, and the harmonization of these agendas with national public policies.
21. Commit to promoting actions in our countries to support the formulation of national plans that include the objectives and goals agreed upon in accordance with the proposed convergence.
22. Call for the strengthening of South-South and North-South Cooperation mechanisms, innovative financing for development, and the setting up of alliances and coalitions in the broadest sense, in support of education in the region. With UNESCO's support, these mechanisms shall promote, amongst others, the establishment of databanks on good practices and the exchange of students, teachers and education decision-makers.
23. Validate the present roadmap and recommendations for the post-2015 educational agenda in the LAC region.