

Regional Education Project
for Latin America and the Caribbean
(PRELAC)

Follow-Up Model of the Regional
Project of Education for Latin America
and the Caribbean (PRELAC)
-support, monitoring & assessment-

Havana Declaration



With the participation of 34 countries of the region, the First Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean (PRELAC) 2002-2017, took place in Havana, Cuba, from November 14-16, 2002. During the event, the Regional Project, as well as its Follow-up Model were approved by the Ministers of Education of the region. The Ministers also approved the Declaration of Havana, in which they ratified their political determination to support this project.

This publication presents these documents, which should shape changes in education in Latin America and the Caribbean during the next fifteen years in order that we may progress toward quality, life-long education for all. It is important to recognize that the countries of the region, within the framework of the Major Project of Education, have made significant efforts during the last 20 years to increase the coverage of education and to improve its quality and equity. But we also know that large gaps exist between these efforts and the results obtained. For this reason, Latin America and the Caribbean face a dual challenge: to solve pending issues in education, and to confront new tasks of the XXI century, upon which human development, social equality, and cultural integration will depend.

In essence, the new Regional Education Project seeks to mobilize and to articulate cooperation within and among the countries of the region in order to foster substantive changes in education policies and practices and to attain the goals adopted in the Framework of Action of Education For All of Dakar by the year 2015. It seeks to provide a technical and policy forum to foster dialogue, the joint construction of knowledge, and interchange between education system authorities, teachers, education professionals, and diverse social actors.

Additionally, it seeks to involve all countries of the region in this process in order that they may work together using common strategies and objectives that assure equality of opportunities and the quality of education in order to foster the comprehensive development of people who are thus able to construct meanings regarding themselves, others, and the world in which they live.

Finally, we extend an open invitation to the education community, to governments, and to all of civil society to discuss the foundations of PRELAC, and principally to commit themselves to its development and outcomes. The success and viability of this project demand that the ideas of all social actors regarding the meaning and substance of the changes in education that the region requires be expressed and be heard, and that opinions are followed through with efforts so that these ideas become reality.

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The current panorama of poverty, social division and exclusion in the region demands public policies aimed at eliminating the causes that generate these inequalities - including education policies that assure life-long, quality learning for all people.

The Major Project in the Field of Education for Latin America and the Caribbean (PROMEDLAC, 1980-2000) was a major regional effort to increase the coverage of education systems, reduce illiteracy, and introduce reforms to improve quality. To that regional project were added others through the Declaration of Education For All of Jomtien (1990), the agreements of the World Forum of Education For All of Dakar (2000) and the Regional Meeting of Latin America and the Caribbean, preparatory for the Dakar meeting, held in Santo Domingo. In addition to the recommendations resulting from these forums are those agreed upon by the Ministers of Education in the last PROMEDLAC meeting held in Cochabamba in March, 2001, where once again the right of all people to a quality education, the fundamental objective of the Frameworks for Action approved in the Education For All World and Regional Forums, was affirmed. At the meeting in Bolivia, the Ministers of Education of the region committed themselves to adopt these action frameworks in the development of public policies in their countries in order to achieve by the year 2015 a qualitative leap in the education level of the region. To this end, the Ministers requested UNESCO, together with the countries, to prepare a new Regional Project in order to achieve this goal within the next 15 years.

The new Regional Education Project for Latin America and the Caribbean (PRELAC) presented here seeks to stimulate substantial change in public policies in order to put into effect the proposal of Education For All and to thus meet the demands of human development of the region in the XXI century. Human development is the keystone and final objective of the aspirations of society. Total respect for the human rights of all people is the most important requisite to generate sustainable development, consolidate democratic institutions, and establish transparent, responsible, and effective laws. Only when the community takes part in the decisions that affect it will it be motivated to assume the roles necessary in order to participate in its own development. Human development and education share the same aspirations: freedom, well-being, and the dignity of all people everywhere. Public policy for education should contribute to human development. In order to do so, this project proposes five strategic areas upon which the efforts and resources of the countries in the region should be concentrated in the next fifteen years.

THE REGIONAL CONTEXT.

At the beginning of the new century, the Latin America and Caribbean region is considered to be the least equitable in the world. In spite of efforts and achievements, the realities of the political, economic, and social structure shows signs of deterioration and vulnerability due to the continual crises that have shaken the region for decades.

In this regard, it is significant that at the end of the 1990s, 43.8% - or 211 million of the region's population lived below the poverty line. Of these, approximately 89 million were living in extreme poverty. Today, as a result of the crisis of 2001, the situation of poverty has worsened. The GDP of the region for this year will decrease by -0.6%, indicating an increase in the inequality of income distribution.

Currently, the ability of countries to determine their own futures is influenced by international conditions. Due to the effects of globalization, the world is increasingly inter-dependent. This has impacts on all social, political, economic, cultural, labor, and technological structures, although not affecting all areas of life equally, nor having the same repercussions for everyone.

A consequence of the third industrial revolution is that growth in productivity is less dependent on growth in employment. Work and the workplace, one of the basic areas for the exercise of citizenship, has undergone important changes that have repercussions not only in the quality of employment, but in the nature of society as well. Imbalances in access, unstable salaries, increases in the informal sector, and

job uncertainty are aspects that, together with migration flows and mass incorporation of women in the job market, have caused changes in the economies and societies of the region.

In this sense, we should note that in Latin America and the Caribbean, 7 of every 10 jobs created in urban areas are in the informal sector of the economy. This is a serious and growing problem – one that is even worse in rural areas. The situation is most critical among young people. For them, unemployment is two or three times that of the rest of the economically active population.

Employment is essential for personal development. It lends a meaning to life and fosters integration of individuals into the community and society. Currently, unemployment is among the principal causal factors of exclusion and increases discrimination against the most underprivileged sectors. This increases social fragmentation, producing discontent among the less-privileged population, weakening the political system and reducing governability.

The region currently faces a scenario in which the impact of the communication media and of new technologies is constantly increasing. The ability of these media to penetrate all public and private areas has changed both the patterns of consumption and individual value and identities. The multiple expectations that the media generate, and which do not always coincide with the needs and interests of the population, foster frustration and apathy, producing greater lack of articulation within society.

At the same time, the increase of violence and of conflicts, both within and outside the region, has fostered instability expressed as intolerance, rejection, insecurity, and social dissatisfaction. These factors are reflected within schools, where there has been a progressive increase in tension and violence.

From its beginnings, the region has been characterized by a rich cultural diversity that has not always received the recognition and attention it deserves. Modernization has accentuated differences, and threatens the cultures of native peoples. The challenges imposed by social transformations, and by the continual need for change generated within an unfavorable economic and political environment oblige us to not ignore the social debt that this region has acquired, and which it must confront in building a new reality according to the principles of equity. The Latin American and Caribbean countries face risks and opportunities that must be considered in their public policies. To do so, they need to analyze the kinds of challenges to accept. From this perspective, a new strategic vision is needed that encompasses the meaning of education in an increasingly plural and changing world.

In the recent history of Latin America and the Caribbean, one of the most important achievements has been the move toward consolidation of democracy. Although it is true that social and economic structures have limited the channels of democratic participation within our countries and weakened regional integration, there is a great need to adopt new perspectives that can improve the present and the future in a world in which all areas are connected to all others. Recognizing this fact

means thinking about the kind of education that can develop opportunities and skills for everyone.

PENDING TASKS IN EDUCATION.

In spite of enormous efforts in the region during the last 20 years within the framework of the Major Project in the Field of Education, and the dissemination of programs of education reform and quality improvement, the most current information shows that there are still an important set of pending issues or needs that affect education:

- Although all countries have reduced the percentage of total illiterates among their adult populations, there are still 41 million people who can neither read nor write. To this figure we should add over 110 million young people and adults who have not finished their primary education, which indicates lack of mastery of basic reading, writing and numeracy skills. Although adequate information is not available on functional illiteracy, recent evidence suggests that, due to its magnitude, this is a particularly alarming phenomenon.
- Although significant progress has been made in terms of universalization of access to primary education, 3% of children of primary school age are still not in school. We should note that a high percentage of children with disabilities are excluded from education. To this wit should be added that entering primary school is not synonymous to completing it; nor completing it with a quality experience.

- High levels of grade repetition produce age differences among students in the classroom and lead to school drop-out. There is a good deal of evidence that repeating a grade does not result in a improving learning outcomes for students; on the contrary, it negatively impacts self-esteem and motivation, and results in high economic and social costs. In various countries in the region, more than 20% of children who enter school do not reach the 6th grade. In general, no country in the region has yet been able to fulfill the commitment to compulsory education for all as declared in their respective constitutions.
- However, these phenomena do not affect all countries or all social sectors within countries in the same way.
- Being kept behind in grade, and the resultant lower levels of schooling achieved, is most frequent among the poor, native populations, and rural dwellers, with gender differences existing in this factor as well. People living in households with greater resources achieve, depending on the country, from between 2 and 6 years more education than those living in poorer households. Urban dwellers achieve from 2 to 14 times more schooling than those who live in rural areas. This situation is worsened by the fact that the availability of early childhood, secondary, and higher education is concentrated in urban areas, thus obliging the rural population to emigrate in order to gain access to these educational services. Inequality is also reflected in the fact that higher levels of learning are systematically achieved by students in urban schools, and in these by students in private schools. Thus, the problems of inequality are not linked only to access to education services, but also to the quality of such services for those who do have access to them and to student learning achievement.
- Limitations in regard to equity raise important questions regarding the extent to which education in the region fosters in a positive manner the creation of equality of opportunities.
- With the administration of most education in the region being centralized, insufficient opportunities are available for actors in the process to participate and, consequently, contribute to bringing education more in line with their needs. For example, school calendars are not usually adapted to the characteristics of rural life. School study plans lack local cultural referents with the result that the education offered lacks relevance and meaning. Decentralization of some responsibilities have not been accompanied by resource allocation and technical, administrative, and pedagogical support that make possible the creation of autonomous and effective schools.
- For its part, the allocation of public resources for financing education appears seriously limited by restrictions caused by foreign debt pressures. This leads to per-student spending levels that make it difficult to guarantee quality services for all. At the same time, system inefficiencies reinforced, in some cases, by high administrative costs, lead to the wasting of important resources. Student repetition of the first grade of primary school

results in an added cost to the region of approximately 12 billion dollars annually.

■ Moreover, the trend toward privatization in various countries in the region is increasing the gap between public and private education. The growing separation of schools in terms of family income levels weakens the bases of social integration and cohesion. In spite of the existence of a growing number of compensatory, targeted activities, most spending for public education is distributed homogeneously; that is, without considering the specific characteristics of the public to be served.

■ Teachers are the most important factor in the organization and delivery of education services. But the region lacks comprehensive policies that embrace initial and in-service training, requirements for entry into, permanence in, and development of teaching as a career, or for teacher responsibility for learning outcomes and salary levels. Education reform efforts have tended to consider the teacher as an executor of policies that usually are defined without his or her opinion or knowledge. This has seriously limited the possibilities for education policy to be translated into effected teaching practices in schools and in the classroom.

■ Time effectively dedicated to learning continues to be insufficient, although some countries have increased the length of their school terms and/or school days. The problem is not just that have these official changes often have not been carried out in practice – especially in poorer areas – but that classroom hours tend to be organized around

■ traditional instructional methods that do not foster the comprehensive student development. Nor do they contribute to the development of cognitive, affective, attitudinal, and axiological life skills.

■ The use of new information and communication technologies in schools is still very limited, in spite of the fact that these can offer important opportunities for guaranteeing access, for circulating information, and for using new complex instruments to support learning.

■ High quality training in science and technology for all is a pending challenge, since it has not yet been incorporated sufficiently into all levels of education. This challenge is of the first importance, given the need to contribute to the training of informed citizens who can act effectively in societies marked by growing changes in science and technology.

The reality of the state of education in the region shows that we are still very far from full participation and equality of opportunities in this field. This is particularly the case for people with disabilities, for those living in rural areas and in poverty, and for native peoples. This inequality in education mirrors and accentuates social inequalities, creating a vicious circle that is difficult to break. To do so, it is essential that education policies be aimed at strengthening public schools, and in this way foster greater equality and the construction of more inclusive and more equitable societies. Strengthening public schools requires creating conditions for improving their quality and for adapting measures that avoid an unfair competition with private schools.

PURPOSE AND NATURE OF THE PROJECT.

These complex and worrisome political, economic, social, and cultural scenarios have a direct impact on education and present a great challenge. The process of change in education in the region cannot escape the reciprocal influence between education and its context. For this reason, it is indispensable that the development of education policies be part of a broader process of social and political change. On the other hand, the current state of education is a result and example of the widening gap between political discourse, measures adopted, and results obtained. Latin America and the Caribbean face the XXI century with two agendas: tasks still remaining from the 20th century, and new tasks for the 21st century, upon which depend human development, social equity, and cultural integration.

The purpose of the Regional Education Project is to foster changes in education policies through the transformation of current education paradigms in order to guarantee life-long quality learning and human development for all. Education policies must have as a priority securing the right to education and to equal opportunities to all, eliminating barriers that prevent full participation and learning. This involves paying special attention to those who have been excluded, who have suffered discrimination, or who endure social and educational inequalities.

Life-long learning goes far beyond equivalent instruction. It means offering multiple and varied educational opportunities that serve different purposes: gaining access to and complementing studies at different levels of education, including

higher education, and facilitating different modalities and possibilities of entry and reentry; facilitating skill-building, work-related technical training, career change, and professional advancement; increasing links between education and the world of work. It also means facilitating different life-long learning trajectories and opportunities, and the building of bridges between them, allowing individuals to set their own educational projects in pursuit of personal and professional enrichment.

A priority of this project is to foster changes that make possible access to and completion of basic education for everyone at any phase of life. Literacy training and basic education for young people and adults are priorities in the region, given the current high rates of absolute and functional illiteracy.

Similarly, the project seeks to achieve the progressive universalization of early childhood education, and secondary education; integrating, in this case, general secondary with technical and professional education.

The development of secondary and higher-level technical and vocational education is strategic in the region, and should be accompanied by a new focus on higher education that meaningfully integrates technical education with the other levels of education.

This project seeks to mobilize and articulate multilateral and horizontal cooperation among the countries of the region in order to promote substantive changes in education policies and practices and to thus achieve the goals adopted by the Dakar Action Framework of Education For All for 2015. This is a strategic project aimed at strengthening and complementing the Action

Framework of Education For All. The project here presented seeks to build a technical and policy forum that fosters dialogue, the joint construction of knowledge and exchange between education system authorities, teachers and other education professionals, and diverse actors in society.

The changes in education that must guide policies of the region in order to achieve the goals here proposed are based upon the following **principles**:

FROM INPUTS AND STRUCTURES TO PEOPLE.

The education policy model that seeks to modify inputs and structures of education systems has proven to be insufficient for fostering meaningful changes in teaching practices and for achieving effective student learning. Such a model is based on the concept that modifying the structure influences the parts, while forgetting that it is people that make up a given structure. Thus, the formulation, execution, and assessment of education policies must foster changes in the different actors involved and in the relations they establish among themselves.

A people-centered strategy of change involves developing motivations and skills so that people commit themselves to change and assume responsibility for the results. This requires moving from the language of actors to the language of authors. The term “actor” connotes the idea of filling a pre-established role, while an “author” is a person who creates, who defines his or her role, and who is the cause of a change or action.

Education involves fostering changes in students through the learning they construct through teaching processes. It is therefore necessary, first of all, to strengthen the preparation of students in educational processes, since students have generally been considered as mere recipients of education. Learning and personal development are the consequences of social interaction with adults and with peers. What a student is able to learn at any given moment depends both on his or her own characteristics as well as on the context within which he or she develops and learns. Therefore, it is essential to foster changes in the concepts, attitudes, and practices of teachers and of families so they may create enriching contexts for the learning of their students and their children. Moreover, members of the community and those responsible for education policies must change their ways of thinking and of acting in order to make these changes possible.

Centering policies on people also means paying attention to the relations established between them. This involves moving from a model of individual, fragmented decision-making to one based on collaboration between the different participants. Reciprocal communication channels must be established between different levels of decision-making – central, regional, municipal, and schools. It is also essential to foster cooperation within schools between students, teachers, and between students, teachers, and families as a way to promote learning and mutual understanding by all.

FROM TRANSMISSION OF CONTENT TO THE COMPREHENSIVE DEVELOPMENT OF PEOPLE.

Developing people-centered policies leads necessarily to reflection on how to foster changes in the students who are the key protagonists in education systems. Students are not the objects of education; rather they are the holders of rights to an education that maximizes their development as people and that makes it possible for them to fully enter into and influence the society of which they are a part. This concept involves a review of decisions that are adopted regarding the curriculum, modes of teaching, and the management of schools and of education systems.

Education reforms, begun during the last decade, have been marked by considering students as active subjects in the construction of knowledge, by the need to foster learning in the broadest sense, and by assigning a new role to teachers as mediators and facilitators for learning. Nevertheless, an ingrained culture persists that considers students as mere recipients and reproducers of information and not as active subjects in the construction of knowledge. Learning tends to be directed more at the development of cognitive skills and at the assimilation of knowledge than at the understanding of oneself, of others, and of the world around us.

In order for education to contribute to development, it is necessary for us to take into account different dimensions of human beings that are closely inter-related: affective and emotional factors, inter-personal relations, social engagement and action skills, as well as cognitive, ethical, and aesthetic development. It

is also important to remember that people have different potentials in each of these areas and that there are many types of intelligence that are not normally fostered in the school environment, a fact that limits learning opportunities and full personal development.

FROM HOMOGENEITY TO DIVERSITY.

Education plans normally offer homogeneous solutions for dissimilar people, needs, and realities. This in part explains the high rates of grade repetition and school drop-out and the low levels of learning achievement in the region. The significant expansion achieved in basic education has meant access of a growing diversity of students that do not find in schools responses for their specific education needs and characteristics, with the result that they are marginalized and excluded in a more or less explicit fashion from education opportunities.

Education must achieve a difficult balance between offering a program that is both comprehensive and diversified, providing a common culture to all students, and that assures equality of opportunities while at the same time taking into account cultural, social, and individual differences, given their important influence on learning. The social and cultural background of students and their individual characteristics mediate learning processes, making them unique in each case. Many people face barriers to their learning and participation because such differences are not taken into account in educational processes.

Education can be a factor in promoting cohesion if it takes into account the diversity of individuals and

of human groups while at the same time not allowing such diversity to be a factor of social exclusion. Consequently, it is important to establish a distinction between difference and inequality. Education must act to eliminate or compensate for inequalities but not erase differences. Equality of opportunities does not mean treating everyone the same; rather it means providing what each person requires in order to develop his or her possibilities and identity to the maximum.

Respecting and valuing diversity as an element that enriches learning processes requires that changes be made in teaching and in learning, in inter-personal relations, in the definition and organization of the curriculum, in the development of teaching materials, and in the management and functioning of schools and of education systems.

Offering life-long learning opportunities and taking into account the diversity of learning needs of people and of different contexts demands going from education systems that are rigid and inflexible to ones that are open, flexible, and diversified and that supply multiple options and opportunities for guaranteeing that all people may satisfy their basic learning needs.

FROM SCHOOL-BASED EDUCATION TO THE EDUCATION SOCIETY.

Learning is not produced only through in-school education, although this mode exercises a basic role. The environments and opportunities propitious to learning are increasingly numerous. There are forms of learning not linked to school-based education. Not everything that one learns is the result of teaching.

Life-long learning goes beyond the traditional distinction between basic education and continuing education and involves moving toward an education society in which multiple opportunities exist to learn and to develop individual abilities.

On the one hand, education is faced with the great challenge of preparing future generations for greater diversity and amplitude in the skills, and the expectations that society has regarding education and schools continue to grow. Schools are expected to contribute in resolving problems such as violence, the prevention of HIV/AIDS, the development of democratic values, and others. Obviously, school-based education cannot by itself meet these demands. Schools can teach democratic values and foster respect between people, but this does not guarantee more democratic and less violent societies. We must move forward in developing policies that foster social responsibility for education and which are part of a comprehensive project for social change. The necessary participation of all requires us, at the same time, to define together what are the skills and contributions of different actors and modes of learning.

The family is the first environment in which individuals are educated, and where the first affective and cognitive links are established. School-based education must complement family-based education and should consider parents as the primary educators of their children, establishing relations of dialogue and cooperation in order to together attain the full development of children and young people. In this relation it is essential that different cultural and child-raising practices be respected, which in some cases are quite different from school culture, and from them

construct the knowledge and abilities necessary in order to improve the education of their children.

On the other hand, throughout life people learn from the different areas of the communities to which they belong. For this reason, the community as a whole must assume the responsibility of educating its members, whether through on-going dialogue with schools, or through contributing to the education of people within the framework of the activities that take place within them. The workplace is also an important environment for educating and training people. The employment dimension must be better incorporated into education with a better interface between the education system and the workplace. Schools must cease being institutions closed within themselves and become connected not only to their immediate environment, but to the greater world outside through participation in networks.

Cultural, athletic, and recreational institutions also play an important role in educating people, as do information and communication media. School-based education must take advantage of the media, especially of television and the new communication technologies, for these occupy an increasingly more important place in the life of people. It is crucial to carry out concrete actions within educational institutions to foster the necessary skills that facilitate reflexive and critical appropriation of messages conveyed by the mass media, while ensuring that these messages are coherent with the work performed by schools and with other educational opportunities offered by our societies.

STRATEGIC FOCUSES.

In this section five strategic focuses will be outlined for joint action by countries in the region. These focuses are in areas in which countries and the region must concentrate efforts to achieve the objective of the projects and of the goals established in the Framework of Action of Education For All. At the same time, these focuses must be embodied in high priority national and regional programs of action.

Focus on: education contents and practices to construct meanings in regard to ourselves, to others, and to the world in which we live.

The meaning of education should be reflected in its purposes and its contents. Schools are not the only places for the transmission of a culture and for socialization. They are also environments within which personal identities are constructed. Making schools people-centered involves changes not only in the curriculum but also in the ways in which teaching and learning processes are approached.

Currently, it is difficult to discuss the meaning of education, due to the changes and apparent instability of knowledge. This project seeks to contribute to defining the meaning of education within a world of uncertainty, in which knowledge changes at a growing pace and doubles in quantity every 5 years. This situation raises a series of questions about education: What other skills should be taught, besides the basic subjects? At what phase and in what way? What emotional skills should be fostered in students? How can we organize a curriculum based on knowledge that is increasingly inter-disciplinary and in permanent

change? What weight should be given to knowledge of disciplines and the acquisition of general skills? What learning should be the responsibility of schools and what should be assumed by other areas? How can schools take advantage of learning that students acquire outside the school environment?

Given that education serves human beings, it is important to foster the development of human abilities to construct meaning within a context that is increasing devoid of meaning. The construction of meaning, although influenced by external determinants, is basically a function of desire of each human being to do so. This means that meaning should be conceived not only in the rational dimension, but that this vision be broadened to its other dimensions – emotional, corporal, and relational.

Although education continues to be essential, it is not enough that it supply the traditional basic skills; it must also offer elements necessary for the full exercise of citizenship, contribute to a culture of peace, and to the transformation of society. From this perspective, education has a civic and liberating function for human beings. The so-called “Pillars of Learning for the XXI Century” defined by UNESCO, are an excellent guide for asking ourselves about the meanings and contents of education: **Learning to be** in order that we may know ourselves and value ourselves and to construct one’s own identity in order to function with growing personal autonomy, judgment, and responsibility in different life situations; **Learning to do**, developing skills that prepare people to confront a large variety of situations, working in groups, and developing themselves within different social and work contexts; **Learning to know** in order to acquire a general culture

and specific knowledge that stimulate curiosity in order to continue to learn and to develop in the knowledge society; **Learning to live together**, developing understanding of and appreciation for others, perceptions of forms of inter-dependence, respecting the values of pluralism, mutual understanding, and peace. To these we should add **“Learning to endeavor”** in order to develop a pro-active, innovative attitude, putting forth proposals and taking initiatives.

These kinds of learning aid in preparing people to construct their futures and should also guide the activities of schools to make this possible.

Constant reflection regarding the meaning and content of education and adopting the results of such reflection in school curricula and practices can be achieved through:

- On-going public discussion and forums within the framework of society and of schools, and which include the participation of students, professional educators, academics, policy-makers, families, and diverse organizations within civil society. It is essential that ideas about education be openly discussed and be shared with multiple groups within society, serving as a basis for organizing alliances and mobilizing groups so that education be included on the public agenda, with increased resources for education provided by the State. The use of available information and knowledge is necessary in order for informed public debate to take place. The participation of teachers is essential in reflection about the meaning and content of education. Therefore, it is indispensable that mechanisms be created and/or strengthened that

make it possible for teachers to participate effectively in these forums and debates. The on-going interest and action of the communication media must be stimulated in order to create public awareness and to move forward toward an education society.

- The design of open and flexible curricula that make possible on-going revision, construction, and updating by teachers and education administrators. This means that teachers cannot be considered to be mere executors of the decisions adopted at different levels of the education system. Offering life-long educational opportunities involves as well designing curricula as a continuum of learning, including a balance of learning for the comprehensive development of citizens.
- Considering social, cultural, and individual diversity to be keystones in curricular design and development in order to achieve equity in quality of learning. To this end, we should strengthen the inter-cultural dimension, the learning of native languages, and gender equality. Moreover, it is necessary to foster attitudes that respect differences, avoiding stereotypes, prejudice, and ethnic, cultural, and gender discrimination. Curricular flexibility will also aid in creating curricula that respond to the individual learning needs of students, seeking maximum development of the potential of every individual.
- The review and transformation of teaching and of learning. Teachers need theoretical frameworks in order that they may reflect upon their practices and transform them. Education must be student-

centered, and consider them to be participants in their learning rather than mere receivers of knowledge. In this regard, it is essential to foster and strengthen the research skills of students beginning in the very first years of schooling. A variety of methodological strategies should be used to tune the teaching process according to student differences, strengthening at the same time cooperative learning among them. Changes in pedagogical processes require that teachers have opportunities to train and to exchange experiences as well as being able to work together. These changes also require that diverse teaching material be available that are meaningful to all and pertinent in terms of culture, language, and gender.

- The incorporation of new technologies and communication media in education. The use of these media offers important learning opportunities for students and for teachers, for the management and administration of education systems and schools, and for the exchange of knowledge and experience. A question often asked is, "how can education teach new skills if students have not fully mastered the basic skills?" In fact, one does not exclude the other. Rather, basic skills and new skills should be offered simultaneously. We need to assure the learning of basic skills, since they are necessary for performing within the global society of information and knowledge. But we should simultaneously incorporate, as soon as possible and in all schools, information and communication technologies in order to solve old problems and to avoid increasing the social gap between those who have and those who do not have access to them. Thus, we must encourage the use of radio

the press, and television since they are a valuable asset, not only for student learning, but for the society in general. Progressing toward an education society involves taking advantage of the potential of these media.

Focus on: teachers and strengthening their participation in education change so they may better satisfy student learning needs.

Another strategic focus is the support of public policies that foster the social recognition of teachers and that value their role in the transformation of education systems. This need stems from the unsatisfactory nature of the role played by teachers in traditional education, involving primarily the transmission of information, the memorization of content, little autonomy in curricular design and assessment, a passive attitude toward innovations in education, and a working mode much more individual than cooperative.

Moreover, we need to instill teachers with new enthusiasm and provide them with new skills in order that they may confront the challenges of education in the 21st century within the current context of political, social, economic, cultural, technological and labor market changes within new knowledge and information societies. In order for teachers to possess the enthusiasm and commitment required for their new tasks, due attention must be given to their working and emotional conditions. Similarly, teachers must be considered as subjects and designers of comprehensive education plans and not merely as executors; they must be seen as reflective, autonomous, and creative professionals committed to changes in education. As such, they need to be armed with sufficient skills in order to develop informal and distance learning, and to interact productively with other education modalities outside the classroom.

Teachers should be trained in the skills necessary to satisfy learning needs based also on the emotional side of their students. The difficulty of the teaching task lies in exercising cognitive knowledge and emotional understanding linked to the growing diversity of students and to be able to perform within different education options, modalities, and contexts; to adapt to continual changes in knowledge; to creatively take advantage of new technologies; and to be able to function within networks and to learn through cooperating with their peers.

Policies that foster changes in the professional preparation of teachers assume as a prerequisite changes in education systems themselves. One cannot change teacher policies without changing school policies. This is reciprocal, since changes in the roles of teachers are at the same time a consequence of comprehensive changes in schools, and a pre-condition for changing schools. In order to change public policies related to the professional enhancement of teachers changes must be made in curricular design, in system administration, and in management, labor, and social security policies.

This strategic focus will be developed through:

- The design of public policies aimed at thoroughly changing the role of teachers, involving integrating their cognitive and emotional skills; stimulating linkages between initial and in-service training, focusing on the production of knowledge through critical reflection of education practices; encouraging teaching career paths that consider professional performance as well as working conditions and salaries; fostering performance assessment that embraces the intellectual and ethical

training of students as well as support of the local community. Moreover, in-service training should not be limited to teachers, but rather involve all those working in the education system, such as school principals, those responsible for system management policies at different levels, supervisors, and other specialists.

- Incentives for the creation of international, regional, and national networks of schools, students, and of teachers who use the Internet to share experiences and thoughts on their education practices. Given that many schools, in particular those in rural areas, do not possess the minimum infra-structure that the new technologies require, innovative alternatives must be developed in order to avoid a "digital gap" and to assure equity.
- Preparation of teachers, both in their initial and in-service training, in the use of the new technologies in education. Life-long education for all requires innovation in form, time, and modality in order to reach the population and to thus satisfy the broadest range of education needs. The new technologies are excellent tools for the self-training of teachers and for changing how teachers teach and how students learn. Teacher training must incorporate as a key and cross-cutting element research and reflection on instructional practice, especially in terms of teaching methods for different curricular subjects, and on factors that facilitate student learning and participation.
- Support and incentives for teachers who work among the socially underprivileged. In this sense, teachers must be provided with tools and methodologies in order for them to develop in

their students who are members of native groups attitudes that value and strengthen these students' cultural diversity, traditions, and languages. Moreover, it is necessary to improve the preparation of literacy trainers as well as that of others who work in non-formal education programs intended for those who wish to complete their basic and secondary education. Incentive policies must also be given to teachers whose students achieve superior learning results, ensuring that they teachers remain within the profession, and to foster peer coaching. At the same time, studies and public discussions should be carried out that address labor and professional conflicts of teachers, and on the role that labor unions can play in improving education policies.

■ Development of initiatives aimed at attracting male candidates to the teaching profession, one that has long been characterized by an increasing predominance of female teachers in most countries. This is especially important when one considers that many households in the region lack a father figure, and the consequences this has on boys and on their identification with a masculine role. A concerted effort must be made to raise the social status of the teaching profession in order to make it more attractive to men.

■ Creation of support networks and resource centers. The new and increasing demands that schools and teachers must face require the collaboration and support of other education professionals, especially in underprivileged areas. Resource centers can provide facilities for the training, support and meeting of teachers, serving several

schools within a particular area. These centers can also include multi-professional teams – psychologists, guidance counselors, social workers, and other specialists – working together with teachers to serve students who present different kinds of difficulties. Besides human resources, such centers can offer teaching materials, software, videos, documentation, and Internet services.

■ Going beyond the traditional model of public policy making that distinguishes between those who design and those who execute such policies. Policies should be implemented that change the emphasis away from factors and toward actors. Strengthening the participation of teachers and of their unions in the definition and execution of education policies is an indispensable condition for fostering changes in those who have the direct responsibility for teaching and learning processes.

Focus on: the culture of schools to convert them into participatory learning communities.

The variety of contexts within which we learn are constantly increasing. The school door is not the only access to knowledge. But only schools can assure equal access to and distribution of knowledge, offering quality learning opportunities to all and thus contributing to the distribution of opportunities within society. Although the classroom is the context that has the most influence on learning processes, the way it functions is determined by a context broader than the school itself.

Changes coming from above and from outside the school do not achieve significant changes in student learning. Teaching practices have little to do with the decisions of planners; rather, these practices depend much more on the concepts, decisions, expectations, and practice of a variety of actors within the school and the school community. Education practice is determined by the culture of the school, by the way that teachers define and assume their roles, and by the reciprocal expectations of school administrators, families, and students. Therefore, improving the quality and equity of education necessarily involves changing the culture and functioning of schools, fostering changes that come from within schools themselves.

Various measures must be taken in order to systematically foster the transformation of school culture and in order to construct a set of relationships that imbue the everyday practice of democratic values, with the understanding that only such practice can result in the building of competent, participatory, and committed citizens.

The traditional model for organizing education systems, which considers schools basically as isolated units closed within themselves, cannot meet the demands of the new scenarios that school-based education must face. The challenge is to promote schools that are autonomous, flexible, democratic, and connected to the immediate environment and to the larger world – schools that include all children in the community and that value diversity, providing for learning and participation of students, teachers, and families.

Changing the culture of schools requires that we consider the following:

- A new organizational and normative framework that fosters greater true autonomy in making teaching and managerial decisions, that facilitates collaboration between the members of the community and connections with other schools and learning sites. Offering a variety of options, itineraries, and modalities in order to achieve life-long learning necessarily implies greater autonomy in making curricular decisions, in modalities and forms of teaching, in working hours, personnel hiring, acquisition of material resources, and in assessment and accreditation procedures. This is a key change, given that currently such decisions are tightly controlled by central education administration authorities.
- Strengthening teacher organizations, involving them in the development of education projects and/or training in and revision of teaching practices. Teachers alone cannot possibly meet all demands. Teachers and principals must be able to work

together in a commitment to change and to share leadership. To this end, it is important that school principals be trained so they may develop necessary skills to give meaning and cohesion to the work of teachers, to facilitate practices of school management and change, and to achieve a harmonious school climate.

- The development of participatory learning communities requires not only that teachers work together, but that they work in shared collaboration with families and with students. It also requires fostering participation of the community and the school in decisions that have an impact on the community. Achieving the full participation of all requires establishing channels of democratic participation in schools so that people can be involved in decisions that affect them while at the same time defining the levels of responsibility of each.
- Strengthening of the participation of students in decision-making in order that they may learn skills inside the school to help them participate as autonomous citizens and as protagonists in their own learning. From an early age, students can participate in decisions regarding learning content, teaching methods, setting behavioral norms, and self-assessment of their learning.
- Development of a harmonious school climate that fosters the development of emotions and interpersonal relations that favor not only student learning, but that of teachers and families as well. The school climate also influences how children perceive themselves, how they construct their

cultural identity, and their feeling of belonging within the school. Many students from underprivileged areas and from other cultures do not feel represented in the school culture. This has an impact on their self-esteem and on their learning achievement. Schools must foster a climate of equality, offering support to all students, valuing them and having high expectations in regard to what they can learn, since often, teachers themselves have prejudices that condition the learning outcomes of their students.

- Construction and review of education projects that reflect the identity of each school. This requires a vision and pedagogical project shared by the entire community that fosters the participation of social sectors willing to collaborate with such a project. Improving the quality of teaching and assuring equality of opportunities requires that each school, together with such sectors, reflect upon and plan for the kind of learning plan most in accordance with its own reality. Only to the extent that such a project is collaborative will it be possible for the entire education community to assume responsibility for the learning and progress of students, and to assure continuity and coherence in their learning process.
- Opening up schools to the community, offering opportunities for communication and exchange between students, teachers, families, and community representatives. Schools must open their doors to the community, offering their infrastructure and services for recreational, cultural and social activities. At the same time, schools should participate in activities that take place

around them and participate in decisions that affect the community. We must move from schools shut up behind their walls to schools that are connected to their outside environment, creating networks between schools and connecting them to the world outside through the use of information and communication technologies.

- Assuming responsibility for outcomes requires that schools carry out rigorous assessments of their operation in order to identify those aspects that limit participation and learning opportunities of their students and thus the development of the school itself. In these assessments, consideration should be given to the opinions of teachers, students, and families.

Focus on: management of education systems in order to make them more flexible and to offer effective life-long learning opportunities.

To make the right of all to education a reality and to offer life-long learning opportunities require profound changes in the organization and norms of education systems that are currently characterized by their rigid structures and by offering homogeneous solutions for heterogeneous needs. Different high-quality options, itineraries, and modalities must be created that respond effectively to the needs of the population and to the contexts within which people develop and learn. Such diversification must be accompanied by mechanisms and strategies directed at strengthening the demand of the underprivileged for quality education.

Schools require the support and collaboration of education administrators and of society as a whole in order to meet these new challenges. Transforming education systems requires creating conditions that facilitate the process of change from within schools themselves and for the participation of teachers and the education community in decision-making. Any action to be carried out or decision taken at any level of the education system – be it central, departmental, municipal, or the school – must consider its impact on processes of teaching and of learning.

Policy discourse in Latin America and the Caribbean, embodied in education reforms, contain many elements directed at improving the quality and the equity of education. This undoubtedly is an important step forward. But it is not sufficient. In general, there is a gap between discourse and measures that are

adopted, resulting in the scant results achieved, in spite of efforts undertaken. The challenge, therefore, is to guide management, placing it at the service of learning and participation and not so directed at the structure of the system, as has been the case heretofore. This requires breaking away from the centralizing and bureaucratic culture present in intermediate levels of the education system that often resist changes due to either devotion to established routines or for fear losing power.

The vertical management model, based on a division between those who design and plan and those who carry out policy, is no longer able to bring about changes in attitudes and in practice. This model dominates where there is a lack of reciprocal channels of communication and exchange between different levels. Human beings are more motivated and work better when they are able to make decisions in regard to what they do and when they have a stake in the results of their actions. Decisions regarding an activity cannot be separated from the reality within which the activity takes place, nor from the people who act within that reality. It is therefore necessary to move toward a system management model centered on real contexts and the real people who work within them, and defined by a communications network with multiple and diverse directions.

Achieving management styles that serve learning and participation requires paying attention to the following:

- Progressive re-structuring of formal education processes encompassing various modalities of education. The distinctions between formal, non-formal, on-site and distance education are

increasingly blurred, with various education environments that are not school-based. This requires defining what kinds of learning school-based education should assume and what kinds should be assumed by other modalities in order to delimit and define the roles of each. It also requires both establishing links between all education options and levels in order that people may return to and/or continue their studies at any time, and making assessment and accreditation procedures more flexible. Flexibility of the supply of education services and diversity of learning opportunities are especially important in order to overcome high rates of absolute and functional illiteracy in the region and to offer other educational opportunities to those who have overcome illiteracy.

- Utilization of new communication and information technologies which make it possible to personalize individual education paths. Making education more diversified and flexible also requires distance learning modalities in which these technologies play a key role. The use of radio and television is also essential in order to reach large numbers of the population, especially those who live in isolated areas. These technologies are extremely valuable for literacy training.
- In order to respond to the changing demands of the labor market insertion of the population into that market, changes must be made in current training structures in order to establish effective linkages between education and employment. It is necessary to offer continuous training guided by principles of equity and competition, providing basic quality education that access of the entire population to

basic employment skills and to specific training that is both attentive to the job market and provides for professional training.

- Greater participation of actors and institutions in the creation of networks. Life-long learning and the of linking education and the workplace require the participation of a greater variety of actors and institutions that provide education. This will have an impact on the organization of the education system as a whole and on the meaning and function of school-based education. It also will influence the institutionalization of networks, which require a kind of organization much different than the current one - open, autonomous, non-linear hierarchies, multiply-connected, and with changeable limits. This represents a great challenge for the re-organization of education systems.
- The allocation of resources and support for public schools must be carried out as a function of the characteristics and needs of each school. It is also necessary to create conditions to achieve greater stability in teaching staffs so that teachers are able to work in a single school and have sufficient time at their disposal, without students, to carry out collective tasks.
- Education policy decision-makers need information that is relevant, meaningful, and up-to-date. It is therefore necessary that comprehensive information systems be developed that include education indicators and statistics, innovations, and the results of research and assessment. This information must be available for use by those responsible for education policy, school management, teachers, and teacher trainers.
- Construction of a broad set of indicators to aid education policy decision-making based on real needs, with a long-term perspective and for accountability of diverse actors responsible for education. This information should also be useful for school-based decision making. It should therefore be available to principals and teachers.
- Strengthening of education research, with the active participation of teachers and dissemination of the findings of such research so that it may be used both in policy definition and assessment and in improvement of teaching practices and school management. It is therefore necessary to offer incentives for research and to encourage collaboration between universities, research centers, and schools so that research may help to improve school management and educational practices. It is necessary to systematize, assess, and disseminate innovative experiences so that teachers may share, discuss, and learn from such experiences.
- Assessment of the quality of education should be at the service not only of system management, but of learning as well. This requires that changes be introduced in the focus of assessment systems so that they perceive assessment of learning in a broad sense and take into account the influence of social, economic, cultural, and education contexts on the quality of learning. These models should consider the assessment of processes as well as of results, and include the opinions that families, teachers, and students have of education and of their schools. It is vital to involve teachers in the assessment of teaching and learning

processes, providing simple instruments that help them to understand how such processes are developed and how to introduce necessary changes. From the point of view of management, the purpose of assessment should be to identify resources aid each school requires in order to foster the full participation and learning of students rather than for comparing one school to another.

Focus on: social responsibility for education in order to generate commitment to its development and results

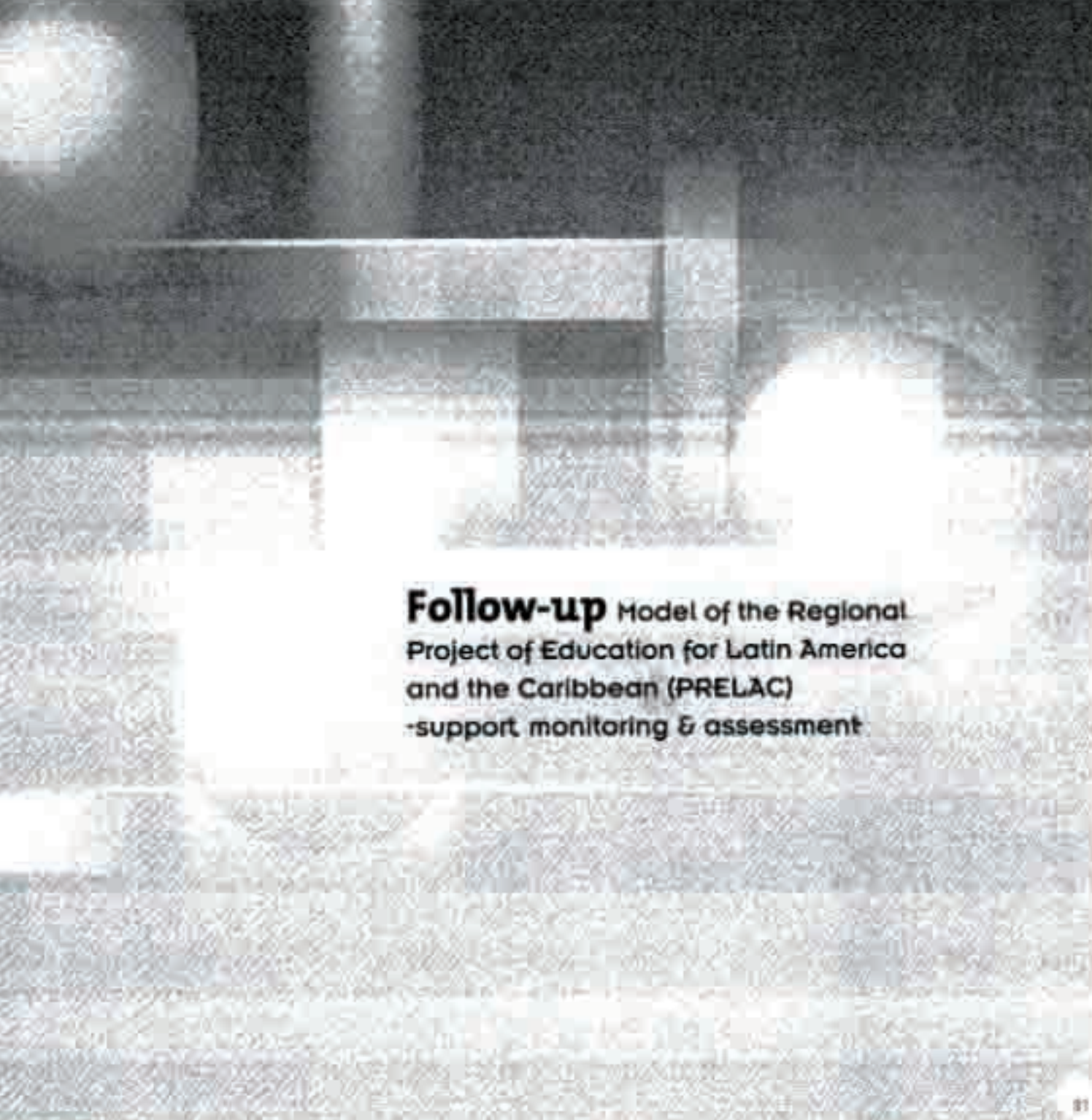
Starting from the premise that the State is the primary responsible institution for education, public policies should be fashioned so that both the education system and the community are responsible for such policy. Therefore, education policies should encompass diverse views of citizens. This cannot be achieved if the community does not have channels through which it can express its opinion regarding the meaning and content of education. Governments, therefore, must have a firm political will to generate appropriate conditions and mechanisms so that the population at all levels may participate at all levels – from the national level to the school – in order to assure effective and broad participation in educational processes, from their conception and design, through their development and assessment. In such an effort, it is essential that families and the society in general have access to the necessary information that will permit them to form opinions and make decisions regarding the education of their children, and to exercise their rights and responsibilities.

With this in mind, this strategic focus will be developed through:

- Fostering a culture of assessment and of commitment to assessment results, including open discussion regarding the meaning and outcomes of education, and regarding the approach of quality education assessment systems.
- Encouragement of families to participate in the education of their children. Schools should be concerned not only in keeping families informed about possible problems of their children, but should stimulate families with programs and materials so they may accompany students in their development, giving special support in the transmission of traditions, values and world-views. In this sense literacy-training and adult education activities are key for increasing the cultural capital of parents, and which have positive effects on the development and learning of their children.
- Participation of cultural, social, recreational, and sport-related organizations of the community in the development of educational activities in schools. Schools should take advantage of the cultural wealth available in their around them, establishing links with museums, markets, cultural centers, libraries, and communication media, incorporating them actively in the learning processes of students. The participation of these organizations is extremely important for value-building, for the development of artistic, cultural, and athletic skills of students and in order to counter the climate of violence in schools.
- Greater linkage between private businesses and schools, principally with technical-professional secondary schools, through exchange, internships, visits, and discussions, among others. Companies

should maintain dialogue with schools in order to express their needs in regard to the kinds of professionals and workers that they require.

- Responsibility of the communication media to stimulate citizen participation in education, channel the demands of society for greater commitments of authorities to improving education results. Moreover, television and the written press can provide a great variety of quality educational programs and texts that can complement the work of schools and families.
- Implementation of social and economic policies that foster integration, treating some of the problems external to schools and education systems but that generate inequalities within them. This linking and coordination of inter-sector social policies is an essential condition for overcoming the viscous circle of poverty and exclusion.
- On-going increases in the percentage of GDP dedicated to education. The priority of education as a key instrument for development should be reflected in increases in the level of investment dedicated to education. This increase is justified given the place that education should occupy in the new knowledge society and the urgent need for the entire population to exercise its right of access to quality education. To this end, it is essential to assume with greater responsibility the obligation to make this right a reality through the commitment of the State to financing public education.
- Design of creative strategies in order to diversify the sourcing of funds for education, with open discussions on the role that private sector investment should play.
- Improvement of the allocation of public spending, of resource management, of internal redistribution of the system, and the use of resources, given the fact that increased investment by itself does not guarantee improvement in the quality and equity of education. Moreover, per-student spending for basic education must be increased. In order to achieve greater equality it is important to focus resources on geographic areas and schools in areas of greater poverty in order to diminish high rates of grade repetition and school drop-out and thus improving the internal efficiency of the system. A more equitable distribution of resources would be encouraged if per-capita public spending for education were the inverse of income levels. This measure, besides its redistributive effects, would have the virtue of decreasing the great effort that low-income families make in many countries to pay for the education of their children.
- The allocation of resources to education, which should be viewed as an investment rather than as a cost, must be based upon sufficient, valid, and reliable information that facilitates making adequate decisions regarding its best use. This requires dedicating substantial public resources over time to develop a broad and timely information system that makes it possible to gauge the results of education, the adequacy of spending, and its impact on the system and on schools while effectively guiding decision-making on education policy and on resource allocation.



Follow-up Model of the Regional
Project of Education for Latin America
and the Caribbean (PRELAC)
-support monitoring & assessment

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The experiences of follow-up and assessment of the Major Project in the Field of Education (MPFE) 1980-2000, and of the Program of Education For All (EFA) in the region from 1990-2000 teach us that the follow-up model of the Regional Education Project for Latin America and the Caribbean (PRELAC) should contain mechanisms for support, monitoring, and assessment. These mechanisms should favor a continuous and permanent review of processes and results of public education policies and also contribute to strengthening methods of the production and use of knowledge for decision-making in education.

Besides achieving goals, this will assure their sustainability through time, and greater impact in the creation and strengthening of a culture and practice of information analysis and assessment. It will, moreover, foster the development of and practice of accountability for the results of to society by those responsible for education.

OBJECTIVES OF THE FOLLOW-UP MODEL.

Considering the purpose and nature of PRELAC, the follow-up model has the following objectives:

Achieve sustainability of the project through time.

- It is thus necessary that project proposals and lines of action be part of State policy, identifying mechanisms to lend continuity within countries in order to take advantage of actions generated by one government administration that can be utilized by succeeding administrations.
- Education should be the responsibility of everyone. This involves the incorporation of different groups and sectors in the education decision-making process, particularly the participation of teachers. Another strategy is to draw up a social contract for education, with the participation of all citizens. It is also necessary to develop special efforts directed at training leadership at the local government level.
- National and international mobilization is important in order to guarantee the continuation of PRELAC, considering particularly countries in which education is impacted by conflicts.
- Another strategy consists of the generation of legislative agreements and the development of legislation that aid in turning commitments into mandates. Similarly, it is necessary to foster a culture of accountability and its dissemination in an intelligible manner.

Support, monitor, and assess the development of results achieved in regard to the five strategic focuses of PRELAC, with special emphasis on teachers through:

- Education contents and practices in order to construct meanings regarding ourselves, others, and the world in which we live.
- Teachers and strengthening their participation in educational change so they may respond to the learning needs of their students. Special efforts will be made regarding aspects related to the performance of teachers and school principals, their training and professional development.
- The culture of schools, so that they may become participatory learning communities.
- Management of education systems, making them more flexible in order to offer effective life-long learning opportunities.
- Social responsibility for education in order to generate commitments to its development and results.

- Stimulate the incorporation of all of society in the tasks of education so that, while maintaining the focus of the teacher and the student as key subjects in the educational process, all active forces of the community may be effectively involved in the process.
- Strengthen activities aimed at the construction of knowledge and information within countries in order to support decisions that foster improving learning.
- Strengthen at all levels of society a culture of analysis, assessment, and accountability on the part of those responsible for education.

to improve tools that aid decision-making: statistics, assessments, research and studies of education, among others. Such tools should be enriched by information generated by schools themselves.

- International organizations shall act to reinforce this process at the national level, doing so respecting country characteristics and assuming the task of facilitating follow-up as well as assessing progress and results at the regional level. In this regard, there are international experiences in the region that can be utilized. Efforts should be made to utilize simple indicators for monitoring, through the use of those already employed by countries. It is also recommended that instead of creating new entities, that already existing ones be improved.

BASIC PRINCIPLES AND FUNCTIONS OF THE FOLLOW-UP MODEL.

The follow-up model is based on three basic principles that innovate regarding the follow-up styles of other regional programs:

- The emphasis, in both the support of development and in the assessment of the results of PRELAC, is on people – students, teachers, principals, and families, emphasizing processes more than products.
- Follow-up should be carried out by Ministries of Education, through coordination with specialized organizations in each country. PRELAC should be part of national plans and of Education For All plans. This should be based on the political will

The PRELAC Follow-up Model foresees three essential functions: support, monitoring, and assessment. We present below the operational and ad hoc definitions for each.

- **Support.** The set of support activities within countries to foster the correct implementation of PRELAC. The purpose is to assure that countries make progress in achieving the objectives of the Project.
- **Monitoring.** The process through which both international organizations and countries themselves will shape the development of PRELAC and hence its purpose, objectives, and strategic focuses, and its contribution to the achievement of the objectives of Education For All.

■ **Assessment.** The process through which UNESCO, according to the 13th point of the Declaration of Cochabamba, will establish, using information generated within countries, achievement of the focuses of PRELAC in the region in each of its three five-year phases, as well as determining the degree of achievement of the objectives of Education For All. This is an eminently periodic process with well-defined time lines, specifically designed for the purpose, and including sets of especially-selected information and indicators.

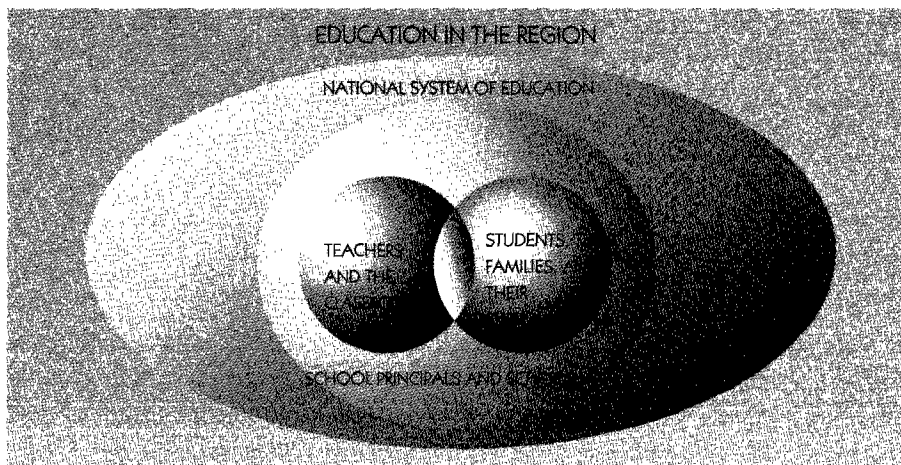
SUBJECTS AND LEVELS OF THE FOLLOW-UP MODEL.

This concept of the Follow-Up Model focuses on the development of subjects and their respective contexts, always keeping in mind the fact that it is the student who is the final recipient of the entire educational process.

Support, monitoring, and assessment, consider the following subjects and levels of intervention¹ :

- Students, their families, and their surroundings.
- Teachers and the classroom.
- School principals and school staff.
- The national education system and its context.
- Education in the Latin American and Caribbean region.

¹ For more details, see Appendix A



PRIORITY LINES OF ACTION.

TRAINING AND PROFESSIONAL DEVELOPMENT OF TEACHERS AND SCHOOL PRINCIPALS

Based upon the strengthening of pedagogical training of teachers and school principals through:

- Carrying out an in-depth diagnosis of the pedagogical skills of teachers, first of all in the most underprivileged areas, for their training within the workplace.
- Determining the potential of countries in the region for the pedagogical training of teachers and coordination of multilateral action plans
- Preparation in treating the pedagogical difficulties and training of teachers utilizing available technologies
- Training of school principals for school management and organization.
- Development of packages for the development of themes within different academic subjects, adjusted to regional and local characteristics.
- Preparation in the diagnosis and treatment of learning difficulties of students in mathematics and language, with the use of available technologies.
- Development of regional training programs, masters and doctoral level for degree-holding practicing teachers
- Training in education research using available technologies, with practical examples.

LITERACY TRAINING AND EDUCATION FOR YOUNG PEOPLE AND ADULTS.

Based on strengthening the pedagogical literacy training of teachers and school principals through:

- Determination of local strengths and weaknesses for the implementation and dissemination of various literacy training alternatives.
- Preparation of teachers, communities, and staff for literacy training through the use of radio and television.
- Use of video-based training courses for young people and adults, for those with limited schooling and those who are literate in order to prepare them to for the workplace and for the acquisition of basic levels of education.
- Development of simple teaching materials to aid literacy training.

IMPROVEMENT OF THE QUALITY AND EQUITY OF BASIC EDUCATION

Consider, among other factors, the results of national measurements and of studies of the Latin American Laboratory for Assessment of the Quality of Education - LLECE - providing within countries forms of training of specialists in:

- The comprehensive macro-diagnosis of the most underprivileged school regions.

- The micro-diagnosis of schools that achieve the poorest results.

- "In situ" training activities in the teaching of mathematics and language within targeted schools.

- Development of instructional materials for teachers.

- Periodic monitoring and assessment of activities noted above in order to achieve their sustainability.

UNIVERSAL COVERAGE OF EARLY CHILDHOOD EDUCATION.

Foster within countries means to train local specialists in:

- a) The identification of the 0-6 year old child population not receiving educational services.
- b) Design and implementation of community-based inter-sector educational programs that foster:
 - The active role of families in the education of their children.
 - The satisfaction of other family needs such as literacy training, education in areas related to health and nutrition, as well as cultural enrichment.

c) Implementation and strengthening of the training of those charged with the responsibility of early childhood education, including:

- Initial and on-going training of educators at this level and of others involved in this task.
- Systematic and differentiated training of school principals at different levels; of aids and supervisors who serve early childhood and pre-school education; of educators and others working in education of communities, with emphasis on the family.

d) Development and application of a quality follow-up and monitoring system for early childhood care programs.

SUPPORT FUNCTION

These mechanisms are part of a set of activities they will be fostered within countries in the Region for development of the five strategic focuses of PRELAC, keeping in mind the different subjects and levels of intervention as outlined.

SUPPORT FROM WITHIN COUNTRIES.

Foreseen support activities are the following:

- Training activities such as seminars and workshops on the local, provincial, and national levels in order to foster broad-ranging debate regarding the different modes of learning and so that researchers, specialists, teachers, principals, families, and education system representatives may discuss themes related to education.

- Exchange and internships of teachers, school principals, education system authorities, assessment specialists, and researchers.

- Preparation and publication of documents aimed at a better understanding of the meanings of education and of ways to improve the situation of students, teachers, schools, and of education systems as a whole.

- Research, assessments, and analysis of education policies, in order to produce knowledge for policy formulation and changes in educational practices. Periodically, the UNESCO Regional Office of Education will publish a list of suggestions for needed research relevant for the definition of education policies in the region. The purpose will be to encourage researchers and postgraduate students to focus their work on the subjects so listed, both within schools and within education systems.

- Encouraging the participation of other actors. A highly participatory style will be fostered, involving multiple actors from society in general ²: such as legislators, central, provincial, and local authorities and those from other spheres of government. Also included will be social and labor organizations from the national and local levels, the communication media, companies, and national, bilateral, and multilateral financing agencies.

². See Appendix B

SUPPORT WITHIN THE REGIONAL FRAMEWORK.

A set of activities will be carried out with countries through the regional networks coordinated by UNESCO or by support networks lead by other international cooperation organizations.

Regional Networks coordinated by UNESCO.

The UNESCO Regional Office of Education has developed various networks designed to support regional activities, producing cooperation and synergy between different actors and institutions both within and between countries. These networks work with schools, teachers, researchers, professionals from ministries of education, and with other institutions and actors in the region. Furthermore, depending on the needs perceived by countries during the implementation of PRELAC, new networks can be created. The existing networks are³:

- UNESCO Associated Schools Network: This network is composed of schools within the region. Its purpose is to aid them in carrying out pilot projects aimed at strengthening the role of education in fostering a culture of peace and tolerance.
- School Leadership Network: A network of school principals and school leadership teams designed to motivate leadership to improve student learning and for school development.
- Educational Innovation Network "INNOVEMOS": A network of education research institutions and organizations and teacher training centers that investigate, analyze, and study innovations and good practices that results in improvements in student learning.
- Latin American Laboratory for Assessment of the Quality of Education (LLECE): A network of education quality measurement and assessment system from ministries of education in the region.
- Regional Information System (SIRI): A network of systems and teams for production and analysis of statistical information from ministries of education in the region.
- Science Education Network: A network of universities responsible for the initial, in-service, and postgraduate training of teachers in the area of the sciences.
- Permanent Forum for Secondary Education: A network of representatives of ministries of education responsible for secondary education, universities and teacher training centers, research groups, teachers, and representatives of other sectors of society linked to the education of adolescents and young people.
- Regional Network of Education For All (EFA) in Latin America: A network made up of National Coordinators of Education For All, together with representatives of organizations from civil society and of international cooperation organizations, created to accompany the process of elaboration and follow-up of National EFA Plans within countries.

³ A more detailed description is presented in Appendix C.

In general, UNESCO will stimulate and organize efforts with other networks of universities and research centers in the region with recognized expertise in the development of studies and research in education, and will mobilize research resources in order to concentrate on the strategic focuses of PRELAC.

UNESCO priority support areas

The following will be considered priority support areas by UNESCO:

- In general, the idea is to not do that which countries already do for themselves, but rather to concentrate on those things which have the greatest impact on the development of PRELAC.
- Development of comparable statistics, indicators, and quality assessment among countries based on elements that are subject to measurement. Emphasis on intra-regional comparison, while maintaining an international reference.
- Development of comparative research in groups of countries on themes of common interest for each strategic focus. Development of studies of secondary education.
- Systematization and dissemination, ideally by electronic means, of successful experiences within countries for each of the focuses in order that they be shared and standardized.
- Systematization and dissemination of educational resources that can be used by countries in the academic subjects the treatment of which is more homogeneous between countries. The latter, will consider the use of new, highly replicable technologies such as education portals and others.
- Provision for training to which countries currently do not have access, with special attention to school administrators, the training of trainers, initial and in-service teacher training, as well as technologies of the highest level.
- Support in the systematization and eventual participation in the selection of offers of international assessment services, as well as support in obtaining resources for the same.
- Systematization of the various offers of technological education services from the international level and support in its selection by countries.
- Skill development within Ministries of Education for negotiating with teacher unions.
- Creation of a network for the dissemination of original pedagogical thought, past and present, within the region that supports pedagogical research and training.
- Leadership in the creation and assessment of support networks.

Support networks coordinated by other international cooperation organizations.

The activities of other international agencies present valuable opportunities for supporting follow-up of the Regional Project, of the objectives of Education For All.

Other agencies of the United Nations System and those involved in bilateral and multilateral cooperation have constructed networks which include the participation of ministries of education, academic centers, universities, and NGOs. The more these networks expand and reach a larger number of teachers, parents, researchers, national, state, and local officials, innovators, etc., the more varied the capacities for thinking about and transforming education. Based upon a broad spirit of cooperation, multiple synergies can be created, thus achieving the above objectives.

As part of this effort, UNESCO will develop and continually update an inventory of international cooperation in the field of education that will be useful for coordinating efforts on the national, sub-regional, and regional levels.

International cooperation and cooperation between countries.

For international cooperation, emphasis will be on collaboration between international organizations and bi-lateral agencies, improving cooperation modalities in order to make them more effective in support of the purposes and strategic focuses of PRELAC and in support of the objectives of Education For All

In this sense, countries will foster cooperation agreements coordinated with bilateral and multilateral cooperation agencies for the execution of specific projects carried out in one or in several countries. Moreover, efforts will be encouraged toward the development of PRELAC in the cooperative development policies within sub-regional organizations.

Cooperation between countries will be encouraged and strengthened in order to take advantage of the comparative advantages acquired by some countries in order to share them with others. This will contribute to diminishing existing inequalities in the development of the region. PRELAC will seek to establish a culture of solidarity between countries in order that they may together progress in achieving the objectives of Education For All.

MONITORING AND ASSESSMENT FUNCTIONS

The major purpose of the project is to generate meaningful changes in education policies and in teaching practices that guarantee the existence and equitable distribution of educational opportunities and quality, life long learning achievement for all.

We will here describe monitoring and assessment activities aimed at identifying progress in the five strategic focuses and determining how these contribute to achieving the objectives of Education For All.

ACTIVITIES WITHIN COUNTRIES

The development of follow-up mechanisms in regard to monitoring and assessment considers the following:

- Countries shall consolidate existing mechanisms, improving their efficiency and usefulness, accompanied by UNESCO and by other cooperation agencies.
- These mechanisms will be consolidated through the development of knowledge and information regarding education based on statistical, assessment, research, or other systems already existing within countries.
- Knowledge and information developed within national settings will be directed, on the one hand, toward facilitating the definition of basic concepts, and hypotheses for research and, on the other, toward supporting sought after changes in education policies.
- The purpose of these activities should be to assure better decision-making in policy formulation aimed at strengthening teachers, changes in educational practices, and supporting commitment to results on the part of national authorities. This will provide a stimulus to discussion of the problems of education on all levels, from the school to the country as a whole.
- These processes demand bringing together a variety of sources and tools in order to generate information and knowledge. Chief among the

former are political philosophy, social psychology, and education research and assessment; among the latter are statistics, the construction of indicators, analysis, “state of the art” studies, and working documents.

- National institutions making up in working groups for systematic monitoring of PRELAC will include universities, schools of education, research centers, UNESCO institutes, and various academic network.

ACTIVITIES ON THE REGIONAL LEVEL.

UNESCO and other international agencies will provide support to countries in the consolidation of monitoring and assessment mechanisms. Thus, according to the Declaration of Cochabamba, and through the information generated within countries, UNESCO will analyze progress on the regional level. In doing so it will construct indicators and generate relevant assessment information that will aid in identifying achievements attained during the execution of PRELAC. Similarly, it will facilitate the adoption of policy decisions pertinent to the goals of the project and the objectives of Education For All.

ORGANIZATION AND FREQUENCY OF FOLLOW-UP

In accordance with the principles of the model, follow-up will be on-going and carried out within countries with the support of international agencies.

WITHIN COUNTRIES.

Identification and coordination on the part of Ministries of efforts of national organizations that can construct and support monitoring and assessment systems within countries is considered to be a priority. These institutions will provide annual information to the Ministry of Education regarding the situation for each of the five strategic focuses in order to analyze progress, achievements, and difficulties faced, and to establish national discussion regarding these results with the various actors involved.

It is recommended that each country construct a matrix of relations between the strategic focuses of PRELAC and the different levels of intervention, according to the Follow-up Model⁴. This may be linked to the formulation and development of National Action Plans of Education For All and to the Coordinator Network of such plans

IN THE REGION.

Meetings of Ministers of Education shall be held every four years in order, together, to analyze regional assessment results achieved in regard to each of the five strategic focuses and having as a final purpose fulfillment of the objectives of Education For All as established within the framework of the Santo Domingo Framework of Action and the Dakar commitments. UNESCO shall be responsible for the organization and development of the meetings, assuring due coordination of information generated within countries and maintenance of a regional view of successes achieved and difficulties encountered.

During the four-year periods between the meetings of ministers, other technical meetings will be held in regard to the strategic focuses of PRELAC in order to encourage analysis and to study possible ways of intensifying hoped for changes in public policies and in educational practices.

The above notwithstanding, monitoring reports will be produced every two years. It is understood that these reports will treat the progress of the project through the use of indicators that will be disseminated to the countries.

⁴ For more details regarding the suggested matrix, see Appendix E.

Appendix A

DIMENSIONS OF THE PRELAC FOLLOW-UP MODEL - SUPPORT, MONITORING & ASSESSMENT- REGIONAL PROJECT OF EDUCATION FOR LATIN AMERICA AND THE CARIBBEAN

The Follow-up Model –support, monitoring, and assessment– applied to the Regional Education Project for Latin America and the Caribbean, PRELAC, encompasses subjects and levels of intervention. For each of these it identifies: what, how, with what, and who.

STUDENTS, FAMILIES, AND THEIR SURROUNDINGS.

What. The purpose is for education to contribute to the comprehensive development of people so that may be free, with equal rights and with dignity, based upon the four pillars of education according the Delors Report.

- Learning to know.
- Learning to do and to endeavor.
- Learning to live together.
- Learning to be.

PRELAC will contribute to the creation of knowledge of and information about demands, processes and results of people, countries, and the Region, according to the pillars of education defined in the Delors Report. It is necessary to identify the magnitude of changes necessary in order to transform these pillars into reality.

How. This requires the development of operational definitions of the basic concepts of each pillar of education from the perspective of schools, families, and the social and cultural context of each person in order to integrate them into the curriculum of formal and non-formal education.

With what: This requires research and study of the dimensions of personal development and a profound analysis of the meaning of education and analysis of its results within the framework of the realities of the region.

Who: This will be the responsibility of national and/or regional institutions dedicated to reflection and research, such as universities and academic centers, with the participation of school administrators and teachers.

TEACHERS AND THE CLASSROOM.

What: Because an important strategic focus of PRELAC is to strengthen and redefine the role of teachers, the Follow-up Model needs to consider initial and in-service teacher training, teacher attitudes, teaching practices, and teacher performance and careers linked to learning results.

How: Research must be carried out that better describes current characteristics and needs of teachers, their training, salaries, working conditions, and professional performance. Studies must be developed in order to establish the relations between these variables and learning results in order to guide education policies.

With what: This requires the active participation of teachers in their daily tasks and cooperation between teacher unions and Ministries of Education, facilitating links between both for the implementation of changes in education. In addition, it requires that public discussion be fostered regarding the role of teachers, enhancing their perceived social value, and the conditions of the professional performance.

Who: Teacher training centers, teacher unions or associations, teaching teams in schools, and Ministries of Education will provide the necessary information.

PRINCIPALS, TEACHING TEAMS, AND SCHOOLS.

What: A major focus of PRELAC is to transform the culture of schools, generating settings that foster improvements in the performance of teachers and students with participatory and open school management centered on achieving quality learning for all students. To this end, we propose permanent updating of the curriculum and changes in teaching practices. This cannot be achieved without the involvement and cooperation of school managers and teachers. Successful education is not possible without effective schools that involve their communities, and such schools are not possible without managers that are able to provide leadership to the school community and to generate a school climate that fosters learning.

How: In this context, follow-up and assessment involves producing more knowledge and information on school effectiveness; of how the organizational climate of schools can foster the quality and equity of learning; of the ability to continually improve the

three phases of the curriculum (preparation, teaching, and learning) and of on-going changes in learning processes and the degree of commitment of teachers to the same. Follow-up and assessment also requires more thought about curricular content and its application in schools. It is also important to be aware of the degree and type of community participation in schools. Studies are needed on the relationships of schools and education systems with social, economic, political, and cultural settings, whether local and/or national.

With what: Proposed networks, as well as other mechanisms that appear during implementation of the project can contribute significantly to this area of the follow-up and assessment of PRELAC.

Who: The networks of UNESCO Associated Schools, Education Leadership, the LLECE, together with institutions of ministries of education and research centers will provide knowledge and information in this regard.

NATIONAL EDUCATION SYSTEMS AND THEIR CONTEXTS.

What: PRELAC seeks to foster flexible, diversified, life-long quality education. This requires national education systems and subdivisions of these systems that guarantee that schools respond adequately to the learning demands of all people, according to the contexts within which they develop.

How: Constructing and analyzing pertinent information regarding progress of the strategic focuses and of fulfillment of the purpose of the Project as related to

the objectives of Education For All. Key tools are the norms and guidelines established for the functioning of the education system and the policies adopted to foster life-long learning.

It is especially important relevant information be systematically obtained on the progress of the five strategic focuses and their impacts on learning. Similarly, it is important to be aware of the social impacts that this education has on social, cultural, economic, and political contexts of the countries in the Region.

With what: Improvement of the analytical models of national education systems, with special emphasis on refining basic concepts and assumptions. Most of these models include analytic categories and indicators regarding context, resources, processes, and products, as well as impact. They will be enriched with additional analytic elements on equity of and within education systems and the level of their relationships with economic, cultural, social, and political (national, regional and international) contexts.

Who: National organizations that are part of regional networks.

EDUCATION IN THE LATIN AMERICA AND CARIBBEAN REGION.

What: PRELAC seeks to stimulate substantive change in public education policies of all countries so they may respond to the demands of human development in the XXI century and to the commitments of Education For All.

How: Developing a comparative analytic model of education in the Region within the context of the strategic focuses proposed by PRELAC. The basic ingredients for this model are results of the work of current networks, whose future activities should be planned as a consequence. It will be necessary to analyze knowledge and information originating within countries on each fundamental aspect relative to the focuses indicated and seen from the perspective of the Region as a whole. The construction of education indicators will be undertaken. Comparative measurement will be carried out that responds to the purposes of PRELAC and to the principles of education indicated.

With what: Taking advantage of international experiences developed within the Region (by UNESCO and others) and in other regions (by UNESCO, OECD, and others), using complementary sources of statistical information and indicators, as well as research and national and international assessments.

In addition, the assessment analysis should contain explicit consideration not only of educational effects *per se*, but also the social impact of education in countries of the Region in regard to:

- Economic development, employment, and overcoming poverty.
- Reduction of inequalities and social vulnerability.
- Strengthening of democracy and governability.

Who: Regional organizations devoted to research and institutions that are part of working groups coordinated by UNESCO and by other cooperation agencies.

APPENDIX B

INVOLVING OTHER ACTORS.

LEGISLATORS

Joint activities with legislators, both within the regional setting and within each country, are extremely important mechanisms for PRELAC. Cooperation agreements will be necessary with parliamentary organizations on the national, sub-regional, and regional levels, such as the Latin American Parliament (PARLATINO). Equally, on the national level the members of Education Commissions of the respective legislatures will be informed of the activities, studies, and progress of the Project.

STATE, PROVINCIAL, AND LOCAL AUTHORITIES.

Open channels of communication will be maintained in order to involve these actors in discussions about education in their respective geographic areas. The objective is to assure that education policy decisions within the framework of the strategic focuses of PRELAC be a good fit in all cases.

OTHER GOVERNMENT SECTORS.

Social responsibility for education goes beyond ministries of education and other actors from civil society. The government agencies responsible for the economic, social, and cultural areas need to participate in the resolution of problems of education. Studies will be carried out to analyze the impact of this kind of support, and discussions will be organized to achieve consensus in their regard.

NATIONAL AND LOCAL SOCIAL AND LABOR ORGANIZATIONS.

There will be a special effort to intensify relationships with social and labor organizations of different actors in education: teacher unions, parent organizations, private foundations active in the area of education, among others.

NATIONAL AND INTERNATIONAL PUBLIC AND PRIVATE FINANCING INSTITUTIONS.

The relations of ministries of education with these organizations will be fostered in order to coordinate and mobilize and direct resources for the development of PRELAC within countries.

COMMUNICATION MEDIA.

These will be involved in public discussions in order for them to support and disseminate the strategic focuses of PRELAC and aid in fostering discussion and commitment to the Project.

APPENDIX C

EXISTING NETWORKS COORDINATED BY UNESCO SUPPORTING THE PRELAC FOLLOW-UP MODEL.

■ UNESCO Network of Associated Schools. Made up of schools in various countries, the purpose of this network is mobilize efforts in carrying out pilot projects seeking to strengthen the role of education in fostering a culture of peace and tolerance. The network centers its attention on “learning to live together”. Creation of sister schools and exchange between participating schools of materials, teachers, and students are integral parts of the activities of this network. UNESCO encourages each region of the world to develop its own Action Plan that includes “model” projects, initiatives, and events (regional seminars and workshops for national coordinators, teachers, etc.). Exchanges of teacher and students from the same region are also encouraged. In 1996, 3,700 schools participated in the program worldwide.

Of these, 769 were in Latin America and the Caribbean. They comprise kindergartens, primary, and secondary schools, technical-professional institutes and teacher training institutions located in both urban and rural areas.

■ Education Leadership Network. The focus of activities of this network is on leadership in the school environment. Its point of departure is that school principals, together with their staffs, play a crucial role in the success or failure of any attempt to improve education and, by extension, the learning of all students. The network seeks to support principals and their staffs in the development of leadership abilities, both for the active incorporation of members of the community (teachers, parents, students, and neighborhoods), and for the construction of organizational and emotional climates that are favorable for learning to take place. Similarly, the network fosters the construction of a professional ethic based on the meaning of Education For All, in which the success of all students is the goal. Members of the network are school principals and school and political-administrative teams that are concerned with the themes of management and leadership in the school environment.

■ INNOVEMOS Network. The Latin American Regional Education Innovation Network –INNOVEMOS– was conceived as a interactive and permanent forum for reflection, production, exchange, and dissemination of knowledge and practices regarding innovations and changes in education that result in improvement in learning in order to contribute to the improvement of the

quality and equity of education in its different modalities and programs. INNOVEMOS is a regional network of national networks that includes institutions of different modalities and competencies (schools and non-formal education programs, research centers, ministries of education, universities, and others), different territorial levels (regional, national, local), and different thematic areas (institutional development, teaching and learning processes, professional development, education and labor, diversity and equity, education and culture). Besides its workshops and publications, INNOVEMOS works through a web page in which education innovations and practices are presented within the areas cited above.

- Latin American Laboratory for Assessment of the Quality of Education (LLECE). The Laboratory is comprised of a network of systems and teams for measurement of the quality of education within ministries of education of countries in the region. Its primary function is to provide technical support for the development of these systems and teams through promoting country-to-country collaboration. It also organized various events for training and for the exchange of information and experiences. In addition, through the application of examinations of education quality that countries carry out periodically, the Laboratory has made achievement levels comparable for the primary school in 13 countries of Latin America. Using these as a basis, the Laboratory carried out a first study of factors that influence learning. As part of its activities, within the framework of the present Regional Project, the Laboratory has projected –

among other tasks – carrying out at least one new study every 5 years as a basis for analyzing the development of the quality of education in the region. The Laboratory has a web page in which it presents data and results of its studies.

- Regional Information System (SIRI). SIRI is a network of ministries of education systems and teams for the production and analysis of statistical information. Its primary function is to provide technical support for education planning and statistics units of the ministries through the promotion of country-to-country cooperation and the organization of various events for training and the exchange of experiences. In addition, SIRI cooperates closely with the UNESCO International Institute of Statistics, with headquarters in Montreal, which is the organization charged with collecting and presenting world level statistics on education, culture, the sciences, technology, and communications. SIRI accompanied the OREALC/UNESCO Major Project in the Field of Education between 1980 and 2000, periodically producing the publication entitled, *The State of Education in Latin America and the Caribbean*. SIRI has a web page where it presents the results of its studies and fosters technical studies by national teams.
- The Science Education Network. An Ibero-American inter-university network that fosters the improvement of science education by means of initial, in-service, and postgraduate training as well as through the creation and consolidation of research groups and the development and publication of material. This network has become

a UNESCO Chair that is regional, changes from one institution to another, and that emphasizes country-to-country cooperation between different institutions.

■ **Permanent Secondary Education Forum.** An interface for on-site and electronic endeavors that seeks to work at the regional, sub-regional, and national levels. The Forum is made up of representatives of ministries of education, authorities from secondary education, universities, teacher training institutions, research groups, teachers, and representatives of other sectors of society – business people, workers, and governmental agencies from non-education areas – linked to the education and training of young people. Its objectives are to foster the production of knowledge on different aspects of education and training for the secondary level, to propose changes in training for secondary school teachers, and to facilitate opportunities for inter-sector cooperation for the design of comprehensive policies for youth.

■ **Regional Forum of Education For All in Latin America.** Countries appoint National Coordinators of Education For All (EFA) whose mission is to lead and coordinate on the technical and policy level the development and implementation process of EFA National Plans. At the same time, they are responsible for mobilizing citizen participation and for fostering country-to-country cooperation between different actors. The Regional Forum, accessible through the web page of UNESCO Santiago, offers opportunities for exchange and mutual support between National

Coordinators, representatives of civil society, and international cooperation agencies in order to generate exchange of information and experiences during the process of preparation and functioning of the national action plans in order to achieve the objectives of Education For All for 2015

APPENDIX D

UNESCO AND INTERNATIONAL COOPERATION.

UNESCO will maintain the three existing modalities in regard to international cooperation organizations so that they may collaborate in procedures for implementing PRELAC in individual countries. These modalities are:

- Regional cooperation agreements within the framework of the Education For All program. The Education For All interagency coordination mechanism for the region was created in February, 2001. Participants include international cooperation agencies involved in EFA. Among its agreements it has been established that, for all activities dealing with said program, international agencies will act in a coordinated fashion, avoiding duplication and overlapping of activities.
- Specific cooperation agreements in specialized fields or mandates. These are specific agreements with other agencies of the United Nations System or with other international agencies created through the mandates of international conferences that have not been the responsibility of UNESCO.
- Cooperation agreements with other agencies, organizations, and governments for the execution of specific projects carried out in conjunction with countries or with groups of countries, stimulating efforts for the development of PRELAC. Support will be sought for implementation of the strategic focuses of PRELAC in the development policies produced within sub-regional organizations.

APPENDIX E

TABLE TO AID IN IDENTIFYING PERTINENT NATIONAL INSTITUTIONS, SHOWING RELATIONS BETWEEN STRATEGIC FOCUSES AND SUBJECTS/LEVELS OF THE PRELAC FOLLOW-UP MODEL

STRATEGIC FOCUS/ SUBJECTS	Education Contents and Practices - constructing meanings in regard to ourselves, to others, and to the world in which we live	Teachers and Strengthening their participation in education change in order to satisfy student learning needs.	The Culture of Schools converting them into participatory learning communities	Management of Education Systems- making them more flexible and to offer effective life-long learning opportunities	Social Responsibility for Education - generating commitment to its development and results
Students, their families, and their surroundings					
Teachers and classrooms					
School principals					
National education systems and subdivisions					
Education in the LAC region					



Havana Declaration

The Ministers of Education of Latin America and the Caribbean, meeting at the request of UNESCO at the First Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean, held in Havana, Cuba, from 14 to 16 November 2002, recognize that the execution of this Project over a 15-year period represents the most important challenge for the countries, aimed at making education the true axis that will allow our people to reach high levels of human development and dignity which are rightly theirs, at the dawn of the twenty-first century.

The Major Project in the Field of Education in Latin America and the Caribbean (PROMEDLAC, 1980-2000) and the efforts made in the region, starting with the Declaration of Education for All (Jomtien, 1990), the agreements adopted at the World Education Forum (Dakar, 2000), the Regional Meeting of Latin America and the Caribbean, and the most recent PROMEDLAC meeting held in Cochabamba in March 2001, have created the objective and subjective basis for the affirmation of the right of all people to a quality education, which is a fundamental objective of the Action Frameworks adopted at the World and Regional Forums of Education for All.

However, despite intense efforts made in the past 20 years aimed at improving the quality of education in the region, recent data show that there are important aspects that have yet to be addressed, as well as shortcomings that have an adverse impact on education.

Regional comparative studies such as those conducted by the Latin American Laboratory for the Assessment of Educational Quality (1999), and reforms and innovative experiences in the field of education, reveal that learning and development are closely linked not only to the potential of students, but also to the context within which they grow, learn, and interact with their peers and with adults.

The World Education Forum held in Dakar (2000) set six goals for Education for All which encompass the commitments made by the Ministers of Latin America and the Caribbean. Therefore, the Ministers have agreed that their governments will work in collaboration with civil society in order to define the policies, strategies and lines of action that will be required to meet the adopted goals.

Consequently, having analysed and debated the reports and proposals submitted at this meeting, the Ministers of Education of Latin America and the Caribbean, with a view to strengthening the purpose of the Regional Project and facilitating its follow-up:

Hereby declare that:

1. They approve the proposals for the "Regional Education Project for Latin America and the Caribbean 2002-2017" and the "Follow-up Model of the Regional Education Project for Latin America and the Caribbean 2002-2017", documents which are a part of this declaration.-

2. The commitment to quality and equitable education for all must be consistently supported by the Latin American and Caribbean States, avoiding the risk of abandonment or delay due to changes of government in our countries. To this end, the Ministers commit themselves to create and carry forward effective mechanisms for reaching agreement and consensus between different social actors and effecting the subsequent and periodic assessment and accountability that make it possible to continue the project to its full term.-

3. The proposals set forth by the Regional Education Project for Latin America and the Caribbean, which will help to meet the goals of Education for All, and the mechanisms and priority action programmes of the follow-up model of the Project are basic priorities and commitments for the countries of the region and should be adopted by governments as legislative measures and national education agreements that guarantee their sustainability and maintenance through changes of government.-

4. All efforts to improve education in the region should be strengthened by promoting available human skills and material resources within countries, fostering those mechanisms that make possible horizontal cooperation between them and the effective support of different international agencies and organizations, which should be directed principally towards the strategic focuses of the Regional Project.-

5. The principal efforts in terms of resources and cooperation should accord priority to the training and professional enhancement of teachers, using a comprehensive approach. This continues to be a key and urgent factor for our countries. It is necessary gradually to raise the standards of initial teacher training to university level, particularly for basic education, and to increase the number of teachers with such a level of training.

6. It is essential to grant priority to literacy training processes in the area as an initial step in the future educational development of persons and as a path to cultural enrichment that should involve all social factors. Best practice in the use of methods adjusted to our conditions, with the use of radio and of other resources within the reach of our economies, should be utilized in order to reduce illiteracy rates in five years and to eradicate them in 10 years. To this end, ministries of education should coordinate the necessary efforts.

7. Comprehensive early childhood care and education, centred fundamentally on the family and on universal access to pre-school education, should be the keystone of any good education. Therefore, early childhood education programmes for children from 0 to 6 years of age should be increased, with active participation of families and communities, using best practice in the area in order to increase its coverage.

8. The education level intended for adolescents and young people (secondary, middle education or its equivalent in different cases) should be adopted as a priority in our countries both as regards the gradual extension of coverage and the reformulation of a model focusing more on the needs of the current and future generations of adolescents..

9. There is a need to foster lifelong education in multiple and interactive human and educational environments which is focused on values education for character formation and fosters learning for being, doing and knowing, and for harmonious human relations, embracing as a positive factor our rich cultural and ethnic diversity.

10. Our education should recognize and respect diversity and increasingly reinforce the values of native language, culture, history, literature and national identity. It is the responsibility of governments and of societies to make every effort to ensure that individual socio-economic, ethnic, gender and language differences are not transformed into inequality of opportunities or into any form of discrimination. It is necessary to provide for comprehensive development of indigenous populations, in keeping with social harmony and linguistic, multi-ethnic and cultural pluralism, in accordance with the traditions of each nation.

11. Retrieval and systematization of the best traditions and of Latin American and Caribbean pedagogical thought for the creation of the basis of our own pedagogical framework and its dissemination among teachers is a primordial part of research efforts in comparative education for the future. These studies, the range of which should include, inter alia, successful national experience, a body of education projects and resources, system assessment alternatives and statistical resources, should take advantage of existing networks, broaden and strengthen them, and also create new ones when necessary.

12. Such sought after changes in education require a new kind of school; one that can become the most important cultural centre in the community, one that is open and interacts with the community, fostering the active participation of families in school management, and which combines its work with different non-formal education modalities. It is essential that schools be more flexible, with a high response capability, and prepared to organize and carry out their own educational projects, constructed as a joint effort, responding to the needs and diversity of the community that they serve, and assuming – together with other educational actors – accountability for results.

13. The Ministers wish to thank UNESCO for calling this meeting, express their support for the activities of the Organization as project coordinator and request, furthermore, that UNESCO act as an agent for mobilizing and activating resources in the development of the project for the region.

The content of the Regional Education Project for Latin America and the Caribbean expresses the feelings of millions of women and men who yearn for a better future for their children and their peoples, in the knowledge that only education will make us truly free.

Havana, 16 November 2002.

Published by the Regional Office of Education for
Latin America and the Caribbean
UNESCO-Santiago

English edition
Cover design and layout: Claudia O'Ryan
Printed in Chile by Andros Ltda.

Santiago, Chile
March 2003